

At St James, we believe that music is an essential part of a balanced education for all children. It

- is a powerful, unique form of communication and is a vehicle for self-expression
- is an integral part of all cultures, past and present
- develops concentration, perseverance, co-ordination and memory
- promotes co-operation, a sense of group identity and togetherness
- increases self-discipline and creativity, sensitivity and fulfilment
- can inspire and motivate

# St. James



C. of E. PRIMARY SCHOOL

We use the award winning Charanga website to support our delivery of high quality Music lessons.

Our music curriculum is an integrated, practical and exploratory approach to musical learning.

Singing is at the heart of all musical learning, so each sequence of work includes both singing, and learning to play instruments.

As the children's musical learning develops, they are exposed to musical notation, but much of the playing and singing is done by ear.

Improvising and composing are also important elements of many units of learning, and are undertaken both with singing and instrumental playing.

Children embed their understanding of the interrelated dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation) through interactive games, which use movement and repetition.

Children listen to a variety of music from a range of different styles, times and cultures.

They are encouraged to discuss, contrast and compare the pieces, as well as explore the musical structure.

The interrelated dimensions of music are woven through the units to encourage the development of the three main musical skills as the learning progresses:

- Listening and appraising
- Creating and exploring music
- Performing

Early Years	<p>This half-termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, all the musical learning is focussed around nursery rhymes and action songs.</p> <p>Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will allow you to engage the children in activities related to the developmental events taking place in their changing lives.</p>		
	Autumn Term	Spring Term	Summer Term
Year 1	<p><b>Listen and Appraise</b>  <b><i>Hey You! &amp; Rhythm In The Way We Walk and Banana Rap</i></b></p> <ul style="list-style-type: none"> <li>● To know 5 songs off by heart.</li> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> </ul> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions.</p> <p><b>Singing</b></p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Learn the names of the instruments they are playing.</li> </ul> <p>Play tuned and untuned instruments musically.</p> <p><b>Improvisation</b></p>	<p><b>Listen and Appraise</b>  <b><i>In the Groove (Blues, Baroque, Latin, Irish Folk, Funk) &amp; Round and Round</i></b></p> <ul style="list-style-type: none"> <li>● To know 5 songs off by heart.</li> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> </ul> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions.</p> <p><b>Singing</b></p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Learn the names of the instruments they are playing.</li> </ul> <p>Play tuned and untuned instruments musically.</p> <p><b>Improvisation</b></p>	<p><b>Listen and Appraise</b>  <b><i>Your Imagination</i></b></p> <ul style="list-style-type: none"> <li>● To know 5 songs off by heart.</li> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> </ul> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions.</p> <p><b>Singing</b></p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Learn the names of the instruments they are playing.</li> </ul> <p>Play tuned and untuned instruments musically.</p> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>● Improvisation is about making up your own tunes on the spot.</li> </ul>

	<ul style="list-style-type: none"> <li>● Improvisation is about making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise!</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Play tuned and untuned instruments musically.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music and appropriate notations.</p> <p><b>Performance</b></p> <p>A performance is sharing music with other people, called an audience.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments.</p>	<ul style="list-style-type: none"> <li>● Improvisation is about making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise!</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Play tuned and untuned instruments musically.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music and appropriate notations.</p> <p><b>Performance</b></p> <p>A performance is sharing music with other people, called an audience.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments.</p>	<ul style="list-style-type: none"> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise!</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Play tuned and untuned instruments musically.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music and appropriate notations.</p> <p><b>Performance</b></p> <p>A performance is sharing music with other people, called an audience.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments.</p>
Year 2	<p><b>Listen and Appraise</b></p> <p><i>Hands, Feet, Heart &amp; Ho Ho Ho (a Christmas Song)</i></p> <ul style="list-style-type: none"> <li>● To know five songs off by heart.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Listen to, review and evaluate music across a range of styles.</p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> </ul>	<p><b>Listen and Appraise</b></p> <p><i>I Wanna Play in a Band &amp; Zootime</i></p> <ul style="list-style-type: none"> <li>● To know five songs off by heart.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Listen to, review and evaluate music across a range of styles.</p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> </ul>	<p><b>Instruments:</b> Introduction to playing the Recorder / Summer Term 1 and 2.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

- To know that we can create rhythms from words, our names, favourite food, colours and animals.

- Rhythms are different from the steady pulse.
- We add high and low sounds, pitch, when we sing and play our instruments.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions.

#### **Singing**

- To confidently know and sing five songs from memory.
- To know that unison is everyone singing at the same time.
- Songs include other ways of using the voice e.g. rapping (spoken word).
- To know why we need to warm up our voices

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

#### **Playing**

- Learn the names of the notes in their instrumental part from memory or when written down.
- Know the names of untuned percussion instruments played in class.

Play tuned and untuned instruments musically.

#### **Improvisation**

- Improvisation is making up your own tunes on the spot.
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- Everyone can improvise, and you can use one or two notes.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

- To know that we can create rhythms from words, our names, favourite food, colours and animals.

- Rhythms are different from the steady pulse.
- We add high and low sounds, pitch, when we sing and play our instruments.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions.

#### **Singing**

- To confidently know and sing five songs from memory.
- To know that unison is everyone singing at the same time.
- Songs include other ways of using the voice e.g. rapping (spoken word).
- To know why we need to warm up our voices

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

#### **Playing**

- Learn the names of the notes in their instrumental part from memory or when written down.
- Know the names of untuned percussion instruments played in class.

Play tuned and untuned instruments musically.

#### **Improvisation**

- Improvisation is making up your own tunes on the spot.
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- Everyone can improvise, and you can use one or two notes.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

	<p>Play tuned and untuned instruments musically.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music and appropriate notations.</p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>● A performance is sharing music with an audience.</li> <li>● A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>● An audience can include your parents and friends</li> </ul> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments.</p>	<p>Play tuned and untuned instruments musically.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music and appropriate notations.</p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>● A performance is sharing music with an audience.</li> <li>● A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>● An audience can include your parents and friends</li> </ul> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments.</p>	
Year 3	<p><b>Instruments:</b> Recorder Lessons / Autumn Term 1</p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music music for a range of purposes using inter-related dimensions of music.</p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> </ul> </li> </ul>	<p><b>Listen and Appraise</b> <i>Three Little Birds (Reggae) &amp; The Dragon Song</i></p> <ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> </ul> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><b>Instruments:</b> Introduction to the Trombone / Summer Term 1 and 2</p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p>

- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the song (introduction, verse, chorus etc.)
- Name some of the instruments they heard in the song

Listen with attention to detail and recall sounds with increasing aural memory.

### Games

- Know how to find and demonstrate the pulse.
- Know the difference between pulse and rhythm.
- Know how pulse, rhythm and pitch work together to create a song.
- Know that every piece of music has a pulse/steady beat.
- Know the difference between a musical question and an answer.

Listen with attention to detail and recall sounds with increasing aural memory.

### Singing

To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- To know why you must warm up your voice

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

### Playing

To know and be able to talk about:

- The instruments used in class (a glockenspiel, a recorder)

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

### Games

- Know how to find and demonstrate the pulse.
- Know the difference between pulse and rhythm.
- Know how pulse, rhythm and pitch work together to create a song.
- Know that every piece of music has a pulse/steady beat.
- Know the difference between a musical question and an answer.

Listen with attention to detail and recall sounds with increasing aural memory.

### Singing

To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- To know why you must warm up your voice

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

### Playing

To know and be able to talk about:

- The instruments used in class (a glockenspiel, a recorder)

Play and perform in solo and ensemble contexts, using their voices and playing musical

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Use and understand staff and other musical notations.

### **Improvisation**

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake

Improvise and compose music for a range of purposes using inter-related dimensions of music.

Use and understand staff and other musical notations.

### **Composition**

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

Improvise and compose music for a range of purposes using inter-related dimensions of music.

Use and understand staff and other musical notations.

### **Performance**

To know and be able to talk about:

instruments with increasing accuracy, fluency, control and expression.

Use and understand staff and other musical notations.

### **Improvisation**

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake

Improvise and compose music for a range of purposes using inter-related dimensions of music.

Use and understand staff and other musical notations.

### **Composition**

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

Improvise and compose music for a range of purposes using inter-related dimensions of music.

Use and understand staff and other musical notations.

### **Performance**

To know and be able to talk about:

	<ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	
Year 4	<p><b>Trombone Lessons</b></p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p>	<p><b>Trombone Lessons</b></p> <p>Play and perform in solo and ensemble contexts, playing musical instruments with with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p>	<p><b>Listen and Appraise</b>  <b>Blackbird (Pop)</b>  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>● The lyrics: what the song is about.</li> <li>● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>● Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>● Name some of the instruments they heard in the song.</li> </ul> <p>To appreciate and understand a wide range fo high-quality live and recorded music drawn from</p>



different traditions and from great composers and musicians.

Listen with attention to detail and recall sounds with increasing aural memory.

### **Games**

Know and be able to talk about:

- How pulse, rhythm and pitch work together
- Pulse: Finding the pulse – the heartbeat of the music
- Rhythm: the long and short patterns over the pulse
- Know the difference between pulse and rhythm
- Pitch: High and low sounds that create melodies
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to

Listen with attention to detail and recall sounds with increasing aural memory.

### **Singing**

To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- Texture: How a solo singer makes a thinner texture than a large group
- To know why you must warm up your voice

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

### **Playing**

To know and be able to talk about:

- The instruments used in class (a glockenspiel, recorder or xylophone).

			<ul style="list-style-type: none"><li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li></ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p> <p><b>Improvisation</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"><li>● Improvisation is making up your own tunes on the spot</li><li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li><li>● To know that using one or two notes confidently is better than using five</li><li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li></ul> <p>Improvise and compose music for a range of purposes using the inter-related dimensions.</p> <p><b>Composition</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li><li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li></ul> <p>Improvise and compose music for a range of purposes using the inter-related dimensions.</p> <p>Use and understand staff and other musical notations.</p> <p><b>Performance</b></p> <p>To know and be able to talk about:</p>
--	--	--	---

			<ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
Year 5	<p><b>Listen and Appraise</b> <i>Livin' on a Prayer (Rock)</i></p> <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>● To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> </ul> </li> </ul>	<p><b>Instruments:</b></p> <p>Electronic Keyboard lessons / Spring 1 and 2</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p> <p><b>Singing: Surrey Primary Festival</b></p> <p>To sing in unison and in harmony as two parts.</p> <p>Rehearse and perform, as part of a larger group of children/community choir.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>Listen and Appraise</b> <i>Dancing in the Street (Motown)</i></p> <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>● To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> </ul> </li> </ul>

<p>○ Name some of the instruments they heard in the songs</p> <p>○ The historical context of the songs. What else was going on at this time?</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Games</b></p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>		<p>○ The historical context of the songs. What else was going on at this time?</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Games</b></p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><b>Playing</b></p> <p>To know and be able to talk about:</p>
--	--	---

<p><b>Playing</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p> <p><b>Improvisation</b> To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians</li> </ul> <p>Improvise and compose music for a range of purposes using inter-related dimensions of music.</p> <p><b>Composition</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It</li> </ul>		<ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p> <p><b>Improvisation</b> To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians</li> </ul> <p>Improvise and compose music for a range of purposes using inter-related dimensions of music.</p> <p><b>Composition</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> </ul>
--	--	--

can be played or performed again to your friends.

- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

**Improvise and compose music for a range of purposes using inter-related dimensions of music.**

**Use and understand staff and other musical notations.**

#### **Performance**

To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

**Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**

#### **Instruments:**

**Electronic Keyboard lessons / Autumn Term 2**

**Play and perform in solo and ensemble contexts, using their voices and playing musical**

- Notation: recognise the connection between sound and symbol

**Improvise and compose music for a range of purposes using inter-related dimensions of music. Use and understand staff and other musical notations.**

#### **Performance**

To know and be able to talk about:

- Performing is sharing music with other people, an audience
  - A performance doesn't have to be a drama! It can be to one person or to each other
  - Everything that will be performed must be planned and learned
  - You must sing or rap the words clearly and play with confidence
  - A performance can be a special occasion and involve an audience including of people you don't know
  - It is planned and different for each occasion
  - A performance involves communicating ideas, thoughts and feelings about the song/music
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**

	<p>instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p>		
Year 6	<p><b>Listen and Appraise</b> <i>Pop/Neo Soul &amp; Bacharach Anorak and Meet the Blues</i></p> <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Games</b></p>	<p><b>Listen and Appraise</b> <i>The Music of Benjamin Britten &amp; The Music of Carole King</i></p> <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Games</b></p>	<p><b>Listen and Appraise</b> <i>Music from four different inspirational female artists</i></p> <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Games</b> Know and be able to talk about:</p>

<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul> <p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p> <p><b>Playing</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical</b></p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul> <p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p> <p><b>Playing</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical</b></p>	<ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul> <p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p> <p><b>Playing</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
---	---	---



instruments with increasing accuracy, fluency, control and expression.

Use and understand staff and other musical notations.

**Improvisation**

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
- To know three well-known improvising musicians

Improvise and compose music for a range of purposes using inter-related dimensions of music.

**Composition**

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

instruments with increasing accuracy, fluency, control and expression.

Use and understand staff and other musical notations.

**Improvisation**

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
- To know three well-known improvising musicians

Improvise and compose music for a range of purposes using inter-related dimensions of music.

**Composition**

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Use and understand staff and other musical notations.

**Improvisation**

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
- To know three well-known improvising musicians

Improvise and compose music for a range of purposes using inter-related dimensions of music.

**Composition**

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

Improvise and compose music for a range of purposes using inter-related dimensions of music. Use and understand staff and other musical notations.

	<p>Improvise and compose music for a range of purposes using inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> <p><b>Performance</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Improvise and compose music for a range of purposes using inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> <p><b>Performance</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>Performance</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
--	---	---	--