

**Eastbury Primary School: MUSIC Progression Map 2020**

<b>SUBJECT: MUSIC</b>				
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>Reception</b>	<p><b>Topic Title: Me &amp; Nativity performance</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2</b></p> <p>To explore: growing, homes, colour, toys and how I look.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p><b>Topic Title: My stories &amp; Everyone</b></p> <p><b>Key knowledge: Mu1/1.2/1.3</b></p> <p>To explore using your imagination Christmas, festivals, fairies, pirates, superheroes, lets pretend, once a upon a time</p> <p>To explore family, friends, people and music from around the world</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	<p><b>Topic Title: Our World &amp; Big Bear Funk (transition unit)</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2/1.3</b></p> <p>To explore animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea and space.</p> <p>Transition unit - to listen and appraise, Musical activities (learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments) and perform and share.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and respond</li> <li>- Explore and create – initially using voices only but building into using classroom instruments too</li> <li>- Singing – nursery rhymes and action songs – building to singing and playing</li> <li>- Share and perform</li> </ul> <p><b>Key vocabulary:</b>  <b>Pulse (steady beat)</b> – foundation of all music. It is the musical heartbeat that never stops.  <b>Rhythm</b> – is long and short sounds that happen over the pulse, so rhythm changes and pulse stays the same.</p>	
<b>Reception</b>				

<p>Year 1</p>	<p><b>Topic Title: Hey you &amp; Christmas song performance</b></p> <p><b>Style: Old school hip-hop</b></p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2</b></p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments musically</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and appraise</li> <li>- Perform to others</li> <li>- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>- Learn about voices, singing notes of different pitches</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.</p> <p><b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.</p> <p><b>Pitch</b> – high and low sounds.</p> <p><b>Tempo</b> – the speed of the music; fast or slow or in-between.</p> <p><b>Old-School Hip-Hop</b></p>	<p><b>Topic Title: The banana Rap &amp; In the Groove</b></p> <p><b>Style: Reggae, Blues, Baroque, Latin, bhangra, folk, funk</b></p> <p><b>Key knowledge: NC objective Mu1/1.2/1.3</b></p> <p>To play tuned and untuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and appraise</li> <li>- Perform to others</li> <li>- Learn about voices, singing notes of different pitches</li> <li>- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>- Learn to start and stop when following a leader</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.</p> <p><b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.</p> <p><b>Pitch</b> – high and low sounds.</p> <p><b>Tempo</b> – the speed of the music; fast or slow or in-between.</p> <p><b>Reggae, Blues, Baroque, Latin, bhangra, folk, funk</b></p>	<p><b>Topic Title: Round and round &amp; Your imagination</b></p> <p><b>Style: Bossa Nova and pop</b></p> <p><b>Key knowledge: NC objective Mu1/1.4/1.1</b></p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and appraise</li> <li>- Perform to others</li> <li>- Learn about voices, singing notes of different pitches</li> <li>- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>- Learn to start and stop when following a leader</li> <li>-</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.</p> <p><b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.</p> <p><b>Pitch</b> – high and low sounds.</p> <p><b>Tempo</b> – the speed of the music; fast or slow or in-between.</p> <p><b>Bossa Nova and pop</b></p>
<p>Year 1</p>			

<p><b>Year 2</b></p>	<p><b>Topic Title: Hands, Feet, Heart and Ho, Ho, Ho (link with Christmas performance)</b></p> <p><b>Style:</b> South African &amp; Christmas, Big band, Motown, Elvis, Freedom songs</p> <p><b>Key knowledge: NC objective Mu1/1.1/1.2</b></p> <p><b>Key Skills:</b></p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically</p> <p><b>Topic and cross curricular links:</b></p> <p>South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p>Links to other units: Fishing Song - Britten - KS2/ages 7-11 (see Freestyle)</p> <p>Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p> <p>Links to other units: Christmas units</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and appraise</li> <li>- Perform to others</li> <li>- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>- To learn how songs can tell a story or describe an idea</li> </ul>	<p><b>Topic Title: I wanna play in a Band &amp; Zootime</b></p> <p><b>Style:</b> Rock and Reggae</p> <p><b>Key knowledge: NC objective Mu1/ 1.3/1.4</b></p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p><b>Topic and cross curricular links:</b></p> <p>Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p>Links to other units:</p> <p>Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5)</p> <p>Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p> <p>Animals, poetry and the historical context of musical styles.</p> <p>Links to other units:</p> <p>Three Little Birds - KS2/ages 7-11 (Scheme Year 3)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and appraise</li> <li>- Perform to others</li> <li>- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<p><b>Topic Title: Friendship song &amp; Reflect, Rewind and Replay</b></p> <p><b>Style:</b> Pop and Western classical music and your choice from year 2</p> <p><b>Key knowledge: NC objective Mu1/1.1/1.4</b></p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p><b>Topic and cross curricular links:</b></p> <p>Make links to Eastbury values, such as respect, friendship, acceptance.</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Links to other units: All Year 2 Units</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Listen and appraise</li> <li>- Perform to others</li> <li>- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>- To learn how songs can tell a story or describe an idea</li> </ul>
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<p>Year 2</p>	<ul style="list-style-type: none"> <li>- Learn about voices singing notes of different pitches</li> <li>- To make different types of sounds with their voices – you can rap (spoken word with rhythm)</li> <li>- Learning to start and stop singing when following a leader</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Afro. pop</b></p>	<ul style="list-style-type: none"> <li>- To learn how songs can tell a story or describe an idea</li> <li>- Learn about voices singing notes of different pitches</li> <li>- To make different types of sounds with their voices – you can rap (spoken word with rhythm)</li> <li>- Learning to start and stop singing when following a leader</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Rock</b>  <b>Reggae</b></p>	<ul style="list-style-type: none"> <li>- Learn about voices singing notes of different pitches</li> <li>- To make different types of sounds with their voices – you can rap (spoken word with rhythm)</li> <li>- Learning to start and stop singing when following a leader</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Pop</b>  <b>Classical</b></p>
<p>Year 2</p>	<p><b>Topic Title: Let your spirit fly &amp; Christmas performance</b></p> <p><b>Style:</b> R&amp;B, Western Classical, Musicals, Motown, soul and festivals</p> <p><b>Key knowledge: NC objectives Mu2/1.1/1.5/1.6</b></p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p><b>Topic Title: Glockenspiel stage 1 &amp; Three Little Birds - One class learning Ocarinas and 3 classes learning the other 2 units</b></p> <p><b>Style:</b> Learning basic instrumental skills by playing tunes in various styles &amp; Reggae</p> <p><b>Key knowledge: NC objectives Mu2/1.1/1.2/1.3/1.4</b></p>	<p><b>Topic Title: The Dragon Song &amp; Bringing Us Together - One class learning Ocarinas and 3 classes learning the other 2 units</b></p> <p><b>Style:</b> A little bit funky and music from around the world &amp; Disco</p> <p><b>Key knowledge: NC objectives Mu2/1.2/1.3/1.4</b></p>

<p><b>Year 3</b></p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music.</p> <p><b>Topic and cross curricular links:</b></p> <p>Historical context of musical styles</p> <p>Links to other units: There was a Monkey-Britten-KS2/ages 7 – 11 (see freestyle)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse</li> <li>- To think about what the words of a song mean</li> <li>- To take it in turns to discuss how the song makes them feel</li> <li>- Listen carefully and respectfully to other people thoughts about the music</li> <li>- To sing in unison and in simple two-parts</li> <li>- To demonstrate a good singing posture</li> <li>- To follow a leader when singing</li> <li>- To sing with awareness of being in tune</li> </ul> <p><b>Key vocabulary:</b></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p><b>Topic and cross curricular links:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the language of music, theory and composition.</li> </ul> <p>Links to other units: Glockenspiel stage 2 – KS2/ages 7-11 (scheme year 4) using scores/notations in the units</p> <ul style="list-style-type: none"> <li>- Animals, Jamaica, poetry and the historical context of musical styles</li> </ul> <p>Links to other units: Zootime – KS1/ages 5. -7 (scheme year2)</p> <p>Britten – There was a Man of Newington – ks2/ages 7 – 11 (see Freestyle)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse</li> <li>- To think about what the words of a song mean</li> <li>- To take it in turns to discuss how the song makes them feel</li> <li>- Listen carefully and respectfully to other people thoughts about the music</li> </ul>	<p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p><b>Topic and cross curricular links:</b></p> <ul style="list-style-type: none"> <li>- Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</li> </ul> <p>Links to other units: Your imagination – KS1/ages 5-7 (scheme Year 1)</p> <ul style="list-style-type: none"> <li>- Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</li> </ul> <p>Links to other units: Friendship song – KS1/ages 5 – 7 (scheme Year 2), Stop! – KS2/ages 8-11 (scheme year 4), You’ve got a friend KS2/ages 8-11 (scheme year 6), I’ll be there – KS2/ages 9 – 11 (scheme year 6)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse</li> <li>- To think about what the words of a song mean</li> <li>- To take it in turns to discuss how the song makes them feel</li> <li>- Listen carefully and respectfully to other people thoughts about the music</li> <li>- To sing in unison and in simple two-parts</li> <li>- To demonstrate a good singing posture</li> </ul>
<p><b>Year 3</b></p>			

<p>Year 3</p>	<p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.  <b>Motown</b>  <b>Classical</b></p>	<ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts</li> <li>- To demonstrate a good singing posture</li> <li>- To follow a leader when singing</li> <li>- To sing with awareness of being in tune</li> <li>- To treat instruments carefully and with respect</li> <li>- To rehearse and perform their part</li> <li>- To listen to and follow musical instructions from a leader</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.  <b>Reggae</b></p>	<ul style="list-style-type: none"> <li>- To follow a leader when singing</li> <li>- To sing with awareness of being in tune</li> <li>- To treat instruments carefully and with respect</li> <li>- To rehearse and perform their part</li> <li>- To listen to and follow musical instructions from a leader</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p>
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<p><b>Year 4</b></p>	<p><b>Topic Title: Mamma Mia &amp; Christmas performance song</b></p> <p><b>Style: Pop &amp; Festivals</b></p> <p><b>Key knowledge: Mu2/1.1/1.3</b></p> <p>To listen to and appraise songs by ABBA. Identify pulse and rhythm through listening and clapping. Learn the song 'Mama Mia' and perform as part of a group or solo to the peers.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>Topic and cross curricular links:</b></p> <p>Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p><b>Links to other units:</b> Other units that relate to the 80s Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse.</li> <li>- To talk about the musical dimensions working together in the Unit songs eg if</li> </ul>	<p><b>Topic Title: Glockenspiel stage 2 &amp; Stop! - One class learning Djemba and 3 classes learning the other 2 units</b></p> <p><b>Style: Learning basic instrumentals skills by playing tunes &amp; Grime</b></p> <p><b>Key knowledge: Mu2/1.1/1.2</b></p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p><b>Topic and cross curricular links:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the language of music, theory and composition.</li> </ul> <p><b>Links to other units:</b> Using scores / notation in all units</p>	<p><b>Topic Title: Lean on Me &amp; Blackbird - One class learning Djemba and 3 classes learning the other 2 units</b></p> <p><b>Style: Gospel &amp; The Beatles/Pop</b></p> <p><b>Key knowledge: Mu2/1.4/1.5</b></p> <p>This is a six-week Unit of Work. All the learning is focused around one soul song: Lean on Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p>This term we will be focusing on songs by 'The Beatles'. The children will explore history of 'The Beatles' through various songs. The children will build on knowledge and understanding of interrelated dimensions of music through games, instruments, learning and performing.</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>Topic and cross curricular links:</b></p> <p>Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p> <p><b>Links to other units:</b> A New Year Carol - Gospel version - KS2/ages 7-11</p>
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<p><b>Year 4</b></p>	<p>the song gets louder in the chorus (dynamics).</p> <ul style="list-style-type: none"> <li>- Talk about the music and how it makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To rejoin the song if lost.</li> <li>- To listen to the group when singing.</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.  <b>Keyboard</b></p> <p><b>Electric guitar</b>  <b>Drums</b></p>	<ul style="list-style-type: none"> <li>- Composition, Bullying.</li> </ul> <p><b>Links to other units:</b> The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse.</li> <li>- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>- Talk about the music and how it makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To rejoin the song if lost.</li> <li>- To listen to the group when singing.</li> <li>- To treat instruments carefully and with respect.</li> <li>- To experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>- Help create at least one simple melody using one, three or all five different notes.</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.</p>	<p>(Scheme Year 6)  Reflect, Rewind and Replay - History of Music</p> <p>Blackbird – coming soon</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse.</li> <li>- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>- Talk about the music and how it makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To rejoin the song if lost.</li> <li>- To listen to the group when singing.</li> <li>- To treat instruments carefully and with respect.</li> <li>- o experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>- Help create at least one simple melody using one, three or all five different notes.</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.</p>
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<p>Year 4</p>		<p><b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.  <b>Grime</b></p>	<p><b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.  <b>Gospel</b></p>
<p>Year 5</p>	<p><b>Topic Title: Livin’ On A Prayer &amp; Christmas performance song</b></p> <p><b>Style: Rock &amp; Festivals</b></p> <p><b>Key knowledge: Mu2/1.1/1.2</b></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p><b>Topic Title: Classroom Jazz 1 &amp; Make you feel My love - One class learning Recorders and 3 classes learning the other 2 units</b></p> <p><b>Style: Jazz &amp; Pop Ballads</b></p> <p><b>Key knowledge: Mu2/1.3/1.4</b></p> <p>This is a six-week Unit of Work. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising:</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.</p> <p>To develop an understanding of the history of music.</p>	<p><b>Topic Title: Fresh Prince Of Bel-Air &amp; Dancing in The Street - One class learning Recorders and 3 classes learning the other 2 units</b></p> <p><b>Style: Hip-Hop &amp; Motown</b></p> <p><b>Key knowledge: Mu2/1.5/1.6</b></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p>Dancing on the street - This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen &amp; Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!</p>

<p><b>Year 5</b></p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p><b>Topic and cross-curricular links:</b></p> <p>How Rock music developed from the Beatles onwards. Analysing performance.</p> <p><b>Links to other units:</b> I Wanna Play In A Band - KS1/ages 5-7 (Scheme Year 2) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel.</li> <li>- To sing in unison and to sing backing vocals.</li> <li>- To enjoy exploring singing solo.</li> <li>- To listen to the group when singing.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> </ul>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To use and understand staff and other musical notations</p> <p><b>Topic and cross-curricular links:</b></p> <p>History of music - Jazz in its historical context.</p> <p><b>Links to other units:</b> Classroom Jazz 2 - KS2/ages 7-11 (Scheme Year 6) Supports improvisation generally in previous units</p> <p>Historical context for ballads.</p> <p><b>Links to other units:</b> Mamma Mia - KS2/ages 7-11 (Scheme Year 4)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel.</li> <li>- To sing in unison and to sing backing vocals.</li> </ul>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music.</p> <p><b>Topic and cross-curricular links:</b></p> <p>Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p> <p><b>Links to other units:</b> Hey You! - KS1/ages 5-7 (Scheme Year 1)</p> <p>The history of Motown and its importance in the development of Popular music. Civil rights.</p> <p><b>Links to other units:</b> Happy - KS2/ages 7-11 (Scheme Year 6)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- When you talk try to use musical words.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel.</li> <li>- To sing in unison and to sing backing vocals.</li> </ul>
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<p>Year 5</p>	<ul style="list-style-type: none"> <li>- To sing with awareness of being 'in tune'.</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.  <b>Notation</b> – the link between sound and symbol.</p> <p><b>Rock</b>  <b>Festivals</b></p>	<ul style="list-style-type: none"> <li>- To enjoy exploring singing solo.</li> <li>- To listen to the group when singing.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.  <b>Notation</b> – the link between sound and symbol.</p> <p><b>Jazz</b></p> <p><b>Pop Ballads</b></p>	<ul style="list-style-type: none"> <li>- To enjoy exploring singing solo.</li> <li>- To listen to the group when singing.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To listen to and follow musical instructions from a leader.</li> <li>- To lead a rehearsal session.</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p><b>Notation</b> – the link between sound and symbol.</p> <p><b>Hip – Hop</b>  <b>Motown</b></p>
<p>Year 5</p>			

<p><b>Year 6</b></p>	<p><b>Topic Title: Happy &amp; Christmas Performance song</b></p> <p><b>Style: Pop/Motown &amp; Festivals</b></p> <p><b>Key knowledge: Mu2/1.1/1.2/1.3</b></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharrell Williams – a Pop song with a Soul influence about being happy.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>Topic and cross-curricular links:</b></p> <p>What makes us happy? Video/project with musical examples.</p> <p><b>Links to other units:</b> Dancing In The Street KS2/ages 7-11 (Scheme Year 5)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> </ul>	<p><b>Topic Title: Classroom Jazz 2 &amp; Benjamin Britten – A New Year Carol - One class learning ukuleles and 3 classes learning the other 2 units</b></p> <p><b>Style: Jazz &amp; Western classical, Gospel, Bhangra</b></p> <p><b>Key knowledge: Mu2/1.3/1.4</b></p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising:</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p><b>Topic and cross-curricular links:</b></p> <p>History of music - Jazz in its historical context.</p> <p><b>Links to other units:</b> Classroom Jazz 1 (Scheme Year 5) Supports improvisation generally in other units.</p>	<p><b>Topic Title: You’ve Got A friend &amp; Music and Me (new unit) - One class learning ukuleles and 3 classes learning the other 2 units</b></p> <p><b>Style – The Music of Carole King &amp; Inspirational Women</b></p> <p><b>Key knowledge: Mu2/1.5/1.6</b></p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen &amp; Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too</p> <p>Throughout this series, your students will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music. <b>Topic and cross-curricular links:</b> Her importance as a female composer in the world of popular music.</p> <p><b>Links to other units:</b> Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)</p> <p><b>Music and Me – coming soon</b></p>
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<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>- Use musical words when talking about the songs.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel, using musical language to describe the music.</li> <li>- To sing in unison and to sing backing vocals.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being ‘in tune’.</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.</p>	<p>Literacy and history, <a href="http://www.fridayafternoonsmusic.co.uk">www.fridayafternoonsmusic.co.uk</a>.  The historical context of Gospel music and Bhangra.</p> <p><b>Links to other units:</b>  Christmas units  Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4)  In The Groove - Bhangra - KS1/ages 5-7 (Scheme Year 1)</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>- Use musical words when talking about the songs.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel, using musical language to describe the music.</li> <li>- To sing in unison and to sing backing vocals.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being ‘in tune’.</li> <li>- To listen to and follow musical instructions from a leader.</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.</p>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- To identify and move to the pulse with ease.</li> <li>- To think about the message of songs.</li> <li>- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>- Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>- Use musical words when talking about the songs.</li> <li>- To talk about the musical dimensions working together in the Unit songs.</li> <li>- Talk about the music and how it makes you feel, using musical language to describe the music.</li> <li>- To sing in unison and to sing backing vocals.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being ‘in tune’.</li> <li>- To listen to and follow musical instructions from a leader.</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.  <b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.  <b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.</p>
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Year 6	<p><b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.  <b>Notation</b> – the link between sound and symbol.</p>	<p><b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.  <b>Pitch</b> – high and low sounds.</p> <p><b>Tempo</b> – the speed of the music; fast or slow or in-between.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.  <b>Notation</b> – the link between sound and symbol.</p>	<p><b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.  <b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.  <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.  <b>Notation</b> – the link between sound and symbol.</p>
Year 6			