

Music yearly overview	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS Being imaginative and expressive	Baa baa black sheep, Head, shoulders... Two little dickie birds, Dingle, dangle scarecrow, Three blind mice, Polly had a dolly.	5 little ducks, 5 current buns, Ring-a-ring o roses, when Goldilocks went... Brush your teeth, hickory, dickory, dock	Roses are red, the grand old duke... 5 little men in a flying saucer, old Macdonald, I can sing a rainbow, Jack and Jill Durham Music Service (external)	Hot cross buns, 10 green bottles, little Bo Peep, farmers in his den, Mary had a little lamb, chick lay a little egg Durham Music Service (external)	Mary Mary, Incy wincy spider, wiggly woo, one finger one thumb, sing a song of six pence, one two buckle my shoe	Down at the station, the animals went in 2 by 2, little Miss Muffet, humpty dumpty, 10 in the bed, 12345
Year 1	Hey You! Durham Music Service (external)	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Durham Music Service (external) Reflect, Rewind and Replay
Year 2	Hands, Feet, Heart	Durham Music Service (external)	Ourselves Toys	Zootime	Durham Music Service (external)	Reflect, Rewind and Replay

		Ho Ho Ho	I wanna Play In A Band		Friendship Song	
Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Durham Music Service (external) or Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Year 4	Durham Music Service (external) or Mamma Mia	Glockenspiel Stage 2 (or 1 if Stage 1 not completed)	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
Year 5	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	Durham Music Service (external) or The Fresh Prince Of Bel- Air	Durham Music Service (external) or Dancing In The Street	Reflect, Rewind and Replay
Year 6	Happy	Durham Music Service (external) or Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music And Me	Durham Music Service (external) or Reflect, Rewind and Replay

Respect	Ambition	Music Curriculum Kindness	Resilience	Inclusivity
<p><u>Intent</u></p> <p>The teaching of music at Vane Road Primary School contributes to the whole school aim to develop all the children to the best of their ability. The music scheme provides an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses, through listening and appraising, differing musical activities (including creating and exploring) and performing. We aim to ensure all children have the opportunity to develop their understanding and enjoyment of music, whilst aiding their moral, social and cultural development. Every child leaving Vane Road will understand pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation through progression in each year group. Through music lessons, they will have developed a love for and an understanding of music. They will have had the opportunity to perform as part of a group and take pride in their musical ability.</p> <p>Our school core values, respect, ambition, kindness, resilience and inclusivity are woven throughout the music curriculum at Vane Road. We respect each other when we play our instruments, sing and compose. We are ambitious with our skills. We show kindness to one another throughout our music lessons. We have resilience when learning new musical skills and our music curriculum is fully inclusive. Our curriculum ensures inclusivity to all children and educates the children about a range of different composers: considering ethnicity, culture and sex.</p>				
<p>We want children to be able to:</p> <ul style="list-style-type: none"> • Sing and to use their voices • Create and compose music on their own and with others • Have the opportunity to learn a musical instrument • Sing and play musically with increasing confidence and control • Develop an understanding of musical composition, organising and manipulating ideas within musical structures • Reproduce sounds from aural memory • Play and perform in solo and ensemble contexts • Use their voices and play musical instruments with increasing accuracy, fluency, control and expression <p>Substantive knowledge: Knowing about the technical and wider elements of music</p> <p>Disciplinary knowledge: Knowing how to apply this knowledge in practice to control sounds and create music.</p> <p>KS1 disciplinary knowledge</p> <p>LKS2 disciplinary knowledge</p> <p>UKS2 disciplinary knowledge</p>				

Key Concepts		
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.
EYFS ELG <ul style="list-style-type: none"> To listen and become familiar with songs of different beats. To be able to sing along to a range of nursery rhymes and age appropriate songs. To change pace when singing and playing instruments. To know the names of some instruments. 		
Vocabulary High Low Fast Slow Loud Quiet Beat	Rhythm Tune Triangle Drum Maraca Bells Agogo Castanets Wood block Tambourine	Perform Clap Tap Shape Scrape Bang Listen Sing Play
Autumn term	Spring Term	Summer Term
Visitor: Durham Music Service		

<p>To be able to follow a beat with a percussion instruments and understand their purpose. To follow the rhythm to various songs.</p>	<p>To know that a song can have different pitches. To be able to clap/tap along to a song and perform actions appropriately. To be able to follow a song at different paces. To perform to an audience.</p>	<p>To create actions to songs by listening to the rhythm. To change volume within a song. To know which instruments to use to achieve different effects.</p>
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Year 1 Autumn Term A

Hey You!

Visitor: Durham Music Service

<p><u>Substantive knowledge</u> What do they know and can recall?</p> <p>To listen to and understand key aspects of Old School Hip-Hop. To know that music has a pulse, rhythm and pitch To know how pulse, rhythm and pitch work together To know a song off by heart. To know what a song is about. To know and recognise the sound and names of some of the instruments I use</p> <p><u>Musical Focus</u></p> <ul style="list-style-type: none"> Find the pulse as you are listening to the music: Can you dance, get funky or find the groove? Instruments/voices you can hear: Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs ? 	<p><u>Disciplinary knowledge</u> <u>Musical Activity</u></p> <p>Find the pulse March in time with the pulse Be an animal that finds the pulse</p> <p>Clapping Rhythms Copy and clap back rhythms Clap the rhythm of your name Make up your own rhythm Singing Rap and sing Hey You! in groups</p> <p>Playing instruments Using one or two notes – C or C + G. Which part did you play?</p> <p>Improvise using the notes C + G:</p> <ul style="list-style-type: none"> Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise Challenge 3 Improvise 	<p><u>Disciplinary knowledge</u> <u>Performance</u></p> <p>Perform a class performance of Hey You, using rapping and singing. Add their own ideas to a performance. Describe how they were feeling about the performance.</p> <p>Record the performance and talk about it afterwards.</p>
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	Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.	
Vocabulary Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform	National Curriculum Links Art Literacy History - Old School Hip Hop Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	Links to other units Fresh Prince of Bel Air - KS2 (Scheme Year 5) Ee-Oh! by Benjamin Britten - KS2 (see Freestyle)
<u>Year 1 Autumn Term B</u> <u>Rhythm In The Way We Walk and Banana Rap</u>		
<u>Substantive knowledge</u> To listen to and understand key aspects of Reggae music. To know the pulse, rhythm and pitch in a piece of music. To know what rapping is. I know how to dance and sing to a piece of music. <u>Musical Focus</u> <ul style="list-style-type: none"> Find the pulse as you are listening to the music: Can you dance, get funky of find the groove? Instruments/voices you can hear: Singers, keyboard, bass, guitar, 	<u>Disciplinary knowledge</u> <u>Musical Activity</u> Find the pulse March and find the pulse Be an animal finding the pulse Clapping Rhythms Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite colour Make up your own rhythm Use pitch to describe high and low sounds. Singing	<u>Disciplinary knowledge</u> <u>Performance</u> Demonstrate a class performance with rapping, singing and/or playing. Introduce your performance to your audience. Be able to talk about your performance: How did it make you feel? Record the performance and talk about it afterwards.

percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs ?	Rap and sing the songs in time to the music.	
Vocabulary Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform	National Curriculum Links English, History	Links to other units Zootime - KS1 (Scheme Year 2) Three Little Birds - KS2 (Scheme Year 3) Hey You! - KS1 (Scheme Year 1) The Fresh Prince Of Bel Air - Hip Hop - KS2 (Scheme Year 5) Ee-Oh! - Benjamin Britten (see Freestyle)
Year 1 Spring Term A <u>In The Groove</u>		
<u>Substantive knowledge</u> To listen to and understand key aspects of Blues, Baroque, Latin, Bhangra, Folk and Funk music. To listen to 6 different musical styles and know the similarities and differences between them (Blues, Baroque, Latin, Irish Folk, Funk) To dance to all of these styles or move to the pulse. To know a song off by heart. To know what the songs are about. To know and recognise the sound and names of the instruments used.	<u>Disciplinary knowledge</u> <u>Musical Activity</u> Find the pulse What animal can you be finding the pulse Clapping Rhythms Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite food Make up your own rhythms Sing in all the different styles Play instrument(s) using one or two notes – C or C + D. Which part did you play? Improvise using the notes C + D	<u>Disciplinary knowledge</u> <u>Performance</u> Demonstrate a class performance of In The Groove – with singing and playing. Introduce your performance to your audience. Talk about your performance afterwards. How did it make you feel? Record the performance and talk about it afterwards.

	<ul style="list-style-type: none"> - Challenge 1 Clap and Improvise - Challenge 2 Sing, Play and Improvise - Challenge 3 Improvise - <p>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.</p>	
Vocabulary Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove	National Curriculum Links History, Geography Six different styles of music used - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Historical context of musical styles.	Links to other units Tragic Story - Britten - KS2 (see Freestyle) Baroque - History of music (see Reflect, Rewind and Replay units) I Mun Be Married - Britten KS2 (see Freestyle) Begone Dull Care! - Britten KS2 (see Freestyle)
<u>Year 1 Spring Term B</u> <u>Round And Round</u>		
<u>Substantive knowledge</u> To listen to and understand key aspects of Bossa Nova. To know the pulse, rhythm and pitch in different styles of music. To understand how to use pulse, rhythm and pitch in own performances To know what improvisation is and begin to apply it To know a song off by heart. To know what the songs are about. To know and recognise the sound and names of the instruments used. Musical Focus	<u>Disciplinary knowledge</u> <u>Musical Activity</u> Find the pulse Use your imagination to find the pulse Clapping Rhythms Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite animal Make up your own rhythms Use pitch to describe and demonstrate high and low sounds. Sing and dance to a piece of music.	<u>Disciplinary knowledge</u> <u>Performance</u> Demonstrate a class performance of Round And Round – with singing and playing. Introduce your performance to your audience. Talk about your performance together afterwards. How did it make you feel? Record the performance and talk about it afterwards.

<ul style="list-style-type: none"> Find the pulse as you are listening to the music: Can you dance, get funky or find the groove? Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs ? 	<p>Play instruments using up to three notes – D or D, F, C + D. Which part did you play?</p> <p>Improvise using the notes D + E:</p> <ul style="list-style-type: none"> Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise Challenge 3 Improvise 	
<p>Vocabulary Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience</p>	<p>National Curriculum Links</p> <p>Geography, History, English/Drama</p> <p>Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	<p><u>Links to other units</u></p> <p>In The Groove - Year 1 - KS1 (Year 1) Benjamin Britten - Begone Dull Care - KS2 (see Freestyle) Classroom Jazz 1 and 2 - KS2 (Scheme Years 5 and 6)</p>
<p>Year 1 Summer Term A</p> <p><u>Your Imagination</u></p>		
<p><u>Substantive knowledge</u></p> <p>To listen to and understand key aspects of pop music. To know how to use your imagination when listening to music. To know what composing means and begin to apply it to own music. To confidently sing songs from memory and sing them in unison. To know a song off by heart.</p>	<p><u>Disciplinary knowledge</u> <u>Musical Activity</u></p> <p>Find the pulse Can you be a pop star finding the pulse</p> <p>Clapping Rhythms Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite colour Make up your own rhythms</p>	<p><u>Disciplinary knowledge</u> <u>Performance</u></p> <p>Demonstrate a class performance of Your Imagination – with singing and playing. Introduce your performance to your audience. Evaluate your performance.</p>

<p>To know what the songs are about. To know and recognise the sound and names of the instruments used.</p> <p>Musical Focus</p> <ul style="list-style-type: none"> Find the pulse as you are listening to the music: Use your imagination as you move, What did you see as you listened and closed your eyes? The instruments/voices you can hear: Keyboard, drums, bass, a female singer. Can you recognise any of these instruments in the other songs ? 	<p>Sing and use your imagination when listening to and composing music.</p> <p>Playing instruments using one or two notes: C or C + G. Which part did you play?</p> <p>Improvise using the notes C + D:</p> <ul style="list-style-type: none"> Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise Challenge 3 Improvise <p>Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E. Which notes did you use?</p>	<p>Record the performance and talk about it afterwards.</p>
<p>Vocabulary Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>	<p>National Curriculum Links</p> <p>English</p> <p>Using your imagination and creating your own lyrics.</p>	<p><u>Links to other units</u></p> <p>Dragon Song (Scheme Year 3)</p>
<p>Year 1 Summer Term B <u>Reflect, Rewind and Replay</u> <u>Visitor: Durham Music Service</u></p>		
<p><u>Substantive knowledge</u></p> <p>To listen to and understand key aspects of classical music. The know the history of music</p>	<p><u>Disciplinary knowledge</u> <u>Musical Activity</u> Revise and review disciplinary knowledge from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.</p>	<p><u>Disciplinary knowledge</u> <u>Performance</u> Demonstrate a recorded class performance of a taught song, using skills taught throughout the year.</p>

<p>To look back and consolidate your learning</p> <p>To understand some of the language of music.</p> <p>To listen and appraise classical music.</p> <p>To sing and play instruments within the song.</p> <p>To improvise using voices and instruments.</p> <p>To know how to compose a piece of music.</p>		<p>Introduce your performance to your audience.</p> <p>Evaluate your performance.</p> <p>Record the performance and talk about it afterwards.</p>
<p>Vocabulary</p> <p>Revise and revisit vocabulary from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.</p>	<p>National Curriculum Links</p> <p>History, English</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space.</p> <p>Consolidate the foundations of the language of music.</p>	<p>Links to other units</p> <p>All Year 1 Units</p>
<p>Year 2 Autumn Term A</p> <p><u>Hands, Feet, Heart</u></p>		
<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> To find a pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. 	<p><u>Disciplinary knowledge</u></p> <p><u>Musical Activity</u></p> <p>Find the pulse</p> <p>What animal can you be finding the pulse?</p> <p>Clapping Rhythms</p> <p>Copy and clap back rhythms</p> <p>Clap the rhythm of your name</p> <p>Make up your own rhythm</p>	<p><u>Disciplinary knowledge</u></p> <p><u>Performance</u></p> <p>A class performance of Hands, Feet, Heart.</p> <p>Introduce your performance to your audience. Can you include some funky moves?</p> <p>Evaluate: How did it make you feel?</p>

<ul style="list-style-type: none"> To be able to clap rhythms (long + short sounds whilst marching to the pulse) To know that rhythm is different to the pulse. To be able to copy and clap back rhythms and create simple rhythms. To recognise that songs sometimes have a question and answer section and a chorus. To play an instrument accurately and in time. To know how to play a simple melody using simple rhythms, and use as part of a performance. 	<p>Singing Sing Hands, Feet, Heart in groups</p> <p>Playing instruments using up to three notes – G or G, A + C. Which part did you play?</p> <p>Improvise using the notes C + D:</p> <ul style="list-style-type: none"> Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise Challenge 3 Improvise <p>Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Which notes did you use?</p>	<p>Record the performance and talk about it afterwards.</p>
<p>Vocabulary Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo</p>	<p>National Curriculum Links</p> <p>History and Geography</p> <p>South Africa and South African links Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p>	<p>Links to other units</p> <p>Tragic Story - Britten - KS2 (see Freestyle) Baroque - History of music (see Reflect, Rewind and Replay units) I Mun Be Married - Britten KS2 (see Freestyle) Begone Dull Care! - Britten KS2 (see Freestyle)</p>
<p>Year 2 Autumn Term B <u>Ho, Ho, Ho</u> <u>Visitor: Durham Music Service</u></p>		
<p><u>Substantive knowledge</u></p>	<p><u>Disciplinary knowledge</u> <u>Musical Activity</u></p>	<p><u>Disciplinary knowledge</u> <u>Performance</u></p>

<ul style="list-style-type: none"> • Be able to find a pulse. • To understand that songs have a musical style. This song has a rap in it - spoken word. • Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. • To be able to copy and clap rhythms (long + short sounds whilst marching to the pulse) and create own rhythms. • To understand that pitch is high and low sounds we add to the pulse and rhythm when we sing/play an instrument. • Play accurately and in time - Most will play G, A + B. • To be able to sing and rap together and in time. 	<p>Find the pulse You can march and find the pulse You can be rapper and find the pulse</p> <p>Clapping Rhythms Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite colour Make up your own rhythm</p> <p>Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.</p> <p>Playing instruments using up to three notes – G or G, A and B. Which part did you play?</p> <p>Singing: Rap and sing Ho Ho Ho. Improvise using words.</p>	<p>A class performance. Introduce your performance to your audience. Can you include some funky moves?</p> <p>Evaluate: How did it make you feel? How could you improve it further?</p> <p>Record the performance and talk about it afterwards.</p>
<p>Vocabulary</p> <p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo</p>	<p>National Curriculum Links</p> <p>RE, Literacy, History</p> <p>Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p>Links to other units</p> <p>Christmas units</p>
<p>Year 2 Spring Term A</p> <p><u>I Wanna Play In A Band</u></p>		
<p><u>Substantive knowledge</u></p>	<p><u>Disciplinary knowledge</u> <u>Musical Activity</u></p>	<p><u>Disciplinary knowledge</u> <u>Performance</u></p>

<ul style="list-style-type: none"> To find the pulse and know that this Unit is about Rock music. Recognise and name some of the instruments you hear: Keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear. To play accurately and in time: Most will play D + C, some will play G. F + C. To clap and copy rhythms (long + short sounds whilst marching to the pulse) To compose a simple melody using simple rhythms, and use as part of the performance. 	<p>Find the pulse - Child led.</p> <p>Clapping Rhythms Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite food Make up your own rhythms</p> <p>Singing in all the different styles.</p> <p>Playing instruments using up to three notes – F or D and C. Which part did you play?</p> <p>Improvise using the notes F + G:</p> <ul style="list-style-type: none"> Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise Challenge 3 Improvise <p>Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.</p>	<p>A class performance of I Wanna Play In A Band.</p> <p>Introduce your performance to your audience. Can you include some funky moves?</p> <p>Evaluate: How did it make you feel? How could you develop it further?</p> <p>Record the performance and talk about it afterwards.</p>
<p>Vocabulary Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>National Curriculum Links</p> <p>PSHCE, History</p> <p>Teamwork, working together. Historical context of musical styles.</p>	<p>Links to other units</p> <p>Livin' on a Prayer - KS2 (Scheme Year 5) Don't Stop Believin' - KS2 (see Freestyle)</p>
<p>Year 2 Spring Term B <u>Zootime</u></p>		
<p><u>Substantive knowledge</u></p>	<p><u>Disciplinary knowledge</u></p>	<p><u>Disciplinary knowledge</u></p>

<ul style="list-style-type: none"> • To find a pulse and understand what Reggae music is. • Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. • Understand the pulse and rhythm in Reggae songs. • To understand pitch in the songs taught • To sing and dance in time to the music • To play instrumental parts accurately and in time: Some will use C, most will use C + D. 	<p><u>Musical Activity</u></p> <p>Find the pulse Be an animal of your choice</p> <p>Clapping Rhythms Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite animal Make up your own rhythms</p> <p>Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.</p> <p>Singing and dancing – following a rhythm.</p> <p>Playing instruments using up to two notes – C or C + D. Which part did you play?</p> <p>Improvise using the notes C + D:</p> <ul style="list-style-type: none"> - Challenge 1 Clap and Improvise - Challenge 2 Sing, Play and Improvise - Challenge 3 Improvise <p>Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.</p>	<p><u>Performance</u></p> <p>A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves?</p> <p>Evaluate: How did it make you feel? How could you develop it further?</p> <p>Record the performance and talk about it afterwards.</p>
<p><u>Vocabulary</u></p> <p>Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p><u>National Curriculum Links</u></p> <p>Science, English, History</p> <p>Animals, poetry and the historical context of musical styles.</p>	<p><u>Links to other units</u></p> <p>Three Little Birds - KS2 (Scheme Year 3)</p>

<p>Year 2 Summer Term A</p> <p><u>Friendship Song</u></p> <p><u>Visitor: Durham Music Service</u></p>		
<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> • To be able to find a pulse and know that the unit is about friendship. • Be able to decide how to find a pulse in the taught song. • To be able to clap the rhythm in the taught song. • To sing in two parts. • To play instruments accurately and in time: Most will play E + G, some will play C. • To be able to improvise and compose a simple melody. 	<p><u>Disciplinary knowledge</u></p> <p><u>Musical Activity</u></p> <p>Find the pulse You can decide how to find the pulse.</p> <p>Clapping Rhythms Clap the rhythm of your name Clap the rhythm of your favourite colour Make up your own rhythms</p> <p>Singing in two-parts</p> <p>Playing instruments using up to three notes – C or E and G. Which part did you play?</p> <p>Improvise using the notes C + D</p> <ul style="list-style-type: none"> - Challenge 1 Clap and Improvise - Challenge 2 Sing, Play and Improvise - Challenge 3 Improvise <p>Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E. Which notes did you use?</p>	<p><u>Disciplinary knowledge</u></p> <p><u>Performance</u></p> <p>A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves?</p> <p>Evaluate: How did it make you feel? How can you develop it further?</p> <p>Record the performance and talk about it afterwards.</p>
<p><u>Vocabulary</u></p>	<p><u>National Curriculum Link</u></p> <p>PSHCE</p>	<p><u>Links to other units</u></p> <p>Bringing Us Together (Scheme Year 3)</p>

Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Friendship and being kind to one another.	
Year 2 Summer B <u>Reflect, Rewind and Replay</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To know five songs off by heart. 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. To understand that we add high and low sounds, pitch, when we sing and play our instruments. 	<u>Disciplinary knowledge</u> <u>Musical Activity</u> Revise and review disciplinary knowledge from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.	<u>Disciplinary knowledge</u> <u>Performance</u> Introduce your performance to your audience. Evaluate your performance. Record the performance and talk about it afterwards.
Vocabulary Revise and revisit vocabulary from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.	National Curriculum Links History Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	Links to other units All Year 2 Units
Year 3 Autumn Term A <u>Let Your Spirit Fly (RnB)</u>		
<u>Substantive knowledge</u>	<u>Disciplinary knowledge</u> <u>Musical Activity</u>	<u>Disciplinary knowledge</u> <u>Performance</u>

<ul style="list-style-type: none"> • To identify the piece's structure: Introduction, verse, chorus. • To Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. • To find the pulse while listening. • To be able to copy back, play, invent rhythmic and melodic patterns. • To be able to sing in 2 parts. • To play instrumental parts accurately and in time, as part of the performance. The easy part: F, G + C by ear. The medium part: E, F, G, A, B + C by ear and from notation • To be able to improvise and compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. 	<p>Find the structure: Introduction, verse, chorus.</p> <p>Instruments/voices you can hear: Male and female voices, bass, drums, guitar, keyboard, synthesizer.</p> <p>Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.</p> <p>Use a glocks and/or recorders</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part, using up to 3 notes – C, D + E.</p> <p>Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C, sometimes D Gold: C, D + E</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p>	<p>Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why.</p> <p>Record the performance and talk about it afterwards.</p>
<p>Vocabulary</p> <p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.</p>	<p>National Curriculum Links</p> <p>History</p> <p>Historical context of musical styles.</p>	<p>Links to other units</p> <p>Glockenspiel Stage 2 - KS2 (Scheme Year 4).</p>
<p>Year 3 Autumn Term B</p>		

<u>Glockenspiel Stage 1</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To be able to play and read the notes C, D, E + F. To be able to play the tunes taught within the unit. To understand how to improvise with Dee Cee's Blues using the notes C + D. To understand how to compose using the notes C, D, E + F. To understand and apply structure and dynamics to a song. 	<u>Disciplinary knowledge</u> <u>Musical Activity</u> <p>Learn to play and read the notes C, D, E + F.</p> <p>Learn to play these tunes:</p> <ul style="list-style-type: none"> ● Easy E ● Strictly D ● Play Your Music ● Drive ● Dee Cee's Blues ● What's Up ● D-E-F-initely ● Roundabout ● March of the Golden Guards ● Portsmouth <p>Improvise with Dee Cee's Blues using the notes C + D.</p> <p>Compose using the notes C, D, E + F.</p>	<u>Disciplinary knowledge</u> <u>Performance</u> <p>Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. The performance will include one or more of the following: Improvisations, instrumental performances, compositions</p> <p>Record the performance and talk about it afterwards.</p> <p>Evaluate: Did you enjoy it? What did you do well? What could you develop further?</p>
<u>Vocabulary</u> <p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.</p>	<u>National Curriculum Links</u> <p>English</p> <p>Introduction to the language of music, theory and composition.</p>	<u>Links to other units</u> <p>Glockenspiel Stage 2 - KS2 (Scheme Year 4). Using scores/notation in the units.</p>
Year 3 Spring Term A <u>Three Little Birds</u> <u>Visitor: Durham Music Service</u>		Composition

<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> To identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. To identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. To find the pulse and identify funky rhythms, tempo changes and dynamics. To know how to use glocks and/or recorders To be able to copy back, play, invent rhythmic and melodic patterns. To know how to sing in unison. To know how to play instrumental parts accurately and in time, as part of the performance. The easy part: G + A. The medium part: C + A. To be able to compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. 	<p><u>Disciplinary knowledge</u></p> <p><u>Musical Activity</u></p> <p>Find a structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.</p> <p>Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.</p> <p>Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.</p> <p>Play and copy back using up to 2 notes – C + D. Bronze: no notes Silver: C, sometimes D Gold: C + D challenge. Which challenge did you get to?</p> <p>Singing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Which part did you play?</p> <p>Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C + D Gold: C, D + E challenge. Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G</p>	<p><u>Disciplinary knowledge</u></p> <p><u>Performance</u></p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and talk about it afterwards.</p> <p>Evaluate: discuss their thoughts and feelings towards it afterwards. Did they enjoy it?</p>
<p><u>Vocabulary</u></p> <p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose,</p>	<p><u>National Curriculum Links</u></p> <p>Science, Geography, English, History</p> <p>Animals, Jamaica, poetry and the historical context of musical styles.</p>	<p><u>Links to other units</u></p> <p>Zootime - KS1 (Scheme Year 2).</p>

improvise, hook, riff, melody, Reggae, pentatonic scale.		
Year 3 Spring Term B <u>The Dragon Song</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To be able to identify the themes of kindness, respect, friendship, acceptance and happiness. To identify the instruments/voices: Keyboard, drums, bass, a female singer. To be able to explain how the words of the song tell a story? Does the music create a story in your imagination? What story? To know how to use glocks and/or recorders To be able to copy back, play, invent rhythmic and melodic patterns To know how to sing in 2 parts. To know how to play instrumental parts accurately and in time, as part of the performance. To be able to compose a simple melody using simple rhythms and use as part of the performance. 	<u>Disciplinary knowledge</u> <u>Musical Activity</u> <p>Themes: Kindness, respect, friendship, acceptance and happiness.</p> <p>Instruments/voices you can hear: Keyboard, drums, bass, a female singer. Do the words of the song tell a story? Does the music create a story in your imagination? What story?</p> <p>Use glocks and/or recorders</p> <p>Play and copy back using up to 3 notes – G + A. Bronze: no notes Silver: G, sometimes A Gold: G + A challenge. Which challenge did you get to?</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. Which part did you play? Improvise using up to 3 notes – G, A + B. Bronze: G Silver: G + A Gold: G, A + B challenge. Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)</p>	<u>Disciplinary knowledge</u> <u>Performance</u> <p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why.</p> <p>Record the performance and talk about it afterwards.</p> <p>The performance will include one or more of the following: Improvisations Instrumental performances Compositions</p>
Vocabulary	National Curriculum Links	Links to other units

Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody	PSHCE, Geography, Art Friendship, kindness, acceptance, the environment, creativity.	Friendship Song (Scheme Year 2). Bringing Us Together (Scheme Year 3).
Year 3 Summer Term A <u>Bringing Us Together</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To know how to find a pulse, funky rhythms, tempo changes and dynamics. To be able to identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. To be able to explain how the words of the song tell a story. To know how to use glocks and/or recorders To know how to copy back, play, invent rhythmic and melodic patterns. To be able to sing in 2 parts. To know how to play instrumental parts accurately and in time, as part of the performance. The easy part: C. To be able to compose a simple melody using simple rhythms. and 	<u>Disciplinary knowledge</u> <u>Musical Activity</u> Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. Instruments/voices you can hear: Keyboard, drums, bass, a female singer. Do the words of the song tell a story? Does the music create a story in your imagination? What story? Use glocks and/or recorders Sing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G. Which part did you play? Improvise using up to 2 notes – C + A. Bronze: C Silver: C, and sometimes A Gold: C + A challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)	<u>Disciplinary knowledge</u> <u>Performance</u> Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and talk about it afterwards. Evaluate: discuss thoughts and feelings towards it. Did they enjoy it?

use as part of the performance Using the notes: C, A + G.		
Vocabulary Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.	National Curriculum Links PSHCE Music unites us, friendship, kindness.	Links to other units Friendship Song (Scheme Year 2).
Year 3 Summer Term B <u>Reflect, Rewind and Replay</u>		
<u>Substantive knowledge</u> <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 To know how to find and demonstrate the pulse. To know the difference between pulse and rhythm. 	<u>Disciplinary knowledge</u> <u>Musical Activity</u> Revise and review disciplinary knowledge from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.	<u>Disciplinary knowledge</u> <u>Performance</u> Introduce your performance to your audience. Record the performance and talk about it afterwards. Evaluate your performance.

<ul style="list-style-type: none"> To know how pulse, rhythm and pitch work together to create a song. To know that every piece of music has a pulse/steady beat. To know the difference between a musical question and an answer. 		
Vocabulary Revise and revisit vocabulary from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.	National Curriculum Links History Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	Links to other units All Year 3 units.
Year 4 Autumn Term A <u>Mamma Mia</u> <u>Visitor: Durham Music Service</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. To Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. • To be able to find a pulse To use glocks and/or recorders. To copy back, play, invent rhythmic and melodic patterns. To sing in unison. 	<u>Disciplinary knowledge</u> <u>Musical Activity</u> Warm-up games play and copy back using up to 2 notes – G + A. Bronze: no notes Silver: G, sometimes A Gold: G + A challenge. Which challenge did you get to? Singing in unison	<u>Disciplinary knowledge</u> <u>Performance</u> Performance Task: Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

<ul style="list-style-type: none"> To play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance. To compose a simple melody using simple rhythms and use it as part of the performance. 	<p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B.</p> <p>Improvise using up to 3 notes – G, A + B. Bronze: G Silver: G, sometimes A Gold: G, A + B challenge. Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)</p>	
<p>Vocabulary</p> <p>Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>	<p>National Curriculum Links</p> <p>Literacy: Structure of songs linked to literacy. History: Music and styles of the 70s and 80s Geography: Sweden as a country.</p>	<p>Links to other units</p> <p>Other units that relate to the 80s Livin' On A Prayer - KS2 (Scheme Year 5).</p>
<p>Year 4 Autumn Term B</p> <p><u>Glockenspiel Stage 2 (or follow Stage 1 if Stage 1 not completed)</u></p>		
<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> To explore and develop playing skills using the glockenspiel. To understand more complex rhythm patterns. To revise, play and read notes To learn to play set tunes: 	<p><u>Disciplinary knowledge</u></p> <p><u>Musical Activity</u></p> <p>Learn more complex rhythm patterns.</p> <p>Revise, play and read the notes C, D, E, F + G.</p> <p>Learn to play these tunes: Mardi Gras Groovin'</p>	<p><u>Disciplinary knowledge</u></p> <p><u>Performance</u></p> <p>The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</p> <p>Record the performance and talk about it afterwards.</p>

<ul style="list-style-type: none"> To revisit set tunes from Stage 1 To compose music using the glockenspiel. 	<p>Two-Way Radio Flea Fly Rigadoon Mamma Mia</p> <p>Revisit these tunes from Stage 1: Portsmouth Strictly D Play Your Music Drive</p> <p>Compose using the notes C, D, E, F + G.</p>	<p>Performance Task: Decide how your class will introduce the performance. Tell your audience how you learnt the music and why.</p> <p>What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</p>
<p>Vocabulary</p> <p>Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure</p>	<p>National Curriculum Links</p> <p>English Language: Introduction to the language of music, theory and composition.</p>	<p>Links to other units</p> <p>Using scores / notation in all units.</p>
<p>Year 4 Spring Term A <u>Stop!</u></p>		
<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> To identify structure To identify instruments/voices To find a pulse To identify tempo changes and changes in dynamics To use glocks and/or recorders. To copy back, play, invent rhythmic and melodic patterns. To Sing and rap in unison and in parts. 	<p><u>Disciplinary knowledge</u> <u>Musical Activity</u></p> <p>Structure: Intro and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums. Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.</p> <p>Use glocks and/or recorders</p> <p>Play and copy back using up to 2 notes – C + D. Bronze: no notes</p>	<p><u>Disciplinary knowledge</u> <u>Performance</u></p> <p>Decide how your class will introduce the performance. Perhaps add some choreography?</p> <p>Tell your audience how you learnt this song and why.</p> <p>The performance will include one or more of the following: Improvisations • Compositions • Rapped lyrics that you composed</p>

<ul style="list-style-type: none"> To compose own rapped lyrics 	<p>Silver: C, sometimes D Gold: C + D challenge. Which challenge did you get to?</p> <p>Sing and rap in unison and in parts.</p> <p>Compose own rapped lyrics about bullying or another topic or theme that you decide.</p>	<p>Record the performance and talk about it afterwards.</p> <p>Reflection: What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</p>
<p>Vocabulary</p> <p>Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>	<p>National Curriculum Links</p> <p>PSHCE: Topics of bullying.</p>	<p>Links to other units</p> <p>The Fresh Prince Of Bel Air - KS2 (Scheme Year 5).</p>
<p>Year 4 Spring Term B</p> <p><u>Lean On Me</u></p>		
<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> To identify a piece's structure To identify specific instruments/voices To find a pulse whilst listening To identify tempo changes and changes in dynamics and texture To use glocks and/or recorders. To Sing in unison. To play instrumental parts accurately and in time 	<p><u>Disciplinary knowledge</u> <u>Musical Activity</u></p> <p>Structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.</p> <p>Instruments/voices you can hear: Male vocal, backing vocal, piano, bass, drums, organ. Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.</p> <p>Use glocks and/or recorders</p>	<p><u>Disciplinary knowledge</u> <u>Performance</u></p> <p>Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. The performance will include one or more of the following: Improvisations Instrumental performances Compositions</p> <p>Record the performance and talk about it afterwards.</p>

<ul style="list-style-type: none"> To improvise in the lessons and as part of the performance. To compose a simple melody using simple rhythms and use it as part of the performance. 	<p>Play and copy back using up to 2 notes – F + G. Bronze: no notes Silver: F, sometimes G Gold: F + G challenge. Which challenge did you get to?</p> <p>Sing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part (using up to 4 notes – C, E, F + G).</p> <p>Improvise using up to 3 notes – F, G + A. Bronze: F Silver: F + G Gold: F, G + A challenge. Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.</p>	<p>Reflection: What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</p>
<p>Vocabulary</p> <p>Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>	<p>National Curriculum Links</p> <p>History: Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. English: Analysing performance.</p>	<p>Links to other units</p> <p>A New Year Carol - Gospel version -KS2 (Scheme Year 6). Reflect, Rewind and Replay - History of Music.</p>
<p>Year 4 Summer Term A <u>Blackbird</u></p>		
<p><u>Substantive knowledge</u></p>	<p><u>Disciplinary knowledge</u> <u>Musical Activity</u></p>	<p><u>Disciplinary knowledge</u> <u>Performance</u></p>

<ul style="list-style-type: none"> • To identify themes • To identify instruments/voices • To use glocks and/or recorders. • To copy back, play, invent rhythmic and melodic patterns. • To sing in unison. • To play instrumental parts accurately and in time, as part of the performance. • To improvise in the lessons and as part of the performance. • To compose a simple melody using simple rhythms and use it as part of the performance. 	<p>Themes: Equality, civil rights.</p> <p>Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words of the song tell a story? Does the music create a story in your imagination? What story?</p> <p>Use glocks and/or recorders Play and copy back using 2 notes – C + D. Bronze: no notes Silver: C Gold: C, sometimes D challenge. Which challenge did you get to?</p> <p>Sing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part (using up to 3 notes – C, D + E).</p> <p>Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C, and sometimes D Gold: C, D + E challenge. Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p> <p>The performance will include one or more of the following: Improvisations Instrumental performances Compositions</p> <p>Reflection: What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</p>
Vocabulary	National Curriculum Links	Links to other units

Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo	PSHCE: Civil rights. History: The development of Pop music.	Dancing In The Street (Scheme Year 6).
Year 4 Summer Term B <u>Reflect, Rewind and Replay</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To know five songs from memory, who sang them or wrote them and the style. Know and be able to talk about pulse, rhythm, pitch, pulse and internal pulse To understand choir, leader or conductor, feelings, texture To know and be able to talk about instruments used in class and other instruments To be able to improvise To know and be able to talk about a composition and know different ways of recording compositions. 	<u>Disciplinary knowledge</u> <u>Musical Activity</u> Revise and review disciplinary knowledge from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.	<u>Disciplinary knowledge</u> <u>Performance</u> Present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why.
Vocabulary Revise and revisit vocabulary from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.	National Curriculum Links History: History of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space.	Links to other units All Year 4 units

	English Language: Consolidate the foundations of the language of music.	
Year 5 Autumn Term A <u>Livin' On A Prayer</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To identify a piece's structure To identify instruments/voices To find a pulse whilst listening To sing in unison. To play instrumental parts accurately and in time as part of the performance. To improvise in the lessons and as part of the performance. To compose a melody using simple rhythms and use as part of the performance. 	<u>Disciplinary knowledge</u> <p>Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.</p> <p>Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard. Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?</p> <p>Use glocks and/or recorders Play and copy back using up to 3 notes – G, A + B. Bronze: G Silver: G + A Gold: G, A + B. challenge. Which challenge did you get to?</p> <p>Sing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part (using G, A + B or D, E, F# + G).</p> <p>Improvise using up to 3 notes – G, A + B. Bronze: G Silver: G + A Gold: G, A + B challenge. Which challenge did you get to?</p>	<u>Disciplinary knowledge</u> <u>Performance</u> <p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why.</p> <p>Record the performance and talk about it afterwards.</p> <p>The performance will include one or more of the following: Improvisations Instrumental performances Compositions</p> <p>Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed? What are the 'style indicators' of Rock music? How do you know this is Rock music?</p>

	Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).	
<u>Vocabulary</u> Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	<u>National Curriculum Links</u> History: How rock music developed from the Beatles onwards. English: Analysing performance.	<u>Links to other units</u> I Wanna Play In A Band - KS1 (Scheme Year 2).
Year 5 Autumn Term B <u>Classroom Jazz 1</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To identify the structure (Three note Bossa) To identify the structure: (Five note Swing) To identify instruments/voices To play instrumental parts with the music by ear using set notes To improvise in a Bossa Nova style using set notes To improvise in a swing style using set notes 	<u>Disciplinary knowledge</u> <u>Listen and Appraise</u> Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated. Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated. Instruments/voices you can hear: Piano, bass, drums, glockenspiel <u>Musical Activity</u> Use glocks and/or recorders Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B. Did you play both? Which notes did you use?	<u>Disciplinary knowledge Performance</u> Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations Instrumental performances Reflection What did you like best about this Unit? Why? Was there anything you didn't

		<p>enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed? What are the 'style indicators' of Bossa Nova and Swing? How do you know this is Bossa Nova or swing music? Can you find out more about Bossa and Swing?</p>
<p><u>Vocabulary</u></p> <p>Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</p>	<p><u>National Curriculum Links</u></p> <p>History of music - Jazz in its historical context</p>	<p><u>Links to other units</u></p> <p>Classroom Jazz 2 - KS2 (Scheme Year 6). Supports improvisation generally in previous units.</p>
<p>Year 5 Spring Term A</p> <p><u>Make You Feel My Love</u></p>		
<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> To understand structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. To identify set instruments/voices To understand and find the pulse, tempo, dynamics and texture To sing in unison. To play instrumental parts accurately and in time as part of the performance. 	<p><u>Disciplinary knowledge</u></p> <p><u>Listen and Appraise</u></p> <p>Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.</p> <p>Instruments/voices you can hear: Strings, piano, guitar, bass, drums.</p> <p>Can you find the pulse as you are listening?</p> <p>Is the tempo fast, slow or inbetween? Dynamics? Texture?</p> <p><u>Musical Activity</u></p> <p>Use glocks and/or recorders</p> <p>Play and copy back using up to 3 notes – C, D + E.</p> <p>Bronze: C</p>	<p><u>Disciplinary knowledge</u></p> <p><u>Performance</u></p> <p>Decide how your class will introduce the performance. Perhaps add some choreography?</p> <p>Tell your audience how you learnt this song and why.</p> <p>The performance will include one or more of the following:</p> <p>Improvisations</p> <p>Instrumental performances</p> <p>Compositions</p>

<ul style="list-style-type: none"> To improvise in the lessons and as part of the performance. To compose a melody using simple rhythms and use as part of the performance. 	<p>Silver: C + D Gold: C, D + E challenge. Which challenge did you get to?</p> <p>Sing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part (using up to 3 notes – C, D + E).</p> <p>Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C + D Gold: C, D + E challenge Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G</p>	<p>Record the performance and talk about it afterwards.</p> <p>Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed? What are the 'style indicators' of a Pop ballad? How do you know this is a Pop ballad?</p>
<p><u>Vocabulary</u></p> <p>Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p><u>National Curriculum Links</u></p> <p>History: Historical context for ballads.</p>	<p><u>Links to other units</u></p> <p>Mamma Mia - KS2 (Scheme Year 4).</p>
<p>Year 5 Spring Term B <u>The Fresh Prince of Bel Air</u> <u>Visitor: Durham Music Service</u></p>		
<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> To identify the piece's structure To identify the instruments/voices 	<p><u>Disciplinary knowledge</u></p> <p><u>Listen and Appraise</u></p>	<p><u>Disciplinary knowledge</u> <u>Performance</u></p>

<ul style="list-style-type: none"> • To find the pulse whilst listening. • To use glocks and/or recorders • To understand the rhythm and pitch • To be able to sing/rap. • To play instrumental parts accurately and in time as part of the performance • To improvise in the lessons and as part of the performance. • To compose a melody using simple rhythms and use as part of the performance. 	<p>Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending</p> <p>Instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.</p> <p>Can you find the pulse as you are listening?</p> <p>Is the tempo fast, slow or inbetween? Dynamics? Texture?</p> <p><u>Musical Activity</u></p> <p>Use glocks and/or recorders</p> <p>Play and copy back using up to 3 notes – D, E + F.</p> <p>Bronze: D</p> <p>Silver: D + E</p> <p>Gold: D, E + F challenge.</p> <p>Which challenge did you get to?</p> <p>Singing/rapping in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part (using up to 3 notes – D, G + A).</p> <p>Improvise using up to 3 notes – D, E + F.</p> <p>Bronze: D</p> <p>Silver: D + E</p> <p>Gold: D, E + F challenge.</p> <p>Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.</p>	<p>Decide how your class will introduce the performance. Perhaps add some choreography?</p> <p>Tell your audience how you learnt this song and why.</p> <p>The performance will include one or more of the following: Improvisations Instrumental performances Compositions</p> <p>Record the performance and talk about it afterwards.</p> <p>Reflection</p> <p>What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed? What are the 'style indicators' of Hip Hop? How do you know this is Hip Hop? Are there other hip hop artists do you know or like listening to? Any young female rappers?</p>
<p><u>Vocabulary</u></p>	<p><u>National Curriculum Links</u></p>	<p><u>Links to other units</u></p> <p>Hey You! - KS1 (Scheme Year 1).</p>

Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	English: Option to make up (compose) own rap or words to the existing rap Art: graffiti art History: Historical context of musical styles.	
Year 5 Summer Term A <u>Dancing In The Street</u> <u>Visitor: Durham Music Service</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To identify the piece's structure To identify instruments/voices: To find the pulse whilst listening. To use glocks and/or recorders To copy back rhythm and pitch To sing in two parts. To play instrumental parts accurately and in time as part of the performance. To improvise in the lessons and as part of the performance. To compose a melody using simple rhythms and use as part of the performance. 	<u>Disciplinary knowledge</u> <u>Listen and Appraise</u> Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? <u>Musical Activity</u> Use glocks and/or recorders Play and copy back using up to 3 notes – F, G + A. Bronze: F Silver: F + G Gold: F, G + A challenge. Which challenge did you get to? Singing in unison and with backing vocals. Play instrumental parts with the song by ear and/or from notation using the easy or medium part - using up to 2 notes – F + G (complex rhythms).	<u>Disciplinary knowledge</u> <u>Performance</u> Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why The performance will include one or more of the following: Improvisations Instrumental performances Compositions Record the performance and talk about it afterwards. Reflection: What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed? What are the 'style indicators' of

	<p>Improvise using up to 3 notes – D, E + F. Bronze: D Silver: D + E Gold: D, E + F challenge Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G.</p>	Motown? How do you know this is Motown?
<p><u>Vocabulary</u></p> <p>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p><u>National Curriculum Links</u></p> <p>History: The history of Motown and its importance in the development of Popular music. PSHCE/History: Civil rights.</p>	<p><u>Links to other units</u></p> <p>Happy - KS2 (Year 6). Blackbird - KS2 (Year 4).</p>
<p>Year 5 Summer Term B <u>Reflect, Rewind and Replay</u></p>		
<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To find a pulse and copy back or invent rhythms To be able to copy back one-note riffs using simple and syncopated rhythm patterns To sing in unison and to sing backing vocals. 	<p><u>Disciplinary knowledge</u></p> <p>Revise and review disciplinary knowledge from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.</p>	<p><u>Disciplinary knowledge</u> <u>Performance</u></p> <p>Choose what to perform. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect.</p> <p>Record the performance and compare it to a previous performance.</p> <p>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”.</p>

<ul style="list-style-type: none"> • To explore singing solo. • To play a musical instrument with the correct technique within the context of the Unit song. • To improvise using instruments in the context of a song to be performed. • Create simple melodies using up to five different notes and simple rhythms 		
<u>Vocabulary</u> Revise and revisit vocabulary from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.	<u>National Curriculum Links</u> History: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Language: Consolidate the foundations of the language of music.	<u>Links to other units</u> All Year 5 units.
Year 6 Autumn Term A <u>Happy</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> • To be able to describe the style indicators of the song/music. 	<u>Disciplinary knowledge</u> <u>Listen and Appraise</u> What style indicators can you hear? Describe the structure? What instruments/voices you can hear?	<u>Disciplinary knowledge</u> <u>Performance</u> Decide how your class will introduce the performance. Perhaps add some

<ul style="list-style-type: none"> To be able to describe the structure of the song. To identify the instruments/voices they can hear. To talk about the musical dimensions used in the song. To use glocks and/or recorders To sing in two parts. To play instrumental parts accurately and in time as part of the performance. To improvise in the lessons and as part of the performance. To compose a melody using simple rhythms and use as part of the performance. 	<p>Describe the musical dimensions?</p> <p><u>Musical Activity</u> Use glocks and/or recorders Play and copy back using up to 3 notes – A, G + B. Bronze: A Silver: A + G Gold: A, G + B challenge. Which challenge did you get to?</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part (using up to 3 notes – A, G + B).</p> <p>Improvise using up to 3 notes – A, G + B. Bronze: A Silver: A + G Gold: A, G + B challenge. Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p>	<p>choreography? Tell your audience how you learnt this song and why.</p> <p>Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations Instrumental performances Compositions</p> <p>Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Do you have any strong thoughts or feelings you would to share about it?</p>
<p><u>Vocabulary</u></p> <p>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</p>	<p><u>National Curriculum Links</u></p> <p>PSHCE: What makes us happy? Video/project with musical examples.</p>	<p><u>Links to other units</u></p> <p>Motown - Happy KS2 (Year 6), Dancing In The Street KS2 (Year 5)</p>
<p>Year 6 Autumn Term B</p> <p><u>Classroom Jazz 2</u></p>		

<u>Visitor: Durham Music Service</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> • To be able to describe the style indicators of the song/music. • To be able to describe the structure of the song. • To identify the instruments/voices you can hear. • To talk about the musical dimensions used in the songs. • To use glocks and/or recorders • To play instrumental parts with the music by ear • To improvise in Bacharach Anorak • To improvise in a Blues style 	<u>Disciplinary knowledge</u> <p><u>Listen and Appraise</u> What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?</p> <p><u>Musical Activity</u> Use glocks and/or recorders</p> <p>Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).</p> <p>Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.</p> <p>Improvise in a Blues style using the notes C, Bb, G, F + C. Did you do both? Which notes did you use?</p>	<u>Disciplinary knowledge</u> <p><u>Performance</u> Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why.</p> <p>Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations Instrumental performances Compositions</p> <p>Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Do you have any strong thoughts or feelings you would to share about it? Can you find out more about these styles of music?</p>
<u>Vocabulary</u> Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	<u>National Curriculum Links</u> History: History of music - Jazz in its historical context	<u>Links to other units</u> Classroom Jazz 1 (Scheme Year 5). Supports improvisation generally in other units.

Year 6 Spring Term A <u>Benjamin Britten - A New Year Carol</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To be able to describe the style indicators of the song/music. To be able to describe the structure of the song. To identify the instruments/voices you can hear. To be able to talk about the musical dimensions used in the song. To use glocks and/or recorders. To be able to clap some of the rhythms used in the song. To understand some musical phrases that you will sing in the song. To be able to sing in unison. To be able to sing the song in its original style and the Urban Gospel version. 	<u>Disciplinary knowledge</u> <p><u>Listen and Appraise</u> What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? Mood and story told?</p> <p><u>Musical Activity</u> Use glocks and/or recorders Pulse, rhythm and pitch games: <ul style="list-style-type: none"> Learn to clap some of the the rhythms used in the song Learn some musical phrases that you will sing in the song Did you try the extension rhythm and pitch game?</p> <p>Singing in unison. Sing the song in its original style, and the Urban Gospel version.</p>	<u>Disciplinary knowledge</u> <u>Performance</u> <p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why.</p> <p>Record the performance and talk about it afterwards. Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Do you have any strong thoughts or feelings you would to share about it? What cover version are there of this song?</p>
<u>Vocabulary</u> <p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel</p>	<u>National Curriculum Links</u> <p>History: The historical context of Gospel music and Bhangra.</p>	<u>Links to other units</u> <p>Christmas units: Lean On Me - Gospel - KS2 (Scheme Year 4). In The Groove - Bhangra - KS1 (Scheme Year 1).</p>
Year 6 Spring Term B <u>You've Got A Friend</u>		Composition

<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> • To know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting • To be able to keep the internal pulse. • To describe the style indicators of the song/music. • To describe the structure of the song. • To identify the instruments/voices you can hear. • To talk about the musical dimensions used in the song. • To sing in unison. • To play instrumental parts accurately and in time as part of the performance. • To improvise in the lessons and as part of the performance. • To compose a melody using simple rhythms and use as part of the performance. 	<p><u>Disciplinary knowledge</u></p> <p><u>Listen and Appraise</u> What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?</p> <p><u>Musical Activity</u> Use glocks and/or recorders Play and copy back using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge. Which challenge did you get to?</p> <p>Singing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part (using up to 4 notes – B, A + G and C, D, E + F).</p> <p>Improvise using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.</p>	<p><u>Disciplinary knowledge Performance</u></p> <p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why.</p> <p>Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations Instrumental performances Compositions</p> <p>Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Do you have any strong thoughts or feelings you would to share about it?</p>
<p><u>Vocabulary</u></p>	<p><u>National Curriculum Links</u></p>	<p><u>Links to other units</u></p>

Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	History: Her importance as a female composer in the world of popular music.	Make You Feel My Love - Adele KS2 (Year 5).
Year 6 Summer Term A <u>Music and Me</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> To understand own contribution to composition To be able to talk about the music of the featured artists To be able to talk about any musical connection with previous knowledge and understanding To understand why four female artists were chosen for this unit To use key words or themes and relate them to yourself To be able to explain the planning and writing of your composition in broad terms 	<u>Disciplinary knowledge</u> <p>Listen & Appraise music from four different inspirational female artists</p> <p>As you listen to each of the featured artists, think about: What could you hear? Did you recognise any instrumental sounds or voices? Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to?</p> <p>About the Artists</p> <p>Develop knowledge of each artist, including key words and phrases. How do they each go about creating music? How has creating music helped them to build their confidence? How do you know that making music and performing makes them happy? What do they say about themselves through their music?</p> <p>Create</p> <p>Write own music using 'Music and Me' ('Identity') as theme. From the list below, which options and which tools did you choose? Did you work alone? Or in a group?</p>	<u>Disciplinary knowledge</u> <u>Performance</u> <p>Decide how your group will introduce your composition and how much you will tell your audience about it. How did you put your identity into the music and the performance?</p> <p>Record the performance and talk about it afterwards.</p> <p>Reflection</p> <p>What are you most proud of about the music you have written? Do you have any strong thoughts or feelings you would to share about it? What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?</p>

	<ul style="list-style-type: none"> -Which 'beat' did you use? -Music Explorer -An instrument -Write a rap -Write lyrics for a song -Use 'Quickbeats' -A combination of the above -Interview each other 	
<u>Vocabulary</u> Gender, racism, rap, lyrics, turntablist, Djing, producer, Electronic and Acoustic music.	<u>National Curriculum Links</u> PHSCE: Exploring the concept of 'identity'. Gender with reference to social and cultural differences.	<u>Links to other units</u> All units using female artists.
Year 6 Summer Term B <u>Reflect, Rewind and Replay</u> <u>Visitor: Durham Music Service</u>		
<u>Substantive knowledge</u> <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • To find the pulse and copy back rhythms and one, two or three-note riffs using simple and syncopated rhythm patterns • To sing in unison and to sing backing vocals. 	<u>Disciplinary knowledge</u> Revise and review disciplinary knowledge from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.	<u>Disciplinary knowledge</u> <u>Performance</u> Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

<ul style="list-style-type: none"> • To play a musical instrument with the correct technique within the context of the Unit song. • To improvise using instruments in the context of a song to be performed. • To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. 		
<p><u>Vocabulary</u></p> <p>Revise and revisit vocabulary from Autumn A, Autumn B, Spring 1, Spring 2 and Summer A.</p>	<p><u>National Curriculum Links</u></p> <p>History: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space.</p> <p>Language: Consolidate the foundations of the language of music.</p>	<p><u>Links to other units</u></p> <p>All Year 6 units.</p>