



# Music

## Vision

Music is a universal language that allows personal expression and speaks to us in many different ways. It creates strong feelings, builds memories, ignites passion and develops ideas.

At Village Primary School, children see Music as an inspiring, engaging and active subject. During music lessons, children will **explore** and create sounds in many different ways, which includes the use of technology. They will learn to sing and use their voices in interesting ways. They will experience playing musical instruments, which are tuned and un-tuned and begin to read appropriate music notation. Children will develop clear subject knowledge about how music is created, produced and communicated through a range of elements including pitch, duration, dynamics, tempo, timbre, texture and structure.

Children of all abilities will be actively involved in all lessons. In addition, children will be encouraged to access additional music provision, such as the school choir, guitar, and ukulele, keyboard and trumpet lessons in order for every child to discover their musical potential. This provision will be facilitated by inspirational musicians who will help the children to create and fulfil their individual musical **dream**, whatever that may be.

The children of Village Primary will learn to appreciate the 'language of music' by exploring and listening to the music of great composers, music from a range of cultures and across many genres to inspire and stimulate their creative minds.

Through music, children will **discover** and develop a sense of group identity and togetherness composing, rehearsing and performing music with others, to an audience. Half termly, musical celebrations will showcase individual and group achievements in music. Children will also have opportunity to perform publically.

It is our aim that children understand that music is one of the few common threads that links peoples and ideas together. Therefore, high quality music education makes an essential contribution to the creativity, culture, economy and well-being of the nation.



## Music Curriculum Map (Themes are linked with Charranga Musical School)

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit/ Theme	<b>Hey you!</b> How pulse, rhythm and pitch work together.	<b>Rhythm in the way we walk &amp; Banana Rap:</b> How pulse, rhythm and pitch work together	<b>In the grove</b> Different styles of music	<b>Round and round</b> Pulse, rhythm and pitch in different styles of music	<b>Your Imagination</b> Creating lyrics	<b>Reflect, rewind and replay</b> Revisit unit
Listening	<ul style="list-style-type: none"> <li>Find the pulse in one piece of music.</li> <li>Recognise and name 2 instruments they hear (male/female vocal, drums, bass guitar, drums, decks)</li> </ul>	<ul style="list-style-type: none"> <li>Find the pulse in one piece of music</li> <li>Recognise and name 2 instruments they hear (male/female vocalists, keyboard, drums, bass guitar, percussion, trumpets)</li> </ul>	<ul style="list-style-type: none"> <li>Name 2 musical styles such as: Blues, Baroque, Latin, Irish Folk, Funk</li> </ul>	<ul style="list-style-type: none"> <li>Find the pulse in one piece of music</li> <li>Recognise and name 2 instruments they hear (male/female vocalists, keyboard, drums, bass guitar, saxophone, percussion, trumpets)</li> </ul>	<ul style="list-style-type: none"> <li>Find the pulse in one piece of music</li> <li>Recognise and name 2 instruments that they hear: (male/female vocalists, keyboard, drums, bass guitar, saxophone, percussion, trumpets)</li> </ul>	<ul style="list-style-type: none"> <li>Find the pulse within a piece of music</li> <li>Recognise and name 2 instruments that they hear: (male/female vocalists, keyboard, drums, bass guitar, saxophone, percussion, trumpets)</li> </ul>
Musical Activities	<ul style="list-style-type: none"> <li>March in time with the pulse</li> </ul>	<ul style="list-style-type: none"> <li>Copy and clap back the rhythms that they hear</li> <li>Clap the rhythm of their name</li> </ul>	<ul style="list-style-type: none"> <li>Clap the rhythm of their favourite food</li> <li>March to the pulse</li> </ul>	<ul style="list-style-type: none"> <li>Copy and clap back rhythms</li> <li>Clap the rhythm of their favourite animal</li> </ul>	<ul style="list-style-type: none"> <li>Copy and clap back rhythms</li> <li>Clap the rhythm of their favourite colour</li> </ul>	<ul style="list-style-type: none"> <li>Copy and clap back rhythms</li> </ul>
Singing	<ul style="list-style-type: none"> <li>Sing in time to the music</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that pitch is high and low sounds</li> </ul>	<ul style="list-style-type: none"> <li>Sing together and in time to the music</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song together as a class and in time to the music</li> </ul>	<ul style="list-style-type: none"> <li>Sing in a two- part song</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song together as a class and in time to the music</li> </ul>
Playing instrumental parts/ performing	<ul style="list-style-type: none"> <li>Play C on a Glockenspiel</li> <li>Talk about how it feels to perform</li> </ul>	<ul style="list-style-type: none"> <li>Play C and D on a Glockenspiel</li> <li>Watch a recording of a class performance and talk about what they liked the best.</li> </ul>	<ul style="list-style-type: none"> <li>Play C accurately on a glockenspiel</li> <li>Play C accurately on a glockenspiel and in time with the class</li> <li>Talk about how it feels to perform</li> </ul>	<ul style="list-style-type: none"> <li>Play D, F, C + D on a glockenspiel</li> <li>Play C accurately and in time with the performance</li> <li>Talk about how it feels to perform</li> </ul>	<ul style="list-style-type: none"> <li>Play D, F, C + D on a glockenspiel</li> <li>Play C accurately and in time with the performance</li> <li>Talk about how it feels to perform</li> </ul>	<ul style="list-style-type: none"> <li>Play D, F, C + D on a glockenspiel</li> <li>Play C accurately and in time with the performance</li> <li>Talk about how it feels to perform</li> </ul>
Improvising/ Composing	<ul style="list-style-type: none"> <li>Improvise in lessons using C</li> <li>Compose a simple rhythm</li> <li>Compose using C + D on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in lessons using C</li> <li>Compose a simple rhythm</li> <li>Compose using C + D on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in lessons using C as part of a performance</li> <li>Compose a simple melody using C + D on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Improvise during a performance using D on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Compose a simple melody using C and D on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Compose a simple melody using C and D on a glockenspiel</li> </ul>



Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit/ Theme	<b>Hands, feet, heart</b> South African music	<b>Ho, Ho, Ho!</b> Rap music	<b>I wanna play in a band!</b> Rock music	<b>Zootime</b> Reggae music	<b>Friendship song</b> Exploring mixed style of music	<b>Reflect, rewind and replay</b> Revisit unit
Listening	<ul style="list-style-type: none"> <li>Find the pulse to a piece of music</li> <li>Name 2 or more musical instruments: (male/female vocalists, keyboard, drums, electric guitar, saxophone, percussion, trumpets)</li> </ul>	<ul style="list-style-type: none"> <li>Understand that songs have a musical style – know they are learning about rap music.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that songs have a musical style – know they are learning about rock music.</li> <li>Name 2 or more instruments: keyboard, drums, guitar, saxophone, percussion, trumpets)</li> </ul>	<ul style="list-style-type: none"> <li>Understand that music has a style – know that they are learning about Reggae music.</li> <li>Name 2 or more instruments: keyboard, drums, guitar, saxophone, percussion, trumpets)</li> </ul>	<ul style="list-style-type: none"> <li>Understand that music has a style – know that this music links to friendship.</li> <li>Name 2 or more instruments: keyboard, drums, guitar, saxophone, percussion, trumpets)</li> </ul>	<ul style="list-style-type: none"> <li>Find the pulse within a piece of music</li> <li>Name 2 or more instruments: keyboard, drums, guitar, saxophone, percussion, trumpets)</li> </ul>
Musical Activities	<ul style="list-style-type: none"> <li>March in time with the pulse</li> <li>Know that rhythm is different to the pulse</li> </ul>	<ul style="list-style-type: none"> <li>Recognise pitch as high and low sounds that are added to the pulse and rhythm when we sing or play an instrument</li> <li>Copy and clap back rhythms</li> </ul>	<ul style="list-style-type: none"> <li>March and find the pulse to music</li> <li>Copy and clap back the rhythm of names in the class</li> </ul>	<ul style="list-style-type: none"> <li>Recognise pitch as high and low sounds that are added to the pulse and rhythm when we sing or play an instrument</li> <li>Copy and clap back rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Decide how to find the pulse of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>Decide how to find the pulse of a piece of music</li> </ul>
Singing	<ul style="list-style-type: none"> <li>Recognise that songs have a chorus</li> </ul>	<ul style="list-style-type: none"> <li>Rap together in time to the music</li> </ul>	<ul style="list-style-type: none"> <li>Sing in time to the music and use actions</li> </ul>	<ul style="list-style-type: none"> <li>Sing in time to the music and use actions</li> </ul>	<ul style="list-style-type: none"> <li>Sing in two parts</li> </ul>	<ul style="list-style-type: none"> <li>Sing in time to the music and use actions</li> </ul>
Playing instrumental parts & performing	<ul style="list-style-type: none"> <li>Play G, A and C on a glockenspiel</li> <li>Talk about how it feels to perform</li> </ul>	<ul style="list-style-type: none"> <li>Play G, A + B on a glockenspiel</li> <li>Talk about how it feels to perform</li> </ul>	<ul style="list-style-type: none"> <li>Play C + D on a glockenspiel</li> <li>Talk about how it feels to perform</li> </ul>	<ul style="list-style-type: none"> <li>Play C + D on a glockenspiel</li> <li>Talk about what they like about performing</li> </ul>	<ul style="list-style-type: none"> <li>Play E + G on a glockenspiel</li> <li>Perform accurately and in time to music</li> </ul>	<ul style="list-style-type: none"> <li>Play E + G on a glockenspiel</li> <li>Talk about what they like about performing.</li> </ul>
Improvising/composing	<ul style="list-style-type: none"> <li>Improvise in lessons using C on a glockenspiel</li> <li>Compose a simple melody using simple rhythms using C + D on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in lessons using words</li> <li>Compose a simple rap as a class</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in lessons using F on a glockenspiel</li> <li>Compose a simple melody using simple rhythms using F, G + A on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Improvise during a performance using C on a glockenspiel</li> <li>Compose a simple melody using simple rhythms using C + D on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Improvise during a performance using C</li> <li>Compose a simple melody using simple rhythms using E + G on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Compose a simple melody using simple rhythms using E + G on a glockenspiel</li> </ul>



**Skills  
KS1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music



Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit/ Theme	<b>Musical piece: Let your spirit fly</b> R & B Music	<b>Glockenspiel Stage 1</b> Playing and developing skills using the glockenspiel.	<b>Musical piece Three Little Birds</b> Reggae Music.	<b>Musical piece: The dragon</b> Traditional folk tunes from around the world	<b>Musical piece: Bringing us together</b> How Disco music is structured	<b>Reflect, rewind and replay</b> Revisit unit Performing a piece of music
Listening	<ul style="list-style-type: none"> <li>Identify the piece's structure: Introduction, verse, chorus</li> <li>Identify some instruments/voices: Male/female vocalists, bass, drums, guitar, keyboard, synthesizer</li> </ul>	<ul style="list-style-type: none"> <li>Listens to notes C, D, E + F on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus</li> <li>Identify some instruments/voices: Male/female vocalists, bass, drums, guitar, keyboard, synthesizer</li> </ul>	<ul style="list-style-type: none"> <li>Understand that music has a style and the theme in the songs are: Kindness, respect, friendship, acceptance and happiness.</li> <li>Identify some instruments/voices: Male/female vocalists, bass, drums, guitar, keyboard</li> </ul>	<ul style="list-style-type: none"> <li>Find the pulse when listening to a piece of music</li> <li>Identify some instruments/voices: Male/female vocalists, bass, drums, guitar, keyboard</li> <li>Explain how the words in a song tell a story</li> </ul>	<ul style="list-style-type: none"> <li>Identify some instruments/voices: Male/female vocalists, bass, drums, guitar, keyboard</li> <li>Explain how the words in a song tell a story</li> </ul>
Musical Activities	<ul style="list-style-type: none"> <li>Copies back rhythm patterns and begins to make up their own</li> <li>Uses a glockenspiel to play C, sometimes with D</li> <li>Begins to read the notation for C and D</li> </ul>	Using a glockenspiel, the children learn to play: <ul style="list-style-type: none"> <li>Easy E</li> <li>Strictly D</li> <li>Play your music</li> <li>Dee Cee's blues</li> </ul>	<ul style="list-style-type: none"> <li>Copies back rhythm patterns and begins to make up their own</li> <li>Uses a glockenspiel to play C and sometimes D</li> <li>Begins to read the notation for C</li> </ul>	<ul style="list-style-type: none"> <li>Copy back, play and begin to invent rhythmic and melodic patterns</li> <li>Uses a glockenspiel to play G, sometimes with A</li> <li>Begins to read the notation for G</li> </ul>	<ul style="list-style-type: none"> <li>Copy back, play and invent rhythmic and melodic patterns</li> <li>Uses a glockenspiel to play C and A.</li> <li>Begins to read the notation for C and A</li> </ul>	<ul style="list-style-type: none"> <li>Copy back, play and invent rhythmic and melodic patterns</li> </ul>
Singing	<ul style="list-style-type: none"> <li>Sings in 2 parts</li> </ul>	<ul style="list-style-type: none"> <li>Learn a class song and perform it together</li> </ul>	<ul style="list-style-type: none"> <li>Sings in unison</li> </ul>	<ul style="list-style-type: none"> <li>Sings in 2 parts</li> </ul>	<ul style="list-style-type: none"> <li>Sings in 2 parts</li> </ul>	<ul style="list-style-type: none"> <li>Sings in unison</li> </ul>
Playing instrumental parts & performing	<ul style="list-style-type: none"> <li>Play notes F, G and C on a glockenspiel</li> <li>Plays accurately and in time, as part of a lesson</li> </ul>	<ul style="list-style-type: none"> <li>Play notes C, D, E + F on a glockenspiel</li> <li>Begin to read C as notation</li> <li>Play glockenspiels together and in time to the music</li> </ul>	<ul style="list-style-type: none"> <li>Plays notes G and A on a glockenspiel.</li> <li>Plays accurately and in time, as part of a lesson</li> </ul>	<ul style="list-style-type: none"> <li>Begins to play G by ear on a glockenspiel.</li> <li>Plays accurately and in time, as part of a performance</li> </ul>	<ul style="list-style-type: none"> <li>Plays C on a glockenspiel.</li> <li>Plays accurately and in time. as part of a performance</li> </ul>	<ul style="list-style-type: none"> <li>Play notes C, D, E + F on a glockenspiel</li> <li>Read C as notation</li> <li>Play glockenspiels together and in time to the music</li> </ul>
Improvising/composing	<ul style="list-style-type: none"> <li>Improvises in lessons and as part of a performance using C and sometimes D</li> <li>Uses C, D + E to compose a simple melody using simple rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Improvise with Dee Cee's Blues using notes C + D.</li> <li>Compose a simple melody using simple rhythms with notes C + D</li> </ul>	<ul style="list-style-type: none"> <li>Improvises in lessons and as part of a performance using C and sometimes D</li> <li>Uses C, D + E to compose a simple melody using simple rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Improvises in lessons and as part of a performance using G, A and B</li> <li>Uses G, A and B to compose a simple melody using simple rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Improvises in lessons and as part of a performance using C and sometimes A</li> <li>Uses C, A + G to compose a simple melody using simple rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Improvises in lessons and as part of a performance using C and sometimes A</li> <li>Uses C, A + G to compose a simple melody using simple rhythms</li> </ul>



Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit/ Theme	<b>Musical piece: Mamma Mia</b> ABBA Pop music	<b>Glockenspiel Stage 2</b> Learn more complex rhythm patterns.	<b>Musical piece: STOP!</b> Grime Music	<b>Musical piece: Lean on me</b> Soul/Gospel Music	<b>Musical piece: Blackbird</b> Beatles pop	<b>Reflect, rewind and replay</b> Revisit unit
Listening	<ul style="list-style-type: none"> <li>Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</li> <li>Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums</li> </ul>	<ul style="list-style-type: none"> <li>Revise and play the notes C, D, E, F + G.</li> <li><b>Revisit these tunes from Stage 1:</b> Easy E Strictly D Play Your Music Dee Cee's Blues</li> </ul>	<ul style="list-style-type: none"> <li>Identify the structure: Intro and 6 rapped verses, each with a sung chorus</li> <li>Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums.</li> <li>Find the pulse whilst listening</li> </ul>	<ul style="list-style-type: none"> <li>Identify the structure: Intro and 6 rapped verses, each with a sung chorus</li> <li>Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ</li> <li>Find the pulse whilst listening</li> </ul>	<ul style="list-style-type: none"> <li>Identify the song themes: Equality, civil rights.</li> <li>Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the themes of a piece of music</li> <li>Invent a rhythm for someone else to copy.</li> <li>Join in musical games playing notes C, D, E, f and G (not played all together in one game!)</li> <li>Improvise using C, G, E and F</li> <li>Compose a piece of music</li> </ul>
Musical Activities	<ul style="list-style-type: none"> <li>Copy, play back and invent rhythmic and melodic patterns.</li> <li>Play G and sometimes A on the Glockenspiel.</li> <li>Begin to read notes G and sometimes A.</li> </ul>	<ul style="list-style-type: none"> <li>Play C, D, E, F + G on the glockenspiel.</li> <li><b>Learn to play these tunes:</b> Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia</li> </ul>	<ul style="list-style-type: none"> <li>Copy, play back and invent rhythmic and melodic patterns.</li> <li>Play C and sometimes D on the Glockenspiel.</li> <li>Read notes C and begin to read D</li> </ul>	<ul style="list-style-type: none"> <li>Invent rhythmic and melodic patterns for others to copy</li> <li>Play F and sometimes G on the Glockenspiel.</li> <li>Begin to read the note F</li> </ul>	<ul style="list-style-type: none"> <li>Invent rhythmic and melodic patterns for others to copy</li> <li>Play C and sometimes D on the Glockenspiel.</li> <li>Read C as notation and begin to read D</li> </ul>	<ul style="list-style-type: none"> <li>using C, D and E.</li> <li>Contribute to a performance by singing, playing an instrumental part, improvising or by</li> </ul>
Singing	<ul style="list-style-type: none"> <li>Sing in unison</li> </ul>	<ul style="list-style-type: none"> <li>Learn a class song and perform it together</li> </ul>	<ul style="list-style-type: none"> <li>Explore rapping as a class in unison and in parts</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison</li> </ul>	<ul style="list-style-type: none"> <li>Learn a class song and perform it together</li> </ul>
Playing instrumental parts & performing	<ul style="list-style-type: none"> <li>Play G by ear on the glockenspiel</li> <li>Plays accurately and in time, as part of a lesson on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Play C, D, E, F + G on the glockenspiel.</li> <li>Watch a recording of a class performance and talk about what they liked the best.</li> </ul>	<ul style="list-style-type: none"> <li>Play C and sometimes D on the glockenspiel.</li> <li>Read note C and begin to read D</li> <li>Perform a composition in time as a class</li> </ul>	<ul style="list-style-type: none"> <li>Play C and F by ear on the glockenspiel.</li> <li>Plays accurately and in time, as part of a lesson on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Play C and D by ear on the glockenspiel</li> <li>Plays accurately and in time, as part of a lesson on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Play C, D, E, F + G on the glockenspiel.</li> <li>Watch a recording of a class performance and talk about what they liked the best.</li> </ul>
Improvising/composing	<ul style="list-style-type: none"> <li>Improvises in lessons using G and sometimes A</li> <li>Uses notes G, A and sometimes B to compose</li> </ul>	<ul style="list-style-type: none"> <li>Compose a simple melody using simple rhythms using the notes C, D, E, F + G</li> </ul>	<ul style="list-style-type: none"> <li>Compose own rapped lyrics about a theme that you decide as a class.</li> </ul>	<ul style="list-style-type: none"> <li>Improvises in lessons using F and sometimes G</li> <li>Compose a simple melody using simple rhythms using the notes F, G + A</li> </ul>	<ul style="list-style-type: none"> <li>Improvises in lessons using C and sometimes D</li> <li>Compose a simple melody using simple rhythms using the notes C, D + E</li> </ul>	<ul style="list-style-type: none"> <li>Compose a simple melody using simple rhythms using the notes C, D, E, F + G</li> </ul>



Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit/ Theme	<b>Musical piece: Livin' on A Prayer</b> Rock anthems	<b>Musical piece: Classroom Jazz 1: The Three Note Bossa &amp; Five Note Swing</b>	<b>Musical piece: Make You Feel My Love</b> Pop	<b>Musical piece: Fresh prince of Bel Air</b> Old school Hip Hop	<b>Musical piece: Dancin' in The Street</b> Mowtown	<b>Reflect, rewind and replay</b> Revisit unit
Listening	<ul style="list-style-type: none"> <li>Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.</li> <li>Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard</li> </ul>	<ul style="list-style-type: none"> <li>Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.</li> <li>Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead</li> </ul>	<ul style="list-style-type: none"> <li>Identify the music structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.</li> <li>Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard</li> </ul>	<ul style="list-style-type: none"> <li>Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending</li> <li>Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper</li> </ul>	<ul style="list-style-type: none"> <li>Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.</li> <li>Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax)</li> </ul>	<ul style="list-style-type: none"> <li>Find the pulse in different music pieces</li> <li>In different pieces of music, identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax)</li> </ul>
Musical Activities	<ul style="list-style-type: none"> <li>Joins in with 'question and answer sessions' in rhythm and pitch copyback activities</li> <li>Play G and A on the Glockenspiel.</li> <li>Read G and A as notation</li> </ul>	<ul style="list-style-type: none"> <li>Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B (on a glockenspiel)</li> </ul>	<ul style="list-style-type: none"> <li>Joins in with 'question and answer sessions' in rhythm and pitch copyback activities</li> <li>Play C and D on the Glockenspiel.</li> <li>Read C and D as notation</li> </ul>	<ul style="list-style-type: none"> <li>Joins in with 'question and answer sessions' in rhythm and pitch copyback activities</li> <li>Play D and E on the Glockenspiel.</li> <li>Read D and E as notation</li> </ul>	<ul style="list-style-type: none"> <li>Joins in with 'question and answer sessions' in rhythm and pitch copyback activities</li> <li>Play F and G on the Glockenspiel.</li> <li>Read F and G as notation</li> </ul>	<ul style="list-style-type: none"> <li>Joins in with 'question and answer sessions' in rhythm and pitch copyback activities</li> </ul>
Singing	<ul style="list-style-type: none"> <li>Sing as part of the class in unison</li> </ul>	<ul style="list-style-type: none"> <li>Sing as part of the class in unison</li> </ul>	<ul style="list-style-type: none"> <li>Sing as part of the class in unison</li> </ul>	<ul style="list-style-type: none"> <li>Explore rapping as a class in unison and in parts</li> </ul>	<ul style="list-style-type: none"> <li>Sing in two parts as a class</li> </ul>	<ul style="list-style-type: none"> <li>Sing as part of the class in unison</li> </ul>
Playing instrumental parts & performing	<ul style="list-style-type: none"> <li>Play G, A + B by ear on the glockenspiel.</li> <li>Read A as notation.</li> <li>Contributes to a performance by singing, playing an instrumental part, improvising or by performing their composition.</li> </ul>	<ul style="list-style-type: none"> <li>Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B on a glockenspiel</li> <li>Contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition.</li> </ul>	<ul style="list-style-type: none"> <li>Play C, D + E by ear on the glockenspiel.</li> <li>Read C, D + E as notation.</li> <li>Shares thoughts, feelings and ideas about a recorded performance of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Play D + E by ear on the glockenspiel.</li> <li>Read D + E as notation</li> <li>Shares thoughts, feelings and ideas about a recorded performance of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Play G + A by ear on the glockenspiel.</li> <li>Read G as notation.</li> <li>Watch a recording of a class performance and talk about what they liked the best.</li> </ul>	<ul style="list-style-type: none"> <li>Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B on a glockenspiel</li> <li>Contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition.</li> </ul>
Improvising/composing	<ul style="list-style-type: none"> <li>Improvises in lessons using G, A and B.</li> <li>Uses notes G, A and sometimes B to compose</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in a Bossa Nova style using the notes: G, A + B I</li> <li>Improvise in a swing style using the notes: D + E, D, E, G</li> </ul>	<ul style="list-style-type: none"> <li>Improvises in lessons using C + D</li> <li>Compose a simple melody using simple rhythms using the notes C, D, E, F + G</li> </ul>	<ul style="list-style-type: none"> <li>Improvises in lessons using D + E</li> <li>Uses notes D, E + F to compose</li> </ul>	<ul style="list-style-type: none"> <li>Improvises in lessons using D + E</li> <li>Uses notes C, D + E to compose</li> </ul>	<ul style="list-style-type: none"> <li>Compose a simple melody using simple rhythms using the notes B, C, D, E, F + G</li> </ul>



Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Musical piece: Happy</b>	<b>Classroom Jazz 2</b> Musical piece: Bacharach Anorak and Meet the Blues	<b>Musical piece: A New Year Carol</b> The music of Benjamin Britton	<b>Musical piece: You've Got a Friend</b> The music of Carole King	<b>Music and Me</b> Exploring identity	<b>Reflect, rewind and replay</b> Revisit unit
<b>Listening</b>	<ul style="list-style-type: none"> <li>Identify the piece's song structure: Intro, verse 1, bridge, chorus etc</li> <li>Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard etc</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the musical dimensions in the song: pulse, rhythm, pitch, tempo, timbre, texture, structure and notation</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the musical dimensions in the song: pulse, rhythm, pitch, tempo, timbre, texture, structure and notation</li> </ul>	<ul style="list-style-type: none"> <li>Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard etc</li> <li>Describe the structure of the song</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the music by different artists</li> <li>Make a musical connection to another artist (style of music etc)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the musical dimensions in the song: pulse, rhythm, pitch, tempo, timbre, texture, structure and notation</li> </ul>
<b>Musical Activities</b>	<ul style="list-style-type: none"> <li>Joins in with 'question and answer sessions' in rhythm and pitch copyback activities</li> <li>Play G and A on the Glockenspiel.</li> <li>Read G and A as notation with growing confidence</li> </ul>	<ul style="list-style-type: none"> <li>On a glockenspiel, play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.</li> </ul>	<ul style="list-style-type: none"> <li>Clap some of the rhythms used in the song.</li> <li>Learn some musical phrases in the song.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates confidence in 'question and answer sessions' in rhythm and pitch copyback activities</li> <li>Play A and G on the Glockenspiel.</li> <li>Read G and A as notation</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the key themes from the unit's music videos</li> </ul>	<ul style="list-style-type: none"> <li>On a glockenspiel, play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>Sing in 2 parts</li> </ul>	<ul style="list-style-type: none"> <li>Learn a song as a class and perform it</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song in 2 different styles of music</li> </ul>	<ul style="list-style-type: none"> <li>Sings in unison as part of the class</li> </ul>	<ul style="list-style-type: none"> <li>Sings in unison as part of the class</li> </ul>	<ul style="list-style-type: none"> <li>Sing 1 song in 2 different styles of music</li> </ul>
<b>Playing instrumental parts &amp; performing</b>	<ul style="list-style-type: none"> <li>Play A, G + B by ear on the glockenspiel.</li> <li>Read A + B as notation.</li> <li>Talk about thoughts and feelings about a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>On a glockenspiel, play the notes C, D, E, F, G, A, B + C.</li> <li>contribute to a performance by singing, playing an instrumental part or improvising</li> </ul>	<ul style="list-style-type: none"> <li>Watch a recording of a class performance and talk about what they liked the best and what can be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Plays C, D, E + F by ear and from notation on a glockenspiel</li> <li>Plays accurately and in time, as part of a lesson on a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>Create a musical composition using apps such as garage band, band lab, the orchestra, Loopimal</li> </ul>	<ul style="list-style-type: none"> <li>Plays C, D, E + F by ear and from notation on a glockenspiel</li> <li>Plays accurately and in time, as part of a lesson on a glockenspiel</li> </ul>
<b>Improvising/composing</b>	<ul style="list-style-type: none"> <li>Improvises in lessons using A and G</li> <li>Compose a simple melody using simple rhythms using the notes A, G and B</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in Bacharach Anorak using the notes: C, D, C, D, E, C, D, E, F, G</li> </ul>	<ul style="list-style-type: none"> <li>Create a rhythm for the class to copy</li> </ul>	<ul style="list-style-type: none"> <li>Improvises in lessons using A and G</li> <li>Compose a simple melody using simple rhythms using the notes A, G and E</li> </ul>	<ul style="list-style-type: none"> <li>Create a musical composition using apps such as garage band, band lab, the orchestra, Loopimal</li> </ul>	<ul style="list-style-type: none"> <li>Compose a basic melody using simple rhythms using the notes A, B, C, D, E, F, G</li> </ul>



## Skills KS2

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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

