Gladstone Road Primary School Music

Curriculum Planning

‘Music is the universal language of mankind.’ Henry Wadsworth Longfellow

Intent

We use the Charanga Music School Scheme to ensure that our Music curriculum has been carefully planned and designed to encompass the content of the National Curriculum.

- Pupils’ musical education begins in the early years and builds year on year, developing pupils’ expertise.
- Golden Threads, based on the three aims outlined in the Music National Curriculum have been identified for each Phase and Key Stage and underpin the key knowledge and concepts taught through our curriculum.
- In EYFS and KS1, the children follow the Charanga Music school scheme, which builds the foundations of pulse, rhythm, pitch and tempo through rhythm games, simple songs and playing untuned percussion instruments.
- In KS2, the children follow the Charanga Music School scheme, which builds on the solid foundations of KS1 and opens up opportunities for children to explore and understand dynamics, structure, texture, timbre and musical notation through increasingly challenging musical activities including warm-up games, improvising and composing, singing longer and more complex songs and playing tuned percussion and other instruments
- The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning.
- Vocabulary has been identified and outlined clearly so that this can be taught explicitly within lessons.
- Curriculum plans allow pupils to learn about musical culture and history
- Clearly defined end points have been identified to ensure that pupils build upon prior learning and develop their knowledge of key concepts.
- In addition to the taught curriculum, pupils attend musical ‘events’ and are given opportunities, such as singing in performances.
- Our curriculum also provides all pupils (currently when they enter Year 4) the opportunity to learn to play a musical instrument as we buy into the NYCC County Music Service Wider Opportunities scheme.

Implementation

Within and beyond our classrooms we provide a range of opportunities and implement a range of teaching methods to ensure that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- Music lessons are hands-on and interactive.
- Children discover their ‘singing voice’ gaining the confidence to sing as an individual and as part of a group.
- Performing also includes body action and movement and the playing of instruments. Children are taught to handle instruments correctly and with care.
- Each lesson follows a learning sequence which embeds the elements of music throughout: Listen & Appraise, Sing & Play and Share & Evaluate. Children start the lesson using their listening skills and appraise recorded music using a growing vocabulary relating to the key musical elements; they sing and play tuned instruments throughout the main part of the lesson, with opportunities to improvise and compose; and they culminate with a performance to share, evaluate and improve.

Impact

Through our music curriculum the impact is that:

- Children enjoy music in many ways: singing, listening to music and making music, and it makes them feel good.
- Children recognise a wide variety of music of different styles, cultures, periods and purposes.

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- Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

GOLDEN THREADS	EYFS	Year 1 Musician	Year 2 Musician	Year 3 Musician	Year 4 Musician	Year 5 Musician	Year 6 Musician
Listen & Appraise	Begin to recognise simple repeated patterns and follow instructions about when to play and sing.	To listen with attention and begin to recall sounds.	Identify and recognise repeated patterns and follow a wider range of musical instructions. Listen to pieces of music and discuss them using simple vocabulary.	To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume.	To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians	To recognise and use a range of musical notations including staff notation. Contrast the work of a famous composer with another.	To use and apply a range of musical notations including staff notation, to plan, refine musical material.
Performance: singing & instruments	Use voices in different ways such as singing, speaking, whispering. Finding the singing voice. Pitch matching. Individual singing. Know the meaning of stop and start.	Use voices in different ways such as speaking, singing and chanting Finding the pulse. Pitch matching.	Use voices in different ways such as singing, chanting and speaking. Finding the singing voice. Pitch matching. Individual singing.	To perform simple rhythmic and musical parts. Create accompaniments for tunes. On recorder learn to play the notes G, A, B, C, D Compose & Improvise	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. On recorder learn to play the notes G, A, B, C, D, E and low D	To maintain my own part and be aware how the different parts fit together.	To sing in solo, unison and in parts with clear diction and controlled pitch.
Improvisation & composition	To know about and experiment with sounds.	To create and chose sounds to perform simple rhythmical patterns beginning to show an awareness of pulse.	To create and choose sounds for a specific effect and perform rhythmical patterns and accompaniments keeping a steady pulse.	To create simple rhythmical patterns that uses a small range of notes.	To create rhythmic and simple melodic patterns using an increasing number of notes. Compose using notation by dragging notes into prepared stave (ICT)	To create increasingly complicated rhythmic and melodic phrases within given structures. Compose using notation by dragging notes into prepared stave (ICT), Compose using prepared grid in prepared DAW (Yumu)	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. Compose using notation by dragging notes into prepared stave (ICT), Compose using prepared grid in DAW (Yumu) including creating own compositions featuring spoken word.
Share & evaluate	To listen to short simple pieces of music and talk and	To listen to short simple pieces of music and talk about when and	To listen and respond to different moods in music and talk about	To comment on the effectiveness of own	To comment on the effectiveness of own	To comment on the success of own and others work, suggesting	To evaluate the success of own and others work, suggesting specific

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	whether they like or dislike it. Talk about how music makes you feel.	why they may hear it and whether they like or dislike it. Talk about how music makes you feel.	pitch, rhythm, and dynamics.	work, identifying and making improvements. Talk about whether to stand or sit.	work, identifying and making Improvements. Present a musical performance designed to capture the audience.	improvements based on intended outcomes.	improvements based on intended outcomes and comment on how this could be achieved.
Key vocabulary	pulse, rhythm, pitch	pulse, rhythm, pitch	pulse, rhythm, pitch, tempo, timbre	pulse, rhythm, pitch, tempo, timbre, tempo,	pulse, rhythm, pitch, tempo, timbre, tempo,	dynamics, structure, texture, timbre, notation,	dynamics, structure, texture, timbre, notation,
Musical styles	Various			Pop, musicals, military march, gospel, reggae	Pop, classical,	Hip Hop, rap, jazz, bossa nova, swing, Classical - Contemporary	Pop, soft rock, Big Band, jazz, blues, Early Music - Contemporary
Notation	N/A				5-note range, crotchet, quaver, minim,	5-note range, crotchet, quaver, minim	full octave (including b flat), semibreve, semiquavers, dotted notes, rests,

EYFS Medium Term Plans	**Autumn Term** Me My Stories	**Spring Term** Everyone Our World	**Summer Term** Big Bear Funk Reflect Rewind and Replay
Prior Knowledge (Retrieval)	**EYFS** • **Use voice with a limited pitch range, Rain rain, Hot Cross Buns.** • **Join in with clapping or tapping to a song.** • **Play sound matching games.**	**EYFS** • **Use voice with a limited pitch range, Rain rain, Hot Cross Buns.** • **Join in with clapping or tapping to a song.** • **Play sound matching games.**	**EYFS** • Recognise repeated patterns • Use voice: speak, sing, chant • Mark pulse • Express likes and dislikes when listening

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EYFS		• Begin to recognise simple repeated patterns and follow instructions about when to play and sing. • Use voices in different ways such as singing, speaking, whispering. • To know about and experiment with sounds. • To listen to short simple pieces of music and talk and whether they like or dislike it.	• Begin to recognise simple repeated patterns and follow instructions about when to play and sing. • Use voices in different ways such as singing, speaking, whispering. • To know about and experiment with sounds. • To listen to short simple pieces of music and talk and whether they like or dislike it.	• Begin to recognise simple repeated patterns and follow instructions about when to play and sing. • Use voices in different ways such as singing, speaking, whispering. • To know about and experiment with sounds. • To listen to short simple pieces of music and talk and whether they like or dislike it. • To create and chose sounds to perform simple rhythmical patterns beginning to show an awareness of pulse.
Future Learning		**Knowledge and Skills to be developed:** • Use voices in different ways • Find the pulse • Pirch matching • Perform simple rhythmic pattern • Talk about how music makes you feel	**Knowledge and Skills to be developed:** • Use voices in different ways • Find the pulse • Pirch matching • Perform simple rhythmic pattern • Talk about how music makes you feel	**Knowledge and Skills to be developed:** • Use voices in different ways • Find the pulse • Pitch matching • Perform simple rhythmic pattern • Talk about how music makes you feel and improvise to create different moods and effects
Vocabulary	**All**	loud, soft	loud, soft	loud, soft
	Most	loud, soft, pulse,	loud, soft, pulse,	loud, soft, pulse,
	Some	loud, soft, pulse, rhythm, pitch	loud, soft, pulse, rhythm, pitch	loud, soft, pulse, rhythm, pitch
Quality Pieces to listen to		Celebration - Kool and the Gang Happy- Farrell Williams Sing- Carpenters Sing a Rainbow- Peggy Lee Happy Birthday -Stevie Wonder Roll Alabama – Radiohead Boogie Wonderland-Earth Wind and Fire Don't go breaking my heart – Elton John Ganesch- MC Yogi Snowman – Ella Fitzgerald	We are family -Sister Sledge. Thula Baba-South African lullaby ABC-Jackson five My mum is amazing - -Zain Bhika Congo-Miami Sound Machine Mozart-Horn concerto Lovely Day-Bill Withers Beyond the sea – Robbie Williams Planets – Holst Frogs legs and Dragons Teeth-Bellowhead Aint no mountain high enough Singing in the Rain-Gene Kelly	Big Bear Funk-Joanna Mangona I feel good-James Brown Don't you worry about a thing-James Brown My Promise-Earth Wind and Fire Superstition-Stevie Wonder Pick up the pieces-Average White band William Tell Overture-Rossini Dance of the Sugar Plum Fairy-Tchaikovsky Flight of the Bumble Bee-Rimsky Korskav Jupiter-Holst Greensleves-Tallis ET-John Williams
Enrichment Activities (e.g.visitors/visits)		Whole Year group nativity for parents Salvation Army SJT – Speech & Language project (through music) Lee Threadgold Christmas performance	SJT – Speech & Language project (through music)	SJT – Speech & Language project (through music) Performance to parents – songs learned through project
Early Years Foundation Stage-Statutory framework		Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		

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Year 1 MTP		Autumn Term Hey You! Rhythm in the way we walk	Spring Term In the Groove Round and Round	Summer Term Your Imagination Reflect, rewind and replay
Prior Knowledge (Retrieval)		EYFS • Begin to recognise simple repeated patterns and follow instructions about when to play and sing. • Use voices in different ways such as singing, speaking, whispering. • To know about and experiment with sounds. • To listen to short simple pieces of music and talk and whether they like or dislike it. • .	EYFS • Begin to recognise simple repeated patterns and follow instructions about when to play and sing. • Use voices in different ways such as singing, speaking, whispering. • To know about and experiment with sounds. • To listen to short simple pieces of music and talk and whether they like or dislike it.	EYFS • Begin to recognise simple repeated patterns and follow instructions about when to play and sing. • Use voices in different ways such as singing, speaking, whispering. • To know about and experiment with sounds. • To listen to short simple pieces of music and talk and whether they like or dislike it. • To create and chose sounds to perform simple rhythmical patterns beginning to show an awareness of pulse. •
Y1		**Knowledge and Skills to be developed:** • Use voices in different ways • Find the pulse • Pirch matching • Perform simple rhythmic pattern • Talk about how music makes you feel	**Knowledge and Skills to be developed:** • Use voices in different ways • Find the pulse • Pirch matching • Perform simple rhythmic pattern • Talk about how music makes you feel	**Knowledge and Skills to be developed:** • Use voices in different ways • Find the pulse • Pitch matching • Perform simple rhythmic pattern • Talk about how music makes you feel and improvise to create different moods and effects
Future Learning		**Year 2** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments • Respond to different moods in music and talk about pitch, rhythms and dynamics	**Year 2** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments, introduce dynamics • Respond to different moods in music and talk about pitch, rhythms and dynamics	**Year 2** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments, introduce dynamics • Introduce rhythm grid work • Respond to different moods in music and talk about pitch, rhythms and dynamics
Vocabulary	**All**	Pulse, rhythm, pitch, keyboard, improvise	Pulse, rhythm, pitch, improvise	Keyboard, drums, pulse, rhythm, pitch, improvise
	Most	Pulse, rhythm, pitch, keyboard, perform guitar, percussion,	Keyboard, guitar, percussion, pulse, rhythm, pitch, improvise, compose, perform	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform
	Some	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination

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Quality Pieces to listen to	Hey You – Joanna Mongona Me,,myself and I –De La Soul Fresh Prince of Belair-Will Smith Rappers Delight-Sugerhill Gang U can't touch this – MC Hammer Its like this- Run DMC Rhythm in the way we walk – Joanna Mangona Mars-Holst Tubular Bells-Mike Oldfield Banana Rap Happy – Farrell Williams When I'm 64 -Beatles	Round and round Living La Vida Imperial March It had better be tonight-Michael Buble Why don't you- Gramophonedzie Oye Coma Va-Santana	Your imagination – Joanna Mongona Supercalifragilisticexpialidocious from Mary Poppins Pure imagination-Willy Wonka Daydream Believer-Monkees Rainbow Connection-Muppet Movie Whole New World-Aladdin A song before Sunrise-Delius Firebird-Stravinsky Grand March from Aida- Verdi The Lamb-John Travener
Enrichment Activities (e.g.visitors/visits)	Whole Year group nativity for parents Salvation Army Teddy Bears Picnic – Spa orchestra Lee Threadgold Christmas performance		
National Curriculum	• 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 inter-related dimensions of music		

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Year 2 MTP		Autumn Term Hands Feet Heart Ho Ho Ho	Spring Term I wanna play in a Band Zootime	Summer Term Friendship Song Rewind and Replay
Prior Knowledge (Retrieval)		**Year 1** • Use voices in different ways • Find the pulse • Pirch matching • Perform simple rhythmic pattern • Talk about how music makes you feel	**Year 1** • Use voices in different ways • Find the pulse • Pirch matching • Perform simple rhythmic pattern • Talk about how music makes you feel	**Year 1** • Use voices in different ways • Find the pulse • Pirch matching • Perform simple rhythmic pattern and understand how moods and effects can be created • Talk about how music makes you feel
Y2		**Knowledge and Skills to be developed:** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments • Respond to different moods in music and talk about pitch, rhythms and dynamics	**Knowledge and Skills to be developed:** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments, introduce dynamics • Respond to different moods in music and talk about pitch, rhythms and dynamics	**Knowledge and Skills to be developed:** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments, introduce dynamics • Introduce rhythm grid work • Respond to different moods in music and talk about pitch, rhythms and dynamics
Future Learning		**Year 3** • Sing in unison becoming aware of pitch • Create simple rhythmic patterns that use a small range of notes • Evaluate own work • Recognise the work of a famous composer • Have an increased awareness of audience	**Year 3** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments, introduce dynamics • Respond to different moods in music and talk about pitch, rhythms and dynamics	**Year 3** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments, introduce dynamics • Introduce rhythm grid work • Respond to different moods in music and talk about pitch, rhythms and dynamics
Vocabulary	**All**	Pulse, rhythm, melody, tempo	Pulse, rhythm, melody, tempo	Pulse, rhythm, melody, tempo
	Most	Keyboard, pulse, rhythm, melody, tempo	Keyboard, drums, rhythm, melody, tempo	Keyboard, drums, glockenspiel, pulse, rhythm, melody, tempo.
	Some	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Quality Pieces to listen to		Hands, Feet Heart -Joanna Mongona	I wanna play in a band- Joanna Mangona We will rock you-Queen	Friendship song-Joanna and Pete Readman Count on Me- Bruno Mars

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	Click song – M: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo iriam Makeba Lion Sleeps tonight-Soweto Gospel choir Bring him back home Hugh Masekela You call me al-Paul Simon Its like that-Run DMC Ho Ho Ho- Joanna Mongona Suspicious Minds – Elvis Sir Duke-Stevie Wonder Fly me to the moon-Frank Sinatra	Smoke on the water-Deep Purple Rockin' all over the World – Status Quo Johnny B Goode- Chuck Berry I saw her standing there-Beatles Zootime- J Mangona Kingston Town-UB40 Shine-ASWAD I.G.Y-Donald Fagen Feel like jumping- Martin Griffiths I can see clearly now- Jimmy Cliff	We go together- Grease You give a little love-Bugsy Malone That's what friends are for- Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John You've got a friend in me- Randy Newman. Peer Gynt Suite-Grieg Brandenburg Concerto- Bach Diary of a fly- Bartok Greensleeves- Vaughan Williams Dance of the Sugar Plum Fairy- Tchaikovsky Robots- Kratwerk
Enrichment Activities (e.g.visitors/visits)	Salvation Army Performance of Christmas songs to parents Teddy bears Picnic – Spa Orchestra Lee Threadgold Christmas performance		
National Curriculum	• 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 inter-related dimensions of music		

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Year 3 MTP		Autumn Term Let Your Spirit Fly	Spring Term Three Little Birds	Summer Term Glockenspiel Stage 1
Prior Knowledge (Retrieval)		**KS1** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments • Respond to different moods in music and talk about pitch, rhythms and dynamics	**KS1** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments, introduce dynamics • Respond to different moods in music and talk about pitch, rhythms and dynamics	**KS1** • Use voices in different ways, including individual singing • Find the singing voice • Find the pulse • Pitch matching and singing individually • Create and choose sounds for specific effect • Perform simple rhythmic patterns and accompaniments, introduce dynamics • Introduce rhythm grid work • Respond to different moods in music and talk about pitch, rhythms and dynamics
Y3		**Knowledge and Skills to be developed:** • Sing in unison becoming aware of pitch • Create simple rhythmic patterns that use a small range of notes • Evaluate own work • Recognise the work of a famous composer • Have an increased awareness of audience	**Knowledge and Skills to be developed:** • Sing in unison becoming aware of pitch • Create simple rhythmic patterns that use a small range of notes, including repeated rhythmic accompaniments (ostinato) • Evaluate own work • Recognise the work of a famous composer • Recognise simple notation • Have an increased awareness of audience	**Knowledge and Skills to be developed:** • Sing in unison becoming aware of pitch • Create simple rhythmic patterns that use a small range of notes, including repeated rhythmic accompaniments (ostinato) • Evaluate own work and make improvements • Recognise the work of a famous composer • Recognise simple notation • Recognise the value of silence. Explore and comment on how music can be used expressively • Have an increased awareness of audience
Future Learning		**Year 4** *begin to use musical notation – invented and established *Sing use increasing expression *Improvise using an increased number of notes To join layers of sound and consider dynamics *Evaluate and improve own work	**Year 4** *begin to use musical notation – invented and established *Sing use increasing expression *Improvise using an increased number of notes To join layers of sound and consider dynamics *Evaluate and improve own work *Explain why music is successful /unsuccessful	**Year 4** • Sing in unison becoming aware of pitch • Create simple rhythmic patterns that use a small range of notes, including repeated rhythmic accompaniments (ostinato) • Evaluate own work and make improvements • Recognise the work of a famous composer • Recognise simple notation • Recognise the value of silence. Explore and comment on how music can be used expressively • Have an increased awareness of audience
Vocabulary	**All**	Verse, improvise, compose, pulse, rhythm, pitch	Verse, chorus, pulse, rhythm, pitch	Improvise, compose, pulse, rhythm, pitch, tempo
	Most	Verse, chorus, improvise, compose, pulse, rhythm, pitch,	Verse, chorus, backing vocals, pulse, rhythm, pitch,	Improvise, compose, pulse, rhythm, pitch, tempo, melody
	Some	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo,	Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody

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	bass, drums, guitar, keyboard, synthesizer, hook, melody	dynamics, texture structure, compose, improvise, hook, riff, melody, reggae	
Quality Pieces to listen to	Let Your Spirit Fly by Joanna Mangona Colonel Bogey March by Kenneth Alford Consider Yourself from the musical 'Oliver!' Ain't No Mountain High Enough by Marvin Gaye	Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley 54 - 46 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Easy E Strictly D Play Your Music Drive DeeCee's Blues What's Up? D-E-F-initely Roundabout March of the Golden Guards
Enrichment Activities (e.g.visitors/visits)	Lee Threadgold Christmas performance Salvation Army	NYCC Music Centre performance Songs learned through curriculum performance to parents	NYCC Music Centre performance Songs learned through curriculum performance to parents
National Curriculum	*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 inter-related 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.		

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Year 4 MTP		Autumn Term Mamma Mia	Spring Term Glockenspiel Stage 2	Summer Term Reflect, Rewind, Replay
Prior Knowledge (Retrieval)		**KS1/Year 3** • Sing in unison becoming aware of pitch • Create simple rhythmic patterns that use a small range of notes • Evaluate own work • Recognise the work of a famous composer • Have an increased awareness of audience	**KS1/Year 3** • Sing in unison becoming aware of pitch • Create simple rhythmic patterns that use a small range of notes, including repeated rhythmic accompaniments (ostinato) • Evaluate own work • Recognise the work of a famous composer • Recognise simple notation • Have an increased awareness of audience	**KS1/Year 3** • Sing in unison becoming aware of pitch • Create simple rhythmic patterns that use a small range of notes, including repeated rhythmic accompaniments (ostinato) • Evaluate own work and make improvements • Recognise the work of a famous composer • Recognise simple notation • Recognise the value of silence. Explore and comment on how music can be used expressively • Have an increased awareness of audience
Y4		**Knowledge and Skills to be developed:** *begin to use musical notation – invented and established *Sing use increasing expression *Improvise using an increased number of notes To join layers of sound and consider dynamics *Evaluate and improve own work	**Knowledge and Skills to be developed:** *begin to use musical notation – invented and established *Sing use increasing expression *Improvise using an increased number of notes To join layers of sound and consider dynamics *Evaluate and improve own work *Explain why music is successful /unsuccessful	**Knowledge and Skills to be developed:** *begin to use musical notation – invented and established *Sing use increasing expression *Play and perform using an increased number of notes To join layers of sound and consider dynamics *Evaluate and improve own work *Explain why music is successful /unsuccessful *Listen to high quality music from different traditions
Future Learning		**Year 5** *Identify how music can reflect different moods and meanings *Sing in unison with clear diction * Play increasingly complex rhythms within given structures *Evaluate and suggest improvements to own and others work	**Year 5** *Identify how music can reflect different moods and meanings *Sing in unison with clear diction * Play increasingly complex rhythms within given structures *Evaluate and suggest improvements to own and others work *Contrast the work of a famous composer to that of another *Play I and perform in a range of solo and ensemble contexts	**Year 5** *Identify how music can reflect different moods and meanings *Sing in unison with clear diction * Play increasingly complex rhythms within given structures *Evaluate and suggest improvements to own and others work *Contrast the work of a famous composer to that of another *Play I and perform in a range of solo and ensemble contexts
Vocabulary	**All**	Keyboard, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture	dynamics, notation, Revise and extend Autumn and Spring vocabulary
	Most	Keyboard, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo compose, improvise, melody, pulse, rhythm, pitch, tempo, dynamics,	compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,	dynamics, structure, notation, Revise and extend Autumn and Spring vocabulary
	Some	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,	dynamics, structure, texture, timbre, notation, Revise and extend Autumn and Spring vocabulary

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Quality Pieces to listen to	Mamma Mia by Abba Dancing Queen by Abba The Winner Takes It All by Abba Waterloo by Abba Super Trouper by Abba Thank You For The Music by Abba	Mardi Gras Groovin' Good, Better, Best Two-Way Radio Flea Fly Rigadoon	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba - Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal March/Chorus by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)
Enrichment Activities (e.g.visitors/visits)	Lee Threadgold Christmas performance	NYCC Music Centre performance Songs learned through curriculum performance to parents Musical instrument performance to parents	NYCC Music Centre performance Songs learned through curriculum performance to parents Musical instrument performance to parents
National Curriculum	*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 inter-related 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.		

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Year 5 MTP		Autumn Term Fresh Prince of Bel Air	Spring Term Classroom Jazz 1	Summer Term Reflect, Rewind, Replay
Prior Knowledge (Retrieval)		**Lower KS2** *begin to use musical notation – invented and established *Sing use increasing expression *Improvise using an increased number of notes To join layers of sound and consider dynamics *Evaluate and improve own work	**Lower KS2** *begin to use musical notation – invented and established *Sing use increasing expression *Improvise using an increased number of notes To join layers of sound and consider dynamics *Evaluate and improve own work *Explain why music is successful /unsuccessful	**Lower KS2** *begin to use musical notation – invented and established *Sing use increasing expression *Play and perform using an increased number of notes To join layers of sound and consider dynamics *Evaluate and improve own work *Explain why music is successful /unsuccessful *Listen to high quality music from different traditions
Y5		**Knowledge and Skills to be developed:** *Identify how music can reflect different moods and meanings *Sing in unison with clear diction * Play increasingly complex rhythms within given structures *Evaluate and suggest improvements to own and others work	**Knowledge and Skills to be developed:** *Identify how music can reflect different moods and meanings *Sing in unison with clear diction * Play increasingly complex rhythms within given structures *Evaluate and suggest improvements to own and others work *Contrast the work of a famous composer to that of another *Play I and perform in a range of solo and ensemble contexts	**Knowledge and Skills to be developed:** *Identify how music can reflect different moods and meanings *Sing in unison with clear diction * Play increasingly complex rhythms within given structures *Evaluate and suggest improvements to own and others work *Contrast the work of a famous composer to that of another *Play I and perform in a range of solo and ensemble contexts
Future Learning		**Year 6** *Listen, internalise and recall patterns of sounds *Sing in solo, uniform and in parts *Improvise as part of a group performance *Suggest specific improvements to compositions *Create and improvise melodic and rhythmic phrases	**Year 6** *Listen, internalise and recall patterns of sounds *Use notation including staff notation *Sing in solo, uniform and in parts *Improvise as part of a group performance *Suggest specific improvements to compositions *Create and improvise melodic and rhythmic phrases	**Year 6** *Listen, internalise and recall patterns of sounds *Use notation including staff notation *Sing in solo, uniform and in parts *Improvise as part of a group performance *Suggest specific improvements to compositions *Create and improvise melodic and rhythmic phrases *Develop an understanding of the history of music from different traditions *When performing, maintain own part and have an awareness of people around you.
Vocabulary	**All**	dynamics, notation, Rap, riff, synthesizer, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	dynamics, notation, Bossa Nova, syncopation, structure, Swing, tune/head, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, solo	dynamics, notation, Revise and extend Autumn and Spring vocabulary
	Most	dynamics, structure, notation, Old-school Hip Hop, Rap, riff, synthesizer, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	dynamics, structure, notation, Bossa Nova, syncopation, structure, Swing, tune/head, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	dynamics, structure, notation, Revise and extend Autumn and Spring vocabulary
	Some	dynamics, structure, texture, timbre, notation, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody,	dynamics, structure, texture, timbre, notation,	dynamics, structure, texture, timbre, notation, Revise and extend Autumn and Spring vocabulary

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	compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	
Quality Pieces to listen to	The Fresh Prince of Bel Air by DJ Jazzy Jeff & the Fresh Prince Me, Myself and I by De La Soul Ready or Not by The Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	Three Note Bossa Desafinado Cotton Tail Five Note Swing Perdido Things Ain't What They Used To Be	Music For Compline (traditional) (Early Music) Dido And Aeneas by Purcell (Baroque) Symphony No 5 in C minor Opus 67 by Beethoven (Romantic) Minute Waltz by Chopin (Romantic) Central Park In The Dark by Charles Ives (Contemporary) Clapping Music by Steve Reich (Contemporary)
Enrichment Activities (e.g.visitors/visits)	Christmas songs performance to parents Lee Threadgold Christmas performance	NYCC Music Centre performance Songs learned through curriculum performance to parents	NYCC Music Centre performance Songs learned through curriculum performance to parents
National Curriculum	*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 inter-related 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.		

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Year 6 MTP		Autumn Term Happy	Spring Term Classroom Jazz 2	Summer Term Reflect, Rewind, Replay
Prior Knowledge (Retrieval)		**Lower KS2/Y5** *Identify how music can reflect different moods and meanings *Sing in unison with clear diction * Play increasingly complex rhythms within given structures *Evaluate and suggest improvements to own and others work	**Lower KS2/Y5** *Identify how music can reflect different moods and meanings *Sing in unison with clear diction * Play increasingly complex rhythms within given structures *Evaluate and suggest improvements to own and others work *Contrast the work of a famous composer to that of another *Play I and perform in a range of solo and ensemble contexts	**Lower KS2/Y5** *Identify how music can reflect different moods and meanings *Sing in unison with clear diction * Play increasingly complex rhythms within given structures *Evaluate and suggest improvements to own and others work *Contrast the work of a famous composer to that of another *Play I and perform in a range of solo and ensemble contexts
Y6		**Knowledge and Skills to be developed:** *Listen, internalise and recall patterns of sounds *Sing in solo, uniform and in parts *Improvise as part of a group performance *Suggest specific improvements to compositions *Create and improvise melodic and rhythmic phrases	**Knowledge and Skills to be developed:** *Listen, internalise and recall patterns of sounds *Use notation including staff notation *Sing in solo, uniform and in parts *Improvise as part of a group performance *Suggest specific improvements to compositions *Create and improvise melodic and rhythmic phrases	**Knowledge and Skills to be developed:** *Listen, internalise and recall patterns of sounds *Use notation including staff notation *Sing in solo, uniform and in parts *Improvise as part of a group performance *Suggest specific improvements to compositions *Create and improvise melodic and rhythmic phrases *Develop an understanding of the history of music from different traditions *When performing, maintain own part and have an awareness of people around you.
Future Learning		**Year 7** • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • listen with increasing discrimination to a wide range of music from great composers and musicians • develop a deepening understanding of the music that they perform and to which they listen, and its history		
Vocabulary	**All**	dynamics, notation, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, groove, Motown, hook, riff, solo	dynamics, notation, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, riff, solo	dynamics, notation, Revise and extend Autumn and Spring vocabulary
	Most	dynamics, structure, notation, style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, groove, Motown, hook, riff, solo	dynamics, structure, notation, Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, riff, solo	dynamics, structure, notation, Revise and extend Autumn and Spring vocabulary
	Some	dynamics, structure, texture, timbre, notation, style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo	dynamics, structure, texture, timbre, notation, Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	dynamics, structure, texture, timbre, notation, Revise and extend Autumn and Spring vocabulary

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Quality Pieces to listen to	Happy by Pharrell Williams Top Of The World sung by The Carpenters Don't Worry Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly	Bacharach Anorak Speaking My Peace Take The A train Meet the Blues Back O' Town Blues One O' Clock Jump	L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music Armide Overture by Jean-Baptiste Lully – Baroque The Marriage Of Figaro: Overture by Mozart – Classical Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert – Romantic Sonata For Horn In F by Hindemith - 20th Century Homelands by Nitin Sawhney - Contemporary
Enrichment Activities (e.g.visitors/visits)	Christmas songs performance to parents Lee Threadgold Christmas performance	NYCC Music Centre performance	West End Show – on tour End of year production
National Curriculum	*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 inter-related 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.		