



Phase 3 Planning – Music

Term	Topic(s)	Values	Skills and Knowledge
EY Term 1.1			<p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
EY Term 1.2			
			<p>Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children’s interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning</p> <p>These opportunities may include : Using Klaves to hear and play a rhythmic beat Singing daily Listening to a variety of music styles and music from different eras, learning about musicians as our “person of the week”</p> <p>We discuss and explore Bob Marley, The Beatles, Nirvana, Aretha Franklin, ABBA, Jake Bugg, Queen, The BeeGees, The Stone Roses, music for relaxation, music for yoga and mindfulness. Values: Equality, Creativity and Innovation, Exploration, Pride.</p>
Y1 Term 1.1	Hey You Style of main song: Old School Hip-Hop Unit theme: How pulse, rhythm and	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise Knowledge: To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. Skills: To learn how they can enjoy moving to music.</p> <p>Games Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words.</p>



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	pitch work together.		<p>Skills: These are games which embed pulse, rhythm and pitch.</p> <p>Singing Knowledge: To confidently sing or rap five songs from memory and sing them in unison Skills: Learn about voices, singing notes of different pitches (high and low). Make different types of sounds with their voices.</p> <p>Improvisation: Knowledge: Improvisation is about making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance Knowledge: A performance is sharing music with other people, called an audience. Skills: Choose a song they have learnt from the Scheme and perform it. Record the performance and say how they were feeling about it.</p>
Y1 Term 1.2	Rhythm In The Way We Walk and The Banana Rap Style of main song: Reggae	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise Knowledge: To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. Skills: To learn how they can enjoy moving to music.</p> <p>Games Knowledge: To know that music has a steady pulse.</p>



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	<p>Unit theme: Pulse, rhythm and pitch, rapping, dancing and singing.</p>		<p>To know that we can create rhythms from words. Skills: These are games which embed pulse, rhythm and pitch.</p> <p>Singing Knowledge: To confidently sing or rap five songs from memory and sing them in unison Skills: Learn about voices, singing notes of different pitches (high and low). Make different types of sounds with their voices.</p> <p>Improvisation: Knowledge: Improvisation is about making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance Knowledge: A performance is sharing music with other people, called an audience. Skills: Choose a song they have learnt from the Scheme and perform it. Record the performance and say how they were feeling about it.</p>
<p>Y2 Term 1.1</p>	<p>Hands, Feet, Heart Style of main song: Afropop, South African</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: To know songs off by heart. To know some songs have a chorus. To know that songs have a musical style. Skills: To learn how they can enjoy moving to music. To learn how songs can tell a story or describe an idea.</p>



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	<p>Unit theme: South African music</p>	<p>Games Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words and are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Singing Knowledge: To confidently know and sing songs from memory. To know and understand unison. Songs include other ways of using the voice e.g. rapping. To know why we need to warm up our voices. Skills: Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p> <p>Playing Knowledge: Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Skills: Treat instruments carefully and with respect. Play the part in time with the steady pulse. Follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: Improvisation is making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose.</p>
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			<p>Skills: Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance Knowledge: A performance is sharing music with an audience. Skills: Choose a song they have learnt and perform it. Record the performance and say how they were feeling about it.</p>
Y2 Term 1.2	Ho, Ho, Ho Style of main song: A song with rapping and improvising for Christmas Unit theme: Festivals and Christmas	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise Knowledge: To know songs off by heart. To know some songs have a chorus. To know that songs have a musical style. Skills: To learn how they can enjoy moving to music. To learn how songs can tell a story or describe an idea.</p> <p>Games Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words and are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Singing Knowledge: To confidently know and sing songs from memory. To know and understand unison. Songs include other ways of using the voice e.g. rapping. To know why we need to warm up our voices. Skills: Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p>



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			<p>Playing Knowledge: Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Skills: Treat instruments carefully and with respect. Play the part in time with the steady pulse. Follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: Improvisation is making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance Knowledge: A performance is sharing music with an audience. Skills: Choose a song they have learnt and perform it. Record the performance and say how they were feeling about it.</p>
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Term	Topic(s)	Values	Skills and Knowledge
EY Term 2.1	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs;</p>		
EY Term 2.2	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children’s interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning</p> <p>These opportunities may include : Using Klaves to hear and play a rhythmic beat Singing daily Listening to a variety of music styles and music from different eras, learning about musicians as our “person of the week”</p> <p>We discuss and explore Bob Marley, The Beatles, Nirvana, Aretha Franklin, ABBA, Jake Bugg, Queen, The BeeGees, The Stone Roses, music for relaxation, music for yoga and mindfulness. Values: Equality, Creativity and Innovation, Exploration, Pride.</p>		
Y1 Term 2.1	In the Groove Style of Main Song: Blues, Baroque, Latin,	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise Knowledge: To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. Skills: To learn how they can enjoy moving to music.</p> <p>Games</p>



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	<p>Bhangra, Folk, Funk Unit theme: How to be in the groove with different styles of music.</p>	<p>Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words. Skills: These are games which embed pulse, rhythm and pitch.</p> <p>Singing Knowledge: To confidently sing or rap five songs from memory and sing them in unison Skills: Learn about voices, singing notes of different pitches (high and low). Make different types of sounds with their voices.</p> <p>Playing Knowledge: Names of the notes. Learn the names of the instruments they are playing. Skills: Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: Improvisation is about making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance Knowledge: A performance is sharing music with other people, called an audience. Skills: Choose a song they have learnt from the Scheme and perform it. Record the performance and say how they were feeling about it.</p>
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<p>Y1 Term 2.2</p>	<p>Round and Round Style of Main Song: Bossa Nova Unit theme: Pulse, rhythm and pitch in different styles of music.</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. Skills: To learn how they can enjoy moving to music.</p> <p>Games Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words. Skills: These are games which embed pulse, rhythm and pitch.</p> <p>Singing Knowledge: To confidently sing or rap five songs from memory and sing them in unison Skills: Learn about voices, singing notes of different pitches (high and low). Make different types of sounds with their voices.</p> <p>Playing Knowledge: Names of the notes. Learn the names of the instruments they are playing. Skills: Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: Improvisation is about making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help to create a simple melody using one, two or three notes.</p>
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			<p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance Knowledge: A performance is sharing music with other people, called an audience. Skills: Choose a song they have learnt from the Scheme and perform it. Record the performance and say how they were feeling about it.</p>
<p>Y2 Term 2.1</p>	<p>I Wanna Play in a Band Style of main song: Rock Unit theme: Playing together in a band</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: To know songs off by heart. To know some songs have a chorus. To know that songs have a musical style. Skills: To learn how they can enjoy moving to music. To learn how songs can tell a story or describe an idea.</p> <p>Games Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words and are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Singing Knowledge: To confidently know and sing songs from memory. To know and understand unison. Songs include other ways of using the voice e.g. rapping. To know why we need to warm up our voices. Skills: Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position.</p>



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			<p>Learn to start and stop singing when following a leader.</p> <p>Playing Knowledge: Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Skills: Treat instruments carefully and with respect. Play the part in time with the steady pulse. Follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: Improvisation is making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance Knowledge: A performance is sharing music with an audience. Skills: Choose a song they have learnt and perform it. Record the performance and say how they were feeling about it.</p>
<p>Y2 Term 2.2</p>	<p>Zootime Style of main song: Reggae Unit theme: Reggae and animals</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: To know songs off by heart. To know some songs have a chorus. To know that songs have a musical style. Skills: To learn how they can enjoy moving to music. To learn how songs can tell a story or describe an idea.</p> <p>Games</p>



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			<p>Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words and are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Singing Knowledge: To confidently know and sing songs from memory. To know and understand unison. Songs include other ways of using the voice e.g. rapping. To know why we need to warm up our voices. Skills: Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p> <p>Playing Knowledge: Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Skills: Treat instruments carefully and with respect. Play the part in time with the steady pulse. Follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: Improvisation is making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help create three simple melodies with the Units using one, three or five different notes.</p>
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			<p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance</p> <p>Knowledge: A performance is sharing music with an audience.</p> <p>Skills: Choose a song they have learnt and perform it. Record the performance and say how they were feeling about it.</p>
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Term	Topic(s)	Values	Skills and Knowledge
EY Term 3.1	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs;</p>		
EY Term 3.2	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Children in Reception will be provided with enrichment and opportunities that enable them to develop the skills and knowledge within this area of learning. These opportunities and plans will follow the Early Years planning cycle Observe/Plan/Do/Review, following the children’s interests, strengths and needs. Children will be supported to develop the Characteristics of Effective Learning</p> <p>These opportunities may include : Using Klaves to hear and play a rhythmic beat Singing daily Listening to a variety of music styles and music from different eras, learning about musicians as our “person of the week”</p> <p>We discuss and explore Bob Marley, The Beatles, Nirvana, Aretha Franklin, ABBA, Jake Bugg, Queen, The BeeGees, The Stone Roses, music for relaxation, music for yoga and mindfulness. Values: Equality, Creativity and Innovation, Exploration, Pride.</p>		
Y1 Term 3.1	Your Imagination Style of Main Song: Pop Unit theme: Using your imagination.	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise Knowledge: To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.</p> <p>Skills: To learn how they can enjoy moving to music.</p> <p>Games</p>



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			<p>Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words.</p> <p>Skills: These are games which embed pulse, rhythm and pitch.</p> <p>Singing</p> <p>Knowledge: To confidently sing or rap five songs from memory and sing them in unison</p> <p>Skills: Learn about voices, singing notes of different pitches (high and low). Make different types of sounds with their voices.</p> <p>Playing</p> <p>Knowledge: Names of the notes. Learn the names of the instruments they are playing.</p> <p>Skills: Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Follow musical instructions from a leader.</p> <p>Improvisation:</p> <p>Knowledge: Improvisation is about making up your own tunes on the spot.</p> <p>Composition:</p> <p>Knowledge: Composing is like writing a story with music. Everyone can compose.</p> <p>Skills: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance</p> <p>Knowledge: A performance is sharing music with other people, called an audience.</p> <p>Skills: Choose a song they have learnt from the Scheme and perform it. Record the performance and say how they were feeling about it.</p>
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<p>Y1 Term 3.2</p>	<p>Reflect, Rewind & Replay Style of Main Song: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music.</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. Skills: To learn how they can enjoy moving to music.</p> <p>Games Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words. Skills: These are games which embed pulse, rhythm and pitch.</p> <p>Singing Knowledge: To confidently sing or rap five songs from memory and sing them in unison Skills: Learn about voices, singing notes of different pitches (high and low). Make different types of sounds with their voices.</p> <p>Playing Knowledge: Names of the notes. Learn the names of the instruments they are playing. Skills: Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: Improvisation is about making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help to create a simple melody using one, two or three notes.</p>
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			<p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance Knowledge: A performance is sharing music with other people, called an audience. Skills: Choose a song they have learnt from the Scheme and perform it. Record the performance and say how they were feeling about it.</p>
Y2 Term 3.1	<p>Friendship Song Style of Main Song: Pop Unit theme: A song about being friends</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: To know songs off by heart. To know some songs have a chorus. To know that songs have a musical style. Skills: To learn how they can enjoy moving to music. To learn how songs can tell a story or describe an idea.</p> <p>Games Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words and are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Singing Knowledge: To confidently know and sing songs from memory. To know and understand unison. Songs include other ways of using the voice e.g. rapping. To know why we need to warm up our voices. Skills: Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p>



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			<p>Playing Knowledge: Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Skills: Treat instruments carefully and with respect. Play the part in time with the steady pulse. Follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: Improvisation is making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance Knowledge: A performance is sharing music with an audience. Skills: Choose a song they have learnt and perform it. Record the performance and say how they were feeling about it.</p>
<p>Y2 Term 3.2</p>	<p>Reflect, Rewind & Replay Style of Main Song: Classical Unit theme: The history of music, look back and</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: To know songs off by heart. To know some songs have a chorus. To know that songs have a musical style. Skills: To learn how they can enjoy moving to music. To learn how songs can tell a story or describe an idea.</p> <p>Games Knowledge: To know that music has a steady pulse. To know that we can create rhythms from words and</p>



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	<p>consolidate your learning, learn some of the language of music.</p>	<p>are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Singing Knowledge: To confidently know and sing songs from memory. To know and understand unison. Songs include other ways of using the voice e.g. rapping. To know why we need to warm up our voices. Skills: Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p> <p>Playing Knowledge: Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Skills: Treat instruments carefully and with respect. Play the part in time with the steady pulse. Follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: Improvisation is making up your own tunes on the spot.</p> <p>Composition: Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance</p>
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			<p>Knowledge: A performance is sharing music with an audience.</p> <p>Skills: Choose a song they have learnt and perform it. Record the performance and say how they were feeling about it.</p>
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Term	Topic(s)	Values	Skills and Knowledge
Y3 Term 1.1	Let Your Spirit Fly Style of Main Song: RnB Unit theme: RnB and other styles	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise</p> <p>Knowledge: To know five songs from memory and who sang them or wrote them. To know the style of a song. To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and pitch), Main sections of the song, Name some of the instruments they heard in the song</p> <p>Skills: To confidently identify and move to the pulse. To think about what the words of a song mean. Listen carefully and respectfully to other people’s thoughts about the music.</p> <p>Games</p> <p>Knowledge: 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.</p> <p>Skills: Find the Pulse Clap and say back rhythms Create your own simple rhythm patterns Copy pitch back using 2 notes Copy pitch back and vocal warm-ups</p> <p>Singing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ○ A choir ○ Leader or conductor ○ Songs can make you feel different things ○ You must listen to each other when singing as part of an ensemble or large group



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			<ul style="list-style-type: none"> ○ To know why you must warm up your voice <p>Skills: To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing.</p> <p>Improvisation: Knowledge: To be able to talk about improvisation:</p> <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ It is not written down and belongs to them ○ To know that if you improvise using the notes you are given, you cannot make a mistake. <p>Skills: Improvise using instruments in the context of the song they are learning to perform.</p> <p>Composition: Knowledge: To know and be able to talk about: 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.) Skills: Help create at least one simple melody using one, three or five different notes. Record the composition.</p> <p>Performance Knowledge: To know and be able to talk about: You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music Skills: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To discuss the performance - how they were feeling, what they were pleased with what they would change and why.</p>
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<p>Y3 Term 1.2</p>	<p>Glockenspiel Stage 1 Unit theme: Exploring & developing playing skills</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: To know five songs from memory and who sang them or wrote them. To know the style of a song. To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and pitch), Main sections of the song, Name some of the instruments they heard in the song Skills: To confidently identify and move to the pulse. To think about what the words of a song mean. Listen carefully and respectfully to other people’s thoughts about the music.</p> <p>Games Knowledge: 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. Skills: Find the Pulse Clap and say back rhythms Create your own simple rhythm patterns Copy pitch back using 2 notes Copy pitch back and vocal warm-ups</p> <p>Playing Knowledge: To be able to talk about the instruments used in class (a glockenspiel)</p> <p>Skills: To treat instruments carefully and with respect. Play any one of the differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part</p>
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		<p>To listen to and follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: To be able to talk about improvisation: <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ It is not written down and belongs to them ○ To know that if you improvise using the notes you are given, you cannot make a mistake. Skills: Improvise using instruments in the context of the song they are learning to perform.</p> <p>Composition: Knowledge: To know and be able to talk about: 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.) Skills: Help create at least one simple melody using one, three or five different notes. Record the composition.</p> <p>Performance Knowledge: To know and be able to talk about: You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music Skills: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To discuss the performance - how they were feeling, what they were pleased with what they would change and why.</p>
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<p>Y4 Term 1.1</p>	<p>Mamma Mia Style of Main Song: Pop Unit theme: ABBA's music</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: 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:</p> <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. <p>Skills:</p> <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. <p>Games Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Skills: Find the pulse</p>
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Phase 3 Planning – Music

			<p>Clap and say back rhythms Pitch Copy Back Using 2 Notes Pitch Copy Back and Vocal Warm-ups</p> <p>Singing Knowledge: To know and be able to talk about:</p> <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 ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice <p>Skills:</p> <ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To listen to the group when singing. <p>Playing Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class. ● Other instruments they might play or be played in a band or orchestra or by their friends. <p>Skills:</p> <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part. ● To listen to and follow musical instructions from a leader. <p>Improvisation:</p>
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Phase 3 Planning – Music

		<p>Knowledge: 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 ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song they are learning to perform.</p> <p>Composition:</p> <p>Knowledge: 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.) <p>Skills:</p> <ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● You need to know and have planned everything that will be performed ● It involves communicating feelings, thoughts and ideas about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.
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Phase 3 Planning – Music

<p>Y4 Term 1.2</p>	<p>Glockenspiel 2 Style of Main Song: Mixed styles Unit theme: Exploring and developing playing skills using the glockenspiel</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: 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:</p> <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. <p>Skills:</p> <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words. <p>Games Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Skills: Find the pulse</p>
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Phase 3 Planning – Music

			<p>Clap and say back rhythms</p> <p>Playing Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none">● The instruments used in class.● Other instruments they might play or be played in a band or orchestra or by their friends. <p>Skills:</p> <ul style="list-style-type: none">● To treat instruments carefully and with respect.● Play a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part.● To listen to and follow musical instructions from a leader. <p>Improvisation: Knowledge: 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● It is not written down and belongs to them.● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song they are learning to perform.</p> <p>Composition: Knowledge: 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.) <p>Skills:</p> <ul style="list-style-type: none">● Help create at least one simple melody using one, three or all five different notes.● Plan and create a section of music that can be performed within the context of the unit song.● Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.● Record the composition.
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Phase 3 Planning – Music

			<p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● You need to know and have planned everything that will be performed ● It involves communicating feelings, thoughts and ideas about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.
<p>Y5 Term 1.1</p>	<p>Livin' On a Prayer Style of Main Song: Rock Unit theme: Rock Anthems</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise</p> <p>Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> ● 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 ○ The lyrics ○ Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs ○ Name some of the instruments they heard ○ The historical context of the songs. What else was going on at this time? <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people's thoughts about the music. ● Talk about the music and how it makes you feel



Phase 3 Planning – Music

			<p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none">● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song● How to keep the internal pulse● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none">○ Find the pulse○ Copy back rhythms based on the words of the main song○ Copy back one-note riffs○ Copy back two-note riffs by ear and with notation <p>Singing</p> <p>Knowledge:</p> <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:○ The meaning of the lyrics○ The importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none">● To sing in unison and to sing backing vocals.● To listen to the group when singing.● To demonstrate a good singing posture.● To follow a leader when singing.● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none">● Different ways of writing music down – e.g. staff notation, symbols
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p> <ul style="list-style-type: none"> ● Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part. ● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: 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 ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p> <p>Composition:</p> <p>Knowledge: 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 <p>Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes ● Explain the keynote or home note and the structure of the melody. ● Make musical decisions about how the melody connects with the song. ● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Everything that will be performed must be planned and learned
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and articulate them. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Y5 Term 1.2	Classroom Jazz 1 Style of Main Song: Bossa Nova and Swing Unit theme: Jazz and Improvisation	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise</p> <p>Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> ● 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 ○ The lyrics ○ Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs ○ Name some of the instruments they heard ○ The historical context of the songs. What else was going on at this time? <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people’s thoughts about the music. ● Talk about the music and how it makes you feel <p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p>



Phase 3 Planning – Music

		<ul style="list-style-type: none">○ Find the pulse○ Copy back rhythms based on the words of the main song○ Copy back one-note riffs○ Copy back two-note riffs by ear and with notation <p>Singing</p> <p>Knowledge:</p> <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">○ The meaning of the lyrics○ The importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none">● To sing in unison and to sing backing vocals.● To listen to the group when singing.● To demonstrate a good singing posture.● To follow a leader when singing.● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none">● Different ways of writing music down – e.g. staff notation, symbols● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p> <ul style="list-style-type: none">● Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part.● To listen to and follow musical instructions from a leader.
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Phase 3 Planning – Music

		<p>Improvisation: Knowledge: 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 ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p> <p>Composition: Knowledge: 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 <p>Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes ● Explain the keynote or home note and the structure of the melody. ● Make musical decisions about how the melody connects with the song. ● Record the composition. <p>Performance Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Everything that will be performed must be planned and learned ● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and articulate them. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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Phase 3 Planning – Music

<p>Y6 Term 1.1</p>	<p>Happy Style of Main Song: Pop/Neo Soul Unit theme: Being happy!</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: ● 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:</p> <ul style="list-style-type: none"> ○ The style indicators of the songs ○ The lyrics ○ Any musical dimensions ○ Identify the structure of the songs ○ Name some of the instruments used in the songs ○ The 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 <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people’s thoughts about the music. ● Talk about the music and how it makes you feel, using musical language to describe the music. <p>Games Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none"> ● Copy back rhythms based on the words of the main song, that include syncopation/off beat ● Copy back one-note riffs
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Phase 3 Planning – Music

		<ul style="list-style-type: none"> ● Copy back two-note riffs by ear and with notation ● Question and answer using two different notes ● Find the pulse <p>Singing</p> <p>Knowledge:</p> <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 the meaning of the lyrics ● To know and explain the importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p> <ul style="list-style-type: none"> ● Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part ● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: 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
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p> <p>Composition:</p> <p>Knowledge: 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 <p>Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes ● Make musical decisions about how the melody connects with the song. ● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Everything that will be performed must be planned and learned ● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Y6 Term 1.2	Classroom Jazz 2 Style of Main Song: Bacharach and Blues	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise</p> <p>Knowledge:</p> <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:



Phase 3 Planning – Music

	<p>Unit theme: Jazz, improvisation and composition</p>	<ul style="list-style-type: none"> ○ The style indicators of the songs ○ The lyrics ○ Any musical dimensions ○ Identify the structure of the songs ○ Name some of the instruments used in the songs ○ The 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 <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people’s thoughts about the music. ● Talk about the music and how it makes you feel, using musical language to describe the music. <p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none"> ● Copy back rhythms based on the words of the main song, that include syncopation/off beat ● Copy back one-note riffs ● Copy back two-note riffs by ear and with notation ● Question and answer using two different notes ● Find the pulse <p>Singing</p> <p>Knowledge:</p>
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Phase 3 Planning – Music

			<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 the meaning of the lyrics ● To know and explain the importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p> <ul style="list-style-type: none"> ● Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part ● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: 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 ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p> <p>Composition:</p> <p>Knowledge: To know and be able to talk about:</p>
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Phase 3 Planning – Music

		<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 <p>Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes ● Make musical decisions about how the melody connects with the song. ● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Everything that will be performed must be planned and learned ● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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Phase 3 Planning – Music

Term	Topic(s)	Values	Skills and Knowledge
Y3 Term 2.1	Three Little Birds Style of Main Song: Reggae Unit theme: Reggae and animals	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise</p> <p>Knowledge: To know five songs from memory and who sang them or wrote them. To know the style of a song. To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and pitch), Main sections of the song, Name some of the instruments they heard in the song</p> <p>Skills: To confidently identify and move to the pulse. To think about what the words of a song mean. Listen carefully and respectfully to other people’s thoughts about the music.</p> <p>Games</p> <p>Knowledge: 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.</p> <p>Skills: Find the Pulse Clap and say back rhythms Create your own simple rhythm patterns Copy pitch back using 2 notes Copy pitch back and vocal warm-ups</p> <p>Singing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ○ A choir ○ Leader or conductor ○ Songs can make you feel different things ○ You must listen to each other when singing as part of an ensemble or large group ○ To know why you must warm up your voice



Phase 3 Planning – Music

			<p>Skills: To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing.</p> <p>Playing Knowledge: To be able to talk about the instruments used in class (a glockenspiel, a recorder) Skills: To treat instruments carefully and with respect. Play any one of the differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part To listen to and follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: To be able to talk about improvisation: <input type="checkbox"/> Improvisation is making up your own tunes on the spot <input type="checkbox"/> It is not written down and belongs to them <input type="checkbox"/> To know that if you improvise using the notes you are given, you cannot make a mistake. Skills: Improvise using instruments in the context of the song they are learning to perform.</p> <p>Composition: Knowledge: To know and be able to talk about: 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.) Skills: Help create at least one simple melody using one, three or five different notes. Record the composition.</p> <p>Performance Knowledge: To know and be able to talk about: You need to know and have planned everything that will be performed</p>
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Phase 3 Planning – Music

			<p>It involves communicating feelings, thoughts and ideas about the song/music</p> <p>Skills: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To discuss the performance - how they were feeling, what they were pleased with what they would change and why.</p>
<p>Y3 Term 2.2</p>	<p>The Dragon Song Style of Main Song: A Pop song that tells a story Unit theme: Music from around the world, celebrating our differences and being kind to one another</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise</p> <p>Knowledge: To know five songs from memory and who sang them or wrote them. To know the style of a song. To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and pitch), Main sections of the song, Name some of the instruments they heard in the song</p> <p>Skills: To confidently identify and move to the pulse. To think about what the words of a song mean. Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Games</p> <p>Knowledge: 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.</p> <p>Skills: Find the Pulse Clap and say back rhythms Create your own simple rhythm patterns Copy pitch back using 2 notes Copy pitch back and vocal warm-ups</p> <p>Singing</p> <p>Knowledge: To know and be able to talk about:</p>



Phase 3 Planning – Music

			<ul style="list-style-type: none"> ○ A choir ○ Leader or conductor ○ Songs can make you feel different things ○ You must listen to each other when singing as part of an ensemble or large group ○ To know why you must warm up your voice <p>Skills: To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing.</p> <p>Playing Knowledge: To be able to talk about the instruments used in class (a glockenspiel, a recorder) Skills: To treat instruments carefully and with respect. Play any one of the differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part To listen to and follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: To be able to talk about improvisation: ○ Improvisation is making up your own tunes on the spot ○ It is not written down and belongs to them ○ To know that if you improvise using the notes you are given, you cannot make a mistake. Skills: Improvise using instruments in the context of the song they are learning to perform.</p> <p>Composition: Knowledge: To know and be able to talk about: 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.) Skills: Help create at least one simple melody using one, three or five different notes.</p>
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Phase 3 Planning – Music

			<p>Record the composition.</p> <p>Performance Knowledge: To know and be able to talk about: You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music Skills: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To discuss the performance - how they were feeling, what they were pleased with what they would change and why.</p>
<p>Y4 Term 2.1</p>	<p>Stop! Style of Main Song: Grime Unit theme: Writing lyrics linked to a theme</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: 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:</p> <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. <p>Skills:</p> <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words.



Phase 3 Planning – Music

			<p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Skills:</p> <p>Find the pulse Clap and say back rhythms Pitch Copy Back Using 2 Notes Pitch Copy Back and Vocal Warm-ups</p> <p>Singing</p> <p>Knowledge: To know and be able to talk about:</p> <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 ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice <p>Skills:</p> <ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To listen to the group when singing.
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Phase 3 Planning – Music

			<p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none">● The instruments used in class.● Other instruments they might play or be played in a band or orchestra or by their friends. <p>Skills:</p> <ul style="list-style-type: none">● To treat instruments carefully and with respect.● Play a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part.● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: 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● It is not written down and belongs to them.● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song they are learning to perform.</p> <p>Composition:</p> <p>Knowledge: 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.) <p>Skills:</p> <ul style="list-style-type: none">● Help create at least one simple melody using one, three or all five different notes.● Plan and create a section of music that can be performed within the context of the unit song.● Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.● Record the composition. <p>Performance</p>
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Phase 3 Planning – Music

			<p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● You need to know and have planned everything that will be performed ● It involves communicating feelings, thoughts and ideas about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.
<p>Y4 Term 2.2</p>	<p>Lean On Me Style of Main Song: Gospel Unit theme: Soul/Gospel music and helping one another</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise</p> <p>Knowledge: 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:</p> <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. <p>Skills:</p> <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. <p>Games</p>



Phase 3 Planning – Music

			<p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Skills: Find the pulse Clap and say back rhythms Pitch Copy Back Using 2 Notes Pitch Copy Back and Vocal Warm-ups</p> <p>Singing</p> <p>Knowledge: To know and be able to talk about:</p> <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 ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice <p>Skills:</p> <ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To listen to the group when singing. <p>Playing</p>
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Phase 3 Planning – Music

			<p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class. ● Other instruments they might play or be played in a band or orchestra or by their friends. <p>Skills:</p> <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part. ● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: 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 ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song they are learning to perform.</p> <p>Composition:</p> <p>Knowledge: 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.) <p>Skills:</p> <ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p>
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● You need to know and have planned everything that will be performed ● It involves communicating feelings, thoughts and ideas about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Y5 Term 2.1	The Fresh Prince of Bel-Air Style of Main Song: Old-School Hip-Hop Unit theme: Old-School Hip-Hop	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise</p> <p>Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> ● 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 ○ The lyrics ○ Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs ○ Name some of the instruments they heard ○ The historical context of the songs. What else was going on at this time? <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people’s thoughts about the music. ● Talk about the music and how it makes you feel <p>Games</p> <p>Knowledge: Know and be able to talk about:</p>



Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song ○ Copy back one-note riffs ○ Copy back two-note riffs by ear and with notation <p>Singing</p> <p>Knowledge:</p> <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"> ○ The meaning of the lyrics ○ The importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p>
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part. ● To listen to and follow musical instructions from a leader. <p>Improvisation: Knowledge: 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 ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p> <p>Composition: Knowledge: 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 <p>Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes ● Explain the keynote or home note and the structure of the melody. ● Make musical decisions about how the melody connects with the song. ● Record the composition. <p>Performance Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Everything that will be performed must be planned and learned ● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p>
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and articulate them. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Y5 Term 2.2	Dancing in the Street Style of Main Song: Motown Unit theme: Motown	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise</p> <p>Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> ● 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 ○ The lyrics ○ Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs ○ Name some of the instruments they heard ○ The historical context of the songs. What else was going on at this time? <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people’s thoughts about the music. ● Talk about the music and how it makes you feel <p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song



Phase 3 Planning – Music

			<ul style="list-style-type: none"> ○ Copy back one-note riffs ○ Copy back two-note riffs by ear and with notation <p>Singing</p> <p>Knowledge:</p> <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"> ○ The meaning of the lyrics ○ The importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p> <ul style="list-style-type: none"> ● Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part. ● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: To know and be able to talk about improvisation:</p>
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p> <p>Composition:</p> <p>Knowledge: 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 <p>Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes ● Explain the keynote or home note and the structure of the melody. ● Make musical decisions about how the melody connects with the song. ● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Everything that will be performed must be planned and learned ● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and articulate them. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Y6 Term 2.1	A New Year Carol Style of Main Song:	Collaboration Equality	<p>Listen and Appraise</p> <p>Knowledge:</p> <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



Phase 3 Planning – Music

	<p>Classical or Urban Gospel Unit theme: Benjamin Britten's music and cover versions</p>	<p>Creativity and Innovation Exploration Pride</p>	<p>Units in those styles.</p> <ul style="list-style-type: none"> ● 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 ○ The lyrics ○ Any musical dimensions ○ Identify the structure of the songs ○ Name some of the instruments used in the songs ○ The 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 <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people's thoughts about the music. ● Talk about the music and how it makes you feel, using musical language to describe the music. <p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none"> ● Copy back rhythms based on the words of the main song, that include syncopation/off beat ● Copy back one-note riffs ● Copy back two-note riffs by ear and with notation ● Question and answer using two different notes ● Find the pulse
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Phase 3 Planning – Music

			<p>Singing</p> <p>Knowledge:</p> <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 the meaning of the lyrics● To know and explain the importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none">● To sing in unison and to sing backing vocals.● To demonstrate a good singing posture.● To follow a leader when singing.● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none">● Different ways of writing music down – e.g. staff notation, symbols● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p> <ul style="list-style-type: none">● Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: 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● It is not written down and belongs to them.● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p>
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Phase 3 Planning – Music

			<p>Composition:</p> <p>Knowledge: 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 <p>Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes ● Make musical decisions about how the melody connects with the song. ● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Everything that will be performed must be planned and learned ● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
<p>Y6 Term 2.2</p>	<p>You've Got A Friend Style of Main Song: 70s Ballad/Pop Unit theme: The music of Carole King</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise</p> <p>Knowledge:</p> <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 ○ The lyrics ○ Any musical dimensions



Phase 3 Planning – Music

			<ul style="list-style-type: none"> ○ Identify the structure of the songs ○ Name some of the instruments used in the songs ○ The 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 <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people’s thoughts about the music. ● Talk about the music and how it makes you feel, using musical language to describe the music. <p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none"> ● Copy back rhythms based on the words of the main song, that include syncopation/off beat ● Copy back one-note riffs ● Copy back two-note riffs by ear and with notation ● Question and answer using two different notes ● Find the pulse <p>Singing</p> <p>Knowledge:</p> <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 the meaning of the lyrics
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● To know and explain the importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p> <ul style="list-style-type: none"> ● Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part ● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: 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 ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p> <p>Composition:</p> <p>Knowledge: 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.
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Phase 3 Planning – Music

			<ul style="list-style-type: none">● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure● Notation <p>Skills:</p> <ul style="list-style-type: none">● Create simple melodies using up to five different notes● Make musical decisions about how the melody connects with the song.● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none">● Everything that will be performed must be planned and learned● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p> <ul style="list-style-type: none">● To choose what to perform and create a programme.● To communicate the meaning of the words and clearly articulate them.● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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Phase 3 Planning – Music

Term	Topic(s)	Values	Skills and Knowledge
Y3 Term 3.1	Bringing Us Together Style of Main Song: Disco Unit theme: Disco, friendship, hope and unity	Collaboration Equality Creativity and Innovation Exploration Pride	Listen and Appraise Knowledge: To know five songs from memory and who sang them or wrote them. To know the style of a song. To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and pitch), Main sections of the song, Name some of the instruments they heard in the song Skills: To confidently identify and move to the pulse. To think about what the words of a song mean. Listen carefully and respectfully to other people’s thoughts about the music. Games Knowledge: 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. Skills: Find the Pulse Clap and say back rhythms Create your own simple rhythm patterns Copy pitch back using 2 notes Copy pitch back and vocal warm-ups Singing Knowledge: To know and be able to talk about: <ul style="list-style-type: none"> ○ A choir ○ Leader or conductor ○ Songs can make you feel different things ○ You must listen to each other when singing as part of an ensemble or large group ○ To know why you must warm up your voice



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		<p>Skills: To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing.</p> <p>Playing Knowledge: To be able to talk about the instruments used in class (a glockenspiel, a recorder) Skills: To treat instruments carefully and with respect. Play any one of the differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part To listen to and follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: To be able to talk about improvisation: <input type="checkbox"/> Improvisation is making up your own tunes on the spot <input type="checkbox"/> It is not written down and belongs to them <input type="checkbox"/> To know that if you improvise using the notes you are given, you cannot make a mistake. Skills: Improvise using instruments in the context of the song they are learning to perform.</p> <p>Composition: Knowledge: To know and be able to talk about: 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.) Skills: Help create at least one simple melody using one, three or five different notes. Record the composition.</p> <p>Performance Knowledge: To know and be able to talk about: You need to know and have planned everything that will be performed</p>
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Phase 3 Planning – Music

			<p>It involves communicating feelings, thoughts and ideas about the song/music</p> <p>Skills: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To discuss the performance - how they were feeling, what they were pleased with what they would change and why.</p>
<p>Y3 Term 3.2</p>	<p>Reflect, Rewind & Replay Style of Main Song: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise</p> <p>Knowledge: To know five songs from memory and who sang them or wrote them. To know the style of a song. To choose one song and be able to talk about: Lyrics, Musical dimensions (texture, dynamics, tempo, rhythm and pitch), Main sections of the song, Name some of the instruments they heard in the song</p> <p>Skills: To confidently identify and move to the pulse. To think about what the words of a song mean. Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Games</p> <p>Knowledge: 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.</p> <p>Skills: Find the Pulse Clap and say back rhythms Create your own simple rhythm patterns Copy pitch back using 2 notes Copy pitch back and vocal warm-ups</p> <p>Singing</p> <p>Knowledge: To know and be able to talk about:</p>



Phase 3 Planning – Music

			<ul style="list-style-type: none"> ○ A choir ○ Leader or conductor ○ Songs can make you feel different things ○ You must listen to each other when singing as part of an ensemble or large group ○ To know why you must warm up your voice <p>Skills: To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing.</p> <p>Playing Knowledge: To be able to talk about the instruments used in class (a glockenspiel, a recorder) Skills: To treat instruments carefully and with respect. Play any one of the differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part To listen to and follow musical instructions from a leader.</p> <p>Improvisation: Knowledge: To be able to talk about improvisation: <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ It is not written down and belongs to them ○ To know that if you improvise using the notes you are given, you cannot make a mistake. Skills: Improvise using instruments in the context of the song they are learning to perform.</p> <p>Composition: Knowledge: To know and be able to talk about: 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.) Skills: Help create at least one simple melody using one, three or five different notes.</p>
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Phase 3 Planning – Music

			<p>Record the composition.</p> <p>Performance Knowledge: To know and be able to talk about: You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music Skills: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To discuss the performance - how they were feeling, what they were pleased with what they would change and why.</p>
<p>Y4 Term 3.1</p>	<p>Blackbird Style of Main Song: The Beatles/Pop Unit theme: The Beatles, equality and civil rights</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: 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:</p> <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. <p>Skills:</p> <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words.



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			<p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Skills:</p> <p>Find the pulse Clap and say back rhythms Pitch Copy Back Using 2 Notes Pitch Copy Back and Vocal Warm-ups</p> <p>Singing</p> <p>Knowledge: To know and be able to talk about:</p> <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 ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice <p>Skills:</p> <ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To listen to the group when singing.
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Phase 3 Planning – Music

		<p>Playing Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class. ● Other instruments they might play or be played in a band or orchestra or by their friends. <p>Skills:</p> <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part. ● To listen to and follow musical instructions from a leader. <p>Improvisation: Knowledge: 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 ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song they are learning to perform.</p> <p>Composition: Knowledge: 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.) <p>Skills:</p> <ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition. <p>Performance</p>
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Phase 3 Planning – Music

			<p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● You need to know and have planned everything that will be performed ● It involves communicating feelings, thoughts and ideas about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.
<p>Y4 Term 3.2</p>	<p>Reflect, Rewind & Replay Style of Main Song: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise</p> <p>Knowledge: 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:</p> <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. <p>Skills:</p> <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. <p>Games</p>



Phase 3 Planning – Music

			<p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none">● How pulse, rhythm and pitch work together● Pulse: Finding the pulse – the heartbeat of the music● Rhythm: the long and short patterns over the pulse● Know the difference between pulse and rhythm● Pitch: High and low sounds that create melodies● How to keep the internal pulse● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Skills: Find the pulse Clap and say back rhythms Pitch Copy Back Using 2 Notes Pitch Copy Back and Vocal Warm-ups</p> <p>Singing</p> <p>Knowledge: To know and be able to talk about:</p> <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● Texture: How a solo singer makes a thinner texture than a large group● To know why you must warm up your voice <p>Skills:</p> <ul style="list-style-type: none">● To sing in unison and in simple two-parts.● To demonstrate a good singing posture.● To follow a leader when singing.● To enjoy exploring singing solo.● To sing with awareness of being 'in tune'.● To listen to the group when singing. <p>Playing</p>
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Phase 3 Planning – Music

		<p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class. ● Other instruments they might play or be played in a band or orchestra or by their friends. <p>Skills:</p> <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part. ● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: 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 ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song they are learning to perform.</p> <p>Composition:</p> <p>Knowledge: 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.) <p>Skills:</p> <ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p>
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● You need to know and have planned everything that will be performed ● It involves communicating feelings, thoughts and ideas about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.
<p>Y5 Term 3.1</p>	<p>Dancing in the Street Style of Main Song: Motown Unit theme: Motown</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> ● 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 ○ The lyrics ○ Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs ○ Name some of the instruments they heard ○ The historical context of the songs. What else was going on at this time? <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people’s thoughts about the music. ● Talk about the music and how it makes you feel <p>Games Knowledge: Know and be able to talk about:</p>



Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song ○ Copy back one-note riffs ○ Copy back two-note riffs by ear and with notation <p>Singing</p> <p>Knowledge:</p> <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"> ○ The meaning of the lyrics ○ The importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p>
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part. ● To listen to and follow musical instructions from a leader. <p>Improvisation: Knowledge: 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 ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p> <p>Composition: Knowledge: 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 <p>Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes ● Explain the keynote or home note and the structure of the melody. ● Make musical decisions about how the melody connects with the song. ● Record the composition. <p>Performance Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Everything that will be performed must be planned and learned ● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p>
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Phase 3 Planning – Music

			<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and articulate them. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Y5 Term 3.2	Reflect, Rewind & Replay Style of Main Song: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music	Collaboration Equality Creativity and Innovation Exploration Pride	<p>Listen and Appraise</p> <p>Knowledge: To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> ● 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 ○ The lyrics ○ Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs ○ Name some of the instruments they heard ○ The historical context of the songs. What else was going on at this time? <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people’s thoughts about the music. ● Talk about the music and how it makes you feel <p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song



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		<ul style="list-style-type: none">○ Copy back one-note riffs○ Copy back two-note riffs by ear and with notation <p>Singing</p> <p>Knowledge:</p> <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">○ The meaning of the lyrics○ The importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none">● To sing in unison and to sing backing vocals.● To listen to the group when singing.● To demonstrate a good singing posture.● To follow a leader when singing.● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none">● Different ways of writing music down – e.g. staff notation, symbols● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p> <ul style="list-style-type: none">● Select and learn an instrumental part, using a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part.● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: To know and be able to talk about improvisation:</p>
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			<ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● It is not written down and belongs to them. ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p> <p>Composition:</p> <p>Knowledge: 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 <p>Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes ● Explain the keynote or home note and the structure of the melody. ● Make musical decisions about how the melody connects with the song. ● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Everything that will be performed must be planned and learned ● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and articulate them. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Y6 Term 3.1	Music and Me Unit theme: Create your	Collaboration Equality	<p>Listen and Appraise</p> <p>Knowledge:</p> <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



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	<p>own music inspired by your identity and women in the music industry</p>	<p>Creativity and Innovation Exploration Pride</p>	<p>Units in those styles.</p> <ul style="list-style-type: none"> ● 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 ○ The lyrics ○ Any musical dimensions ○ Identify the structure of the songs ○ Name some of the instruments used in the songs ○ The 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 <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people's thoughts about the music. ● Talk about the music and how it makes you feel, using musical language to describe the music. <p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none"> ● Copy back rhythms based on the words of the main song, that include syncopation/off beat ● Copy back one-note riffs ● Copy back two-note riffs by ear and with notation ● Question and answer using two different notes ● Find the pulse
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			<p>Singing</p> <p>Knowledge:</p> <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 the meaning of the lyrics● To know and explain the importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none">● To sing in unison and to sing backing vocals.● To demonstrate a good singing posture.● To follow a leader when singing.● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none">● Different ways of writing music down – e.g. staff notation, symbols● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p> <ul style="list-style-type: none">● Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: 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● It is not written down and belongs to them.● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p>
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			<p>Composition:</p> <p>Knowledge: 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 <p>Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes ● Make musical decisions about how the melody connects with the song. ● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Everything that will be performed must be planned and learned ● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
<p>Y6 Term 3.2</p>	<p>Reflect, Rewind & Replay Style of Main Song: Classical Unit theme: The history of music, look back</p>	<p>Collaboration Equality Creativity and Innovation Exploration Pride</p>	<p>Listen and Appraise</p> <p>Knowledge:</p> <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 ○ The lyrics ○ Any musical dimensions



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	<p>and consolidate your learning, learn some of the language of music</p>	<ul style="list-style-type: none"> ○ Identify the structure of the songs ○ Name some of the instruments used in the songs ○ The 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 <p>Skills:</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style ● Listen carefully and respectfully to other people’s thoughts about the music. ● Talk about the music and how it makes you feel, using musical language to describe the music. <p>Games</p> <p>Knowledge: Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Skills:</p> <ul style="list-style-type: none"> ● Copy back rhythms based on the words of the main song, that include syncopation/off beat ● Copy back one-note riffs ● Copy back two-note riffs by ear and with notation ● Question and answer using two different notes ● Find the pulse <p>Singing</p> <p>Knowledge:</p> <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 the meaning of the lyrics
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			<ul style="list-style-type: none">● To know and explain the importance of warming up your voice <p>Skills:</p> <ul style="list-style-type: none">● To sing in unison and to sing backing vocals.● To demonstrate a good singing posture.● To follow a leader when singing.● To experience rapping and solo singing. <p>Playing</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none">● Different ways of writing music down – e.g. staff notation, symbols● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills:</p> <ul style="list-style-type: none">● Select and learn an instrumental part using a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part● To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <p>Knowledge: 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● It is not written down and belongs to them.● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Skills: Improvise using instruments in the context of a song to be performed.</p> <p>Composition:</p> <p>Knowledge: 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.
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			<ul style="list-style-type: none">● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure● Notation <p>Skills:</p> <ul style="list-style-type: none">● Create simple melodies using up to five different notes● Make musical decisions about how the melody connects with the song.● Record the composition. <p>Performance</p> <p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none">● Everything that will be performed must be planned and learned● A performance involves communicating ideas, thoughts and feelings about the song/music <p>Skills:</p> <ul style="list-style-type: none">● To choose what to perform and create a programme.● To communicate the meaning of the words and clearly articulate them.● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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