



MUSIC CURRICULUM OVERVIEW

Rationale

At **Birch Copse**, we want children to experience music as a unique way of communicating that can **inspire** and **motivate** their own personal **expression**. Music can play an important part in the **personal development** of children; it allows them to reflect and links closely with their spiritual development. Music reflects the **culture** and **society** we live in, and so the teaching and learning of music at Birch Copse enables children to develop curiosity for different cultures and ideas. Besides being a **creative** and **enjoyable** activity, music can also be a highly **academic** and **demanding** subject and music lessons at Birch Copse **boost resilience** through learning to **perform, compose** and even **read music notation**.

Children leave Year 6 having studied a **knowledge-based** curriculum rich in **musical vocabulary** and experienced a range of **artists** and **genres**. They will have all had experience of learning songs, composing and performing their own music using a variety of instruments. Every child will have experienced playing the **recorder, steel pans** and the **ukulele** during their time at our school.

Structure

We use the Charanga Scheme of Work as the basis for our curriculum. Each year group has three music topics taught to them and Music is taught every term. In the juniors, one of these topics will be learning an instrument. This is Recorders in Year 3 and Year 5, Steel Pans in Year 4 and the Ukulele in Year 6.

Each unit of work in the scheme comprises of the following **strands of musical learning**. These correspond with the National Curriculum:

- 1. Listening and Appraising** - Recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music
- 2. Musical Activities**
 - a. Warm-up Games** - Internalise, understand, feel and know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo (speed) dynamics (volume).
 - b. Optional Flexible Games**
 - c. Singing** - Sing, learn about singing and vocal health. Learn about working in a group/band/ensemble.
 - d. Playing instruments** - Play a classroom instrument in a group/band/ensemble.
 - e. Improvisation** - Explore and create your own responses, melodies and rhythms
 - f. Composition** - Create your own responses, melodies and rhythms and record them in some way.
- 3. Performing-** Work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.

All Musical Learning is built around the following Interrelated Dimensions of Music:

- **Pulse** – the regular heartbeat of the music, the steady beat
- **Rhythm** – long and short sounds or patterns that happen over the pulse, the steady beat
- **Pitch** – high and low sounds
- **Tempo** – the speed of the music, fast or slow or in-between
- **Dynamics** – how loud or quiet music is
- **Timbre** – all instruments including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin
- **Texture** – layers of sound. Layers of sound working together make music very interesting to listen to.
- **Structure** – every piece of music has a structure e.g. introduction, verse, chorus ending

All year groups should begin a lesson with pulse as a foundation and with rhythm and pitch as the next two building blocks.

Year Group Overviews

The following tables outline the content of the three units of work each year group will complete.

YEAR RECEPTION

Charanga Unit	Skills Focus	Outcome	Interrelated Dimensions of Music	Instrumental Notes
Me! (Genre – A wide variety)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Cross-curricular/topic-based focus - explore: growing, homes, colour, toys, how I look 	Main emphasis on: <ul style="list-style-type: none"> Rhythm Pitch Pulse 	
Everyone! (Genre – A wide variety)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Cross-curricular/topic-based focus - explore: family, friends, people and music from around the world 	Exposure to: <ul style="list-style-type: none"> Dynamics Tempo Timbre Structure Texture 	<ul style="list-style-type: none"> Wind The Bobbin Up: D, D + E Rock-a-bye Baby: D, D + E If You're Happy And You Know It: G, G + A
Big Bear Funk (transition to Year 1) (Genre – funk)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Listen and Appraise – how we can identify Fun Musical Activities and Performance - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 		<ul style="list-style-type: none"> Big Bear Funk: D, D + E, D + C

YEAR RECEPTION Knowledge

Knowledge of Musical Artists and Songs		Knowledge within the strands of musical learning Over the Year	
Unit	Artists and Songs studied	Strand	Knowledge
Me! (Genre – A wide variety)	<ul style="list-style-type: none"> • <i>Celebration</i> by Kool And The Gang • <i>Happy</i> by Pharell Williams • <i>Sing</i> by The Carpenters • <i>Sing A Rainbow</i> by Peggy Lee • <i>Happy Birthday</i> by Stevie Wonder • <i>Our House</i> by Madness 	Listen and Appraise	<ul style="list-style-type: none"> • To know twelve nursery rhymes off by heart. • To know the stories of some of the nursery rhymes.
		Explore and Create	<ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures.
Everyone! (Genre – A wide variety)	<ul style="list-style-type: none"> • <i>We Are Family</i> by Sister Sledge • <i>Thula Baba</i> by Hlabalela Ensemble • <i>ABC</i> by The Jackson 5 • <i>My Mum Is Amazing (feat. Zain Bhikha)</i> by Zimtech Productions • <i>Conga</i> by Miami Sound Machine • <i>Horn Concerto No 4: Third Movement – Rondo</i> by Mozart 	Singing	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • To know that songs have sections.
		Share and Perform	<ul style="list-style-type: none"> • A performance is sharing music
Big Bear Funk (transition to Year 1) (Genre – funk)	<ul style="list-style-type: none"> • <i>Big Bear Funk</i> by Joanna Mangona • <i>I Feel Good</i> by James Brown • <i>Don't You Worry ' Bout a Thing</i> sung by Incognito • <i>My Promise</i> by Earth Wind And Fire • <i>Superstition</i> by Stevie Wonder • <i>Pick Up The Pieces</i> by Average White Band 		

YEAR 1							
Charanga Unit	Skills Focus	Outcome	Interrelated Dimensions of Music	Differentiation in Note Range for Performing	Differentiation in Note Values for Performing	Differentiation for Improvisation	Differentiation for Composition
Hey You! (Genre – Hip Hop)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Listen and Appraise – how we can identify hip hop music Musical Activities and Performance – rap and sing ‘Hey You’, with an option to play instrumental parts. Improvise and compose with the song. 	Main emphasis on: <ul style="list-style-type: none"> Rhythm Pitch Pulse Exposure to: <ul style="list-style-type: none"> Dynamics Tempo Timbre Structure Texture 	LA: C MA: C, G HA: C, G	LA: Crotchets MA: Crotchets HA: Semi-quavers, Quavers, Crotchets	LA: C MA: C, D HA: C, D	LA: C, D MA: C, D, E HA: C, D, E, F, G
Round and Round (Genre – Latin and Mixed Styles)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Listen and Appraise – how we can identify Latin pop Musical Activities and Performance – sing the song ‘Round and Round’, play instrumental parts and improvising with their voices or instruments 		LA: D MA: D, F, C + D HA: D, E, F, G + A	LA: Semibreves MA: Crotchets & Minims HA: Crotchets, Minims & Quavers	LA: D MA: D, E HA: D, E	Not Applicable
Your Imagination (Genre – film music / musicals)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Listen and Appraise – songs from films/musicals about using your imagination Musical Activities and Performance – sing the song ‘Your Imagination’, play instrumental parts and improvising with their voices or instruments 		LA: C MA: C, D HA: C, D, E	LA: C MA: C, D HA: C, D	LA: C MA: C, D HA: C, D, E	LA: C, D, E MA: C, D, E HA: C, D, E, F + G

YEAR 1 Knowledge

Knowledge of Musical Artists and Songs		Knowledge within the strands of musical learning Over the Year		
Unit	Artists and Songs studied	Strand		Knowledge
Hey You! (Genre – Hip Hop)	<ul style="list-style-type: none">• <i>Hey You</i> by Joanna Mangona• <i>Me, Myself And I</i> by De La Soul• <i>Fresh Prince Of Bel Air</i> by Will Smith• <i>Rapper’s Delight</i> by The Sugarhill Gang• <i>U Can’t Touch This</i> by MC Hammer• <i>It’s Like That</i> by Run DMC	Listen and Appraise		<ul style="list-style-type: none">• To know 5 songs off by heart.• To know what the songs are about.• To know and recognise the sound and names of some of the instruments they use.
		Musical Activities	Games	<ul style="list-style-type: none">• To know that music has a steady pulse, like a heartbeat.• To know that we can create rhythms from words, our names, favourite food, colours and animals.
Singing	<ul style="list-style-type: none">• To confidently sing or rap five songs from memory and sing them in unison.			
Playing	<ul style="list-style-type: none">• Learn the names of the notes in their instrumental part from memory or when written down.• Learn the names of the instruments they are playing.			
Improvisation	<ul style="list-style-type: none">• Improvisation is about making up your own tunes on the spot.• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.• Everyone can improvise!			
Composition	<ul style="list-style-type: none">• Composing is like writing a story with music.• Everyone can compose.			
Your Imagination	<ul style="list-style-type: none">• <i>Your Imagination</i> by Joanna Mangona and Pete Readman• <i>Supercalifragilisticexpialidocious</i> from Mary Poppins• <i>Pure Imagination</i> from Willy Wonka & The Chocolate Factory soundtrack• <i>Daydream Believer</i> by The Monkees• <i>Rainbow Connection</i> from The Muppet Movie• <i>A Whole New World</i> from Aladdin	Performance		<ul style="list-style-type: none">• A performance is sharing music with other people, called an audience

YEAR 2							
Charanga Unit	Skills Focus	Outcome	Interrelated Dimensions of Music	Differentiation in Note Range for Performing	Differentiation in Note Values for Performing	Differentiation for Improvisation	Differentiation for Composition
AUTUMN Hands, Feet, Heart (Genre – South African music)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Listen and Appraise – learn to recognise reggae music Musical Activities and Performance – sing the song ‘Hands, Feet, Heart’ and play instrumental parts within the song. Improvise and compose with the song. 	Main emphasis on: <ul style="list-style-type: none"> Rhythm Pitch Pulse Dynamics Exposure to: <ul style="list-style-type: none"> Tempo Timbre Structure Texture Notation 	LA: G MA: G, A, C HA: G, A, B + C	LA: Crotchets MA: Minims HA: Quavers & Crotchets	LA: C MA: C, D HA: C, D	LA: C, D MA: C, D, E HA: C, D, E, F, G
SPRING I Wanna Play in a Band (Genre – Rock)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Listen and Appraise – learn to recognise classic rock music Musical Activities and Performance – sing the song ‘I Wanna Play in a Band’ and play instrumental parts within the song. Improvise and compose with the song. 		LA: C, D MA: D + C HA: G, F + C	LA: Minims MA: Minims HA: Quavers & Crotchets	LA: F MA: F, G HA: F, G	LA: F, G MA: F, G, A HA: F, G, A, B \flat (A \sharp) + C
SUMMER The Friendship Song	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Listen and Appraise – learn to recognise songs about friendship Musical Activities and Performance – sing the song ‘Friendship Song’ and play instrumental parts within the song. Improvise and compose with the song. 		LA: C MA: E, G HA: E, G, A + B	LA: Minims MA: Minims HA: Quavers & Crotchets	LA: C MA: C, D HA: C, D	LA: E MA: E, G HA: E, G, A, B

YEAR 2 Knowledge

Knowledge of Musical Artists and Songs		Knowledge within the strands of musical learning Over the Year	
Unit	Artists and Songs studied	Strand	Knowledge
AUTUMN Hands, Feet, Heart (Genre – South African music)	<ul style="list-style-type: none"> <i>Hands, Feet, Heart</i> by Joanna Mangona <i>The Click Song</i> sung by Miriam Makeba <i>The Lion Sleeps Tonight</i> sung by Soweto Gospel Choir <i>Bring Him Back</i> by Hugh Masekela <i>You Can Call Me Al</i> by Paul Simon <i>Hiokoloza</i> by Arthur Mofokate 	Listen and Appraise	<ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style
		Musical Activities	Games <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.
			Singing <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.
			Playing <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of un-tuned percussion instruments played in class.
			Improvisation <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.
SPRING I Wanna Play in a Band (Genre – Rock)	<ul style="list-style-type: none"> <i>I Wanna Play In A Band</i> by Joanna Mangona <i>We Will Rock You</i> by Queen <i>Smoke On The Water</i> by Deep Purple <i>Rockin' All Over The World</i> by Status Quo <i>Johnny B.Goode</i> by Chuck Berry <i>I Saw Her Standing There</i> by The Beatles 	Composition	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose.
		Performance	<ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.
SUMMER The Friendship Song	<ul style="list-style-type: none"> <i>Friendship Song</i> by Joanna Mangona and Pete Readman <i>Count On Me</i> by Bruno Mars <i>We Go Together</i> (from Grease soundtrack) <i>You Give A Little Love</i> from Bugsy Malone <i>That's What Friends Are For</i> by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John <i>You've Got A Friend In Me</i> by Randy Newman 		

YEAR 3							
Charanga Unit	Skills Focus	Outcome	Interrelated Dimensions of Music	Differentiation in Note Range for Performing	Differentiation in Note Values for Performing	Differentiation for Improvisation	Differentiation for Composition
AUTUMN Blown Away Recorder Book 1	<ul style="list-style-type: none"> Musical notation Time signatures Pulse Rhythm Pitch Performing in a group 	<ul style="list-style-type: none"> Learn musical notation for the notes A, B, C, D, E, F, G and locate these on a recorder. Perform in a group keeping a steady pulse and keeping a steady pace in time with each other. 	Main emphasis on: <ul style="list-style-type: none"> Rhythm Pitch Pulse Dynamics Exposure to: <ul style="list-style-type: none"> Tempo Timbre Structure Texture Notation 	Whole Class Learning – No Differentiation		N/A	Optional Composition LA: B, A, G MA: B, A, G, E, D HA: B, A, G, E, D, F, C, High D
				B, A, G, E, D, F, C, High D	Note Values: Crotchets, Minims, Semibreve, Quavers Dotted minim, Dotted Crotchet Rest Values: Crotchet Rest, Minim Rest, Quaver Rest		
SPRING Let Your Spirit Fly (Genre – R&B, Western Classical, Musicals, Motown, Soul)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Listen and Appraise – learn to recognise a variety of musical styles (e.g. R&B and Motown). Musical Activities and Performance – sing the song ‘Let Your Spirit Fly’ and play instrumental parts within the song. Improvise and compose with the song. 		LA: C MA: C, D + E HA: C, D, E, F + G	LA: Semibreves & Rests MA: Minims & Rests HA: Minims & Rests	LA: C MA: C, D HA: C, D	Not Applicable
SUMMER The Dragon Song (Genre – Pop, traditional tunes/folk music)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Listen and Appraise – learn to recognise a pop song and traditional folk tunes Musical Activities and Performance – sing the song ‘The Dragon Song’ and play instrumental parts within the song. Improvise and compose with the song. 		LA: G MA: G, A + B HA: B, C, D, E, F + G	LA: MA: HA:	LA: G MA: G, A/B HA: G, A, B	LA: G + A MA: G, A + B HA: D, E, G, A + B

YEAR 3 Knowledge

YEAR 3 Knowledge			
Knowledge of Musical Artists and Songs		Knowledge within the strands of musical learning Over the Year	
Unit	Artists and Songs studied	Strand	Knowledge
AUTUMN Blown Away Recorder Book 1		Listen and Appraise	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song
SPRING Let Your Spirit Fly (Genre – R&B, Western Classical, Musicals, Motown, Soul)	<ul style="list-style-type: none"> <i>Let Your Spirit Fly</i> by Joanna Mangona <i>Colonel Bogey March</i> by Kenneth Alford <i>Consider Yourself</i> from the musical 'Oliver!' <i>Ain't No Mountain High Enough</i> by Marvin Gaye <i>You're The First, The Last, My Everything</i> by Barry White 	Games	<ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer
		Singing	To know and be able to talk about: <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice
		Playing	<ul style="list-style-type: none"> To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)
		Improvisation	To know and be able to talk about improvisation: <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake
SUMMER The Dragon Song (Genre – Pop, traditional tunes/folk music)	<ul style="list-style-type: none"> <i>The Dragon Song</i> by Joanna Mangona and Pete Readman <i>Birdsong</i> - Chinese Folk Music <i>Vaishnava Java</i> - A Hindu Song <i>A Turkish Traditional Tune</i> <i>Aitutaki Drum Dance</i> from Polynesia <i>Zebaidir Song</i> from Sudan 	Composition	To know and be able to talk about: <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)

		Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music
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YEAR 4							
Charanga Unit	Skills Focus	Outcome	Interrelated Dimensions of Music	Differentiation in Note Range for Performing	Differentiation in Note Values for Performing	Differentiation for Improvisation	Differentiation for Composition
AUTUMN N/A – Steel Pans (led by Culture Mix)	<ul style="list-style-type: none"> How to play the steel pans 	<ul style="list-style-type: none"> Beginning to identify where the notes are on a steel pan. Learning different rhythms and melodies. Beginning to perform pieces taught by the Steel Pans teacher. 	Main emphasis on: <ul style="list-style-type: none"> Rhythm Pitch Pulse Dynamics Tempo Exposure to: <ul style="list-style-type: none"> Timbre Structure Texture Notation 	Led by external teacher	Led by external teacher	Led by external teacher	Led by external teacher
SPRING N/A – Steel Pans (led by Culture Mix)	<ul style="list-style-type: none"> Developing steel pan skills 	<ul style="list-style-type: none"> Being able to identify where the notes are on a steel pan. Experimenting with different rhythms and melodies. Being able to perform pieces taught by the Steel Pans teacher. 		Led by external teacher	Led by external teacher	Led by external teacher	Led by external teacher
Blackbird (Genre – Pop)	<ul style="list-style-type: none"> Listen and appraise Learn to sing a song Play instruments with a song Improvise with the song Compose with the song 	<ul style="list-style-type: none"> Listen and Appraise – learn to recognise the style of pop music through the songs of The Beatles. Musical Activities and Performance – sing the song ‘Blackbird’ (a song about civil rights) and play instrumental parts within the song. Improvise and compose with the song. 		LA: C + B MA: G, A, B + C HA: C, D, E, F + G	LA: Dotted minims, Minims, Semibreves MA: Crotchets, Semibreves, Minims HA: Crotchets, Semibreves, Minims	LA: C MA: C, D HA: C, D,	LA: C, D MA: C, D, E HA: C, D, E, G + A

YEAR 4 Knowledge

Knowledge of Musical Artists and Songs		Knowledge within the strands of musical learning Over the Year	
Unit	Artists and Songs studied	Strand	Knowledge
AUTUMN N/A – Steel Pans (led by Culture Mix)		Listen and Appraise	<ul style="list-style-type: none">To know five songs from memory and who sang them or wrote them.To know the style of the five songs.To choose one song and be able to talk about:<ul style="list-style-type: none">Some of the style indicators of that song (musical characteristics that give the song its style).The lyrics: what the song is about.Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).Identify the main sections of the song (introduction, verse, chorus etc).Name some of the instruments they heard in the song.
		Musical Activities	Games
Singing	To know and be able to talk about: <ul style="list-style-type: none">Singing in a group can be called a choirLeader or conductor: A person who the choir or group followSongs can make you feel different things e.g. happy, energetic or sadSinging as part of an ensemble or large group is fun, but that you must listen to each otherTexture: How a solo singer makes a thinner texture than a large groupTo know why you must warm up your voice		
Playing	To know and be able to talk about: <ul style="list-style-type: none">The instruments used in class (a glockenspiel, recorder or xylophone).Other instruments they might play or be played in a band or orchestra or by their friends.		
SPRING N/A – Steel Pans (led by Culture Mix)			
Blackbird (Genre – Pop)	<ul style="list-style-type: none">Blackbird by The BeatlesYellow Submarine by The BeatlesHey Jude by The Beatles	Improvisation	To know and be able to talk about improvisation: <ul style="list-style-type: none">Improvisation is making up your own tunes on the spotWhen someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.To know that using one or two notes confidently is better than using five

	<ul style="list-style-type: none"> • <i>Can't Buy Me Love</i> by The Beatles • <i>Yesterday</i> by The Beatles • <i>Let It Be</i> by The Beatles 			<ul style="list-style-type: none"> • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations
			Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)
		Performance		<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music

YEAR 5							
Charanga Unit	Skills Focus	Outcome	Interrelated Dimensions of Music	Differentiation in Note Range for Performing	Differentiation in Note Values for Performing	Differentiation for Improvisation	Differentiation for Composition
AUTUMN Blown Away Recorder Book 2	<ul style="list-style-type: none"> Musical notation Time signatures Pulse Rhythm Pitch Performing in a group 	<ul style="list-style-type: none"> Revisit musical notation for the notes A, B,C, D, E, F, G and locate these on a recorder. Introduce musical notation for low C, low and high C#, F#, high E, high F and B flat. Perform in a group keeping a steady pulse and keeping a steady pace in time with each other. 	Main emphasis on: <ul style="list-style-type: none"> Rhythm Pitch Pulse Dynamics Tempo Timbre Structure Texture Exposure to: <ul style="list-style-type: none"> Notation 	Whole Class Learning – No Differentiation		N/A	N/A
				B, A, G, E, D, F, C, High D, Low C, F# (and \sharp), C#, B \flat , high E, high F Key signatures (i.e. any sharps or flats at the start of the piece (e.g. F# and C#) shows that all Cs and Fs will be sharps UNLESS a natural sign (\natural) cancels it.	Note Values: Crotchets, Minims, Semibreve, Quavers Dotted minim, Dotted Crotchet Rest Values: Crotchet Rest, Minim Rest, Quaver Rest, Triplet Tied notes (holding down the first note to include the value of the tied note) Slur (no tonguing between notes)		
				LA: G MA: F, G HA: F, G, A + D	LA: Semibreves MA: Quavers, Crotchets & Rests HA: Quavers, Crotchets & Rests	LA: D MA: D, E HA: D, E, F	LA: C MA: C, D, E HA: C, D, E, F + G
SUMMER Classroom Jazz 1	<ul style="list-style-type: none"> Listen and appraise Play instruments Improvise with the song 	<ul style="list-style-type: none"> Listen and Appraise - the two tunes and other supporting tunes. Musical Activities - learn about the interrelated dimensions of music through playing instruments and improvising. Perform and Share 		Bossa Nova B, A + G Swing D, E, G, A + B	LA: Crotchets & Rests MA: Crotchets & Rests HA: Crotchets & Rests	Bossa Nova B, A + G Swing D, E, G, A + B	N/A

YEAR 5 Knowledge

Knowledge of Musical Artists and Songs		Knowledge within the strands of musical learning Over the Year		
Unit	Artists and Songs studied	Strand		Knowledge
AUTUMN Blown Away Recorder Book 2		Listen and Appraise		<ul style="list-style-type: none">To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?To know the style of the five songs and to name other songs from the Units in those styles.To choose two or three other songs and be able to talk about:<ul style="list-style-type: none">Some of the style indicators of the songs (musical characteristics that give the songs their style)The lyrics: what the songs are aboutAny musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)Identify the main sections of the songs (intro, verse, chorus etc.)Name some of the instruments they heard in the songsThe historical context of the songs. What else was going on at this time?
		Musical Activities	Games	Know and be able to talk about: <ul style="list-style-type: none">How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a songHow to keep the internal pulseMusical Leadership: creating musical ideas for the group to copy or respond to
Singing	<ul style="list-style-type: none">To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.To choose a song and be able to talk about:<ul style="list-style-type: none">Its main featuresSinging in unison, the solo, lead vocal, backing vocals or rappingTo know what the song is about and the meaning of the lyricsTo know and explain the importance of warming up your voice			
Playing	To know and be able to talk about: <ul style="list-style-type: none">Different ways of writing music down – e.g. staff notation, symbolsThe notes C, D, E, F, G, A, B + C on the treble staveThe instruments they might play or be played in a band or orchestra or by their friends			
SPRING Dancing In The Street (Genre – Motown)	<ul style="list-style-type: none">Dancing In The Street by Martha And The VandellasI Can’t Help Myself (Sugar Pie Honey Bunch) sung by The Four TopsI Heard It Through The Grapevine sung by Marvin GayeAin’t No Mountain High Enough sung by Marvin Gaye and Tammi TerrellYou Are The Sunshine Of My Life sung by Stevie WonderThe Tracks Of My Tears sung by Smokey Robinson And The Miracles			

SUMMER Classroom Jazz 1	<ul style="list-style-type: none"> • <i>Three Note Bossa</i> • <i>Five Note Swing</i> 		Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To know three well-known improvising musicians
			Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol
			Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music

YEAR 6							
Charanga Unit	Skills Focus	Outcome	Interrelated Dimensions of Music	Differentiation in Note Range for Performing	Differentiation in Note Values for Performing	Differentiation for Improvisation	Differentiation for Composition
AUTUMN Ukulele	<ul style="list-style-type: none">To learn how to play the Ukulele	<ul style="list-style-type: none">Learn how to play open strings G, C, E, ALearn how to play chord CLearn how to play chord FLearn how to play chord G7Learn how to play chord GLearn how to play a chosen song (teachers to choose)Follow dynamics in printed music (<i>pp</i>, <i>mf</i>, <i>ff</i>)	<div>Emphasis on all key skills:</div> <ul style="list-style-type: none">TextureTempoDynamicsArrangementTextureTempoDynamicsNotation	Whole Class Learning		N/A	N/A
				Open strings G, C, E, A	Crotchet, Crotchet Rest, Quavers, Semi-Quavers, Semibreve Rests		
Chords C, F, G, G ⁷	More focus on time signatures and playing chords on certain beats						
SPRING Happy (Genre – Pop, Motown)	<ul style="list-style-type: none">Listen and appraiseLearn to sing a songPlay instruments with a songImprovise with the songCompose with the song	<ul style="list-style-type: none">Listen and Appraise – learn to recognise the style of pop and motown music.Musical Activities and Performance – sing the song ‘Happy’ and play instrumental parts within the song. Improvise and compose with the song.		LA: G, A	LA: Minims & Rests	LA: A	LA: A, G
				MA: B, A, G	MA: Semibreves, Minims & Rests	MA: A, G	MA: A, G, B
				HA: G, A, B, C, D + E	HA: Quavers, Dotted Crotchets, Minims, Semibreves & Rests	HA: A, G, B	HA: C, E, G, A + B
SUMMER You’ve Got A Friend (Genre – The music of Carole King)	<ul style="list-style-type: none">Listen and appraiseLearn to sing a songPlay instruments with a songImprovise with the songCompose with the song	<ul style="list-style-type: none">Listen and Appraise – learn to recognise the style of Carole King’s music.Musical Activities and Performance – sing the song ‘You’ve Got a Friend’ and play instrumental parts within the song. Improvise with their voices		LA: G, A, B	LA: Minims & Rests	LA: A	LA: E
				MA: C, D, E + F	MA: Crotchets, Quavers, Minims, Dotted notes & Rests	MA: A, G	MA: A, G, E
				HA: D, E, F, G, A, B + C	HA: Quavers, Dotted Crotchets, Minims, Dotted Minims	HA: E, G, A	HA: E, G, A, C + D

YEAR 6 Knowledge

Knowledge of Musical Artists and Songs		Knowledge within the strands of musical learning Over the Year		
Unit	Artists and Songs studied	Strand		Knowledge
AUTUMN Ukulele		Listen and Appraise		<ul style="list-style-type: none">To know five songs from memory, who sang or wrote them, when they were written and why?To know the style of the songs and to name other songs from the Units in those styles.To choose three or four other songs and be able to talk about:<ul style="list-style-type: none">The style indicators of the songs (musical characteristics that give the songs their style)The lyrics: what the songs are aboutAny musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)Identify the structure of the songs (intro, verse, chorus etc.)Name some of the instruments used in the songsThe historical context of the songs. What else was going on at this time, musically and historically?Know and talk about that fact that we each have a musical identity
		Musical Activities	Games	Know and be able to talk about: <ul style="list-style-type: none">How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or musicHow to keep the internal pulseMusical Leadership: creating musical ideas for the group to copy or respond to
Singing	<ul style="list-style-type: none">To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse.To know about the style of the songs so you can represent the feeling and context to your audienceTo choose a song and be able to talk about:<ul style="list-style-type: none">Its main featuresSinging in unison, the solo, lead vocal, backing vocals or rappingTo know what the song is about and the meaning of the lyricsTo know and explain the importance of warming up your voice			
Playing	To know and be able to talk about: <ul style="list-style-type: none">Different ways of writing music down – e.g. staff notation, symbolsThe notes C, D, E, F, G, A, B + C on the treble staveThe instruments they might play or be played in a band or orchestra or by their friends			
SPRING Happy (Genre – Pop, Motown)	<ul style="list-style-type: none">Happy by Pharrell WilliamsTop Of The World sung by The CarpentersDon't Worry, Be Happy sung by Bobby McFerrinWalking On Sunshine sung by Katrina And The WavesWhen You're Smiling sung by Frank SinatraLove Will Save The Day sung by Brendan Reilly			

SUMMER You've Got A Friend (Genre – The music of Carole King)	<ul style="list-style-type: none"> • <i>You've Got A Friend</i> by Carole King • <i>The Loco-Motion</i> sung by Little Eva, written by Carole King • <i>One Fine Day</i> sung by The Chiffons, written by Carole King • <i>Up On The Roof</i> sung by The Drifters, written by Carole King • <i>Will You Still Love Me Tomorrow</i> by Carole King • <i>(You Make Me Feel Like) A Natural Woman</i> by Carole King 		Improvisation	To know and be able to talk about improvisation: <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations • To know three well-known improvising musicians
			Composition	To know and be able to talk about: <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol
			Performance	To know and be able to talk about: <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music