

Music

St Anthony's Catholic School



EYFS Learning Areas

C & L

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added

Reading frequently rhymes and poems and then providing them with extensive opportunities to use and embed new words

PSED

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

PD

Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness, Fine motor control and precision helps with hand-eye co-ordination

M

Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers

Look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

UW

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world

EA & D

The development of children's artistic and cultural awareness supports their imagination and creativity.

The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

By the end of the year, pupils in Reception should be able to :

1. Listening and responding to different styles of music
2. Embedding foundations of the interrelated dimensions of music
3. Learning to sing or sing along with nursery rhymes and action songs
4. Improvising leading to playing classroom instruments
5. Share and perform the learning that has taken place

Any points underlined below indicate a new skill is being introduced- learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Hey You! (Rap: circa 1970's) This is a six-week Unit of Work. All the learning in this unit is focused around one song: Hey You! - a Hip Hop song for children. Main NC Skills Development</p> <p>Singing Knowledge: <u>To confidently sing or rap two songs from memory.</u></p> <p>Singing Skill: <u>Learn that they can make different types of sounds with their voices – you can rap.</u></p> <p>Listen and Appraise knowledge: <u>To know and recognise the names of some of the instruments they use.</u></p> <p>Listen and Appraise Skills: <u>To learn how they can enjoy moving to music by dancing or marching.</u></p>	<p>Rhythm In The Way We Walk and Banana Rap(Reggae: circa 1960's) This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment.</p> <p>All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p> <p>Main NC Skills Development</p> <p>Singing Skills: Learn that they can make different types of sounds with their voices – <u>you can say words in rhythm.</u></p> <p>Listen and Appraise Skill: To learn how they can enjoy moving to music by dancing, marching or <u>being animals.</u></p>	<p>In the Groove (Blues: circa. 1890's) In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.</p> <p>Singing Skill: <u>Learn to start and stop singing when following a leader.</u></p> <p>Listen and Appraise knowledge :<u>To know what the songs are about.</u></p>	<p>Round and Round (Latin) (1999) This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Singing Skill <u>Learn about voices, singing notes of different pitches (high and low)</u></p> <p>Playing Skills: <u>Play a tuned instrumental part with the song they perform.</u></p>	<p>Your Imagination(Pop: circa. 1950's) This is a song about using your imagination.(pop)</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resource.</p> <p>Listen and Appraise knowledge: <u>To know 5 songs off by heart.</u></p> <p>Singing Skill Learn to start and stop singing when following a leader</p> <p>Improvising Knowledge: <u>Improvisation is about making up your own tunes on the spot.</u></p> <p>Improvising Skill: <u>Clap and Improvise – Listen and clap back, then listen and</u></p>	<p>Reflect, Rewind and Replay (Classical: circa. 1700's) This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Composing Knowledge: <u>Composing is like writing a story with music.</u></p> <p>Composing Skill <u>Help to create a simple melody using one or two notes</u></p> <p>Performing Knowledge <u>A performance is sharing music with other people, called an audience</u></p>

		<p><u>To know that music has a steady pulse, like a heartbeat.</u></p> <p><u>To know that we can create rhythms from words.</u></p> <p>Listen and Appraise knowledge: To know and recognise <u>the sound</u> of some of the instruments they use.</p>	<p>To know and recognise the sound and names of some of the instruments they use.</p> <p>Listen and Appraise Skills:To learn how they can enjoy moving to music by dancing or <u>pop stars</u>.</p> <p>Playing Skills: <u>Treat instruments carefully and with respect</u></p> <p><u>Learn to play an untuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part or a simple part).</u></p>	<p>Listen to and follow musical instructions from a leader with an untuned instrument.</p> <p>Playing Knowledge: <u>Learn the names of the instruments they are playing.</u></p> <p><u>Learn the names of the notes in their instrumental part from memory or when written down</u></p>	<p><u>clap your own answer (rhythms of words) .</u></p> <p><u>Use voices and instruments, listen and sing back,</u></p> <p><u>listen and play your own answer using one or two notes.</u></p>	<p>Performing Skill <u>Choose a song they have learnt from the Scheme and perform it .</u></p> <p><u>Record the performance and say how they were feeling about it.</u></p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Hands, Feet, Heart(South African: circa 1912's)</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing children will listen and appraise different styles of South African music.</p>	<p>Ho Ho Ho (Rap: circa 1970's)</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p>I Wanna Play in a Band (Rock: 1950's)</p> <p>I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p> <p>As well as learning to sing, play, improvise with this song, children will listen and appraise classic Rock songs.</p>	<p>Zootime (Reggae: circa 1960's)</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing, improvise and composing are all linked.</p> <p>Singing Knowledge:</p>	<p>Friendship Song (Pop: circa. 1950's)</p> <p>This is a song about being friends.</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and singing and playing and a new composing.</p>	<p>Reflect, Rewind and Replay (Classical: circa. 1700's)</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

	<p>Listen and Appraise Knowledge:</p> <p><u>To know some songs have a chorus</u></p> <p><u>To know that songs have a musical style</u></p> <p>Listen and Appraise Skills: To learn how they can enjoy moving to music by dancing, marching, being animals <u>or pop stars</u></p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals</p> <p><u>Rhythms are different from the steady pulse.</u></p> <p>Singing skills Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p>	<p>Listen and Appraise Skills: Rhythms are different from the steady pulse.</p> <p>Singing Knowledge: <u>To learn how songs can tell a story or describe an idea.</u></p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>Playing Skills:</p> <p><u>Play the part in time with the steady pulse.</u></p> <p>Play Knowledge: <u>Know the names of untuned percussion instruments played in class</u></p> <p>Playing Knowledge: <u>Learn the names of the notes in their instrumental part from memory or when written down.</u></p>	<p>Singing skills:</p> <p><u>Learn to find a comfortable singing position.</u></p> <p>Learn about voices singing notes of different pitches (high and low)</p> <p>Improvising Knowledge:</p> <p><u>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</u></p> <p>Improvising Skills:</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Listen and sing back, then listen <u>and play your own answer using one note</u></p> <p><u>Improvise! – Take it in turns to improvise using one or two notes.</u></p>	<p><u>To know why we need to warm up our voices</u></p> <p>Improvising Knowledge: Everyone can improvise, and you can use one or two notes</p> <p>Composing Knowledge <u>Composing is like writing a story with music.</u></p> <p>Composing Skills</p> <p><u>Help create simple melodies using one to two different notes.</u></p> <p><u>Learn how the notes of the composition can be written down</u></p>	<p>Singing Knowledge</p> <p><u>To know that unison is everyone singing at the same time.</u></p> <p>Playing Skills</p> <p><u>Listen to and follow musical instructions from a leader.</u></p> <p>Composing Knowledge <u>Everyone can compose.</u></p> <p>Composing Skills Help create <u>three simple melodies</u> with the Units using from <u>one to three different notes.</u> (G,F,E,D,C)</p> <p>Learn how the notes of the composition can be written down <u>and changed if necessary.</u></p>	<p>Performing Knowledge: <u>A performance is sharing music with an audience.</u></p> <p>Performing Skill:</p> <p><u>Talk about all the songs they have learnt</u></p> <p><u>Choose a song they have learnt and perform it.</u></p> <p>Create three simple melodies using one, three or five different notes.</p> <p><u>Add their ideas to the performance.</u></p> <p><u>Record the performance and say how they were feeling about it.</u></p>
Year 3	Let Your Spirit Fly(RNB:circa 1940's)	Glockenspiel Stage 1 This is a six-week Unit of Work that introduces the children to learning about	Three Little Birds(Reggae: circa 1960's)	The Dragon Song (Pop: circa. 1950's)	Bringing Us Together(Disco circa 1970's)	Reflect, Rewind and

	<p>This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Singing Knowledge</p> <p>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</p> <p>Singing Skills To sing in unison <u>and in simple two-parts.</u> To demonstrate a good singing posture.</p> <p>Singing Skills <u>To have an awareness of the pulse internally when singing.</u></p> <p><u>To enjoy exploring singing solo.</u></p>	<p>the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder. Perhaps start to use the scores provided in this unit. Be aware that not every child will want to, or be able to read notated music but having an understanding of the language of music is important.</p> <p>Listen and Appraise Knowledge: <u>Name some of the instruments they heard in the song.</u></p> <p><u>Know the difference between pulse and rhythm.</u></p> <p><u>Know that every piece of music has a pulse/steady beat</u></p>	<p>This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing and play, with this song, children will listen and appraise other Reggae songs.</p> <p>Listen and Appraise Knowledge: <u>Know the difference between a musical question and an answer.</u></p> <p><u>Know how pulse, rhythm and pitch work together to create a song.</u></p> <p>Playing Skills</p>	<p>This is a song about kindness, respect, friendship, acceptance and happiness.</p> <p>The unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources.</p> <p>Singing Skills <u>To sing with awareness of being 'in tune'.</u></p> <p>Improvising Knowledge Improvisation is making up your own tunes on the spot <u>When someone improvises, they make up their own tune that has never been heard before. It</u></p>	<p>This is a Disco song about friendship, peace, hope and unity. This unit contains all the classic teaching resources you would expect but with upgrades. These include singing, Warm-up Games, Flexible Games and a new compose tool.</p> <p>Singing Knowledge: <u>Talk about the leader or conductor: A person who the choir or group follow</u></p> <p>Composing Knowledge <u>Different ways of recording compositions (letter names)</u></p> <p>Composing Skills <u>Help create at least one simple melody using one, to 3 different notes.</u> <u>Plan and create a section of music that can be performed within the context of the unit song.</u></p> <p><u>Talk about how it was created.</u></p>	<p>Replay(Classical: circa. 1700's)</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Singing Knowledge: <u>Talk about singing in a group can be called a choir</u></p> <p>Singing Skills <u>To demonstrate a good singing posture</u></p> <p>Performing Knowledge <u>You need to know and have planned everything that will be performed</u></p> <p>Performing Skills</p>
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	<p>Listen and Appraise Knowledge Identify any musical dimensions featured in the song, and where they are used (<u>tempo, rhythm and pitch</u>) <u>Identify the main sections of the song (introduction, verse, chorus etc.)</u></p> <p>Listen and Appraise Skills <u>To think about what the words of a song mean.</u> <u>To take it in turn to discuss how the song makes them feel.</u></p> <p><u>To confidently identify and move to the pulse</u></p>	<p>Playing Skills <u>Play any one, or two of differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from using notation.</u></p> <p><u>To rehearse and perform their part within the context of a song.</u></p> <p>Improvising Knowledge <u>Improvisation is making up your own tunes on the spot</u></p>	<p>To treat instruments carefully and with respect.</p> <p>To listen to and follow musical instructions from a leader.</p> <p><u>Play any one, or two of differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from using notation.</u></p> <p>To rehearse and perform their part within the context of a song.</p>	<p><u>is not written down and belongs to them</u></p> <p><u>To know that using one or two notes confidently is better than using five</u></p> <p><u>To know that if you improvise using the notes you are given, you cannot make a mistake</u></p> <p>Improvising Skills Using your instruments, listen and play your own answer using two different notes</p>	<p><u>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</u></p> <p><u>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation</u></p>	<p><u>To choose what to perform and create a programme.</u></p> <p><u>To communicate the meaning of the words and clearly articulate them.</u></p> <p><u>To talk about the best place to be when performing and how to stand or sit.</u></p> <p><u>To record the performance and say how they were feeling, what they were pleased with and what they would change</u></p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Mama Mia! (Pop: circa. 1970's)</p> <p>by ABBA - A timeless Pop song from the 70s.</p> <p>As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will</p>	<p>Glockenspiel Stage 2</p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p>	<p>Stop! (Grime: circa 2000's)</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Stop! -</p>	<p>Lean on Me (Gospel: circa 1700's)</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music</p>	<p>Blackbird (Beatles pop: circa 1960)</p> <p>This is a six-week Unit of Work supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework (see Assessment tab on</p>	<p>Reflect, Rewind and Replay(Classical: circa. 1700's)</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is</p>

<p>listen and appraise and singing more ABBA hits.</p> <p>Listen and Appraise Skills: To confidently identify and move to the pulse.</p> <p>Singing Knowledge <u>Songs can make you feel different things e.g. happy, energetic or sad</u></p> <p><u>Singing as part of an ensemble or large group is fun, but that you must listen to each other</u></p> <p><u>Texture: How a solo singer makes a thinner texture than a large group</u></p> <p>Singing Skills <u>To rejoin the song if lost</u></p> <p><u>To listen to the group when singing.</u></p> <p><u>To sing with awareness of being 'in tune'.</u></p>	<p>The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p> <p>Listen and Appraise knowledge: <u>Some of the style indicators of that song (musical characteristics that give the song its style</u></p> <p>Listen and Appraise Skills <u>When you talk try to use musical words</u></p> <p><u>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</u></p> <p>Playing Knowledge Know the instruments used in class (a glockenspiel, recorder or xylophone).</p> <p>Playing Skills Play any one, or three <u>differentiated parts</u> on a tuned instrument – a one-</p>	<p>a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing, playing, improvising and composing.</p> <p>Listen and Appraise Skills <u>Listen carefully and respectfully to other people's thoughts about the music.</u></p> <p><u>Talk about the music and how it makes them feel.</u></p> <p>Playing Knowledge <u>Know other instruments they might play or be played in a band or orchestra or by their friends</u></p> <p>Improvise Knowledge <u>To know that you can use some of the riffs (short repeated phrase)you have heard in a song</u></p> <p>Composing Skills <u>Listen to and reflect upon the developing composition</u></p>	<p>(pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.</p> <p>Playing Skills <u>Play any one, or three differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from using notation</u></p> <p><u>To experience leading the playing by making sure everyone plays in the playing section of the song</u></p> <p>Improvise Knowledge To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes</p>	<p>the Charanga Musical School homepage).</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and composing are all linked.</p> <p>Composing Knowledge Talk about music that is created by you</p> <p>Explore different ways of recording compositions (<u>letter names, symbols</u>)</p> <p>Composing Skills create at least one simple melody using one, three or 4 <u>different notes.</u></p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection</p>	<p>focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Performance Knowledge <u>A performance doesn't have to be a drama! It can be to one person or to each other</u></p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p><u>It is planned and different for each occasion</u></p> <p><u>It involves communicating feelings, thoughts and ideas about the song/music</u></p> <p>Performance Skills <u>Present a musical performance designed to capture the audience.</u></p> <p><u>To talk about the best place to be when performing and how to stand or sit.</u></p>
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		<p>note, simple or medium part or the melody of the song from using notation.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>Improvise Knowledge</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p><u>and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</u></p>	<p>you are given, you cannot make a mistake</p> <p>Improvise Skills</p> <p><u>Take it in turns to improvise using three different notes.</u></p> <p>Listen and play using instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p>	<p>between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To record the performance and say how they were feeling, what they were pleased with what they <u>would change and why.</u></p>
<p>Year 5</p>	<p>Livin' On A Prayer (rock circa 1980's)</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), and singing. The children will listen and appraise other classic rock songs.</p> <p>Listen and Appraise</p> <p><u>To know the style of the five songs</u> and to name other songs from the units in those styles</p> <p>Singing Knowledge</p>	<p>Classroom (Jazz 1: circa 1920's)</p> <p>This is a six-week Unit of Work. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and listening And playing:</p> <p>Three Note Bossa and Five Note Swing</p> <p>Listen and Appraise Knowledge</p>	<p>Make You Feel My Love (Soul/Ballad)</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. The children will listen and appraise other Pop Ballads.</p> <p>Listen and Appraise Knowledge</p>	<p>The Fresh Prince of Bel-Air (Rap: circa 1970's)</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and improvising are all linked.</p> <p>Improvise Knowledge</p> <p>To know that you can use some of the riffs you have</p>	<p>Dancing In The Street</p> <p>This is a six-week Unit of Work supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework (see Assessment tab on the Charanga Musical School homepage). The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and composing are all linked.</p> <p>Composing Knowledge</p> <p><u>A composition has pulse, rhythm and pitch that work</u></p>	<p>Reflect, Rewind and Replay (Classical: circa. 1700's)</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Performing Knowledge</p>

<p><u>To choose a song and be able to talk about its main features, Singing in unison, the solo, lead vocal, backing vocals or rapping</u></p> <p>Singing skills <u>To enjoy exploring singing solo</u></p> <p>To listen to the group when singing</p> <p><u>To experience solo singing.</u></p> <p>To listen to each other and be aware of <u>how you fit into the group</u></p>	<p><u>The historical context of the songs. What else was going on at this time?</u></p> <p>To know five songs from memory, <u>who sang or wrote them, when they were written and, if possible, why?</u></p> <p>Listen and Appraise Skills</p> <p><u>To identify and move to the pulse with ease.</u></p> <p><u>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</u></p> <p>To talk about the musical dimensions working together in the Unit songs</p> <p>Playing knowledge</p> <p><u>Talk about the different ways of writing music down – e.g. staff notation, symbols</u></p> <p><u>Talk about the notes D, E, G, A, B on the staff</u></p>	<p>The historical context of the songs. What else was going on at this time?</p> <p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>Playing knowledge</p> <p><u>Talk about the different ways of writing music down – e.g. staff notation, symbols</u></p> <p><u>Talk about the notes C, D, E, F, G, A, B + C on the treble staff</u></p> <p>Playing Skills</p> <p><u>Play a musical instrument with the correct technique within the context of the Unit song.</u></p> <p><u>To lead a rehearsal session.</u></p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song <u>from memory or using notation.</u></p>	<p>heard in the Challenges in your improvisations</p> <p><u>To know one well-known improvising musicians</u></p> <p>Improvise Skills</p> <p><u>Improvise with a feeling for the style of Bossa Nova using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</u></p> <p>Play and Improvise – Using your instruments, listen and play your own answer using three notes.</p> <p>Question and improvise answer using instruments. <u>Use three notes in your answer. Always start on a G.</u></p>	<p><u>together and are shaped by tempo, dynamics, texture and structure</u></p> <p>Composing Skills</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p><u>Explain the keynote or home note of the melody.</u></p> <p><u>Listen to and reflect upon the developing composition about how the melody connects with the song.</u></p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p><u>It is planned and different for each occasion</u></p> <p>Performing Skills</p> <p><u>To talk about the venue</u></p> <p><u>To record the performance and compare it to a previous performance.</u></p> <p><u>To discuss and talk musically about it – “What went well?”</u></p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Happy (Happy is a Pop song that has a Soul music)</p> <p>All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams</p> <p>This is a six-week Unit of Work supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework (see Assessment tab on the Charanga Musical School homepage).</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), and singing are all linked.</p> <p>Listen and Appraise Knowledge</p> <p>The historical context of the songs</p> <p>Singing Knowledge</p>	<p>Classroom (Jazz 2: circa 1920's)</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising:</p> <p>Bacharach Anorak and Meet The Blues.</p> <p>Listen and Appraise Knowledge</p> <p>The historical context of the songs. <u>What else was going on at this time, musically and historically?</u></p> <p><u>Know and talk about that fact that we each have a musical identity</u></p> <p>Listen and Appraise Skills</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, <u>using</u></p>	<p>A New Year Carol(Traditional Folk song)</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p> <p>Singing Knowledge</p> <p>To know and explain the importance of warming up your voice</p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse</p> <p>Listen and Appraise Skills</p>	<p>You've Got A Friend (Soul) 1950's</p> <p>This is a six-week Unit of Work supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework (see Assessment tab on the Charanga Musical School homepage).</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments and improvising are all linked.</p> <p>Playing Skills</p> <p>Select <u>and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song</u></p>	<p>Music and Me (Inspirational women)</p> <p>Explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p> <p>Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.</p> <p>Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska.</p> <p>Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.</p> <p>Anna Meredith: A composer and performer of electronic and acoustic music.</p> <p>Composing Skills</p>	<p>Reflect, Rewind and Replay (Classical: circa. 1700's)</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Performing knowledge</p> <p>You must sing or rap the words clearly <u>and play with confidence</u></p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p> <p>Performing Skills</p> <p>To talk about the venue <u>and how to use it to best effect</u></p>

<p>To know and confidently sing five songs and their parts from memory, <u>and to sing them with a strong internal pulse</u></p> <p>Singing in unison, the solo, lead vocal, <u>backing vocals or rapping</u></p> <p>To know <u>and explain the importance of warming up</u> your voice</p> <p>Singing Skills</p> <p>To sing in unison <u>and to sing backing vocals</u></p> <p><u>To experience rapping</u> and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'</p>	<p><u>musical language to describe the music</u></p> <p>Playing Skills</p> <p><u>To rehearse and perform</u> their part within the context of the Unit song</p> <p>Improvise Skills</p> <p>Improvise with a feeling for the style of Bossa Nova <u>and Swing using the notes D, E, G, A + B</u> (pentatonic scale/a five-note pattern)</p>	<p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Playing knowledge</p> <p>Talk about the instruments <u>they might play or be played in a band</u> or orchestra or by their friends</p> <p>Playing Skills</p> <p>To lead a rehearsal session</p>	<p>from memory or using notation.</p> <p>Improvise Knowledge</p> <p><u>To know three well-known improvising musicians</u></p> <p>Improvise Skills</p> <p>To know that you can use some of the riffs <u>and licks you have learnt</u></p> <p>Improvise Skills</p> <p>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p>Question and improvise answer using instruments. <u>Use three notes in your answer. Always start on a G.</u></p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note <u>and the structure of the melody.</u></p> <p>Listen to and reflect upon the developing composition and <u>make musical decisions</u> about how the melody connects with the song</p> <p><u>Record the composition in any way appropriate</u> that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – <u>"What went well?" and "It would have been even better if...?"</u></p>
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