

Stanley Grove Primary Academy

Medium Term Plan

MUSIC

THREADS

Perform	Compose	Transcribe	Describe
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MUSIC LONGTERM PLANNING OVERVIEW

	Autumn 1 Africa	Autumn 2 Europe	Spring 1 North America	Spring 2 South America	Summer 1 Oceania	Summer 2 Asia
Year 1	West African Call and Response (KAPOW)	Circus of the Animals – Saint Saens (KAPOW)	Three Little Birds – Bob Marley	Let Me Take You To Rio – Ester Dean and Carlinhos Brown	Samoan Welcome Song and Slap Dance (percussion)	Tanabata-sama – Japanese folk song
Year 2	Peripatetic teaching – African Drums	A Message To You Rudy – The Specials	Peripatetic teaching – African Drums	Try Everything - Shakira	Range of Aboriginal Nursery Rhymes	Drumming from 2008 Olympic Ceremony - China
Year 3	We Are One – Angeliqe Kidjo	Peripatetic teaching - ukulele	What A Wonderful World – Louis Armstrong	Peripatetic teaching - ukulele	Locomotion – Kylie Minogue	Dragon Dance – China (KAPOW)
Year 4	Africa instrumental instruction (KAPOW)	The Romans unt (KAPOW)	Caribbean instrumental instruction (KAPOW)	South America instrumental instruction (KAPOW)	We Know The Way – Opetaiia Foa	Gamelan Music – Indonesia (KAPOW)
Year 5	Shosholoza (KAPOW)	Peripatetic teaching - ukulele	Blowin’ In The Wind – Bob Dylan	Peripatetic teaching - ukulele	Waltzing Matilda – Australian Traditional	Bollywood Music (KAPOW)
Year 6	Peripatetic teaching - ukulele	Fingal’s Cave – Mendelssohn (KAPOW)t	Peripatetic teaching - ukulele	Mas Que Nada	Titanium - Sia	End of Year Performance

Every single unit looks at milestones from each thread (apart from 6 units in KS1 which do not look at Transcribing). However, each unit will have a main thread to focus on so that teachers are aware of the main focus of each unit and able to teach and assess effectively.

The Describe milestones are met in the Music assemblies delivered at the start of every unit and then recapped in every lesson of the unit as a constant discussion of musical terminology and how music is put together.

THRESHOLD CONCEPTS

Threshold Concepts are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and permeate through all units.

Music



Perform – to be able to perform a piece of music with expression and passion



Transcribe - to be able to record music for others to perform



Compose – to be able to compose our own pieces of music that evoke feelings and match different genres



Appreciation – to be able to enjoy and discuss different genres and pieces of music.

Progression Across Milestones

Milestones describe subject specific, broad objectives and span two academic years e.g. Milestone 2 for Y3-4

	MILESTONE 1	MILESTONE 2	MILESTONE 3
Perform	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Imitate changes in dynamics 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of dynamics, pitch and expression with voice Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sustain steady ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).
Compose	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	<ul style="list-style-type: none"> Compose and perform melodic songs. Use sound to express feelings within music Create repeated patterns with a range of instruments. Use drones as accompaniment Choose, order, combine and control sounds to create an effect. Use digital technologies to innovate pieces of music. 	<ul style="list-style-type: none"> Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Create musical piece incorporating melody, rhythm and chords. Create drones as accompaniment Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect. Discuss how lyrics and melody complement each other Use digital technologies to compose, edit and refine pieces of music.
Transcribe	<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance 	<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise how the position of notes on a staff affects the pitch 	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical staff with support

		<ul style="list-style-type: none"> • Recognise the symbols for a quaver, minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments • Recognise the different time signatures and be able to explain and use the $\frac{3}{4}$ signature
Describe	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies • Describe how lyrics often reflect the cultural context of music and have social meaning.

Nursery	Core Knowledge	Core Vocabulary
Expressive Arts and Design	<p>Our bodies can make lots of different sounds. Patterns can be repeated. Nursery rhymes can be found all over the world. Musicians need to stop and play when instructed. My voice can make different sounds. Musicians must take turns when performing. Different instruments make different sounds. Music can be written down with pictures that show the instruments or the feelings they give. Rhymes can teach us new things (eg number song) Songs are used to celebrate (Christmas, Hannukah, Chinese New Year etc) Music makes us feel sad, happy, angry etc</p>	<p>music, clap, stamp, dance, copy, sing, quiet, loud, start, stop, first, then, next, last, tambourine, maraca, bell, triangle, xylophone, listen</p>

Reception	Core Knowledge	Core Vocabulary
Expressive Arts and Design	<p>Rhymes and songs can teach us new things (eg number songs). Musicians need to start and stop when they are directed. Different instruments are played in different ways (some are hit, some are plucked, some are blown). Voices can go higher or lower. Musicians need to listen to each other to play/sing at the same time. Music is often written in specific patterns (eg ABB) that include repeats. Bodies can be used as instruments to make different sounds. Words can be changed in songs to write a new song. Music can be drawn with pictures that represent the instrument, the feeling or how it is meant to be played. Music can tell a story with different instruments as different characters or places. Music is used to celebrate in different cultures (Chinese New Year, Christmas, Hannukah etc) Music makes us feel different emotions</p>	<p>sing, start, stop, rhyme, poem, song, turns, perform, high, low, loud, quiet, beat, pattern, instrument, listen, tambourine, maraca, bell, xylophone</p>

Year 1	Core Knowledge	Core Vocabulary
Autumn 1	<p>We can find Africa on a world map.</p> <p>We need to listen to each other to be able to sing effectively.</p> <p>We need to look and listen to copy a rhythm.</p> <p>Call and response songs are common all over the world.</p> <p>Singers need to be able to sing louder and quieter to change the effect they have on a song.</p> <p>Rhythms are a strong, regular, repeated pattern of sound.</p>	<p>call and response, rhythm, loud, quiet, tune, instrument, chant</p>
Autumn 2	<p>We can find Europe on a world map.</p> <p>Classical music is a genre that involves lots of instruments and has been around for a long time.</p> <p>Camille Saint-Saens wrote Carnival of the Animals to teach children about different instruments.</p> <p>Conductors tell people when to play.</p> <p>Certain instruments are very common in classical music – violin, flute, trumpet etc</p> <p>Playing louder, quieter, faster or slower affects the image people have in their brains when they listen to music and changes how they feel.</p> <p>We must listen to each other to be able to play in time with each other.</p>	<p>instrument, loud, quiet, fast, slow, beat, genre</p>
Spring 1	<p>We can find North America on a map.</p> <p>Three Little Birds was written by Bob Marley and the Wailers in 1977.</p> <p>It belongs to the reggae genre that came from Jamaica.</p> <p>We must listen to each other to be able to sing along in time and in tune.</p> <p>Musicians must stop and start at the same time to sound professional and make the best music.</p> <p>Strong beats often make songs more interesting and memorable.</p>	<p>beat, rhythm, genre, repeat, rest</p>
Spring 2	<p>We can find South America on a map.</p> <p>Rio de Janeiro is a large city in Brazil, famous for its carnival music.</p> <p>Musicians must listen to each other to be able to sing in tune with each other and make their voices higher and lower pitched.</p> <p>Patterns are added to songs to hook people in and help them to remember and sing along.</p>	<p>beat, rhythm, tune, high, low, pattern</p>
Summer 1	<p>We can find Oceania on a map.</p> <p>Call and response songs are common in lots of countries around the world and have been used for millennia.</p>	<p>beat, faster, slower, louder, quieter, repeat, beat, call and response</p>

	<p>Samoa is an island nation that relies on music with strong beats using percussive instruments and body percussion.</p> <p>Music must be written down in a way that people can understand and copy to allow it to be performed by others.</p>	
Summer 2	<p>We can find Asia on a map.</p> <p>Folk music is a genre across the world that has allowed people to tell their cultural stories.</p> <p>The Tanabata festival is held on the 7th July in Japan to celebrate the story of two gods who are only allowed to meet on this day.</p> <p>Folk music allows people to share cultural experiences.</p> <p>Different instruments have different sounds and make people feel a certain way.</p> <p>Musicians select instruments to give people a certain feeling and tell a story effectively.</p>	genre, instrument, rhythm, tune,

Year 2	Core Knowledge	Core Vocabulary
Autumn 1	<p>We can find Africa on a world map.</p> <p>Drums are traditional instruments used in Africa due to the strong beats and rhythms that they can create.</p> <p>Beat/pulse is that main rhythm in a piece of music that keeps the steady speed.</p> <p>There are three ways to hit the drum: slap, tone, bass.</p> <p>Hitting the drum in a different way creates a different sound.</p> <p>We must be watching and listening to play in an ensemble effectively.</p>	beat, rhythm, call and response, slap, tone, bass, instrument, genre, louder, quieter, faster, slower
Autumn 2	<p>We can find Europe on a world map.</p> <p>The Specials are a band from the UK that were formed in 1977.</p> <p>Ska music is a genre that was influenced by reggae.</p> <p>The Windrush brought over a lot of music from the Caribbean that influenced British music.</p> <p>A Message To You Rudy was covered by The Specials in 1979.</p> <p>Rhythms are repeated in songs to help people sing along and engage in the song.</p> <p>Music can be written down to help people read and play.</p> <p>Different shapes of notes represent how long to play each note for.</p> <p>Some symbols represent a rest and mean that everyone should stop playing.</p> <p>The tune is the main, pleasing sound of a piece of music that isn't necessarily repeating notes consistently.</p>	genre, instrument, rest, repeat, rhythm, tune, pattern, beat
Spring 1	<p>We can find North America on a world map.</p>	beat, rhythm, call and response, slap, tone, bass, instrument, genre, louder, quieter, faster, slower

	<p>Drums are traditional instruments used in North America (Native Americans and Caribbean rhythms) due to the strong beats and rhythms that they can create. Beat/pulse is that main rhythm in a piece of music that keeps the steady speed. There are three ways to hit the drum: slap, tone, bass. Hitting the drum in a different way creates a different sound. We must be watching and listening to play in an ensemble effectively.</p>	
Spring 2	<p>We can find South America on a map. Try Everything was written for the movie Zootopia to hook people in as a fun, catchy song. Shakira is a famous singer from Colombia who has been performing since 1990 and has won many awards. Shakira is the best selling female Latin artist of all time. Songs from the pop genre have strong beats, repeated lyrics and use a verse/chorus system to help people remember them. Controlling breathing is essential to be able to sing lyrics carefully, in the right key. Music is written down to allow people to read and copy.</p>	<p>beat, rhythm, chorus, verse, instrument, genre, louder, quieter, faster, slower, higher, lower</p>
Summer 1	<p>We can find Oceania on a map. Aboriginal people of Australia and New Zealand have traditionally shared stories through folk music. Folk music allows people to share cultural experiences. Drums are, again, a common instrument due to the strong beat that they provide. Strong beats/pulses allow people to keep time with each other and perform as a group. Musicians must listen and look at each other to make sure that they are playing and stopping at the same times and that they are in tune with each other.</p>	<p>genre, beat, pulse, rhythm, louder, quieter, higher, lower, instrument</p>
Summer 2	<p>We can find Asia on a map. Beijing 2008 Olympics had an opening ceremony that included 2008 drummers playing in time with each other and was classed as one of the most impressive opening ceremonies ever. Patterns are a repeated part of music. Rests are pauses in a piece of music. Conductors are people who help musicians play instruments in time with each other, playing and resting at the correct points. Music must be written down in a way that others can understand and replicate. Different notes represent different lengths of time to play an instrument for.</p>	<p>beat, rhythm, rest, repeat, pattern, chant, instrument, louder, quieter, faster, slower, transcribe</p>

Year 3	Core Knowledge	Core Vocabulary
<p>Autumn 1</p>	<p>We can find Africa on a map. Angelique Kidjo is a singer from Benin in Africa who has performed since 1982. She has won five Grammy Awards and even performed at the Tokyo Olympics 2020. The Lion King is one of the most successful movies and musicals and has been praised for its music and lyrics, and this song came from the sequel. Crotchets last for one beat. Quavers last for half a beat. Dynamics are the way volume changes in a piece of music. Singers must be conscious of their breathing to allow notes to last the correct lengths. Singers must pronounce words clearly so that people can understand what they are saying and join in. Drones are repeated notes or chord that continuously sound throughout most or all of a piece.</p>	<p>crotchet, quaver, verse, chorus, dynamics, pitch, expression, drone</p>
<p>Autumn 2</p>	<p>We can find Europe on a map. Ukuleles are members of the stringed family and can produce individual notes or chords. Chords are when more than one note is played together to create a harmonious sound. Ukuleles are made up of lots of parts: bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head Ukulele strings follow the pattern Good Children Eat Apples (a mnemonic to remember the order of the strings and names of the notes). Ukulele music is written in Tabs. Musicians must look and listen to be able to play as an ensemble, stopping and starting at the correct time and playing the same notes.</p>	<p>bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head, pitch, notation, families, melody, perform</p>
<p>Spring 1</p>	<p>We can find North America on a map. What A Wonderful World was recorded by Louis Armstrong in 1967 and has been inducted into the Grammy Hall of Fame as it is so iconic. Orchestras are made up of different families of instruments: strings, percussion, woodwind, brass. Families are groups of instruments based on how they are played (strings are plucked, percussion is hit, woodwind is blown wooden instruments, brass is blown brass instruments) Different instruments give a different timbre (a different tone or sound).</p>	<p>melody, tune, families, orchestra, instruments, compose, expression, verse, chorus, pitch, perform, tempo, dynamics, timbre</p>

	<p>An orchestra was used in this pop piece to make it feel more classical.</p> <p>This song belongs to the pop genre as it has a strong beat, simple melody and a classic chorus/verse structure.</p> <p>To compose lyrics, we need to make sure that the number of syllables fit with the melody.</p> <p>Melody is the tune of a piece of music.</p>	
Spring 2	<p>We can find South America on a map.</p> <p>Ukuleles are members of the stringed family and can produce individual notes or chords.</p> <p>Chords are when more than one note is played together to create a harmonious sound.</p> <p>Ukuleles are made up of lots of parts: bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head</p> <p>Ukulele strings follow the pattern Good Children Eat Apples (a mnemonic to remember the order of the strings and names of the notes).</p> <p>Ukulele music is written in Tabs.</p> <p>Musicians must look and listen to be able to play as an ensemble, stopping and starting at the correct time and playing the same notes.</p>	<p>bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head, pitch, notation, families, melody, perform</p>
Summer 1	<p>We can find Oceania on a map.</p> <p>Kylie Minogue is a pop singer from Australia that has been performing since 1979 and is the highest-selling female Australian artist of all time.</p> <p>The Locomotion was originally performed by Little Eva in 1962 and then covered by Kylie Minogue in 1988.</p> <p>Crotchets last for one beat. Quavers last for half a beat.</p> <p>Rests are indicated with specific symbols (resources).</p> <p>Changing the position of a note on a stave changes the pitch of the note.</p> <p>Staves are the lines on which we write notes.</p> <p>Pitch is how high or low a note is.</p>	<p>pitch, crotchet, quaver, rest, perform, melody, repeat, verse, chorus, stave, notation</p>
Summer 2	<p>We can find Asia on a map.</p> <p>Chinese New Year festival is celebrated every year with music and performances, often featuring dragons.</p> <p>Pentatonic scales have five notes in an octave.</p> <p>Pentatonic scales are used to write simple melodies for songs.</p> <p>Music must be transcribed in a way that people can copy and perform.</p> <p>Notes on a stave must be written clearly, either on the line or between two lines.</p>	<p>stave, note, perform, pentatonic, tuned, percussion, melody, compose, transcribe,</p>

Year 4	Core Knowledge	Core Vocabulary
Autumn 1	<p>We can find Africa on a map.</p> <p>Crotchets are worth one beat. Quavers are worth half a beat. Minims are worth two beats. Semibreves are worth four beats.</p> <p>Ostinatos are a repeating pattern in music.</p> <p>Harmony is a combination of sounds that are pleasing to hear.</p> <p>Performing as an ensemble involves playing together, focusing on duration of notes, similar use of dynamics and stopping/starting in sync.</p>	<p>crotchet, quaver, minim, semibreve, notation, compose, ostinato, rhythm, harmony, duration, dynamics</p>
Autumn 2	<p>We can find Europe on a map.</p> <p>Musical motifs are a small collection of notes that capture the essence/idea of a piece. They are memorable.</p> <p>Musicians must control their dynamics, pitch and expression with their voice to create a desired effect.</p> <p>Transcribing a motif is important to allow people to play it effectively, in the way the composer envisioned.</p> <p>Crotchets are worth one beat. Quavers are worth half a beat. Minims are worth two beats. Semibreves are worth four beats.</p>	<p>crotchet, quaver, minim, semibreve, notation, compose, motif, perform, dynamics, pitch, expression</p>
Spring 1	<p>We can find North America, and specifically the Caribbean, on the map.</p> <p>Calypso music is a genre from the Caribbean that evolved from a West African music called Kaiso.</p> <p>Calypso has a strong base in call and response singing.</p> <p>Singing requires control of your breathing, as well as dynamics, pitch and expression.</p> <p>Percussive instruments must be hit/struck with a hand or stick but can be tuned or untuned.</p> <p>Crotchets are worth one beat. Quavers are worth half a beat. Minims are worth two beats. Semibreves are worth four beats.</p> <p>Lyrics must be written so that the number of syllables match the melody/rhythm of the piece.</p> <p>Pentatonic scales have five notes in an octave and are used to create simple melodies.</p>	<p>call and response, pentatonic, melody, quaver, crotchet, minim, semibreve, percussion, families, tuned, untuned, lyrics, chorus, verse, dynamics, pitch, expression</p>
Spring 2	<p>We can find South America on a map.</p> <p>Rumba, cha-cha, samba and tango are all genres of music that derived from South America.</p> <p>Music in South/Latin America was primarily invented for dancing and celebrating.</p>	<p>compose, perform, genre, percussion, tuned, untuned, rhythms, dynamics, expression, ostinato, drone, melody</p>

	<p>Composers think about the melodies that they create and how they fit together.</p> <p>Composers think about how to play instruments to create the desired effect.</p> <p>Carnivals involve lots of different instruments that need to work together to create a strong overall effect that is pleasing to the ear.</p> <p>Compositions should have notation as well as instructions for dynamics and expression.</p>	
Summer 1	<p>We can find Oceania on a map.</p> <p>Moana is an animated film that was heavily influenced by the music of Polynesia (a series of islands in Oceania).</p> <p>Polynesian music has a strong tradition of drums and body percussion to produce strong beats and lyrics that tell a story.</p> <p>Crotchets are worth one beat. Quavers are worth half a beat. Minims are worth two beats. Semibreves are worth four beats.</p> <p>Rhythms must be layered on top of each other so that they sound good together and do not clash.</p>	<p>percussion, crotchet, quaver, minim, semibreve, rest, layered, rhythms, stave, notation, expression, dynamics, tempo</p>
Summer 2	<p>We can find Asia on a map.</p> <p>Percussive instruments must be hit/struck and can be tuned or untuned.</p> <p>Gamelan music is a traditional style from Indonesia that involves the use of percussion to create cyclical rhythmic patterns.</p> <p>Cyclical rhythmic patterns are ones that repeat the same rhythm on and on, in perpetuity.</p> <p>Octaves are eight notes in a musical scale that start and end with the same letter note, at a different pitch.</p> <p>Performances as a group must be done in sync with each other, thinking about tempo and timings, as well as dynamics and expression.</p> <p>Timbre is the different sounds created by different instruments.</p>	<p>percussion, tuned, untuned, instrument, cyclic, rhythm, pattern, octave, stave, notation, expression, dynamics, tempo, timbre</p>

Year 5	Core Knowledge	Core Vocabulary
Autumn 1	<p>We can find Africa on a map.</p> <p>A capella music is where songs are sung without accompanying instruments.</p> <p>Shosholozza is an Nguni song from South Africa that uses a variety of languages found in the country.</p> <p>Shosholozza carries on with the traditional call and response style often found in traditional music.</p> <p>Crotchets are worth one beat. Quavers are worth half a beat. Minims are worth two beats. Semibreves are worth four beats.</p>	<p>call and response, language, lyrics, melody, rhythm, crotchet, quaver, minim, semibreve, rest, chord, progression, notes, harmony, vocal, ensemble</p>

	<p>Music must be transcribed including the use of a time signature to tell people how many notes are in each bar.</p> <p>Chords are more than one note played in harmony with each other.</p> <p>Chord progressions are the movement of one chord to another to create a harmonic sound.</p> <p>Harmony is a combination of different but similar sounding notes that are pleasing to hear.</p>	
Autumn 2	<p>We can find Europe on a map.</p> <p>Ukuleles are members of the stringed family and can produce individual notes or chords.</p> <p>Chords are when more than one note is played together to create a harmonious sound.</p> <p>Ukuleles are made up of lots of parts: bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head</p> <p>Ukulele strings follow the pattern Good Children Eat Apples (a mnemonic to remember the order of the strings and names of the notes).</p> <p>Ukulele music is written in Tabs.</p> <p>Musicians must look and listen to be able to play as an ensemble, stopping and starting at the correct time and playing the same notes.</p> <p>Ukulele Tab notation is often different to the one that we have been using with the glockenspiels.</p> <p>Effective ukulele players are able to move between notes efficiently by finding tricks to move between notes and frets.</p>	<p>bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head, pitch, notation, families, melody, perform, ensemble, chord, progression, notation</p>
Spring 1	<p>We can find North America on the map.</p> <p>Blowin in the Wind is a protest song written by Bob Dylan in 1962.</p> <p>Blowin' in the Wind has been used as parts of civil rights protests, anti-war protests and environmental protests to name a few.</p> <p>It has been inducted into the Grammy Hall of Fame.</p> <p>Bob Dylan is a folk/rock/pop singer who has been performing since 1959. He has won multiple awards including the Nobel Prize for Literature for his lyrics.</p> <p>Notation includes rests, time signatures, crotchets, quavers, minims and semibreves. There should also be instructions for how to play.</p> <p>Crescendo is getting louder. Decrescendo is getting quieter.</p> <p>Notes on the lines in a stave are FACE.</p>	<p>protest, folk, genre, chorus, lyrics, melody, crescendo, decrescendo, pitch, composer, notation, structure, performance</p>
Spring 2	<p>We can find South America on a map.</p> <p>Ukuleles are members of the stringed family and can produce individual notes or chords.</p>	<p>bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head, pitch, notation, families, melody, perform, ensemble, chord, progression, notation</p>

	<p>Chords are when more than one note is played together to create a harmonious sound.</p> <p>Ukuleles are made up of lots of parts: bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head</p> <p>Ukulele strings follow the pattern Good Children Eat Apples (a mnemonic to remember the order of the strings and names of the notes).</p> <p>Ukulele music is written in Tabs.</p> <p>Musicians must look and listen to be able to play as an ensemble, stopping and starting at the correct time and playing the same notes.</p> <p>Ukulele Tab notation is often different to the one that we have been using with the glockenspiels.</p> <p>Effective ukulele players are able to move between notes efficiently by finding tricks to move between notes and frets.</p>	
<p>Summer 1</p>	<p>We can find Oceania, and specifically, Australia, on a map.</p> <p>The current version of Waltzing Matilda was composed in 1903 by Marie Cowan. Waltzing Matilda is known as the unofficial anthem of Australia and it is claimed that there are more recordings of it than any other Australian song.</p> <p>Folk songs have traditionally been used to share stories and cultural experiences, to unite people.</p> <p>Singers have to sing in harmony together, thinking about expression, dynamics and timings.</p> <p>Different instruments provided different timbres and a different feel for the piece.</p> <p>Orchestra use large families of instruments, layered on top of each other to create a grand, harmonious song.</p> <p>Chords are notes played at the same time in a harmonious way.</p>	<p>performance, orchestra, families, melody, tune, structure, composition, composer, harmony, crescendo, decrescendo, solo, ensemble, chord, aural</p>
<p>Summer 2</p>	<p>We can find Asia on a map.</p> <p>Bollywood is a film industry based in Mumbai, India, that makes films in Hindi. Bollywood music is a broad genre that encompasses pop, rock and other styles but is classed as being Hindi music performed in a song-and-dance style in Bollywood films.</p> <p>Films will use soundtracks to make their audience feel a certain way at different points and to represent scenery.</p> <p>Composers will think carefully of the timbre of instruments to use and the style of playing to give a scene a particular feeling (eg a busy market).</p> <p>Performance notation needs to include the specific notes as well as instructions on style of play, such as dynamics and expression.</p>	<p>genre, instrument, percussion, tuned, untuned, harmony, notes, notation, expression, crescendo, decrescendo, dynamics, structure, improvise, composer, composition</p>

Instruments should be layered on each other in a harmonic way to create an overall effect.

Year 6	Core Knowledge	Core Vocabulary
<p>Autumn 1</p>	<p>We can find Africa on a map.</p> <p>Ukuleles are members of the stringed family and can produce individual notes or chords.</p> <p>Chords are when more than one note is played together to create a harmonious sound.</p> <p>Ukuleles are made up of lots of parts: bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head</p> <p>Ukulele strings follow the pattern Good Children Eat Apples (a mnemonic to remember the order of the strings and names of the notes).</p> <p>Ukulele music is written in Tabs.</p> <p>Musicians must look and listen to be able to play as an ensemble, stopping and starting at the correct time and playing the same notes.</p> <p>Ukulele Tab notation is often different to the one that we have been using with the glockenspiels.</p> <p>Effective ukulele players are able to move between notes efficiently by finding tricks to move between notes and frets.</p>	<p>bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head, pitch, notation, families, melody, perform, ensemble, chord, progression, notation, crescendo, decrescendo</p>
<p>Autumn 2</p>	<p>We can find Europe on a map.</p> <p>Orchestras are made up of many different families that each contain a specific set of instruments (woodwind, string, percussion, brass).</p> <p>Families are groups of instruments that are played in the same way to create a specific sound.</p> <p>Classical music is a genre that involves lots of instruments and has existed for a long time.</p> <p>Felix Mendelssohn was a German composer (1809-1847) who created multiple classical pieces that are still performed today.</p> <p>Fingal's Cave is his composition based on a trip to the Hebrides in Scotland.</p> <p>Fingal's Cave was written in 1830.</p> <p>Different instruments have a different timbre and mimic parts of the scenery (rolling waves, lonely cave etc)</p> <p>Compositions should indicate the style of play, dynamics, instruments to be used as well as to include the specific notes.</p>	<p>composition, composer, orchestra, families, brass, woodwind, strings, percussion, timbre, dynamics, crescendo, decrescendo, pitch, texture</p>

	Texture is how the tempo, melody and harmonic elements are combined in a composition.	
Spring 1	<p>We can find North America on a map.</p> <p>Ukuleles are members of the stringed family and can produce individual notes or chords.</p> <p>Chords are when more than one note is played together to create a harmonious sound.</p> <p>Ukuleles are made up of lots of parts: bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head</p> <p>Ukulele strings follow the pattern Good Children Eat Apples (a mnemonic to remember the order of the strings and names of the notes).</p> <p>Ukulele music is written in Tabs.</p> <p>Musicians must look and listen to be able to play as an ensemble, stopping and starting at the correct time and playing the same notes.</p> <p>Ukulele Tab notation is often different to the one that we have been using with the glockenspiels.</p> <p>Effective ukulele players are able to move between notes efficiently by finding tricks to move between notes and frets.</p> <p>Transcribing music involves writing the notes, thinking of the duration and pitch, as well as indicating style of play.</p>	bridge, strings, sound hole, body, fret board, neck, nuts, tuners, head, pitch, notation, families, melody, perform, ensemble, chord, progression, notation, crescendo, decrescendo
Spring 2	<p>We can find South America on the map.</p> <p>Mas Que Nada was written by Jorge Ben in 1963 and is considered one of the greatest ever Brazilian songs.</p> <p>It was inducted to the Latin Grammy Hall of Fame in 2013.</p> <p>It literally means “just nothing” and is a way of saying “no way” in Portuguese.</p> <p>It is the genre “bossa nova” which was developed in Brazil.</p> <p>Improvisation is key in performing bossa nova (as well as other styles) to add a free-flow sense.</p> <p>Improvisation is making up notes or a melody to go along with a theme.</p> <p>Layering instruments thoughtfully is key in creating a composition and is needed to create a harmonious effect.</p> <p>Music must be transcribed to allow people to play and recreate it, and so must include notes as well as style of play instructions.</p>	bossa nova, genre, layering, composition, transcribe, dynamics, timbre, pitch, notes, melody, rhythm, harmony, aural, vocal, improvise, ensemble
Summer 1	<p>We can find Oceania on a map.</p> <p>Sia is an Australian singer who has been performing since 1995.</p> <p>She has collaborated with many different artists as well as performed solo.</p> <p>Titanium was written in 2011 and was a collaboration between David Guetta and Sia. It was her first number one.</p>	melody, beat, composition, timbre, breathing, control, structure, aural, vocal, performance, solo, ensemble, collaboration

	<p>Dance music has a strong beat and simple melodies to make it easy to dance to.</p> <p>Pop music has a simple melody and a structure of verse/chorus to make it easy to replicate and repeat.</p> <p>Singers need to control their breathing, as well as their expression and the way that they pronounce words.</p> <p>Conductors are needed to make sure that all performers are playing in time with each other and in a similar or harmonious style.</p> <p>Different instruments will create a different timbre and give the song a different effect.</p>	
Summer 2	<p>We can find Asia on a map.</p> <p>Group performances rely on all people collaborating together to create a harmonious effect.</p> <p>Singers need to make sure that they pronounce words clearly and understand which syllables to stress so as to create the best effect.</p>	<p>collaboration, ensemble, performance, vocal, aural, harmony, structure, control, crescendo, decrescendo</p>

Year 1

TERM	AUTUMN 1- Our Place			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in dynamics</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Use symbols to represent a composition and use them to help with a performance</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>
The Big Idea	Call and Response songs are a simple and commonly used song structure.			

Unit Content	<p style="text-align: center;">Application of Knowledge and Skills</p> <p style="text-align: center;">Use Kapow to go through the West African Call and Response Song (Theme: Animals)</p> <ol style="list-style-type: none"> 1. Look at creating animal sounds for a safari using tuned and untuned instruments. 2. Copy a short rhythm and create musical notation 3. Learn a traditional song from Ghana 4. Create rhythms of a call and response song 5. Add dynamics to a call and response song
Link	As a school, we are looking at the music of Africa and the range of music/influences/instruments that are represented on this continent. We will be looking at animals specifically in our next term.
Key Questions	<p>What is a call and response?</p> <p>What is a beat?</p> <p>Can you clap a rhythm back?</p> <p>What is a rhythm?</p> <p>Can you make your rhythm louder/quieter?</p> <p>Why did you make your rhythm louder/quieter?</p> <p>Can you invent a rhythm?</p> <p>Why did you choose that instrument for an animal?</p> <p>How does this piece represent _____ animal?</p> <p>Can you sequence more than one call and response rhythm and present?</p>

TERM	AUTUMN 2- Our Place			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p>	<p>Create a sequence of long and short sounds.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p>	<p>Use symbols to represent a composition and use them to help with a performance</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>

		Create short, musical patterns. Create short, rhythmic phrases.		
The Big Idea	Classical music uses a variety of instruments to tell a story.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills Use Kapow to go through the Classical Music: Dynamics and Tempo Theme: Animals)</p> <ol style="list-style-type: none"> 1. Listen to a range of classical songs and have a go at playing percussive instruments 2. Sing some animal themed songs in sections 3. Perform a song about animals 4. Use instruments to create the sounds of different animals (recall to last half term but this time is thinking from a more classical perspective and taking inspiration from Carnival of the Animals) 5. Choose a selection of sounds with dynamics and tempo to create their own classical piece 			
Link	As a school, we are looking at the music of Europe and the range of music/influences/instruments that are represented on this continent. Previously we have looked at creating an animal themed piece from Africa. We will also be looking at animals more in our next term.			
Key Questions	What is a beat? What is a rhythm? Can you make your rhythm louder/quieter? Can you make your rhythm faster/slower? Can you stop and start playing your instrument when instructed? Why did you make your rhythm louder/quieter? Why did you make your rhythm faster/slower? Can you invent a rhythm? Why did you choose that instrument for an animal? How does this piece represent _____ animal? Can you justify the instruments that you have chosen to represent different animals?			

TERM	Spring 1- All About Animals			
Threshold Concepts	Perform	Compose	Transcribe	Describe

Milestones	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p> <p>Imitate changes in dynamics</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p>	<p>N/A</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>
The Big Idea	<p>Some popular songs have lasted for decades due to the feelings they invoke.</p>			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;">Three Little Birds – Bob Marley https://www.youtube.com/watch?v=HNBCVM4KbUM</p> <p style="text-align: center;">Application of Knowledge and Skills</p> <p>Activity 1 – Listen to and describe the music. How does it make you feel? What instruments can you hear? What is it about? Try and learn the chorus to sing along to.</p> <p>Activity 2 – body percussion. Practise finding the beat first. Then follow along with this video to have a go at some body percussion. https://www.youtube.com/watch?v=GaJJaXoAWkw</p> <p>Can they make up their own patterns for body percussion? (instead of stamping they could clap low, or they could tap different parts of their body)</p> <p>Activity 3 – use instruments instead of body percussion. They use a variety of instruments to replicate the video (instead of clapping, they could clack the castanets/shake the maracas etc). Which instruments sound best? Which ones are easiest/hardest to play?</p> <p>Activity 4 – put it all together and perform the song</p> <p>Optional activity 5 – learn the song using sign language https://www.youtube.com/watch?v=GTJ-Um8hJR4</p> <p>She also incorporates body percussion at a much simpler level too.</p>			

Link	As a school, we are looking at the music of North America and the range of music/influences/instruments that are represented on this continent. We have already practised using a variety of instruments and now we are continuing this and exploring how our bodies can be instruments too.
Key Questions	<p>Can you sing along with the melody?</p> <p>Can you copy the beat with body percussion?</p> <p>What is a rest?</p> <p>What parts of the song repeat?</p> <p>Can you find the beat yourself?</p> <p>Can you compare the “dynamics” (Year 3/4 word but these children only need to know loud or quiet) at different points of the song?</p> <p>Which instrument is the best to play along to this song with? Why?</p>

TERM	Spring 2 – All About Animals			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p> <p>Imitate changes in dynamics</p>	<p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p>	N/A	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>
The Big Idea	Films will use songs to evoke feelings and images.			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;">Let Me Take You To Rio – Ester Dean and Carlinhos Brown</p> <p style="text-align: center;">https://www.youtube.com/watch?v=adnhn3RoLQI (clip from film with lyrics)</p> <p style="text-align: center;">https://www.youtube.com/watch?v=pYGX3rOLT_s (still image with no pauses)</p>			

	<p style="text-align: center;"><u>Application of Knowledge and Skills</u></p> <p>Activity 1 – Listen to and describe the music. How does it make you feel? What instruments can you hear? What is it about? Try and learn the chorus to sing along to.</p> <p>Activity 2 – finding rhythms – have a go at using maracas and repeating the shaking sound from the video, claves/drums to create a simple beat, glockenspiels to do a high/low sound like at the start of the song. Play around with different tempos, volumes and let the children explore making up their own.</p> <p>Activity 3 – Listen to Portuguese chorus. Can they hear the singing in the background? Make up some of your own “ooh ooh” patterns to sing behind it if they can. Explore making their voices higher and lower pitched.</p> <p>Activity 4 – put it all together and perform the song</p> <p>Optional activity 5 – Samba is very popular in Brazil. Have a go at dancing Samba https://www.youtube.com/watch?v=4BPoLsm3r1c</p>
Link	As a school, we are looking at the music of South America and the range of music/influences/instruments that are represented on this continent. We have previously created backing rhythms with instruments and now we will try doing the same with our voices as well.
Key Questions	<p>Can you sing along with the melody?</p> <p>Can you copy the beat/rhythm when directed?</p> <p>Can you copy the music and sing higher or lower?</p> <p>Can you copy a pattern when sung to you?</p> <p>What is a pattern?</p> <p>Can you copy the beat/rhythm by finding it yourself?</p> <p>Can you explain how this music makes you feel?</p> <p>Can you make up your own singing pattern of “oohs”?</p> <p>Why do you think they made this song for the film? Think about the instruments and the feelings.</p>

TERM	Summer 1- Food From Around The World			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. 	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long 	<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance 	<ul style="list-style-type: none"> Identify the beat of a tune.

	<ul style="list-style-type: none"> • Make and control long and short sounds, using voice and instruments. 	<p>and short, loud and quiet, high and low).</p> <ul style="list-style-type: none"> • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 		
<p>The Big Idea</p>	<p>Music must be recorded in a way for people to understand and replicate.</p>			
<p>Unit Content</p>	<p style="text-align: center;"><u>Key Music</u></p> <p style="text-align: center;"> https://www.youtube.com/watch?v=LZNiUo22_gs Samoan Welcome Song https://www.youtube.com/watch?v=K_5MjX8Mj-k Watch a traditional slap dance from Samoa https://www.youtube.com/watch?v=44SQSjciofc Watch from between 1-3 minutes for a slow(ish) tutorial on basic moves (will need to support children) </p> <p style="text-align: center;"><u>Application of Knowledge and Skills</u></p> <ol style="list-style-type: none"> 1. Find Samoa on the map and ask if they know anything about the country. Play the Moana soundtrack and say that this part of the world is where this music comes from 2. Play the Samoan Welcome song and learn to sing along. It is repeated and call and response to try and get the children to remember some phrases for hello, welcome, how are you etc. 3 (optional) – make these lyrics into a language that they know (Urdu, Bengali, Spanish etc) does the song still work or are the syllables too different? 4. Perform the Welcome song, practising controlling voice and singing in unison. 5. Watch the traditional slap dance. Ask the children what the instruments are and discuss how body percussion is a very traditional way of making music. 6. Watch the tutorial to get an idea of some basic moves. 7. Get the children to make up their own slap dances using these traditional moves. Decide how you are going to record these – what images represent what actions? how can you show that some actions last longer/should be louder/should be quieter etc? 			

	8. Perform slap dances for each other and assess.
Link	As a school, we are looking at the music of Oceania and the range of music/influences/instruments that are represented on this continent. We have previously made our own body percussion rhythms and now we will be thinking about how to represent these in written form as well.
Key Questions	<p>Can you copy a call and response? Can you copy the beat? Can you copy a body percussion sequence? Can you explain what call and response songs are? Can you think of some images to represent body percussion moves? Can you create a short musical pattern using body percussion? Draw images to represent a body percussion you have composed. Can you explain it to other people and get them to copy?</p>

TERM	Summer 2- Food From Around The World			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.
The Big Idea	Folk music is used around the world to share stories.			
Unit Content	<p align="center">Key Music Tanabata-sama – Traditional Japanese folk song https://www.youtube.com/watch?v=KvEdBm8P1cQ – video of Japanese children’s song</p>			

<https://www.youtube.com/watch?v=zpmriEVI69E> – Japanese lyrics
<https://www.youtube.com/watch?v=uU6TRYFsgKs> – story of Tanabata festival for children

Application of Knowledge and Skills

1. Watch the video about the story of Tanabata festival – explain that this is a traditional story in Japan and they have a festival every 7th July where they hang their wishes from bamboo trees (like the Winter Welcoming).
2. Learn to sing the Tanabata-same traditional folk song. The second link has phonetically decodable lyrics to help the children (and practise phonics) but you can also use the English lyrics for them that I will give you on a music sheet and will be kept in planning folder.
3. Create your own retelling of the story ready to perform and send out to teach other children about the festival. Use the script for this that includes instructions for the children to compose their own music to represent parts of the story.

Link

As a school, we are looking at the music of Asia and the range of music/influences/instruments that are represented on this continent. We have been using our phonics for English words and we can use these to help us decode some other languages too. We also looked at our own Winter Welcoming festival tradition of hanging wishes from trees and now we are looking at a Japanese one with a similar tradition.

Key Questions

- Can you sing along, following the melody?
- Can you imitate the song and sing higher or lower?
- Can you clap a rhythm?
- Can you explain why you have selected certain instruments for parts of the story?
- Can you create long and short sounds to represent parts of the story?
- Can you change the “dynamics” (children need to know loud and quiet) or “tempo” (children need to know fast or slow) for different parts of the story?
- Can you compare your composition with other children’s, looking for positives and improvements?

YEAR 2

TERM

AUTUMN 1- Caring for Living Things

Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in dynamics</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Use symbols to represent a composition and use them to help with a performance</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>
The Big Idea	Using drums to create steady beats and fun rhythms is integral to African music.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills</p> <p>Peripatetic teaching of African drumming by external teacher. Children to focus on skills such as copying back and creating own rhythms, layering sounds on top of each other to compose pieces, reading simple notation and performing as solos and ensembles.</p>			
Link	<p style="text-align: center;">As a school, we are looking at the music of Africa and the range of music/influences/instruments that are represented on this continent. We have previously looked at call and response songs from Africa and are now exploring a traditional instrument that matches them.</p>			
Key Questions	<p>Can you repeat a rhythm?</p> <p>Can you tell me the three ways to hit the drum? (slap, tone, bass)</p> <p>Can you compare the different noises made by hitting the drum in a different way?</p> <p>Can you make your own rhythm to repeat back?</p> <p>Can you sequence different people's rhythms to make a longer piece?</p> <p>Can you change the way you play the drum to create a desired effect?</p>			

AUTUMN 2- Caring for Living Things

TERM	AUTUMN 2- Caring for Living Things			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p> <p>Imitate changes in dynamics</p>	<p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect</p>	N/A	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>
The Big Idea	Some popular songs have lasted for decades due to the feelings they invoke.			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;">A Message to You Rudy – The Specials (https://www.youtube.com/watch?v=cntvEDbagAw)</p> <p style="text-align: center;">Application of knowledge and skills</p> <ol style="list-style-type: none"> 1. Listen to the song. Describe using key vocabulary: (main focus of vocabulary is what is the main repeated rhythm and what is the beat) 2. Use flashcards to practice playing the main repeating rhythms on percussive instruments (can begin on body percussion and move on to actual instruments). Focus is on following the correct beat and the timings, not the pitch. 3. Children to begin by practicing simple patterns to get the idea of how long each note lasts and then show them the ones for Rudy. 4. Learn to sing the song (if children are finding the whole song difficult, just the repeated chorus is enough as they can play the instruments for the verses) 5. Play and perform the whole song together as an ensemble, playing the correct rhythms at the correct points (challenge for HA is to remember without the flashcards and to overlay different rhythms) 			

Link	As a school, we are looking at the music of Europe and the range of music/influences/instruments that are represented on this continent. As Historians, we will be looking at the influence of Windrush and the Caribbean on the UK and The Specials are a British band, playing ska music influenced by reggae. Neville Staple (the vocalist) was born in Jamaica. We have previously learned Three Little Birds, a reggae song, which was released around the same time and uses similar influences.
Key Questions	<p>Can you start and stop at the correct time when told?</p> <p>Can you sing along with the melody?</p> <p>What is a rest?</p> <p>Can you find the beat yourself?</p> <p>Can you change your dynamics when singing?</p> <p>Can you choose where to change your dynamics?</p> <p>Can you read and copy a simple rhythm on a flashcard?</p> <p>Can you read and copy several different rhythms of differing lengths?</p> <p>Can you compare different rhythms and how they are represented?</p>

TERM	SPRING 1- Being Healthy			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in dynamics</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Use symbols to represent a composition and use them to help with a performance</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>

The Big Idea	Using drums to create steady beats and fun rhythms is integral to Native American music.			
Unit Content	Application of Knowledge and Skills			
	Peripatetic teaching of African drumming by external teacher. Children to focus on skills such as copying back and creating own rhythms, layering sounds on top of each other to compose pieces, reading simple notation and performing as solos and ensembles.			
Link	As a school, we are looking at the music of North America and the range of music/influences/instruments that are represented on this continent. We will be using African drums but looking at how Native Americans also used drums in a similar way to create music that was integral to their culture.			
Key Questions	<p>Can you repeat a rhythm?</p> <p>Can you tell me the three ways to hit the drum? (slap, tone, bass)</p> <p>Can you compare the different noises made by hitting the drum in a different way?</p> <p>Can you make your own rhythm to repeat back?</p> <p>Can you sequence different people's rhythms to make a longer piece?</p> <p>Can you change the way you play the drum to create a desired effect?</p>			

TERM	SPRING 2- Being Healthy			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p> <p>Imitate changes in dynamics</p>	<p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect</p>	N/A	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>
The Big Idea	Films will use songs to evoke feelings and images.			
Unit Content	Key Music			

	<p style="text-align: center;">Try Everything - Shakira https://www.youtube.com/watch?v=c6rP-YP4c5I (Official video) https://www.youtube.com/watch?v=jpqV3dzYOgk (Lyrics)</p> <p style="text-align: center;">Application of Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Listen to the song. What is it about? What instruments can you hear? (vocals, drums, bells, shakers, guitar, synth) What makes it a pop song? (strong beat, repeated lyrics, chorus/verse system) 2. Sing along. Practise breathing techniques, singing higher and lower (pitch), louder and quieter (dynamics), faster and slower (tempo). 3. Use percussive instruments to practise playing different beats. Opportunity to try and read music (resources) and then to try and play 2 rhythms from the song on different instruments (resource sent out). 4. Perform whole song, layering instruments and singing over the top of each other.
Link	As a school, we are looking at the music of South America and the range of music/influences/instruments that are represented on this continent. We have previously looked at how music is used in films to tell a story and to invoke feeling from an audience (Let Me Take You To Rio). We have looked at Resilience in our Personal Development and this is a great example of this quality. As Musicians, we have looked at music before and are now trying to read it.
Key Questions	<p>Can you start and stop at the correct time when told?</p> <p>Can you sing along with the melody?</p> <p>What is a rest?</p> <p>Can you find the beat yourself?</p> <p>Can you change your dynamics when singing?</p> <p>Can you choose where to change your dynamics?</p> <p>Can you read and copy a simple rhythm on a flashcard?</p> <p>Can you describe how the pitch changes in the song?</p> <p>Can you read and copy several different rhythms of differing lengths?</p> <p>Can you compare different rhythms and how they are represented?</p> <p>Can you explain why different instruments sound better at different points of the song?</p>

TERM	SUMMER 1- Our Country			
Threshold Concepts	Perform	Compose	Transcribe	Describe

Milestones	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p> <p>Imitate changes in dynamics</p>	<p>Clap rhythms.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p>	<p>N/A</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>
The Big Idea	<p>Folk music is used around the world to share stories.</p>			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;"> https://www.youtube.com/watch?v=tmAyAbzNBac Taba Naba Norem https://www.youtube.com/watch?v=M3_Snv1C-54 Inanay Capuana https://www.youtube.com/watch?v=nYW2MHmmp_0 Ngaya Naba </p> <p style="text-align: center;">Application of Knowledge and Skills</p> <p>1. Introduce Aboriginal music and dancing as a hugely important thing for indigenous Australian people – it was used for welcoming, telling stories, teaching etc. Show them https://www.youtube.com/watch?v=OhyKsEn6_So and discuss the language and the instruments (what is familiar and what is not)</p> <p>2. This will take multiple lessons. There are 3 shorter songs for children to learn. Then decide on their favourite, practise and perform for the other Y2 classes:</p> <ul style="list-style-type: none"> • Taba Naba Norem – the trickiest as the hardest language. https://www.youtube.com/watch?v=xFBiypzNpsg is a video of some small children performing and doing the body percussion which would be nice to replicate or create own body percussion moves instead • Inanay capuana – a nursery rhyme sung by the Aborigines. Gives the children the opportunity to practise singing softly and controlling their voices. Could also make rain sticks using toilet rolls and rice and decorating with Aboriginal images if time and resources available • Ngaya Naba – use the claves or drums to get the strong beat to go with this song. A combination of Dharug and English singing about the importance of family 			

Link	As a school, we are looking at the music of Oceania and the range of music/influences/instruments that are represented on this continent. As Musicians, we have previously looked at folk music (Tanabata-sama) as a way to tell stories and how these are particularly influential on children.
Key Questions	<p>Can you start and stop at the correct time when told?</p> <p>Can you sing along with the melody?</p> <p>What is a rest?</p> <p>Can you find the beat yourself?</p> <p>Can you change your dynamics when singing?</p> <p>Can you change pitch when singing?</p> <p>Can you explain which song is your favourite and why?</p> <p>Can you create your own body percussion moves to go with one of the songs?</p> <p>Can you compare the three songs using appropriate musical vocabulary?</p> <p>Can you suggest why these songs are popular with children?</p>

TERM	SUMMER 2- Our Country			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in dynamics</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Use symbols to represent a composition and use them to help with a performance</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>

The Big Idea	Music must be recorded in a way for people to understand and replicate.			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;">https://www.youtube.com/watch?v=TA0ZVxHRxCM – 2008 ceremony</p> <p style="text-align: center;">Application of Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Remind children about drumming that they learned earlier in the year with Front Row music. Go back over the different way to hit the drum (flat, open, side) and the different sounds that it produces. Practise using a series of call and response patterns, getting the children to repeat back the same pattern, focusing on them using the correct hand placement and timing. Challenge children to lead the call and response. 2. Play the video and talk about the key vocabulary (beat, rest, repeat, chant, pattern) and how the speed changes. Make it a key point that all of the drummers are keeping time with each other. 3. Have a go at copying the drummers on the screen for the first minute. Can they copy the movements? Timings? Are they in sync? 4. Work as a class to design your own drumming pattern for 3 seconds. Find a simple way to draw it on the board (transcribe) so that all children can copy it (drum for a hit, stick figure with hands in the air for a rest etc). As a class, design this and see if you can follow, then share between the classes. 5. In smaller groups, let the children design their own ones. For LA children, give them the images and they have to place in an order, for MA they have to draw themselves and for HA, they can make up extra ones to show the different ways to hit the drums. 6. Perform their own pieces and give feedback. 			
Link	As a school, we are looking at the music of Asia and the range of music/influences/instruments that are represented on this continent. We have previously tried to use the drums for African and Native American drumming. We have worked on reading simple notation and are now going to try and write our own to copy.			
Key Questions	<p>Can you tell me the three ways to hit a drum?</p> <p>Can you copy a rhythm? (both performed and written in images)</p> <p>What is a rest? What is a chant? What is a pattern?</p> <p>Can you order images to create a rhythm?</p> <p>Can you make your own rhythm?</p> <p>Can you develop images to represent actions for drumming?</p> <p>Can you order images to create a rhythm you have composed yourself?</p> <p>True or False: it is important to draw music for people to copy?</p> <p>Can you make changes to yours or other's drawings to help people understand them better?</p>			

YEAR 3

TERM	AUTUMN 1- The Stone Age			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of dynamics, pitch and expression with voice</p> <p>Perform with control and awareness of others.</p>	<p>Use sound to express feelings within music</p> <p>Use drones as accompaniment</p> <p>Choose, order, combine and control sounds to create an effect.</p>	<p>Recognise how the position of notes on a stave affects the pitch</p> <p>Recognise the symbols for a quaver, minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>
The Big Idea	Films will use songs to evoke feelings and images.			

Unit Content	<p style="text-align: center;">Key Music We Are One – Angelique Kidjo</p> <p style="text-align: center;">Application of Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Listen to the song as a class and discuss the meaning of the song, musical elements of it using key vocabulary, and how it makes us feel. 2. Look at the musical notation of this piece while listening and recap the idea that there are different shaped notes which tell us how long to play for (should have looked at this with drumming teaching last year). Begin to introduce terminology of crotchet, quaver etc. 3. Look at how the position of the note on the stave changes the pitch of the music (higher and lower). 4. Practise singing the song as a whole class, focusing on making sure that children are singing together, using proper intonation and breathing techniques, and imitating changes in pitch and dynamics 5. Make group decisions on how to split the song (when do the whole class sing, when should small groups sing, how should we sing each part) 6. Perform as an ensemble and evaluate.
Link	<p style="text-align: center;">As a school, we are looking at the music of Africa and the range of music/influences/instruments that are represented on this continent. We have previously looked at simple call and response songs and drumming patterns and are now adding in melodies to sing over the top. We are beginning to explore reading notation on a stave. We have also looked at how songs influence movies (Rio, Zootopia) and now Lion King to discuss the impact the music has.</p>
Key Questions	<p>How does this song make you feel? What is a crotchet? What is a quaver? Can you choose when to be loud and quiet in a song? Can you use your voice to sing along, controlling dynamics and pitch? Can you explain how the different elements of music (pitch, dynamics, tempo) make you feel? Can you choose and order when different people should perform to create an effect? Can you suggest where a drone might add impact and why? Can you create a simple drone (oohs changing pitch for example) and evaluate its effectiveness?</p>

TERM	AUTUMN 2 - The Stone Age			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Maintain a simple part within a group.</p> <p>Show control of dynamics, pitch and expression with voice</p>	<p>Use sound to express feelings within music</p> <p>Create repeated patterns with a range of instruments.</p> <p>Use drones as accompaniment</p>	<p>Recognise how the position of notes on a stave affects the pitch</p> <p>Recognise the symbols for a quaver, minim, crotchet</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>

	Play notes on an instrument with care so that they are clear. Perform with control and awareness of others	Choose, order, combine and control sounds to create an effect.	and semibreve and say how many beats they represent.	Understand layers of sounds and discuss their effect on mood and feelings.
The Big Idea	Playing an instrument requires reading, timing, listening and passion.			
Unit Content	Application of Knowledge and Skills			
	Peripatetic teaching of ukulele by external teacher. Children to focus on skills such as copying back and creating own rhythms, layering sounds on top of each other to compose pieces, reading simple notation and performing as solos and ensembles.			
Link	As a school, we are looking at the music of Europe and the range of music/influences/instruments that are represented on this continent. We have worked at playing in ensembles on untuned instruments and are now practising, developing and furthering these skills on tuned instruments.			
Key Questions	Can you name the parts of the ukulele? Can you name the strings? Can you hold the ukulele correctly? Can you copy instructions on how to play notes on an instrument? Can you play simple notes in time with others? Can you perform a simple rhythm on an instrument, playing notes carefully and clearly? Can you begin to read the notes of the ukulele with direction? Can you compare how ukulele music is written compared to how you have previously seen music recorded?			

TERM	SPRING 1- The Bronze Age			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	Sing from memory with accurate pitch. Maintain a simple part within a group. Pronounce words within a song clearly.	Compose and perform melodic songs. Create repeated patterns with a range of instruments. Use drones as accompaniment Use sound to express feelings within music	Devise non-standard symbols to indicate when to play and rest. Recognise how the position of notes on a stave affects the pitch Recognise the symbols for a quaver, minim, crotchet	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes.

	<p>Show control of dynamics, pitch and expression with voice.</p> <p>Perform with control and awareness of others.</p>		<p>and semibreve and say how many beats they represent.</p>	<p>Understand layers of sounds and discuss their effect on mood and feelings.</p>
The Big Idea	<p>Some popular songs have lasted for decades due to the feelings they invoke.</p>			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;">What A Wonderful World https://www.youtube.com/watch?v=jPcV3OoxouA</p> <p style="text-align: center;">Application of Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Listen to the song and read the lyrics. Discuss what they like, what it's about and who Louis Armstrong was. 2. Learn to sing the song, using expression and intonation at appropriate points and resting at the correct points. Introduce the musical notation for this at this time 3. Write their own verse for the song to perform (I see rivers of blue, mountains so high, All above me, The little birds fly) Count the number of syllables in each verse to help them write their own. Give them pictures of the world to describe (could even give them pictures of mountains and rivers to link to geography. Do as a class if really struggling. 4. Use instruments to create drones that can accompany music – these are simple repeating sounds that will add feelings that they want to express within the music. Get the children to experiment with different instruments and how their timbre can affect the feeling of the piece, as well as how the instrument is played, where it is played and what simple patterns could repeat. 5. Perform What A Wonderful World to the instrumental backing track – include own verse if done well 			
Link	<p>As a school, we are looking at the music of North America and the range of music/influences/instruments that are represented on this continent. We have previously looked at influential songs that have lasted for decades and how the lyrics and melody have caused this. We are now further developing this into creating our own music inspired by these pieces.</p>			
Key Questions	<p>Can you sing a song, controlling pitch, dynamics and expression? Can you pronounce words clearly in a song? Can you count syllables in a verse? Can you suggest lines for a song? Can you write simple lines for a song that have the correct number of syllables? Can you explain why certain instruments give different feelings to the music? Can you create a simple pattern to play on an instrument to back the piece?</p>			

Can you evaluate the effectiveness of different instruments in the impact they have on your piece of music?
 Can you suggest where different instruments and patterns of music should appear to have the greatest effect?

SPRING 2 – The Bronze Age				
TERM				
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	Maintain a simple part within a group. Show control of dynamics, pitch and expression with voice Play notes on an instrument with care so that they are clear. Perform with control and awareness of others	Use sound to express feelings within music Create repeated patterns with a range of instruments. Use drones as accompaniment Choose, order, combine and control sounds to create an effect.	Recognise how the position of notes on a staff affects the pitch Recognise the symbols for a quaver, minim, crotchet and semibreve and say how many beats they represent.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.
The Big Idea	Playing an instrument requires reading, timing, listening and passion.			
Unit Content	Application of Knowledge and Skills			
	Peripatetic teaching of ukulele by external teacher. Children to focus on skills such as copying back and creating own rhythms, layering sounds on top of each other to compose pieces, reading simple notation and performing as solos and ensembles.			
Link	As a school, we are looking at the music of South America and the range of music/influences/instruments that are represented on this continent. We have worked at playing in ensembles on untuned instruments and are now practising, developing and furthering these skills on tuned instruments.			
Key Questions	Can you name the parts of the ukulele? Can you name the strings? Can you hold the ukulele correctly? Can you copy instructions on how to play notes on an instrument? Can you play simple notes in time with others? Can you perform a simple rhythm on an instrument, playing notes carefully and clearly? Can you begin to read the notes of the ukulele with direction? Can you compare how ukulele music is written compared to how you have previously seen music recorded?			

TERM	SUMMER 1 – Iron Age Britain			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of dynamics, pitch and expression with voice</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Choose, order, combine and control sounds to create an effect.</p>	<p>Recognise how the position of notes on a staff affects the pitch</p> <p>Recognise the symbols for a quaver, minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>
The Big Idea	Some popular songs have lasted for decades due to the feelings they invoke.			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;">Locomotion – Kylie Minogue</p> <p style="text-align: center;"> https://www.youtube.com/watch?v=POWsFzSFLCE actual music video https://www.youtube.com/watch?v=24Neyv2crh4 original performance by Little Eva https://www.youtube.com/watch?v=rxNk2zNPw5I lyric video </p> <p style="text-align: center;">Application of Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Listen to the music and appraise – what is the song about? What do the lyrics mean? How does it make you feel? What instruments can you hear? Can you describe it using the vocabulary from the milestones and music vocab progression document? 2. Learn to sing the song. Focus on controlled movement of voice https://www.youtube.com/watch?v=KjTRTB3HJPw has some vocal warm ups 3. Compare to original version by Little Eva – which do they prefer? How are they similar/different? Which instruments are the same? etc 			

	<p>4. On the glockenspiels, play the repeated line “Come on baby, do the locomotion” focusing on which beats are half as long and the idea that notes get higher as you go up the stave. The notes are in Resources of the music folder and also here</p> <p>5. Play around with the glockenspiels, changing which two notes they will play on. How does it sound with E and F? etc How does it sound if two people are playing different notes at the same time? Give the children the idea of harmony.</p> <p>6. Perform the song as a class, incorporating the glockenspiels if confident.</p> <p>Optional : https://www.youtube.com/watch?v=ZuLuifcUAa8 dance along to the Latin American version with Dora to link back to last half term – how have they made the song more samba-like?</p>
Link	As a school, we are looking at the music of Oceania and the range of music/influences/instruments that are represented on this continent. We have begun to look at reading music on staves with the ukuleles and are now seeing how this skill is transferrable on to other tuned instruments.
Key Questions	<p>Can you sing a song, controlling pitch, dynamics and expression?</p> <p>Can you pronounce words clearly in a song?</p> <p>What is a crotchet? What is a quaver?</p> <p>Can you play an instrument by copying an instructor?</p> <p>Can you explain how changing the position of a note on a stave changes the pitch?</p> <p>Can you explain how changing the shape of a note changes the length of the note?</p> <p>Can you begin to read a simple rhythm written down as notes?</p> <p>Can you compare Little Eva’s and Kylie’s versions of the song, using musical vocabulary?</p> <p>Can you play a simple rhythm when given the notes?</p> <p>Can you experiment with replacing different notes on the glockenspiels and discuss how that impacts the song?</p>

TERM		SUMMER 2 - Iron Age Britain		
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Maintain a simple part within a group.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Compose and perform melodic songs.</p> <p>Use sound to express feelings within music</p> <p>Create repeated patterns with a range of instruments.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise how the position of notes on a stave affects the pitch</p> <p>Recognise the symbols for a quaver, minim, crotchet</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>

		Choose, order, combine and control sounds to create an effect.	and semibreve and say how many beats they represent.	Understand layers of sounds and discuss their effect on mood and feelings.
The Big Idea	Music must be recorded in a way for people to understand and replicate.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills</p> <p style="text-align: center;">Use Kapow to go through the Pentatonic Melodies and Composition (Theme: Chinese New Year)</p> <ol style="list-style-type: none"> 1. Listen to the music associated with the Chinese New Year festival 2. Play pentatonic melodies on glockenspiels. 3. Write and perform their own pentatonic melody 4. Write a group composition, layering their own melodies and sounds 5. Perform for each other and evaluate the success of each group's pieces 			
Link	<p style="text-align: center;">As a school, we are looking at the music of Asia and the range of music/influences/instruments that are represented on this continent. We have previously looked at writing music down in non-traditional notation styles and have begun to look at reading notation on a stave. We are now combining the two skills to write simple melodies.</p>			
Key Questions	<p>Can you play a simple melody on the glockenspiel?</p> <p>Can you begin to read and play a simple melody?</p> <p>Can you order notes to create a simple melody?</p> <p>Can you describe a note on a stave, talking about the length, pitch and naming it?</p> <p>Can you write a pentatonic melody using music notation (with support)?</p> <p>Can you layer different melodies to create a group composition?</p> <p>Can you perform a group composition that you have written?</p> <p>Can you assess the effectiveness of different pieces, using musical vocabulary and discussing the feelings they evoke?</p> <p>Can you independently compose and write a pentatonic melody?</p>			

YEAR 4

TERM	AUTUMN 1- The Romans			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.	Compose and perform melodic songs. Use sound to express feelings within music Create repeated patterns with a range of instruments. Use drones as accompaniment Choose, order, combine and control sounds to create an effect.	Devise non-standard symbols to indicate when to play and rest. Recognise how the position of notes on a staff affects the pitch Recognise the symbols for a quaver, minim, crotchet and semibreve and say how many beats they represent.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.
The Big Idea	Playing an instrument requires reading, timing, listening and passion.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills Use Kapow planning for Unit 1: South Africa (Instrumental lessons)</p> <ol style="list-style-type: none"> 1. Introduce the children to basic staff notation and listen to & describe music from South Africa 2. Recognise and play minims, creating a harmonic ostinato to accompany the song "Put on your gumboots" 3. Build familiarity with staff notation. Introduce semibreves and have a go at South African gumboot dancing 4. Understand that a crotchet is worth one beat and practise playing a rhythmic ostinato in a South African gumboot dance 5. Compose and perform rhythmic patterns before a final performance 			
Link	<p style="text-align: center;">As a school, we are looking at the music of Africa and the range of music/influences/instruments that are represented on this continent. We have looked at staff notation last year and are now further developing these skills.</p>			
Key Questions	What are quavers, crotchets, minims and semibreves? Can you play a simple rhythm?			

<p>Can you control your playing to fit in with others?</p> <p>Can you explain how all notes are different and how to identify them?</p> <p>Can you explain how different notes can and can't be played on different instruments? (eg, glockenspiels hold a note but drums don't)</p> <p>Can you suggest how to change a performance to create maximum impact, thinking of all of the elements of music you have been introduced to? (tempo, dynamics, pitch, timbre)</p>
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TERM				
AUTUMN 2 – The Romans				
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of dynamics, pitch and expression with voice</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Compose and perform melodic songs.</p> <p>Use sound to express feelings within music</p> <p>Create repeated patterns with a range of instruments.</p> <p>Choose, order, combine and control sounds to create an effect.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise how the position of notes on a staff affects the pitch</p> <p>Recognise the symbols for a quaver, minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>
The Big Idea	Music must be recorded in a way for people to understand and replicate.			
Unit Content	<p>Application of Knowledge and Skills</p> <p>Use Kapow planning of The Romans (Adapting and Transposing Motifs)</p> <ol style="list-style-type: none"> 1. Sing in tune and in time to the "Here Come the Romans" song 2. Understand what a musical motif is 3. Compose and notate a motif 4. Develop and transpose a musical motif 			

	5. Combine and perform different versions of a musical motif
Link	As a school, we are looking at the music of Europe and the range of music/influences/instruments that are represented on this continent. As Historians, we are looking at the Roman influence on Britain and using our knowledge of this to support composing and transcribing our musical piece. We have begun to look at writing down music in more traditional ways using staves.
Key Questions	<p>Can you sing a song, controlling your voice, and singing as a group?</p> <p>What is a musical motif?</p> <p>Can you write a simple melody?</p> <p>Can you write simple lyrics?</p> <p>What are quavers, crotchets, minims and semibreves?</p> <p>Can you write a musical motif using traditional music notation?</p> <p>Can you compare different musical motifs written in the classroom?</p> <p>Can you summarise the strengths and weaknesses of our composition?</p> <p>Can you suggest improvements to different motifs?</p> <p>True/false: musical notation is written in the exact same format?</p> <p>True/false: musical notation should always be written in the exact same format?</p>

TERM	SPRING 1 – Roman Manchester			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of dynamics, pitch and expression with voice</p> <p>Play notes on an instrument with care so that they are clear.</p>	<p>Compose and perform melodic songs.</p> <p>Use sound to express feelings within music</p> <p>Create repeated patterns with a range of instruments.</p> <p>Choose, order, combine and control sounds to create an effect.</p>	<p>Recognise how the position of notes on a stave affects the pitch</p> <p>Recognise the symbols for a quaver, minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>

	Perform with control and awareness of others.			
The Big Idea	Creating a song requires layering beats, melodies and lyrics thoughtfully.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills Use Kapow planning for Unit 2: Caribbean (Instrumental lessons)</p> <ol style="list-style-type: none"> 1. Discuss the origins of Calypso music, as well as some key features, before performing a Calypso style song. 2. Create and perform lyrics for a Calypso song 3. Learn about the importance of percussion instruments in Trinidad and play and describe Calypso style percussion parts 4. Recognise and perform quavers from staff notation then play them within the context of a Calypso song 5. Improvise in a Calypso style using a pentatonic scale and different rhythms on tuned percussion 			
Link	As a school, we are looking at the music of North America and the range of music/influences/instruments that are represented on this continent. We have previously looked at the Caribbean in Year 2 and the influence of Caribbean music specifically in Britain due to the Empire and Windrush. In Year 3, we wrote lyrics and looked at pentatonic scales from China and are now transferring those skills to a different continent.			
Key Questions	<p>Can you read and perform simple musical notation? What is Calypso music? Can you write simple lyrics for a song? Can you choose instruments to play a melody in the Calypso style? Can you compare Calypso music with another genre you know using musical vocabulary? Can you create a melody and lyrics in the Calypso style? Can you justify the instruments you have chosen for your Calypso-style song, thinking about the effect they have and the feelings they invoke? Can you compose a complete song including melody, lyrics, dynamics and instrument choice?</p>			

TERM	SPRING 2 – Roman Manchester			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	Sing from memory with accurate pitch. Maintain a simple part within a group.	Compose and perform melodic songs. Use sound to express feelings within music	Devise non-standard symbols to indicate when to play and rest.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

	<p>Pronounce words within a song clearly.</p> <p>Show control of dynamics, pitch and expression with voice</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Create repeated patterns with a range of instruments.</p> <p>Use drones as accompaniment</p> <p>Choose, order, combine and control sounds to create an effect.</p>	<p>Recognise how the position of notes on a staff affects the pitch</p> <p>Recognise the symbols for a quaver, minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>
The Big Idea	Playing an instrument requires reading, timing, listening and passion.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills Use Kapow planning for Unit 3: South America (Instrumental lessons)</p> <ol style="list-style-type: none"> 1. Learn to perform rhythms accurately using untuned percussion instruments and vocals, combining the key rhythms used in salsa music 2. Learn about the history of latin music and the importance of music and dance to Latin American culture. Look at a range of South American music types, including rumba, cha-cha-cha, samba and tango 3. Create own melodies using tuned percussion instruments to perform alongside the song "Vamos, let's go" 4. Compose salsa melodies; work on aspects of prior tuned percussion learning, including playing technique, understanding of rhythmic notation and pitch notation and understanding the history/context of the music. 5. Children take on different roles using voice, dance, tuned and untuned instruments to perform their own mini carnival 			
Link	As a school, we are looking at the music of South America and the range of music/influences/instruments that are represented on this continent. We have previously looked at Samba music and are now improvising to create our own inspired pieces and perform them.			
Key Questions	<p>Can you name different types of South American music?</p> <p>Can you repeat the beat and melody of a South American song?</p> <p>Can you create a repeated pattern on an untuned instrument?</p> <p>Can you create a repeated pattern on a tuned instrument?</p> <p>Can you compose and write your own simple melody using a tuned instrument?</p> <p>Can you explain the difference between different South American music genres?</p> <p>Can you combine two different instruments to create a "mini carnival"? (voice, dance, untuned, tuned)</p> <p>Can you combine three or more instruments to create your own "mini carnival"?</p> <p>Can you suggest different styles of playing and edit your mini carnival composition using musical vocabulary?</p>			

TERM	SUMMER 1 – All Change			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of dynamics, pitch and expression with voice</p> <p>Perform with control and awareness of others.</p>	<p>Use sound to express feelings within music</p> <p>Create repeated patterns with a range of instruments.</p> <p>Use drones as accompaniment</p> <p>Choose, order, combine and control sounds to create an effect.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>
The Big Idea	Films will use songs to evoke feelings and images.			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;">We Know The Way – Lin Manuel Miranda and Opetaia Foa'i</p> <p style="text-align: center;"> https://www.youtube.com/watch?v=ubZrAmRxy_M music video from film https://www.youtube.com/watch?v=UEtj-smhTMI lyric video https://www.youtube.com/watch?v=Bum4936KgOo live performance with Te Vaka, explaining culture of Polynesian explorers (We Know the Way begins at 2.25) </p> <p style="text-align: center;">Application of Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Listen to the music and appraise – what is the song about? What do the lyrics mean? How does it make you feel? What instruments can you hear? Can you describe it using the vocabulary from the milestones and music vocab progression document? 2. Learn to sing the song. Focus on controlled movement of voice https://www.youtube.com/watch?v=KjTRTB3HJPw has some vocal warm ups 3. Play the drums for the background - https://www.youtube.com/watch?v=Z4cVENcL9RY is a great link for a rhythm play along to get them reading rests, quavers and crotchets 			

	<p>4. Write their own rhythms for the drums in the background. Stick to crotchets (1 beat) and quavers (half) as they were in video before but add minims (2 beat) for a challenge. Children to write own rhythms and then challenge other children to copy. RESOURCES – there are little cards of quavers and crotchets to give to children to arrange if they are not ready to write.</p> <p>5. Choose favourite drum rhythms to play underneath song while children sing and perform as an ensemble. Can keep to one whole-class rhythm for whole song, or have 2 different ones going at once to layer instruments, or change the rhythm at different points of the song. Experiment and get the children to decide what works.</p>
Link	As a school, we are looking at the music of Oceania and the range of music/influences/instruments that are represented on this continent. We have looked at films and how music is used to tell a story and create a feeling from their audience. We have previously used drums to explore African, Asian and Native American music and are now looking at how they have been used in Oceanic music and culture across the centuries.
Key Questions	<p>Can you name the different types of note?</p> <p>Can you describe how changing the position of a note changes its pitch?</p> <p>Can you compose and write your own simple beat in musical notation?</p> <p>Can you sing along with others, controlling your voice?</p> <p>Can you discuss and compare children's beats, thinking of successes and improvements?</p> <p>Can you select and order different rhythms to use along with the song as an accompaniment?</p> <p>Can you discuss how the different instruments are used to evoke feelings?</p> <p>Can you conduct a group of children to play different rhythms and give clear instructions to improve?</p> <p>Can you justify your use of dynamics, tempo and rhythms to evoke feelings within your audience?</p>

TERM	SUMMER 2 – All Change			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Maintain a simple part within a group.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Use sound to express feelings within music</p> <p>Create repeated patterns with a range of instruments.</p> <p>Use drones as accompaniment</p>	<p>Recognise how the position of notes on a stave affects the pitch</p> <p>Recognise the symbols for a quaver, minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>

		Choose, order, combine and control sounds to create an effect.		Understand layers of sounds and discuss their effect on mood and feelings.
The Big Idea	Playing an instrument requires reading, timing, listening and passion.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills Use Kapow planning for Unit 4: Indonesia (Instrumental lessons)</p> <ol style="list-style-type: none"> 1. Review previous learning and perform the tuned percussion parts of songs already learned 2. Learn the features of gamelan music, including the Slendro scale and cyclical rhythmic patterns, recognising and naming traditional gamelan instruments 3. Learn what an octave is and identify the same note at different octaves on an instrument and on staff notation 4. Learn about the cyclical structure of gamelan music, identifying octaves through a listening activity and creating a melody to play along to the tune “Blue sky” 5. Explore the concept of “timbre” and add different timbres to the gamelan-inspired piece “Blue sky” before performing it 			
Link	<p style="text-align: center;">As a school, we are looking at the music of Asia and the range of music/influences/instruments that are represented on this continent. We have looked at notation and are now exploring how octaves are represented. We have previously created melodies to compose and perform our own songs and are trying this in a new style.</p>			
Key Questions	<p>Can you name any Gamelan instruments? What is an octave? Can you perform a piece with other people, being aware of their playing too. Can you play an instrument with care so that notes are clear? Can you explain what an octave is and how it impacts lettered notes? Can you explain what is meant by “cyclical structure” of Gamelan music? Can you perform a piece with other people, giving directions and making sure that you are all playing in sync with each other, including dynamics? What similarities and differences does traditional Indonesian music (gamelan music) share with traditional music from around the world? Can you justify the use of different timbres within your piece “Blue sky”?</p>			

YEAR 5

AUTUMN 1- Rockets and Revolution

TERM	AUTUMN 1- Rockets and Revolution			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Sustain steady ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave with support</p> <p>Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
The Big Idea	Folk music is used around the world to tell stories.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills Use of Kapow planning for Shosholoza</p> <ol style="list-style-type: none"> 1. Practise singing Shosholoza a capella (unaccompanied) 2. Use tuned percussion (glockenspiels) to play a chord progression 3. Use vocals or tuned percussion to perform a piece of music as an ensemble 4. Play call and response rhythms using percussion instruments (African drums) 5. Create an eight beat break to play within a performance 			

Link	As a school, we are looking at the music of Africa and the range of music/influences/instruments that are represented on this continent. We have looked at call and response and African drumming all the way back in Year 1 and have continued to develop these skills. We are now using a variety of instruments to perform an African song that incorporates tuned & untuned instruments, as well as voices. Shosholozza is a traditional folk song from South Africa that is often described as the nations “second national anthem”.
Key Questions	<p>What is timbre?</p> <p>Can you sing as part of a group, controlling your voice and breathing?</p> <p>Can you create a call and response rhythm?</p> <p>Can you read music notation to play a chord progression?</p> <p>Can you create an 8-beat break to play within a performance?</p> <p>Can you direct others to play, focusing on timing, accuracy and dynamics?</p> <p>Can you suggest how changing musical elements (tempo, dynamics, timbre, pitch) can impact on the effect of your own composed piece?</p>

TERM	AUTUMN 2 – Rockets and Revolution			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Create drones as accompaniment</p> <p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p> <p>Discuss how lyrics and melody complement each other</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave with support</p> <p>Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments</p> <p>Recognise the different time signatures and be able to explain and use the $\frac{3}{4}$ signature</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
The Big Idea	Playing an instrument requires reading, timing, listening and passion.			
Unit Content	Application of Knowledge and Skills			

	Peripatetic teaching of ukulele by external teacher. Children to focus on skills such as copying back and creating own rhythms, layering sounds on top of each other to compose pieces, reading simple notation and performing as solos and ensembles.
Link	As a school, we are looking at the music of Europe and the range of music/influences/instruments that are represented on this continent. We have worked at playing in ensembles on untuned instruments and began looking at the ukulele as well. We are now practising, developing and furthering these skills.
Key Questions	<p>Can you read simple ukulele TAB notation?</p> <p>Can you perform a rhythm skilfully on the ukulele?</p> <p>Can you perform in a solo and as part of an ensemble, playing in time with others?</p> <p>Can you read and play ukulele TAB notation?</p> <p>Can you play a song on the ukulele, thinking of the other musical elements (dynamics, tempo)?</p> <p>Can you make suggestions to your peers on how to play the instrument more effectively? eg, thoughtful ways to move between notes, how to perform a piece to evoke the correct sense of feeling etc</p>

TERM				
SPRING 1 – Machinery and Manchester				
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p> <p>Discuss how lyrics and melody complement each other</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave with support</p> <p>Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments</p> <p>Recognise the different time signatures and be able to explain and use the $\frac{3}{4}$ signature</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
The Big Idea	Some popular songs have lasted for decades due to the feelings they invoke.			

<p>Unit Content</p>	<p style="text-align: center;">Key Music Blowin' In The Wind – Bob Dylan</p> <p style="text-align: center;">Application of Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Listen to the music and describe using key vocabulary for 5/6. Discuss what the song actually means and that it was a protest song again – what was he protesting? What would you protest? 2. learn the lyrics to the song and practice singing along, focusing on using voices to sing expressively and using their controlled breathing to take pauses at appropriate places 3. practice playing along with the song using sheet music on the glockenspiels/keyboards/ipads. Look at how long each beat lasts and recall crotchet, minim, semibreve, quaver etc. Music to have letters of notes over the top but can be removed for HA to encourage them to recognise notes by sight 4. perform whole song together, layering voices, instruments and a drumbeat underneath to keep the pulse (this could be a good activity for a LA child who is struggling with the other parts to be inclusive) <p>Future challenge: incorporate the ukulele as well using simple chords to practise layering instruments over each other. Discuss with Kieran about incorporating this into ICT lessons to record and layer instruments using Garageband.</p>
<p>Link</p>	<p>As a school, we are looking at the music of North Africa and the range of music/influences/instruments that are represented on this continent. As Historians, we are looking at protest in the city of Manchester and we are exploring how this song has been used as a protest song for decades now to talk about change. We have previously looked at reading music on a stave and are continuing to develop this skill. We are also continuing to look at how songs are layered with different elements to create a complete piece.</p>
<p>Key Questions</p>	<p>What is Blowin' in the Wind about? Can you read notes on a stave? Can you write individual notes on a stave when directed? Can you hold a simple part within a group performance? Can you explain why Blowin' In the Wind has inspired so many and lasted so long? Can you read and perform notes on a tuned instrument? Can you explain the difference between the treble and bass clef and what instruments they are used for? True/false: Songs have the ability to change people's opinions? Can you conduct a performance, encouraging all children to have their own part and supporting them in performing this to their best ability?</p>

Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Create drones as accompaniment</p> <p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p> <p>Discuss how lyrics and melody complement each other</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave with support</p> <p>Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments</p> <p>Recognise the different time signatures and be able to explain and use the $\frac{3}{4}$ signature</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
The Big Idea	Playing an instrument requires reading, timing, listening and passion.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills</p> <p>Peripatetic teaching of ukulele by external teacher. Children to focus on skills such as copying back and creating own rhythms, layering sounds on top of each other to compose pieces, reading simple notation and performing as solos and ensembles.</p>			
Link	<p style="text-align: center;">As a school, we are looking at the music of South America and the range of music/influences/instruments that are represented on this continent. We have worked at playing in ensembles on untuned instruments and began looking at the ukulele as well. We are now practising, developing and furthering these skills.</p>			
Key Questions	<p>Can you read simple ukulele TAB notation?</p> <p>Can you perform a rhythm skilfully on the ukulele?</p> <p>Can you perform in a solo and as part of an ensemble, playing in time with others?</p> <p>Can you read and play ukulele TAB notation?</p> <p>Can you play a song on the ukulele, thinking of the other musical elements (dynamics, tempo)?</p> <p>Can you make suggestions to your peers on how to play the instrument more effectively? eg, thoughtful ways to move between notes, how to perform a piece to evoke the correct sense of feeling etc</p>			

TERM	SUMMER 1 - Making Change			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p> <p>Discuss how lyrics and melody complement each other</p>	<p>Read and create notes on the musical stave with support</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
The Big Idea	<p>Folk music is used around the world to share stories.</p>			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;">Waltzing Matilda</p> <p style="text-align: center;"> https://www.youtube.com/watch?v=4c364LnyOU4 Ray Chen performing (modern violinist/influencer) to compare with classic version https://www.youtube.com/watch?v=FqttbbYfSM Slim Dusty (Australian country music performer) considered a classic version https://www.youtube.com/watch?v=6Neh80aJhxs Lyric video </p> <p style="text-align: center;">Application of Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Begin by listening to the piece of music and recognising instruments, genre, dynamics, pitch, how it makes us feel etc. Discuss what this song is about and where it comes from. 2. Look at the lyrics. Which words are unfamiliar? These are Australian words. Explore and see what they actually mean (billabong is a type of tree etc) 3. Practise singing the lyrics of the chorus first and the verse after. Discuss how the verse and chorus have different melodies but are repeated throughout the song (looking at song structure) 4. Practise reading the music to Waltzing Matilda https://www.youtube.com/watch?v=2TXNpeyWoMA Start by playing with no sound and seeing if they can clap along in time. Then see if they can follow along on the ukulele (you would be best to slow down massively to start) 5. Practise playing the chords to Waltzing Matilda 			

	<p>https://www.youtube.com/watch?v=VhfVc7WOdHM is the most complicated version but the chorus is quite simple as it is just 4 chords and plenty of time between them</p> <p>https://www.youtube.com/watch?v=BMiVYUj_f_4 is the same version but showing strumming patterns as well</p>
Link	<p>As a school, we are looking at the music of Oceania and the range of music/influences/instruments that are represented on this continent. We have previously looked at another folk song (Shosholozza) which has been adopted as a sort of national anthem and we are seeing that this has happened in other countries too. We have been playing the ukulele and are continuing to develop this skill.</p>
Key Questions	<p>Can you describe the timbre, genre, pitch, dynamics etc of Waltzing Matilda?</p> <p>Can you find the beat to the piece?</p> <p>Can you sing/play Waltzing Matilda in a controlled way?</p> <p>Can you compare the musical elements of different performances of Waltzing Matilda?</p> <p>Can you summarise the song structure of Waltzing Matilda?</p> <p>Can you perform Waltzing Matilda and explain why you are changing dynamics/speed etc at certain points?</p> <p>Can you suggest why Waltzing Matilda has become such an important song in Australia, thinking about the music and lyrics?</p>

TERM				
SUMMER 2 – Making Change				
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Sustain steady ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p> <p>Discuss how lyrics and melody complement each other</p>	<p>Read and create notes on the musical stave with support</p> <p>Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments</p> <p>Recognise the different time signatures and be able to explain and use the $\frac{3}{4}$ signature</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
The Big Idea	Films will use songs to evoke feelings and images.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills</p> <p style="text-align: center;">Use of Kapow planning for Unit 5: India (Instrumental lessons)</p>			

	<ol style="list-style-type: none"> 1. Learn about the history and key features of Bollywood music and performing Bollywood dance moves 2. Listen to the song “Jai Ho” from the film Slumdog Millionaire. Identify ambient sounds and the effect they have on the piece of music before creating their own sound effects using their voices, bodies and untuned instruments 3. Learn to identify performance markings in staff notation and apply these to reflect variation in dynamics and emphasis when music is played 4. Learn about the concept of harmony, read staff notation and practise tuned percussion parts that layer to create a harmonious effect in the piece Indian fantasy
Link	As a school, we are looking at the music of Asia and the range of music/influences/instruments that are represented on this continent. We have previously looked at a variety of films and how they have used music to evoke feelings. We are now moving this on to looking at entire style of music that has been developed for film (Bollywood) to show the importance. We are continuing to develop as composers in our selection of instruments, dynamics and other musical features to layer a song piece that imitates our inspiration.
Key Questions	<p>What are tempo, dynamics, timbre, pitch?</p> <p>Can you create your own rhythms and beats on different instruments?</p> <p>Can you read and play a small part on a tuned instrument?</p> <p>Can you explain what harmony is and play in harmony with another person?</p> <p>Can you select and adapt musical elements to create a desired effect?</p> <p>Can you select, write and justify your adaptations of musical elements to create a desired effect, using musical vocabulary?</p> <p>Can you suggest why Bollywood music has had such a lasting effect and is one of the most successful genres in the world?</p>

YEAR 6

TERM	AUTUMN 1- Africa and Ancient Egypt			
Threshold Concepts	Perform	Compose	Transcribe	Describe

<p>Milestones</p>	<p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Create drones as accompaniment</p> <p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p> <p>Discuss how lyrics and melody complement each other</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave with support</p> <p>Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments</p> <p>Recognise the different time signatures and be able to explain and use the $\frac{3}{4}$ signature</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
<p>The Big Idea</p>	<p>Playing an instrument requires reading, timing, listening and passion.</p>			
<p>Unit Content</p>	<p style="text-align: center;">Application of Knowledge and Skills</p> <p>Peripatetic teaching of ukulele by external teacher. Children to focus on skills such as copying back and creating own rhythms, layering sounds on top of each other to compose pieces, reading simple notation and performing as solos and ensembles.</p>			
<p>Link</p>	<p style="text-align: center;">As a school, we are looking at the music of Africa and the range of music/influences/instruments that are represented on this continent. We have worked at playing in ensembles on untuned instruments and began looking at the ukulele as well. We are now practising, developing and furthering these skills. In Geography, we are looking at the continent of Africa and will think about how music changes throughout the continent, just like geographical and human features.</p>			
<p>Key Questions</p>	<p>Can you copy a rhythm on the ukulele?</p> <p>Can you read simple ukulele tabs?</p> <p>Can you perform as part of a group, listening to each other?</p> <p>Can you read and play a song on the ukulele?</p> <p>Can you explain how to move between notes so as to be most accurate with the song?</p> <p>Can you perform within a group, directing others to the best group performance?</p> <p>Can you read and write melodies on the ukulele?</p> <p>Can you explain the difference between chord notation and individual notes?</p> <p>Can you suggest how to adapt musical elements of your performance to gain a desired effect?</p>			

TERM	AUTUMN 2- Africa and Ancient Egypt			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Create musical piece incorporating melody, rhythm and chords.</p> <p>Create drones as accompaniment</p> <p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave with support</p> <p>Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments</p> <p>Recognise the different time signatures and be able to explain and use the $\frac{3}{4}$ signature</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p>
The Big Idea	Classical music uses a variety of instruments to tell a story.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills</p> <p style="text-align: center;">Use Kapow planning of Dynamics, Pitch and Texture (Fingal's Cave)</p> <ol style="list-style-type: none"> 1. Appraise the work of a classical composer (Felix Mendelssohn) 2. Improvise as a group, using dynamics and pitch 3. Improvise as a group, using texture 4. Use knowledge of dynamics, texture and pitch to create a group composition 5. Use teamwork to create a group composition featuring changes in texture, dynamics and pitch 			
Link	<p style="text-align: center;">As a school, we are looking at the music of Europe and the range of music/influences/instruments that are represented on this continent. We have previously listened to classical pieces in music assemblies and have explicitly explored a European classical piece back in Year 1 with Carnival of the Animals. We have explored composition before and are now composing a piece with a larger number of instruments, playing with texture, dynamics and pitch.</p>			
Key Questions	Can you name 3 or more instruments of the orchestra?			

<p>What are dynamics/pitch/texture? Can you describe the musical elements of Fingal's Cave? Can you create a simple rhythm, thinking of one musical element in your composition? Can you write a simple group composition adapting musical elements to create a desired effect? (tempo, dynamics, timbre, pitch) Can you explain how Mendelssohn has composed his piece, thinking of the organisation of instruments and the way in which they are all played? Can you compose and write your own musical composition, thinking of notation and how to describe the musical elements (dynamics, timbre etc) so that others can copy this?</p>
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TERM				
SPRING 1 - Ancient Greece				
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Create drones as accompaniment</p> <p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p> <p>Discuss how lyrics and melody complement each other</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave with support</p> <p>Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments</p> <p>Recognise the different time signatures and be able to explain and use the $\frac{3}{4}$ signature</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
The Big Idea	Playing an instrument requires reading, timing, listening and passion.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills</p> <p>Peripatetic teaching of ukulele by external teacher. Children to focus on skills such as copying back and creating own rhythms, layering sounds on top of each other to compose pieces, reading simple notation and performing as solos and ensembles. As this is the final session of external teaching on the ukulele, they will be taking this opportunity to create their own pieces and transcribe them for others to play.</p>			
Link	As a school, we are looking at the music of North America and the range of music/influences/instruments that are represented on this continent. We have worked at playing in ensembles on untuned instruments and began looking at the ukulele as well. We are now			

	practising, developing and furthering these skills. As Historians, we have been looking at the Greeks who were famous for their compositions, especially on the lute which is similar to a ukulele. We will take inspiration from this.
Key Questions	<p>Can you copy a rhythm on the ukulele?</p> <p>Can you read simple ukulele tabs?</p> <p>Can you perform as part of a group, listening to each other?</p> <p>Can you read and play a song on the ukulele?</p> <p>Can you explain how to move between notes so as to be most accurate with the song?</p> <p>Can you perform within a group, directing others to the best group performance?</p> <p>Can you compose a short piece on the ukulele and write down notes for someone to follow?</p> <p>Can you read and write melodies on the ukulele both as chords and individual notation?</p> <p>Can you explain the difference between chord notation and individual notes?</p> <p>Can you suggest how to adapt musical elements of your performance to gain a desired effect?</p>

TERM		SPRING 2 - Ancient Greece		
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Sustain steady ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Create musical piece incorporating melody, rhythm and chords.</p> <p>Create drones as accompaniment</p> <p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave with support</p> <p>Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments</p> <p>Recognise the different time signatures and be able to explain and use the $\frac{3}{4}$ signature</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>

		<p>Discuss how lyrics and melody complement each other</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>		
The Big Idea	Some popular songs have lasted for decades due to the feelings they invoke.			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;">Mas Que Nada – Sergio Ramos</p> <p style="text-align: center;">https://www.youtube.com/watch?v=5qmjPol9bns – playing for change (live performance)</p> <p style="text-align: center;">Application of Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Listen to the music and discuss the history of bossa nova. Could explore other famous examples (Girl from Ipanema) and see what they have in common that fits the genre (simple beat, lack of syncopation, nasal tones) Try and keep the beat and improvise on how to do so (on/off notes) 2. Look at the lyrics and what they mean in English. Try and sing as much as possible (the chorus is a strong one to sing). Write it out phonetically to help them sing it. 3. Begin to learn to play the music on the keyboards (or glockenspiels if these are not available). 4. Practise layering instruments over each other (maracas, glockenspiels, voices, drums) to make a cohesive song. Decide which ones need to just be playing the beat and which ones can have a melody. 5. Use app online to practise layering instruments over each other to create own similar song. 			
Link	As a school, we are looking at the music of South America and the range of music/influences/instruments that are represented on this continent. We have previously learned to read and write music using staff notation. We have also looked at composing a piece using a larger set of instruments (thinking about Fingal’s Cave). We will be using all of these skills to compose and transcribe a piece using a range of instruments inspired by South American music styles.			
Key Questions	<p>Can you name traditional South American instruments?</p> <p>Can you name South American genres?</p> <p>Can you read and play notation on a tuned percussion instrument?</p> <p>Can you write the notes of a simple melody?</p> <p>Can you explain why music needs to be transcribed so that people can read it?</p> <p>Can you compose your own melody in the style of Mas Que Nada and write the notes?</p> <p>Can you work in a group to make a simple composition in the style of Mas que nada?</p> <p>Can you compose a large scale piece with bass clef for a simple underlying beat and at least one melody on the treble clef to indicate multiple instruments?</p> <p>Can you adapt musical elements for your piece then transcribe these so that they can be understood by others?</p>			

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TERM	SUMMER 1 – The Islamic Golden Age and The House of Wisdom			
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Discuss how lyrics and melody complement each other</p>	<p>Read and create notes on the musical stave with support</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
The Big Idea	Some popular songs have lasted for a long time due to the feelings they invoke.			
Unit Content	<p style="text-align: center;">Key Music</p> <p style="text-align: center;">Titanium – Sia</p> <p style="text-align: center;"> https://www.youtube.com/watch?v=KxnpFKZowcs lyric video https://www.youtube.com/watch?v=JRFuAukYTKg actual video https://www.youtube.com/watch?v=mkZBjUMXPT4 playing guitar https://guitar-uke.com/en/ukulele/song/sia_titanium/7632.html uke chords https://www.youtube.com/watch?v=tvpcqUDjpic glockenspiel play https://musescore.com/user/6864676/scores/6081316 sheet music </p> <p style="text-align: center;">Application of Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Listen to the music and discuss. Could explore other examples of her music and see what they have in common that fits the genre (strong beats, repeated chorus and verses, common instruments) Try and keep the beat and improvise on how to do so (on/off notes) 2. Practise singing the song – focus on control of voice eg holding notes for specified amount of time, louder and quieter at specific points to have impact. 			

	<p>3. Play as conductors of a choir – how does it affect the song if they sing louder at different points? If they don't cut each other off all together at the correct time?</p> <p>4. Learn to play on the ukulele/glockenspiel. Which one do they find easier – chords or simple notes? Which one sounds better?</p>
Link	As a school, we are looking at the music of Oceania and the range of music/influences/instruments that are represented on this continent. We have previously done a lot of work on performing as an ensemble and are now developing this by leading as conductors and styling the music in our own way.
Key Questions	<p>What are the features of pop music?</p> <p>Can you sing along to a song, controlling your breathing and saying words clearly?</p> <p>Can you read simple notes and play them on either the ukulele or tuned percussion instrument?</p> <p>Can you perform Titanium with controlled breathing and skilful playing, controlling different musical elements to create a desired effect?</p> <p>Can you perform as part of a group, instructing others on how to play/sing, and organising the group performance?</p> <p>Can you compare the structure of Titanium with other pop songs you know and suggest why Titanium has stood the test of time?</p> <p>Can you investigate and improvise with different styles of play and use of musical elements and explain how these each provide a different effect for the listener?</p>

TERM		SUMMER 2 – The Islamic Golden Age and The House of Wisdom		
Threshold Concepts	Perform	Compose	Transcribe	Describe
Milestones	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Create musical piece incorporating melody, rhythm and chords.</p> <p>Create drones as accompaniment</p> <p>Adapt musical elements (tempo, dynamics, timbre, pitch) in a piece to gain a desired effect.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave with support</p> <p>Understand the purpose of the treble and bass clefs and discuss how they are used for different instruments</p> <p>Recognise the different time signatures and be able to explain and use the $\frac{3}{4}$ signature</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>

		Discuss how lyrics and melody complement each other		
The Big Idea	Music, and our passion for it, is to be shared with everyone.			
Unit Content	<p style="text-align: center;">Application of Knowledge and Skills</p> <p>1. Learn to sing and perform all of the songs in the end of year performance. Practise singing with intonation, projection and understanding of the place of the song in the performance.</p> <p>2. If time, work through the Kapow unit to compose a leavers' song that will then be performed at the leavers' assembly. This is will focus on composition of lyrics, melody and being able to perform in an ensemble.</p>			
Link	<p style="text-align: center;">As a school, we are looking at the music of Asia and the range of music/influences/instruments that are represented on this continent. We are bringing together all of our understanding of performance, intonation and interrelated dimensions of music to create a large-scale performance, along with a play.</p>			
Key Questions	<p>Can you perform as part of an ensemble, singing in time and controlling breathing and your voice?</p> <p>Can you sing a song from memory?</p> <p>Can you perform as part of an ensemble, suggesting adaptations to musical elements and/or actions to improve your performance?</p> <p>Can you make adaptations to the class performance and justify them using musical vocabulary and explaining how they will have the greatest impact on the audience?</p>			