

## Tavistock Primary and Nursery School Music Plan 2025-26

### **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 2025-26

<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>
	<p><b>Nursery</b> Continuous Provision. Exploring instruments and singing familiar songs including nursery rhymes.</p> <p><b>Reception</b></p> <p>Explore musical instruments through continuous provision.</p> <p><b>Charanga Unit: Me!</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>Pat-a-cake</li> <li>1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> </ul>	<p><b>Nursery</b> Firework Music, FS Nativity Songs and nursery rhymes (Link to Phase One Phonics activities)</p> <p><b>Reception</b></p> <p>Nativity Songs</p> <p>Learn, rehearse and perform the songs from the Nativity.</p>	<p><b>Nursery</b> Continuous Provision. Exploring instruments and singing familiar songs including nursery rhymes. (Link to Phase One Phonics activities)</p> <p><b>Reception</b></p> <p>Explore musical instruments through continuous provision</p> <p><b>Charanga Unit: My Stories</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>I'm A Little Teapot</li> <li>The Grand Old Duke</li> </ul>	<p><b>Nursery</b> Continuous Provision. Exploring instruments and singing familiar songs including nursery rhymes. (Link to Phase One Phonics activities)</p> <p><b>Reception</b></p> <p>Explore musical instruments through continuous provision.</p> <p><b>Charanga Unit: Everyone!</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>Wind The Bobbin Up</li> <li>Rock-a-bye Baby</li> <li>Five Little Monkeys</li> </ul>	<p><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)</p> <p><b>Reception</b></p> <p>Explore musical instruments through continuous provision.</p> <p><b>Charanga Unit: Our World!</b></p> <p>Begin to explore pulse and musical notation through pictorial representations. Play circle games with body percussion, including 'Hot Potato'. Introduce rhythm grids</p>	<p><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)</p> <p><b>Reception</b></p> <p>Explore musical instruments through continuous provision.</p> <p><b>Charanga Unit: Big Bear Funk</b> By Joanna Mangona</p> <p>Listening and appraising Funk music</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p>

	<ul style="list-style-type: none"> <li>• This Old Man</li> <li>• Five Little Ducks</li> <li>• Name Song</li> <li>• Things for Fingers</li> </ul> <p><b>Cross-curricular and topic-based focus</b></p> <p>Explore:</p> <ul style="list-style-type: none"> <li>• Growing</li> <li>• homes</li> <li>• colour</li> <li>• toys</li> <li>• how I look</li> </ul>		<ul style="list-style-type: none"> <li>• Of York</li> <li>• Ring O' Roses</li> <li>• Hickory Dickory Dock</li> <li>• Not Too Difficult</li> <li>• The ABC Song</li> </ul> <p><b>Cross-curricular and topic-based focus</b></p> <p>Explore:</p> <ul style="list-style-type: none"> <li>• Using your imagination</li> <li>• Christmas</li> <li>• Festivals</li> <li>• Fairies</li> <li>• Pirates</li> <li>• Treasure</li> <li>• Superheroes</li> <li>• Let's Pretend</li> <li>• Once Upon A Time</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping On The Bed</li> <li>• Twinkle Twinkle</li> <li>• If You're Happy And You Know It</li> <li>• Head, Shoulders, Knees and Toes</li> </ul> <p><b>Cross-curricular and topic-based focus</b></p> <p>Explore:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• friends</li> <li>• people</li> <li>• music from around the world</li> </ul>	<p><b>and basic note representation to include crotchets/quavers (e.g. 'Lollipops!')</b></p> <p><b>Cross-curricular and topic-based focus</b></p> <p>Explore:</p> <ul style="list-style-type: none"> <li>• Animals</li> <li>• Jungle</li> <li>• Minibeasts</li> <li>• Night and day</li> <li>• Sand and water</li> <li>• Seaside</li> <li>• Seasons</li> <li>• Weather</li> <li>• Sea</li> <li>• Space</li> </ul>	
	<p><b>Outcomes:</b></p> <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>					

Year 1/2	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 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 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 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 have learnt from the Scheme and add their ideas to the performance.</li> <li>To record the performance and say how they were feeling about it.</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
<b>Autumn 1</b>  <b>Charanga Unit: 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>	Listen to and appraise a range of well-known,	Explore rhythm and pulse through a range of copy	Learn to sing the songs “Rhythm in the way we walk” by Joanna	Perform the songs “Rhythm in the way we walk” by Joanna Mangona	Rap Similarities

<b>Charanga Unit: Rhythm in the way we walk</b>	rhythmical pieces	back and question and answer warm up games.	Mangona and “Banana Rap” by Jane Sebba. Improvise with the song.	and “Banana Rap” by Jane Sebba.	Differences
<b>Spring 1</b>  <b>Charanga Unit: 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: 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</b>  <b>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>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</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> </ul>	

	instruments they use.			<ul style="list-style-type: none"> <li>They understand that a performance is sharing music with other people, called an audience.</li> </ul>	
<b>Year 2 Outcomes</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>	<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>
<b>Year 1/2 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 3/4	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 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 respectfully to other people's thoughts about the music.</li> <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>	<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> <li>Copy back one-note riffs using simple and syncopated rhythm patterns</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 connects with the song.</li> <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>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> <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>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, 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: 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.	<p>Rhythm                      Pulse</p> <p>Composition                      quaver</p> <p>Crotchet</p> <p><b>Notes: A, G</b></p> <p><b>RECORDERS</b></p> <p><b>GLOCKENSPIELS</b></p>
<b>Autumn 2</b>	Explore music by The Beatles and learn about	Explore rhythm and structure through learning	Learn to sing the song "Blackbird" by The Beatles.	Perform "Blackbird" by The Beatles. Accompany with	Notes: C, D, E, A, G, B



<b>Charanga Unit:</b>  <b>Blackbird</b> <b>(Summer 2</b> <b>Unit)</b>	the development of Pop music alongside the civil rights movement. (Fast facts)	the song 'Blackbird'.	Accompany with recorders and Glockenspiels.	Recorders and Glockenspiels.	<b>RECORDERS</b> <b>GLOCKSPIELS</b>
<b>Spring 1 &amp; 2</b>  <b>Steel Pan</b> <b>Drums</b>	Listen to and appraise a range of steel pan 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 Mini Steel Pans.	Perform 'Hot Cross Buns' on the Mini Steel Pans. Take differentiated parts.	Timbre Pitch Tempo melody <b>Mini Steel Pans</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>Year 3</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), identify the main sections of the song (introduction, verse, chorus etc.) and name some of the instruments they heard in the song</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> <li>Children will know the difference between a musical question and an answer.</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 you improvise using the notes you are given, you cannot make a mistake</li> <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</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> <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>	



			with different ways of recording compositions (letter names, symbols, audio etc.)		
<b>Year 4 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 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 5	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 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 respectfully to other people's thoughts about the music.</li> <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>	<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> <li>Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of a song to be performed.</li> <li>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</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 connects with the song.</li> <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>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> <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>	
<b>Autumn 1</b>  <b>Charanga Unit: 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>Autumn 2</b>  <b>Charanga Unit: Classroom Jazz 1</b>	Explore and appraise a range of Jazz and swing pieces.	Learn musical notation through playing Jazz pieces on the Glockenspiel.	Classroom Jazz 1: Learn, improvise and compose with the songs "5 Note Swing" and "The Three Note Bossa" by Ian Gray.	Perform the songs "5 Note Swing" and "The Three Note Bossa" by Ian Gray, and own group compositions.	Notes: G, A, B, D and E  <b>GLOCKENSPIELS</b>

<b>Spring 1</b>  <b>Charanga Unit:</b> <b>Make you feel my love</b>	Listen to and appraise a range of Pop Ballads/Love songs.	Experiment with and comment on tempo and dynamics within own compositions and throughout the genre.	Learn and compose with the song “Make You Feel My Love” by Adele.	Perform “Make You Feel My Love” by Adele, and own compositions. Accompany with glockenspiels and recorders.	Notes: D, C, A, G, B  <b>GLOCKENSPIELS RECORDERS</b>
<b>Spring 2</b>  <b>Charanga Unit:</b> <b>The 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>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  Notes: A, G, F  <b>GLOCKENSPIELS RECORDERS</b>
<b>Summer 2</b>  <b>Charanga Unit:</b> <b>Reflect, Rewind and Replay</b>	Listen to an appraise songs previously covered.	Explore Pulse, Rhythm and Dynamics	Revise units covered.	Perform some favourite songs from those that have been covered.	
<b>Year 5 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, if possible, why?</li> <li>Children will know the style of the five songs and to name other songs from the Units in those styles.</li> <li>Children will be able to choose two or three other songs and be able to talk about some of the style</li> </ul>	Children will know and be able to talk about: <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand and be able to talk about improvisation: making up your own tunes on the spot- 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 understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Children will recognise the</li> </ul>	<ul style="list-style-type: none"> <li>Children will know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>They will understand that performance is about sharing music with other people, an audience</li> <li>Children will perform clearly with confidence</li> <li>Children will perform for a range of special events and occasions</li> </ul>	

	characteristics, instruments used, the lyrics, the structure, the inter-related dimensions and the historical context.	to	<p>connection between sound and symbol</p> <ul style="list-style-type: none"> <li>Children will know and be able to talk about different ways of writing music down – e.g. staff notation, symbols</li> <li>Children will know the notes C, D, E, F, G, A, B + C on the treble stave</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, Family Assemblies</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>				

<b>Year 6</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 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> </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</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</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</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,

	<ul style="list-style-type: none"> <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>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>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>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>	unison, Urban Gospel, civil rights, gender equality, unison, harmony
<b>Autumn 1 &amp; 2 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 1 New Charanga Unit (Autumn 2): 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 RECORDERS</b>
<b>Spring 2 New Charanga Unit: Musical Styles connect us</b>	Listen to and appraise original songs, songs by Chopin and by Chris Taylor. Reflect on how these musical styles connect people.	Explore the interrelated dimensions of music, using the Musical Elements and theory section	Learn to sing songs of different genres and explore the social commentary.	Perform the songs with accompanying instruments	Social Question Connection Improvise Ensemble Vocal Harmony
<b>Summer 1 Charanga Unit: Music and Me</b>	Listen to and appraise a variety of songs which explore female artists and self identity. 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	Compose own pieces and create pieces inspired by significant women in History.	Perform own compositions to the class	Rhythm Pulse Chorus Verse Bridge Rhyming couplets Dynamics Piano Forte
<b>Summer 2</b>	Listen to, share and appraise song suggestions for the end of year show	Explore rhythm, pulse and musical notation. Learn the role of clefs and	Learn to sing the songs and instrumental accompaniments (where appropriate) for the End	End of Year Performance.	Rhythm pulse Clefs staves Time signatures

End of Year Show	and share preferences.	staves and about time signatures.	of Year Production.		
<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 characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments used in the songs</li> <li>The historical context of the songs. What else was going on at this time, musically and historically?</li> </ul> </li> <li>Children know and</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 you are given, you cannot make a mistake</li> <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> </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, solo, lead, backing)</li> <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</li> </ul>	

	talk about the fact that we each have a musical identity		<ul style="list-style-type: none"> <li>Children use notation and recognise the connection between sound and symbol</li> </ul>	performance involves communicating ideas, thoughts and feelings	
<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>				