

## Tavistock Primary and Nursery School Music Plan 2023-24

### **Planning and Creating Inclusive Music Lessons**

For some learners, music can be a medium to break down barriers that may exist in other curriculum subjects. The nature of the subject allows freedom and flexibility in musical expression, preferences and performance. This is beneficial, not only for musical development, but for the growth of self-confidence and for the fostering of creative flair in all learners.

#### ***How can I support learners who have sensory issues?***

- Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work.
- Music lessons can be challenging for learners with auditory sensitivity. Pre-exposure to music and/or instruments can help to prepare learners, as can the use of a neighbouring room, if space allows. Ear defenders can enable learners to partake in lessons with more confidence.
- Create opportunities for physical contact with instruments and and/or sound sources if learners cannot hear sounds clearly. Percussion, stringed, wind and brass instruments all lend themselves well to this.
- Consider the lighting in the learning environment and if learners would benefit from reduced glare on interactive whiteboards and computer screens.

#### ***How can I support learners who struggle to retain vocabulary?***

- Begin each lesson with a recap of key vocabulary learned to date.
- Provide visual word banks that are accessible throughout, as necessary. For support in identifying different instruments photographs of those learners playing the instruments, can help with retention. For support with the meanings of musical dimensions, pictorial word banks can be effective.
- Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons. Discussions around music listened to during assemblies or in other curriculum areas can help to embed this language.

#### ***How can I support learners who struggle with attention?***

- Carefully consider the layout of the learning environment to engage all learners and maximise access to resources, bearing in mind that circles and grouped tables can be a barrier to attention on learning.
- Pre-expose learners to the content of the lesson, e.g., show them particular instruments and how they are played, share snippets of music and pre-teach musical elements and terminology.
- Consider potential unhelpful sources of distraction, such as overfrequent changes of task or unstructured group work.
- Give learners a particular role in the lesson to keep them engaged and promote active participation.
- Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary.

#### ***How can I support learners who struggle to access lessons because of literacy difficulties?***

- Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.
- Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts.
- Create a graphic score or pictorial representations of a composition to provide a form of non-verbal communication.

#### ***How can I support learners who need additional time to develop conceptual understanding?***

- Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding.
- If resources allow, create a small group opportunity to enable learners to develop understanding with closer adult intervention.
- Maximise opportunities to model, demonstrate and imitate in to encourage active participation through a scaffolded experience.

## Tavistock Primary and Nursery School Music Plan 2023-24

<b>Early Years Foundation Stage</b>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>To listen and respond to different types of music</li> <li>To learn to sing or sing along with nursery rhymes or action songs</li> <li>To improvise using classroom instruments</li> <li>To share and perform their learning</li> <li>To embed the foundations of the interrelated dimensions of music, for example; through exploring pulse and rhythm in phonics activities and songs</li> </ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Nursery</b> Continuous Provision. Exploring instruments and singing familiar songs including nursery rhymes.	<b>Nursery</b> Firework Music, FS Nativity Songs and nursery rhymes (Link to Phase One Phonics activities)	<b>Nursery</b> Continuous Provision. Exploring instruments and singing familiar songs including nursery rhymes. (Link to Phase One Phonics activities)	<b>Nursery</b> Continuous Provision. Exploring instruments and singing familiar songs including nursery rhymes. (Link to Phase One Phonics activities)	<b>Nursery</b> Continuous Provision. Exploring instruments and singing familiar songs including nursery rhymes and songs related to topic. (Link to Phase One Phonics activities)	<b>Nursery</b> Continuous Provision. Exploring instruments and singing familiar songs including nursery rhymes and songs related to topic. (Link to Phase One Phonics activities)
	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Children sing a few familiar songs or make up simple songs</li> <li>Children imitate movement in response to music</li> <li>Children tap out simple repeated rhythms</li> <li>Children explore and learn how sounds can be changed</li> <li>Children explore the sounds of different instruments</li> </ul>					

<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Whole-School Performances – Harvest, Christmas, Easter, End of Year</li> <li>• Family Assemblies</li> <li>• Photographs/Videos/Recordings</li> <li>• Teacher assessment/observations</li> </ul>
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<b>Reception/ Year 1</b> For the academic year 2023-24, R and 1 are a mixed cohort. R should continue to engage with music during CP, whilst joining 1 for Music lessons	<b>Listen and Appraise</b>	<b>Inter-related Dimensions of Music</b>	<b>Learn/Compose/Improvise</b>	<b>Perform/Evaluate</b>	<b>Musical Notations/Vocabulary Resources</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>• To find the pulse of the main song</li> <li>• To identify the rhythm through Copy Back games: Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>• To explore pitch through vocal warm ups.</li> </ul>	<ul style="list-style-type: none"> <li>• To Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</li> <li>• To help to create a simple melody using one, two or three notes.</li> <li>• To learn how the notes of</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about voices, singing notes of different pitches (high and low).</li> <li>• To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>• To learn to start and stop singing when following a leader.</li> <li>• To treat instruments carefully and with respect.</li> <li>• To play a tuned instrumental part with the song they perform.</li> <li>• To learn to play an instrumental part that matches their musical challenge</li> <li>• To perform a song they</li> </ul>	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination

			the composition can be written down and changed if necessary.	<p>have learnt from the Scheme and add their ideas to the performance.</p> <ul style="list-style-type: none"> <li>To record the performance and say how they were feeling about it.</li> </ul>	
<b>Autumn 1</b>  <b>Charanga Unit:</b> <b>Hey You</b>	Explore and appraise a range of Hip Hop music	Explore rhythm, pulse and pitch through a range of copy back and question and answer warm up games.	Learn the song “Hey, You!” by Joanna Mangona. Improvise and compose using interactive score on Charanga. Use recorders and glockenspiels to accompany the rhythm of the song.	Perform the song “Hey, You!” by Joanna Mangona, using voices, recorders and glockenspiels.	Rhythm Pulse  <b>Notes: C, G</b> <b>RECORDERS</b> <b>GLOCKENSPIELS</b>
<b>Autumn 2</b>  <b>Nativity Performance/</b> <b>Rhythm in the way we walk</b>	Listen to and appraise a range of well-known, rhythmical pieces	Explore rhythm and pulse through a range of copy back and question and answer warm up games.	Learn to sing the songs “Rhythm in the way we walk” by Joanna Mangona and “Banana Rap” by Jane Sebba. Improvise with the song.	Perform the songs “Rhythm in the way we walk” by Joanna Mangona and “Banana Rap” by Jane Sebba.	Rap Similarities Differences
<b>Spring 1</b>  <b>Charanga Unit:</b> <b>In the Groove</b>	Listen to and appraise a range of styles of music including Blues, Baroque and Bhangra	Explore rhythm and pulse through a range of copy back and question and answer warm up games.	Learn to sing the song “In The Groove” by Joanna Mangona in a range of different musical styles. Improvise with the song.	Perform the song “In The Groove” by Joanna Mangona in a range of musical styles, using voices, recorders and glockenspiels.	<b>Notes: C, D</b> Musical Styles Funk Blues Baroque Bhangra  <b>RECORDERS</b> <b>GLOCKENSPIELS</b>
<b>Spring 2</b>  <b>Charanga Unit:</b> <b>Round and Round</b>	Listen to and appraise a range of well known pieces by acclaimed composers. Appraise Bossa Nova style.	Explore rhythm, pulse and pitch through a range of copy back and question and answer warm up games.	Learn the song “Round and Round” a Bossa Nova-Style piece, by Joanna Mangona. Use glockenspiels to accompany the rhythm of the song.	Perform the song “Round and Round” by Joanna Mangona, using voices, recorders (Medium Part) and glockenspiels (Easy Part).	<b>Notes: C, D, E, F, G, A</b> <b>Glockenspiels</b> <b>Recorders</b> Rhythm Pitch Pulse Bossa Nova Composer

<b>Summer 1 &amp; 2 Boomwhackers</b>	Listen to and appraise one another's performances.	Learn about pitch and different notes through playing the bells and boomwhackers.	Learn to play the colour-coded hand bells and boomwhackers as part of a whole class ensemble. Experiment with recording own compositions pictorially.	Perform own pieces on the Bells and Boomwhackers.	<b>Notes: c - c</b> <b>BELLS</b> <b>BOOMWHACKERS</b>
<b>Reception Outcomes:</b>	<ul style="list-style-type: none"> <li>Children sing a few familiar songs or make up simple songs</li> <li>Children imitate movement in response to music</li> <li>Children tap out simple repeated rhythms</li> <li>Children explore and learn how sounds can be changed</li> <li>Children explore the sounds of different instruments</li> </ul>				
<b>Reception Evidence</b>	<ul style="list-style-type: none"> <li>Whole-School Performances – Harvest, Christmas, Easter, End of Year</li> <li>Family Assemblies</li> <li>Photographs/Videos/Recordings</li> <li>Teacher assessment/observations</li> </ul>				
<b>Year 1 Outcomes</b>	<ul style="list-style-type: none"> <li>Children will know five songs off by heart.</li> <li>Children will understand what the songs are about.</li> <li>Children know and recognise the sound and names of some of the instruments they use.</li> </ul>	<ul style="list-style-type: none"> <li>Children know that music has a steady pulse, like a heartbeat.</li> <li>Children know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Children know improvisation is about making up your own tunes on the spot, that has never been heard before. It is not written down and belongs to them.</li> <li>Children understand that composing is like writing a story with music.</li> </ul>	<ul style="list-style-type: none"> <li>Children confidently sing or rap five songs from memory and sing them in unison</li> <li>Children learn the names of the notes in their instrumental part from memory or when written down.</li> <li>They know the names of the instruments they are playing.</li> <li>They understand that a performance is sharing music with other people, called an audience.</li> </ul>	
<b>Year 1 Evidence</b>	<ul style="list-style-type: none"> <li>Whole Class Ensembles</li> <li>Pupil Interviews (verbal and written responses)</li> <li>Whole-School Performances – Harvest, Christmas, Easter, End of Year</li> </ul>				

	<ul style="list-style-type: none"> <li>• Family Assemblies</li> <li>• Work recorded in Topic Books</li> <li>• Photographs/Videos/Recordings</li> <li>• Self/Teacher assessment</li> <li>• Governor Interviews</li> </ul>
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Year 2	Listen and Appraise	Inter-related Dimensions of Music	Learn/Compose/Improvise	Perform/Evaluate	Musical Notations/Vocabulary Resources
Objectives	<ul style="list-style-type: none"> <li>• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>• To learn how songs can tell a story or describe an idea.</li> </ul>	<ul style="list-style-type: none"> <li>• To find the pulse of the main song</li> <li>• To identify the rhythm through Copy Back games: Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>• To explore pitch through vocal warm ups.</li> </ul>	<ul style="list-style-type: none"> <li>• To improvise using the three challenges: 1. Listen and clap back, then listen and clap your own answer. 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</li> <li>• To help to create three simple melodies with three or five different notes.</li> <li>• To learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about voices singing notes of different pitches (high and low).</li> <li>• To learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>• To find a comfortable singing position</li> <li>• To start and stop singing when following a leader.</li> <li>• To treat instruments carefully and with respect.</li> <li>• To learn to play a tuned instrumental part that matches their musical challenge</li> <li>• To choose a song they have learnt from the Scheme and perform it, and add their ideas to the performance.</li> <li>• To record the performance and say how they were feeling about it.</li> </ul>	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

<b>Autumn 1</b>  <b>Charanga Unit: Hands, Feet, Heart</b>	Explore and appraise a range of music from South Africa and celebrating African history.	Explore rhythm, pulse and pitch through a range of copy back and question and answer warm up games.	Learn the song “Hands, Feet, Heart” by Joanna Mangona. Improvise and compose using interactive score on Charanga. Use recorders and glockenspiels to accompany the rhythm of the song.	Perform the song “Hands, Feet, Heart” by Joanna Mangona, using voices, recorders and glockenspiels. Follow basic musical notation.	Rhythm Pulse Pitch <b>Notes: G, A, C,</b> <b>RECORDERS</b> <b>GLOCKENSPIELS</b>
<b>Autumn 2</b>  <b>Charanga Unit: Ho, Ho, Ho</b>	Listen to and appraise a range of Big Band Swing and Jazz varieties	Explore rhythm, pulse and pitch through a range of copy back and question and answer warm up games.	Learn the song “Ho Ho Ho” by Joanna Mangona. Improvise and compose using interactive score on Charanga. Use recorders and glockenspiels to accompany the rhythm of the song.	Perform the song “Ho Ho Ho” by Joanna Mangona, using voices, recorders and glockenspiels. Follow basic musical notation.	<b>Notes: B, A, G</b> Pitch tempo  <b>GLOCKENSPIELS</b> <b>RECORDERS</b>
<b>Spring 1</b>  <b>Djembe Drums</b>	Listen to and appraise one another’s performances.	Learn musical notation through the Djembe Drums.	Learn to play the Djembe Drum Using information on the instruments section of Charanga	Perform a range of pieces on the Djembe Drum and own/group compositions.	Pitch Tempo Rhythm Pulse  <b>Djembe Drums</b>
<b>Spring 2</b>  <b>Charanga Unit: I wanna play in a band</b>	Listen to and appraise a range of Rock music by well-known bands	Explore rhythm, pulse and pitch through a range of copy back and question and answer warm up games.	Learn the song “I Wanna Play In A Band” by Joanna Mangona. Improvise and compose using interactive score on Charanga. Use glockenspiels to accompany the rhythm of the song.	Perform the song “I Wanna Play In A Band” by Joanna Mangona, using voices and glockenspiels. Follow basic musical notation.	<b>Notes: D, C</b> <b>Glockenspiels</b> Rhythm Pitch Pulse
<b>Summer 1</b>  <b>Charanga: Zootime</b>	Listen to and appraise a range of Reggae songs.	Learn about rhythm and pulse through copy back warm up games.	Learn to sing the song ‘Zootime’, by Joanna Mangona. Improvise and compose with the piece.	Perform ‘Zootime’ as a whole class ensemble and accompany with Glockenspiels.	<b>Notes: D, C</b> <b>Glockenspiels</b> Rhythm Pitch Pulse
<b>Sumer 2</b>  <b>Charanga: Friendship Song</b>	Listen to and appraise a range of songs which tell a story and convey important issues such as kindness and friendship.	Learn about rhythm and pulse through copy back warm up games.	Learn to sing ‘Friendship Song’, a song about friendship and kindness by Joanna Mangona and Pete Readman. Improvise and compose with the piece.	Perform ‘Friendship Song’ as a whole class ensemble and accompany with recorders and Glockenspiels.	Rhythm Pitch Pulse <b>Notes G, E, B</b>  <b>RECORDERS</b> <b>GLOCKENSPIELS</b>



<b>Impact</b>	<ul style="list-style-type: none"> <li>Children will know five songs off by heart.</li> <li>Children will know some songs have a chorus or a response/answer part.</li> <li>Children will have knowledge of different musical styles</li> </ul>	<ul style="list-style-type: none"> <li>Children know that music has a steady pulse, like a heartbeat.</li> <li>Children know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Children understand that rhythms are different from the steady pulse.</li> <li>Children add high and low sounds, pitch, when they sing and play their instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Children know that improvisation is making up your own tunes on the spot, which has never been heard before. It is not written down and belongs to them.</li> <li>Children know that composing is like writing a story with music.</li> </ul>	<ul style="list-style-type: none"> <li>Children know that unison is everyone singing at the same time.</li> <li>They understand that songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>Children know why they need to warm up their voices.</li> <li>Children will have learnt the names of the notes in their instrumental part from memory or when written down.</li> <li>Children know the names of untuned percussion instruments played in class.</li> <li>They understand that a performance is sharing music with an audience, can be a special occasion and involve a class, a year group or a whole school.</li> </ul>	
<b>Evidence</b>	<ul style="list-style-type: none"> <li>Whole Class Ensembles</li> <li>Pupil Interviews (verbal and written responses)</li> <li>Whole-School Performances – Harvest, Christmas, Easter, End of Year</li> <li>Family Assemblies</li> <li>Work recorded in Topic Books</li> <li>Photographs/Videos/Recordings</li> <li>Self/Teacher assessment</li> <li>Governor Interviews</li> </ul>				



Year 3	Listen and Appraise	Inter-related Dimensions of Music	Learn/Compose/Improvise	Perform/Evaluate	Musical Notations/Vocabulary Resources
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turns to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>To begin to identify different genres of music and their style indicators</li> </ul>	<ul style="list-style-type: none"> <li>To sing the Warm up Games tracks provided to find the Pulse and Rhythm</li> <li>To create your own simple rhythm patterns</li> <li>To explore Pitch through Copy Back and Vocal Warm-ups</li> <li>To begin to use a greater note range</li> <li>To consider the inter-related dimensions of music in their own improvisations and compositions</li> </ul>	<ul style="list-style-type: none"> <li>To improvise using instruments in the context of the song they are learning to perform</li> <li>To help create at least one simple melody using one, three or five different notes.</li> <li>To plan and create a section of music that can be performed within the context of the unit song.</li> <li>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To treat instruments carefully and with respect.</li> <li>To play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
<b>Autumn 1</b>  <b>Charanga Unit: Let your Spirit Fly</b>	Explore and appraise “Let Your Spirit Fly” by Joanna Mangona, and a range of other well-known songs from musicals and films.	Explore rhythm, pulse and pitch through a range of copy back and question and answer warm up games.	Learn the song “Let Your Spirit Fly” by Joanna Mangona. Improvise and compose using interactive score on Charanga. Use recorders and glockenspiels to accompany the rhythm of the song.	Perform the song “Let Your Spirit Fly” by Joanna Mangona, using voices, recorders and glockenspiels. Follow basic musical notation.	Rhythm Pulse Pitch Composition Crotchet quaver <b>Notes: C and D</b> <b>RECORDERS</b> <b>GLOCKENSPIELS</b>

<b>Autumn 2</b>  <b>Charanga Unit: Three Little Birds</b>	Listen to and appraise a range of Reggae songs.	Explore rhythm, pulse and pitch through a range of copy back and question and answer warm up games.	Learn the song “Three Little Birds” by Bob Marley. Improvise and compose using interactive score on Charanga.	Perform ‘Three Little Birds’ as a whole class ensemble and accompany with recorders and Glockenspiels.	<b>Notes : C and D</b> Pitch Tempo melody <b>RECORDERS</b>
<b>Spring 1</b>  <b>Charanga Unit: Glockenspiel Stage 1</b>	Listen to and appraise one another’s performances.	Learn musical notation through the Glockenspiel.	Learn to play the glockenspiel using Glockenspiel Stage 1 Unit.	Perform a range of melodies on the glockenspiel and own/group compositions.	<b>Notes: E, D ad C</b> Pitch tempo  <b>GLOCKENSPIELS</b>
<b>Spring 2</b>  <b>Charanga Unit: The Dragon Song</b>	Listen to and appraise a range of songs from around the world that tell a story and convey important issues such as kindness and friendship.	Learn about rhythm and pulse through copy back warm up games.	Learn to sing the song ‘The Dragon Song’, a song about friendship and kindness by Joanna Mangona and Pete Readman. Improvise and compose with the piece.	Perform ‘The Dragon Song’ as a whole class ensemble and accompany with recorders and Glockenspiels.	Rhythm Pitch Pulse <b>Notes : B, A, G</b>  <b>RECORDERS</b> <b>GLOCKENSPIELS</b>
<b>Summer 1 &amp; 2</b>  <b>Ocarinas</b>	Listen to and appraise a range of Ocarina pieces and one another’s performances.	Develop use of a wider range of instruments to explore different musical dimensions.	Learn to play ‘Hot Cross Buns’ on the Ocarinas.	Perform ‘Hot Cross Buns’ on the Ocarinas. Take differentiated parts.	<b>Notes: C, G, A</b>  <b>OCARINAS</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Children will know five songs from memory and who sang them or wrote them.</li> <li>Children will know the style of the five songs.</li> <li>Children will be able to choose one song and be able to talk about its lyrics, any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch),</li> </ul>	<ul style="list-style-type: none"> <li>Children will know how to find and demonstrate the pulse.</li> <li>Children will now the difference between pulse and rhythm and how pulse, rhythm and pitch work together to create a song.</li> <li>Children will know that every piece of music has a pulse/steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>Children will know that improvisation is making up your own tunes on the spot</li> <li>Children will understand that 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>Children will know that using one or two notes confidently is better than using five</li> <li>Children will know that if</li> </ul>	<ul style="list-style-type: none"> <li>Children will know and be able to talk about singing in respect of a choir and a leader or conductor</li> <li>Children know that songs can make you feel different things e.g. happy, energetic or sad</li> <li>Children understand that singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Children know why you must warm up your voice</li> </ul>	

	identify the main sections of the song (introduction, verse, chorus etc.) and name some of the instruments they heard in the song	<ul style="list-style-type: none"> <li>Children will know the difference between a musical question and an answer.</li> </ul>	<p>you improvise using the notes you are given, you cannot make a mistake</p> <ul style="list-style-type: none"> <li>Children will know that a composition is 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>Children will experiment with different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Children know that performing is sharing music with other people, an audience and that you need to know and have planned everything that will be performed</li> <li>Children understand that you must sing or rap the words clearly and play with confidence</li> </ul>	
<b>Evidence</b>	<ul style="list-style-type: none"> <li>Whole Class Ensembles</li> <li>Pupil Interviews (verbal and written responses)</li> <li>Whole-School Performances – Harvest, Christmas, Easter, End of Year</li> <li>Family Assemblies</li> <li>Work recorded in Topic Books</li> <li>Photographs/Videos/Recordings</li> <li>Self/Teacher assessment</li> <li>Governor Interviews</li> </ul>				

<b>Year 4 &amp; 5</b>	<b>Listen and Appraise</b>	<b>Inter-related Dimensions of Music</b>	<b>Learn/Compose/Improvise</b>	<b>Perform/Evaluate</b>	<b>Musical Notations/Vocabulary Resources</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and</li> </ul>	<p>Using the Warm up Games tracks provided, Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>Find the pulse</li> <li>Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of a song to be performed.</li> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To demonstrate a good singing posture.</li> <li>To experience and enjoy exploring rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul>	<p>Year 4: : 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, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism,</p>

	<p>respectfully to other people's thoughts about the music.</p> <ul style="list-style-type: none"> <li>When you talk try to use musical words.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>Talk about the music and how it makes you feel.</li> </ul>	<ul style="list-style-type: none"> <li>Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul>	<p>connects with the song.</p> <ul style="list-style-type: none"> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>Select and learn an instrumental part that matches their musical challenge.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – "What went well?" and "It would have been even better"</li> </ul>	<p>equality</p> <p>Year 5: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody</p>
<b>Autumn 1</b>  <b>Charanga Unit:</b> <b>Mama Mia</b>	Explore and appraise a range of ABBA songs-timeless pop songs from the 70s.	Explore rhythm and pulse through a range of copy back and question and answer warm up games.	Learn the song "Mamma Mia!" by ABBA. Improvise and compose using interactive score on Charanga. Use recorders and glockenspiels to accompany the rhythm of the song.	Perform the song "Mamma Mia!" by ABBA, using voices, recorders and glockenspiels. Follow basic musical notation.	Rhythm Pulse Composition Crotchet quaver <b>Notes: A, G</b> <b>RECORDERS</b> <b>GLOCKENSPIELS</b>
<b>Autumn 2</b>  <b>Charanga Unit:</b> <b>Livin' on a Prayer</b>	Explore and appraise a range of Bon Jovi songs as well as other songs from the rock genre.	Explore rhythm and pulse through a range of copy back and question and answer warm up games.	Learn the song "Livin' on a Prayer" by Bon Jovi. Improvise and compose using interactive score on Charanga. Use recorders and glockenspiels to accompany the rhythm of the song.	Perform the song "Livin' on a Prayer" by Bon Jovi, using voices, recorders and glockenspiels. Follow basic musical notation.	Notes: C, D,E, G, F Pitch tempo  <b>GLOCKENSPIELS</b>
<b>Spring 1 and 2</b>  <b>Clarinet</b>	Listen to and appraise one another's performances and give constructive criticism.	Explore a range of notes and use formal musical language and notation when learning the clarinet pieces.	Learn to play the clarinet with a specialist tutor. Improvise with a select range of notes and create own compositions.	Perform whole class clarinet ensemble and evaluate final performance.	Timbre Pitch Tempo melody <b>CLARINET</b>
<b>Summer 1</b>  <b>Charanga Unit:</b> <b>Dancing in the Street</b>	Explore and appraise a range Mowtown songs.	Explore Pulse, Rhythm and Dynamics	Learn the song "Dancing In The Street" by Martha and The Vandellas. Explore the composition and improvise.	Perform the song "Dancing In The Street" by Martha and The Vandellas.  Accompany on recorders and glockenspiels.	Rhythm      Pulse Chorus      Verse  <b>Notes: A, G, F</b> <b>GLOCKENSPIELS</b>

					<b>RECORDERS</b>
<b>Summer 2</b>  <b>Charanga Unit: Fresh Prince of Bel Air</b>	Explore and appraise a range of Old School Hip Hop	Explore rhythm, pulse, texture and harmony through warm up games and listen and appraise tracks.	Learn, improvise and compose with “The Fresh Prince Of Bel Air” by DJ Jazzy Jeff and The Fresh Prince.	Perform “The Fresh Prince Of Bel Air” by DJ Jazzy Jeff and The Fresh Prince.. Accompany with glockenspiels and recorders.	Notes: D, A, G  <b>GLOCKENSPIELS RECORDERS</b>
<b>Outcomes (By the end of Year 5)</b>	<ul style="list-style-type: none"> <li>Children will know five songs from memory and who sang them or wrote them.</li> <li>Children will know the style of the five songs and choose one song and be able to talk about some of the style indicators of that song</li> <li>Children will be able to discuss any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Children can name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>Children will know and be able to talk about how pulse, rhythm and pitch work together</li> <li>Children will be able to find the pulse of a piece of music</li> <li>Children will identify the rhythm the long and short patterns over the</li> <li>Children will understand that pitch is the high and low sounds that create melodies</li> </ul>	<ul style="list-style-type: none"> <li>Children will know and be able to talk about improvisation and making up your own tunes on the spot</li> <li>Children will understand that using one or two notes confidently is better than using five</li> <li>Know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>Children will learn that a composition is 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>They will discover different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to talk about the fact that songs can make you feel different things e.g. happy, energetic or sad</li> <li>Children will find singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Children will be able to follow a leader or conductor</li> <li>Recognise texture: How a solo singer makes a thinner texture than a large group</li> <li>Children know why you must warm up your voice</li> <li>Children will be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>Children will perform clearly and confidently, showing an awareness of their audience and setting.</li> </ul>	
<b>Evidence</b>	<ul style="list-style-type: none"> <li>Whole Class Ensembles</li> <li>Pupil Interviews (verbal and written responses)</li> <li>Whole-School Performances – Harvest, Christmas, Easter, End of Year</li> <li>Family Assemblies</li> <li>Work recorded in Topic Books</li> <li>Photographs/Videos/Recordings</li> <li>Self/Teacher assessment</li> <li>Governor Interviews</li> </ul>				

Year 6	Listen and Appraise	Inter-related Dimensions of Music	Learn/Compose/Improvise	Perform/Evaluate	Musical Notations/Vocabulary Resources
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>To listen carefully and respectfully to other people's thoughts and feelings about the music.</li> <li>To use musical language to describe the songs</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease</li> <li>To identify pitch, dynamics, tempo, timbre texture and structure</li> <li>To copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>To copy back riffs using simple and syncopated rhythm patterns, by ear and with notation</li> <li>Question and answer using up to three different notes</li> </ul>	<ul style="list-style-type: none"> <li>To improvise using instruments in the context of a song to be performed.</li> <li>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>To select and learn an instrumental part that matches their musical challenge To rehearse and perform their part within the context of the Unit song.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To play a musical instrument with the correct technique within the context of the Unit song.</li> <li>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ul>	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, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony
<b>Autumn 1</b>  <b>Charanga Unit: Happy</b>	Explore and appraise a range of music that makes you Happy! Listen to and learn a range of uplifting songs.	Explore rhythm and pulse through a range of copyback and question and answer games.	Learn the song "Happy" by Pharrell Williams. Improvise and compose using interactive score on Charanga. Use recorders and glockenspiels to accompany the rhythm of the song.	Perform the song "Happy" by Pharrell Williams, using voices, recorders and glockenspiels. Follow basic musical notation.	Rhythm      Pulse Composition      Treble clef Semibreve      Minim crotchet      quaver <b>Notes: A, G</b> <b>RECORDERS</b> <b>GLOCKENSPIELS</b>
<b>Autumn 2 Classroom</b>	Explore and appraise a range of Jazz and Blues songs.	Learn musical notation through playing Jazz pieces on the	Classroom Jazz 2: Learn, improvise and compose with the songs "Bacharach Anorak" and	Perform the songs "Bacharach Anorak" and "Meet the Blues" by Ian Gray, and own group	Notes: C, A#, G, F, B A, middle C, F and E



<b>Jazz 1</b>		Glockenspiel.	"Meet the Blues" by Ian Gray.	compositions.	<b>GLOCKENSPIELS</b>
<b>Spring 1 Ukuleles</b>	Listen to and appraise a range of songs played on the Ukulele, including "While my guitar gently weeps"	Explore a range of notes and use formal musical language and notation when learning the ukulele pieces.	Learn to play the ukulele following Charanga course. Improvise with a select range of notes and create own compositions.	Perform whole class ukulele ensemble and evaluate final performance.	Notes: C, A#, G, F, B A, middle C, F and E  <b>UKULELES</b>
<b>Spring 2</b>  <b>New Charanga Unit: Developing Ensemble Skills</b>	Listen to and appraise a variety of songs using prompts to encourage children to think about how the music makes them feel/what they imagine/etc.	Explore the interrelated dimensions of music, using the Musical Elements and theory section	Learn to sing the songs thinking about how the different elements come together as an ensemble	Perform songs confidently as a well-structured ensemble	Improvised solo Saxophone Embellishment of lead vocal Hook Instrumental Riffs <b>GLOCKENSPIELS</b> <b>RECORDERS</b>
<b>Summer 1</b>  <b>New Charanga Unit: Creative Composition</b>	Listen to and appraise a variety of songs using prompts to encourage children to think about how the music makes them feel/what they imagine/etc.	Explore the interrelated dimensions of music, using the Musical Elements and theory section	Explore how chords are used within the music in this unit by listening and responding to 'La Bamba' and looking at the composition extension activities for Disco Fever.	Reform own compositions to the class	Rhythm Pulse Chorus Verse Bridge Rhyming couplets Dynamics Piano Forte  <b>LEARNPADS</b>
<b>Sumer 2</b>  <b>End of Year Show</b>	Listen to, share and appraise song suggestions for the end of year show and share preferences.	Explore rhythm, pulse and musical notation. Learn the role of clefs and staves and about time signatures.	Learn to sing the songs and instrumental accompaniments (where appropriate) for the End of Year Production.	End of Year Performance.	Rhythm pulse Clefs staves Time signatures
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Children will know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>Children will know the style of the songs and to name other songs from the Units in those styles.</li> <li>Children can 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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Children will know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music and how to keep the internal pulse</li> <li>Children will have Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<ul style="list-style-type: none"> <li>Children will know and be able to talk about improvisation, that it is making up your own tunes on the spot, that 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>Children will understand that using one, two or three notes confidently is better than using five</li> <li>Children know that if you improvise using the notes</li> </ul>	<ul style="list-style-type: none"> <li>Children confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>Children know about the style of the songs so you can represent the feeling and context to your audience</li> <li>Children can choose a song and be able to talk about, its main features, the meaning of the lyrics, the types of singing that they can hear (unison,</li> </ul>	



	<p>characteristics that give the songs their style)</p> <ul style="list-style-type: none"> <li>o The lyrics: what the songs are about</li> <li>o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>o Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments used in the songs</li> <li>o The historical context of the songs. What else was going on at this time, musically and historically?</li> </ul> <ul style="list-style-type: none"> <li>• Children know and talk about the fact that we each have a musical identity</li> </ul>		<p>you are given, you cannot make a mistake</p> <ul style="list-style-type: none"> <li>• Children know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>• Children know three well-known improvising musicians</li> <li>• Children understand that a composition is 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>• Children understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Children use notation and recognise the connection between sound and symbol</li> </ul>	<p>solo, lead, backing)</p> <ul style="list-style-type: none"> <li>• Children know and are able to talk about different ways of writing music down – e.g. staff notation, symbols, the notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• Children know the instruments they might play or be played in a band or orchestra or by their friends</li> <li>• Children understand that performing is sharing music with an audience and that everything that will be performed must be planned and learned</li> <li>• Children sing or rap the words clearly and play with confidence</li> <li>• Children understand that performance involves communicating ideas, thoughts and feelings</li> </ul>	
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Whole Class Ensembles</li> <li>• Pupil Interviews (verbal and written responses)</li> <li>• School Performances – Harvest, Christmas, Easter, End of Year</li> <li>• Year 6 Production</li> <li>• Transition Choir Project</li> <li>• Work recorded in Topic Books</li> <li>• Photographs/Videos/Recordings</li> <li>• Self/Teacher assessment</li> <li>• Governor Interviews</li> </ul>				