

Curriculum Objectives/Genre	Vocabulary				Links Across the Curriculum
ELG: Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	Sing	To make musical sounds with the voice.	Music	A pattern of sounds made by your voice or an instrument.	Music—explore song, rhymes and actions, rhythm, copying rhythm, music has a pulse and steady beat, exploring high and low sounds and performing. English—T4W, small world, role play, puppets History—people who help us PSHE— staying safe.
	Nursery rhyme	A short song for children.	Song	A poem or words set to music.	

Preparing for...	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1—During the autumn term	Children will begin to learn to sing in a group and on their own.	Be able to understand that music can touch your feelings. To sing along with a pre-recorded song and add actions. To perform to an audience. Perform any of the nursery rhymes by singing and adding actions or dance.
Step 2—During the spring term	Children will begin to learn to be able to tap out the pattern of a word (their name). Children will learn to perform actions to a song and be able to sequence two actions / sounds.	
Step 3—During the summer term	Children will learn to join in actions to familiar songs, performing the actions to a beat/ pulse.	
	Children will learn to tap patterns of sounds in words.	
	Children to learn some simple songs by heart and be able to sing confidently in a group and on their own.	
	Children will begin to explore a range of sound makers and instruments and play them in different ways.	
	Children will learn to respond to what they have heard, expressing their thoughts and feelings.	
	Children will learn to focus on and develop their listening skills.	
	Children will sing familiar songs, join in class singing and actions with increasing confidence.	
	Children will become aware of patterns in sounds and music and begin to make sequences of sound.	
	Children will begin to explore their voices and enjoy making sounds.	
	Children will begin to create their own songs, or improvise a song around one they know.	

Themes		Diversity in the Curriculum
Listen and Respond	Children will develop their listening skills.	The children will perform, and listen to, music linking history, geography, countries and cultures.
Performance	Perform actions to songs.	
Improvisation	Children will explore sounds.. Children will improvise a song they know by changing words o	
Playing	Children will play non tuned instruments.	
Composition	Children will compose their own sequence and patterns of sounds.	
Singing	Children will sing a variety of nursery rhymes.	

Outcome	Character Traits	Stickability	WOW
To learn several nursery rhymes by memory.	Respectful Kind Articulate, curious	Repeated nursery rhymes.	Performing to their friends and family.

Curriculum Objectives/Genre	Vocabulary				Links Across the Curriculum
Pupils will be taught: Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Rhythm	Patterns of long and short sounds used in music.	Expressive Arts and Design English Role Play Puppets
	Pitch	How high or low a note sounds.			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Charanga Me Steps 1 & 2 Listen and respond	Children will learn songs and actions to well known rhymes and songs. Children will copy back. Pat a Cake, 1,2,3,4,5 Once I caught, Five Little Ducks.	Be able to understand that music can touch your feelings. Be able to enjoy moving to music by dancing, marching, being animals or Pop stars.
Explore & Create Steps 3 & 4	Children will learn songs and actions to well known rhymes and songs including the Name Song. Children will begin to learn how to find the pulse. Children will explore rhythm through copy-clap of names. Children will begin to learn that we can move with the pulse of the music	
Singing Steps 5 & 6	Children will learn how to find the pulse and remember that it's a steady beat and learn that we can move with the pulse of the music. Children will learn about high and low sounds using their voices. Children will learn a selection of nursery rhymes and begin to sing them from memory. Children will perform their nursery rhymes as a class,	

Themes		Diversity in the Curriculum
Listen and Respond	To learn nursery rhymes from memory.	The children will perform, and listen to, music linking history, geography, countries and cultures.
Performance	Begin to understand that performing is sharing music.	
Improvisation		
Playing		
Composition		
Singing	To sing nursery rhymes from memory.	

Outcome	Character Traits	Stickability	WOW
To learn several nursery rhymes by memory.	Respectful Kind Articulate	Nursery rhymes.	CE Music Lessons

Curriculum Objectives/Genre	Vocabulary				Links Across the Curriculum
Pupils will be taught: Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Rhythm	Patterns of long and short sounds used in music.	Expressive Arts and Design English Role Play Puppets RE—Christmas
	Pitch	How high or low a note sounds.			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Charanga My Stories Steps 1&2 Listen and respond	Children will learn songs and actions to well known rhymes and songs. Children will copy back different nursery including Grand Old Duke,, I'm a little tea pot and The ABC Song.	Be able to understand that music can touch your feelings.
Explore & Create Steps 3&4	Children will learn the songs and actions to well known rhymes and songs. Children will learn about rhythm by clap copying the rhythm small sections of the song. Children will learn how to find the pulse and remember that it's a steady beat and find the pulse as a character from the rhyme.	Be able to enjoy moving to music by dancing, marching, being animals or Pop stars. To sing along with a pre-recorded song and add actions.
Singing—Christmas	Christmas Concert Prep. Through listening to Christmas Carols,/Music children will learn to identify the style. Children will learn to find the pulse through clapping and repeating rhythms. Children will learn to sing expressively and remember the songs. Children will continue to practice and prepare to be ready to perform at the Christmas Concert.	To perform to an audience.

Themes	
Listen and Respond	To learn nursery rhymes from memory.
Performance	Begin to understand that performing is sharing music.
Improvisation	
Playing	
Composition	
Singing	To sing nursery rhymes from memory. To sing unison and parts at the Christmas Concert.

Diversity in the Curriculum
The children will perform, and listen to, Christmas Music from around the world and different times in history.

Outcome	Character Traits	Stickability	WOW
To learn several nursery rhymes by memory. To perform at the Christmas Concert.	Respectful Kind articulate	Learn Christmas songs.	Performing at the Christmas Concert.

Curriculum Objectives/Genre	Vocabulary				Links Across the Curriculum
Pupils will be taught: <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. 	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Rhythm	Patterns of long and short sounds used in music.	English—Speaking and Listening Oracy—Projection and articulation of voice. Family Rhymes Poems Stories
	Pitch	How high or low a note sounds.	Nursery Rhymes	Short songs and verses often read or sung to, or by, young children.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills	
Everyone Step 1 Listen & Respond	Children will listen to <i>We are Family</i> — Children will respond to questions and be able to say what they like about the song and begin to explain why they like it. Children will embed their understanding of pulse by creating different ways to find the pulse. (Clapping, tapping knees, jumping etc...)	To perform to an audience.	
Everyone Step 2 Explore & Create		Children will learn about pitch by exploring sounds. Children will imitate sounds (a fire engine, an animal, a whistle etc...) and decide if they are high or low sounds. Children will learn to create their own sounds using classroom instruments. Children will embed their understanding of pulse by all playing one note on a pulse.	Perform any of the nursery rhymes by singing and adding actions or dance.
Everyone Step 3 Sing and Play		Children will learn how to sing songs—stand up straight, open mouth wide, smile etc... Children will learn to sing the song, <i>Wind The Bobbin Up</i> ., children will practise the song in sections. Children will listen to and sing along with the action song: <i>If You're Happy And You Know It</i> . Practise the song in sections - Children will learn to play glockenspiels in verse 5 <i>If you're happy and you know it play your glock (Play- G G)</i> .	Perform any nursery rhymes or songs adding a simple instrumental part.

Themes		Diversity in the Curriculum
Listen and Respond	Listen to a variety of songs and nursery rhymes and respond.	The children will perform, and listen to, music linking history, geography, countries and cultures.
Performance		
Improvisation		
Playing	Play a tuned or untuned instrument.	
Composition		
Singing	Sing a variety of songs and nursery rhymes.	

Outcome	Character Traits	Stickability	WOW
To accompany a piece of music.	Respectful Kind articulate	Learning the songs from memory.	Playing the glockenspiels and classroom instruments.

Curriculum Objectives/Genre	Vocabulary				Links Across the Curriculum
Pupils will be taught: <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. 	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Rhythm	Patterns of long and short sounds used in music.	English—Speaking and Listening Oracy—Projection and articulation of voice. Animals Mini beasts Space
	Pitch	How high or low a note sounds.	Nursery Rhymes	Short songs and verses often read or sung to, or by, young children.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Our World Steps 1 & 2	Children will listen to and respond to Lovely Day performed by Bill Withers. Children will continue to explore pulse, rhythm and pitch through games by creating their own sounds using voice or classroom instruments. Children will learn the song Old Macdonald. Children will learn the noises animals make to accompany the song.	To perform to an audience.
Our World Step 3	Children will listen to and respond to Mars from the Planets by Holst. Children will continue to explore pulse, rhythm and pitch through games by creating their own sounds using voice or classroom instruments. Children will listen to and sing along with the song Wheels on the Bus and perform as a class.	To be able to express the rhythm of the genre effectively.
Our World Step 4	Children will listen to and respond to Frogs' Legs and Dragons' Teeth by Bellowhead. Children will describe what is different between this piece and Mars by Holst. Children will continue to explore pulse, rhythm and pitch through games by creating their own sounds using voice or classroom instruments. Children will use the starting note to explore melodic patterns using one or two notes. Children will learn to sing Incy Wincy Spider and share their performance as a class.	To enjoy moving to music by dancing, marching, being animals or Pop stars.
		To sing along with a pre-recorded song and add actions.
		To sing along with the backing track.

Themes		Diversity in the Curriculum
Listen and Respond	Children will listen and respond to songs and nursery rhymes. Children will explore different musical styles.	The children will perform, and listen to, music linking history, geography, countries and cultures.
Performance	Children will share their music as a performance.	
Improvisation		
Playing	Children will accompany a song or nursery rhyme.	
Composition		
Singing	Children will sing songs and nursery rhymes.	

Outcome	Character Traits	Stickability	WOW
To perform a nursery rhyme with words and actions from memory.	Respectful Kind articulate	Learning nursery rhymes from memory.	Singing as a class.

Curriculum Objectives/Genre	Vocabulary				Links Across the Curriculum
Funk Music Pupils will be taught: <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. 	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Nursery Rhymes	Short songs and verses often read or sung to, or by, young children.	English—Speaking and Listening Oracy—Projection and articulation of voice. Animals Feelings Rhymes Poems
	Pitch	How high or low a note sounds.	Poems	An arrangement of words written or spoken	
	Rhythm	Patterns of long and short sounds used in music.	Funk	A 1960s form of music.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Big Bear Funk Step 1	Children will listen to and respond to Big Bear Funk by saying what they like and dislike. Children will continue to explore pulse, rhythm and pitch through games by creating their own sounds using voice or classroom instruments. Children will start to learn to sing Big Bear Funk and respond to the copyback section. Children can dance during the activity section. Children will listen and respond to I Feel Good by James Brown. Play the song. Children to find the pulse together. After listening, children will talk about the song together and identify likes and dislikes. Children will continue to learn to sing and dance to Big Bear Funk including copyback section. Children will listen and respond to Don't You Worry 'Bout A Thing performed by Incognito. Build on previous learning Using the games track: a. Find the pulse in different ways, rhythm games and explore pitch by creating your own sounds with voices and instruments. Children will perform Big Bear Funk with dance moves—teacher to record. Children will begin to learn to respond to their own performances.	To enjoy moving to music by dancing, marching, being animals or Pop stars.
Big Bear Funk Step 2		To sing along with a pre-recorded song and add actions.
Big Bear Funk Step 3		To sing along with the backing track.

Themes		Diversity in the Curriculum
Listen and Appraise	Children will listen and respond to songs and nursery rhymes. Children will explore different musical styles.	The children will perform, and listen to, music linking history, geography, countries and cultures.
Performance	Children will share their music as a performance.	
Improvisation		
Playing	Children will accompany a song or nursery rhyme.	
Composition		
Singing	Children will sing songs and nursery rhymes.	

Outcome	Character Traits	Stickability	WOW
To sing and dance to Big Bear Funk.	Respectful Kind articulate	Dancing as a funky bear.	Singing and dancing.

Curriculum Objectives/Genre	Vocabulary				Links Across the Curriculum
The Great Composers Pupils will be taught: <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. 	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Classical	Western music composed through time.	English—Speaking and Listening Oracy—Projection and articulation of voice. Animals History Stories
	Pitch	How high or low a note sounds.	Overture	An orchestral piece at the beginning of an opera or play.	
	Rhythm	Patterns of long and short sounds used in music.	Orchestral	A group of different musical instruments.	
	Funk	A 1960s form of music.			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Reflect, Rewind and Replay Step 1	Children will listen to and respond to William Tell Overture by Rossini. Children will continue to explore pulse, creating Children will begin to learn to compose with the song Big Bear Funk.	To perform to an audience.
Reflect, Rewind and Replay Step 2	Children will revise previous units, singing from memory and select their favourite pieces from the Autumn Term.	To be able to express the rhythm of the genre effectively.
Reflect, Rewind and Replay Step 3	Children will listen to and respond to The Sugar Plum Fairy. Children will continue to explore rhythm through watching and playing along. Children will begin to learn to compose with the song Baa Baa Black Sheep Children will revise previous units, singing from memory and select their favourite pieces from the Spring Term.	To enjoy moving to music by dancing, marching, being animals or Pop stars. To sing along with a pre-recorded song and add actions.
	Children will listen to respond to Flight of the Bumble Bee by Korsokov. Children will compare the three classical pieces they have listened to. Children will practice Big Bear Funk, singing and dancing. Children will perform to the school as a dress rehearsal and then to parents. Children will be able to evaluate their performance.	To sing along with the backing track.

Themes	
Listen and Appraise	Children will listen and respond to songs and nursery rhymes. Children will explore different musical styles.
Performance	Children will perform as a class to the school and parents.
Improvisation	
Playing	Children will accompany a song or nursery rhyme.
Composition	Children will compose with the songs.
Singing	Children will sing songs and nursery rhymes.

Diversity in the Curriculum
The children will perform, and listen to, music linking history, geography, countries and cultures.

Outcome	Character Traits	Stickability	WOW
To performing at the Summer Concert.	Respectful Kind Articulate	Performing at the Summer Concert.	Performing at the Summer Concert.

Curriculum Objectives/Genre	Vocabulary				Links Across the Curriculum
<p>Old School Hip Hop</p> <p>Pupils will be taught:</p> <p>To identify features of hip hop music.</p> <p>To improvise their own pieces of hip hop.</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Turntables	Used by DJs to manipulate sounds.	<p>English—Speaking and Listening</p> <p>Oracy—Projection and articulation of voice.</p> <p>History—History of Music</p>
	Pitch	How high or low a note sounds.	Vocal	Voices used to sing.	
	Rhythm	Patterns of long and short sounds used in music.	Drums	A musical instrument.	
	Rap	A vocal technique in which the performer speaks rhythmically against a steady beat.	Decks	Equipment used by a DJ.	
	Hip hop	A style of music that developed in 1970s.			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn Hey You!	<p>Children will learn how to listen and appreciate the song/rap in parts and learn and remember the lyrics. Children will learn how to rap and sing expressively in time to the music. Children will learn games to support their learning and understanding of pulse and rhythm.</p> <p>Children will learn how to listen and appreciate a variety of Hip Hop songs, through clapping rhythms and improvising using percussion instruments. children will explore hip hop rhythm. Children will begin to learn style indicators of Hip Hop e.g. decks.</p> <p>Children will perform and share their performances of the song, paying attention to the audience. Children will introduce their own improvised piece with a brief overview of what they have learnt. Children will also be introduced to funky moves to help remember the rhythms.</p>	To understand how to perform to an audience.
Step 2. Practice the song Hey You and compare Me, Myself and I.		To understand how to be able to express the rhythm of the genre effectively.
Step 3. Compose/perform the song.		To understand how to be able to compare and identify the features of Hip Hop.

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to learn about different voices. E.g. Singing & rapping	<p>The children will perform, listen to, review and evaluate music from old school hip hop.</p>
Performance	To perform at their pieces.	
Improvisation	To improvise Hip Hop rhythms.	
Playing	Play percussion instruments.	
Composition		
Singing	To sing/rap in parts their compositions.	

Outcome	Character Traits	Stickability	WOW
To perform and record a hip hop piece.	Respectful Kind articulate	Performance of hip hop.	Sing and rap in parts.

Curriculum Objectives/Genre	Vocabulary				Links Across the Curriculum
<p>REGGAE</p> <p>Pupils will be taught:</p> <p>To practice and perform for the Christmas Concert.</p> <p>To understand music has pulse.</p> <p>To recognise instruments and voices.</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	Pitch	How high or low a note sounds.	Unison	Everyone plays or sing the same music at the same time.	<p>English—Speaking and Listening</p> <p>Oracy—Projection and articulation of voice.</p> <p>RE—Christmas</p> <p>Geography- Christmas celebration songs from around the world.</p>
	Call and respond	Short phrases of music that sound like a question and its answer.	Carols	Songs about Christmas.	
	Rhythm	Patterns of long and short sounds used in music.	Voice	Our own instrument.	
	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Instrument	A musical instrument is a device made to make musical sounds when played by a human.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>Step 1 . Listen and appreciate, and learn the song.</p> <p>Step 2. Practice the song—games to reinforce the genre.</p> <p>Step 3. Continue to prepare for the Christmas Concert.</p>	<p>Children will listen to and appreciate the song Rhythm and the Way We Walk. Children will learn the lyrics. Through flexible warm ups, children will explore rhythm. Children will learn to recognise the names and sounds of two or more instruments. Children will remember the song through performing.</p> <p>Christmas Concert Prep. Through listening to Christmas Carols,/Music children will learn to identify the style. Children will learn to find the pulse through clapping and repeating rhythms. Children will learn to sing expressively and creatively and memorize the songs.</p> <p>Children will continue to practice and prepare to be ready to perform at the Christmas Concert.</p>	<p>To perform to an audience.</p> <p>To be able to identify the sound different instruments including trumpet, clarinet and keyboard.</p> <p>To be able to understand pitch is high and low sounds.</p> <p>To be able to sing confidently 5 songs in unison.</p> <p>To learn to start and stop whilst following the leader.</p> <p>To learn that they can make different types of sounds with their voices.</p>

Themes	
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to learn about different instruments and voices.
Performance	To perform at Christmas Concert.
Improvisation	
Playing	
Composition	
Singing	To sing unison and parts at the Christmas Concert. To sing and rap to the Rhythm in the Way we Walk Song

Diversity in the Curriculum
<p>The children will perform, listen to, review and evaluate Christmas Music from around the world and different times in history.</p>

Outcome	Character Traits	Stickability	WOW
To perform at the Christmas Concert.	Respectful Kind Resilient	Christmas Concert and having fun.	Christmas Concert & having fun celebrating.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Blues, Latin, and Funk. Pupils will be taught: To identify different styles of music including Blues, Latin, and Funk. To listen with concentration and understanding to a range of high quality recorder music. To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	Blues	The Blues uses a sad & melancholic melody that evokes feelings of being downtrodden or blue.	Rhythm	Patterns of long and short sounds used in music.	<p>English—Speaking and Listening Oracy—Projection and articulation of voice. PSHCE- valuing cultural heritage.</p>
	Latin	An up-tempo dance music based around a 5 beat rhythm.	Call and respond	Short phrases of music that sound like a question and its answer.	
	Funk	A 1960s form of music.	Pitch	How high or low a note sounds.	
	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Bhangra	A traditional dance style developed by young people from the Punjab.	
	Groove	Groove is the sense of an effect ("feel") of changing pattern in a propulsive <u>rhythm</u> or sense of " <u>swing</u> ".			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen to song, dance and move and perform.	<p>Blues & Latin : Children to identify musical styles to learn each genre. Children will learn the difference between them and will learn how to be in the groove of different styles of music through singing and dancing to the music. Children will reinforce their learning of the genre by copy back rhythms.</p> <p>Bangra: Children to identify musical styles of each genre. Children will learn the difference between them and how to be in the groove of different styles of music through singing and dancing to the music. Children will reinforce their learning of their by copy back rhythms.</p> <p>Funk: Children to identify musical styles of each genre. Children will learn the difference between them and how to be in the groove of different styles of music through singing and dancing to the music. Children will reinforce their learning of the genre by copy back rhythms. Teacher to record evidence of their performances.</p>	To understand that music has a rhythm.
Step 2. Listen to song, dance and move and perform.		To explain the difference between rhythms in different pieces of music.
Step 3. Listen to song, dance and move and perform.		To evaluate their performances.
		To know and understand what the songs are about.

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.	<p>The children will perform, listen to, review and evaluate music linking history, geography, countries and cultures.</p>
Performance	Children will perform their singing and dancing to the class. in each style.	
Improvisation		
Playing	Children will play untuned percussion instruments .	
Composition		
Singing	Children will perform their singing and dancing to the class. in each style.	

Outcome	Character Traits	Stickability	WOW
Children will appreciate each style. Teacher to scribe a spidergram for each style. (To be recorded in the evidence file. for each class)	Articulate Respect	Recorded performances.	Singing and dancing to the songs. Watching themselves back.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Bosa Nova Latin music Pupils will be taught:</p> <p>To identify the features of Bossa Nova/Latin style. To improvise their own Latin style rhythms and evaluate their own performances. To listen with concentration and understanding to a arrange of high quality recorded music. (Live Music—RockSteady)</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	Bossa Nova	Brazilian dance music.	Rhythm	Patterns of long and short sounds used in music.	<p>English—Speaking and Listening Oracy—Projection and articulation of voice. PSHCE- valuing cultural heritage.</p>
	Latin	An up-tempo dance music based around a 5 beat rhythm.	Pitch	How high or low a note sounds.	
	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen to song, dance and move and perform.	<p>Children to learn to identify the style indicators. Children will listen to and appreciate the song Round and Round in Bossa Nova/Latin style. Children will learn to develop pulse within the song.</p> <p>Warming up voices and clapping Latin rhythms. Children will listen to and appraise Livin La Vida Loca by Ricky Martin. Through comparing the two pieces, identify the similarities to apply understanding of the genre.</p> <p>Step 6 — Oye Como Va by Santana. Children will listen to and appraise the song, children will clap rhythms to learn the rhythms of the genre. Children will improvise their own rhythms to consolidate their understanding of the genre.</p>	To understand that music has a steady pulse like a heartbeat.
Step 2. Listen to song, dance and move and perform.		To be able to recognise the features of Latin music.
Step 6. Listen to song, dance and move and perform.		To evaluate their performances and recognising successes and next steps.

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.	<p>The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p>
Performance	Children will perform their singing and dancing to the class. in each style.	
Improvisation		
Playing	Children will play untuned percussion instruments .	
Composition		
Singing	Children will perform their singing and dancing to the class. in each style.	

Outcome	Character Traits	Stickability	WOW
Teacher will interview the children appreciating each style.	Articulate	Recorded performances.	Singing and dancing to the songs. Watching themselves back.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Pupils will be taught:</p> <p>Identify different styles of pop music. Children will use their imagination.</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	Pop Music	Popular Music which changes as we and world changes.	Pitch	How high or low a note sounds.	<p>English—Speaking and Listening</p> <p>Oracy—Projection and articulation of voice.</p> <p>PSHCE- valuing cultural heritage.</p>
	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Notation	A visual way of representing music.	
	Rhythm	Patterns of long and short sounds used in music.			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 2: Listen to song and play.	Introduce playing a tuned instrument musically—glockenspiels, children will learn how to hold a beater and use a beater. Children will listen to the song <i>Your Imagination</i> and learn to play the accompaniment on glockenspiels.	To understand that music has a steady pulse like a heartbeat.
Step 3: Perform the song.	Children will learn to play the 'Easy and Medium part' on the glockenspiels.	To play a tuned instrumental part within the song they perform.
Step 4: Listen to and accompany the song. .	Children will learn to compose through <i>Compose the Song Tool</i> Step 4. 2 groups to sing, whilst 3rd group plays, swap and rotate.	Be able to learn to play an instrumental part which matches their musical challenge. (Differentiated parts)
		Be able to listen and follow musical instructions from a leader.
		Be able to learn the notes of their instrumental part from memory.

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.	Celebrating popular music.
Performance	Children will perform their singing and dancing to the class. in each style.	
Improvisation		
Playing	Children will play untuned percussion instruments .	
Composition		
Singing	Children will perform their singing and dancing to the class. in each style.	

Outcome	Character Traits	Stickability	WOW
Children will appreciate each style. Print off their composition for assessment folder.	Articulate	Performing together.	Composing using the Composing tool.

Curriculum Objectives

Pupils will be taught:

To perform learnt songs to an audience for a special occasion.

To experiment with, create, select and combine sounds using the interrelated dimensions of music.

Vocabulary

Dynamics	Indication of loudly or quietly music is played.	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.
Solo	A performance by one person.	Pitch	How high or low a note sounds.
Unison	Everyone sings/plays the same music at the same time.	Rhythm	Patterns of long and short sounds used in music.
Harmony	Different notes sung or played at the same time to produce chords.	Texture	Describes the layers of sound in music.
Timbre	Describes the quality and character of the sound.		

Links Across the Curriculum

Oracy—Projection and articulation of voice.

PSHCE— Reflecting on their time at RMP School.

RSE—Relationships and change.

History—personal timeline and chronology past, present and future.

English—Speaking and listening and reading aloud.

Lessons Sequence

Step 1. What Music would we like to perform in our end of year performance.

Step 2. To rehearse ready for their performance.

Step 3. To perform the concert.

Substantive Knowledge / Key Knowledge

Children will know they will be sharing their performance with an audience. Children will learn about performance behaviour, e.g. following a leader, starting, stopping etc... Children will understand a performance is a special occasion, involves an audience and is different for each occasion.

Children will listen to each other and add their ideas to the performance. Children will demonstrate good expressive singing and performance posture. Children will use pulse and dynamics, to articulate feelings.

Children will perform to the school as a dress rehearsal and then to parents. Children will be able to evaluate their performance.

Disciplinary Knowledge / Skills

To think about the message of songs.

Be able to talk about music and how it makes you feel.

To understand a performance is sharing music with other people, called an audience.

To be able to clearly communicate and articulate the meaning of the words.

To reflect on their performance and if they would change anything.

Themes

Listen and Appraise	The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
Performance	The children will perform music across a range of genres, styles and traditions, including the works of the great composers and musicians.
Playing	The children will perform at the end of year school concert.
Singing	The children will sing in unison, sing backing vocals and be aware of how they fit into a group.
Improvisation	
Composing	

Diversity in the Curriculum

The children will be celebrating our school, musical successes and diversity.

Outcome

End of year performance to parents.

Character Traits

Articulate, Kind
Resilient

Stickability

Remembrance of their time at school.

WOW

End of year concert,

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>South African Music</p> <p>Pupils will be taught: To listen and appraise South African music. To sing or playback a pattern. To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	Glockenspiels	A tuned percussion Instruments that play notes at a specific pitch.	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	<p>English—Speaking and Listening</p> <p>Oracy—Projection and articulation of voice.</p> <p>Geography</p>
	Beaters	Used to play an instrument.	Pitch	How high or low a note sounds.	
	Call and respond	Short phrases of music that sound like a question and its answer.	Rhythm	Patterns of long and short sounds used in music.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>Step 1. Listen and explain ideas about the song.</p> <p>Step 2. Practice singing & playing the song. Learn about the genre.</p> <p>Step 4. Improvise music using glockenspiels & voices.</p>	<p>Children will listen and recognise the song Hands, Feet, Heart. Children will learn to find the pulse and learn the lyrics. Through flexible warm ups children will be able to recognise and name three or more instruments. Children will learn to march with a steady beat and clap the rhythm. Children will learn to sing in groups and understand why we need to warm up our voices.</p> <p>Children will learn to play the part in time to a steady pulse.</p> <p>Children will play pulse and rhythm games. and be able to march with a steady beat. Children will be able to name and describe the sound made by three musical instruments. Recap on playing glockenspiels—how to hold a beater, use a beater. Children will learn to play the 'Easy and Medium part' on the glockenspiels.</p> <p>Children will listen to and appraise the song The Lion Sleeps Tonight. Step 4—play the instrument. Children will learn to call and respond individually and in pairs through using Extending Improvisation Step 4. Improvise their own music on glockenspiels and through singing. Children call and respond their improvisations.</p>	<p>Be able to listen and play an instrument.</p> <p>Be able to follow a pattern.</p> <p>To be able to find and recognise a comfortable singing position.</p> <p>To understand that songs can tell a story or describe an idea.</p>

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to learn more complex rhythm patterns..	<p>The children will perform, listen to, review South African heritage music.</p>
Performance		
Improvisation	Children to improvise using glockenspiels.	
Playing	Children to play glockenspiels.	
Composition		
Singing		

Outcome	Character Traits	Stickability	WOW
To gain confidence at playing an instrument.	Respectful Kind Resilient	Playing glockenspiels for the first time.	Playing glockenspiels.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils will be taught: To practice and perform for the Christmas Concert. To understand songs have musical style. To recognise instruments and voices. To experiment with, create, select and combine sounds using the interrelated dimensions of music.	Graphic Score	A way of writing music using pictures, marks or shapes to represent the different sounds.	Evaluate	To give feedback about how good something is	English—Speaking and Listening Oracy—Projection and articulation of voice. RE—Christmas
	Instrument	A musical instrument is a device made to make musical sounds when played by a human.	Practise	To perform a skill repeatedly to get better	
	Beat	The steady pulse that keeps going through a piece of music and keeps you playing at a steady tempo.	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	
	Rhythm	Patterns of long and short sounds used in music.	Pitch	How high or low a note sounds.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song.	Children will listen to and appreciate the song Ho, Ho, Ho. Children will learn the lyrics. Children will explore different pulse and rhythms through flexible warm ups. Children will learn to recognise the names and sounds of three or more instruments. Children will remember the song through performing. Christmas Concert Prep. Children will play instruments (glockenspiels) reinforce first introduction to glockenspiels. How to holder beater, make a sound etc... Through listening to Christmas Carols/Music children will learn to identify the style. Children will learn to find the pulse through clapping and repeating rhythms. Children will learn and memorize the songs. Practice, prepare and perform at the Christmas Concert. Children will develop their playing of glockenspiels, by building on lesson 2.	To perform to an audience.
Step 2. Practice the song—games to reinforce the genre.		Be able to express the message of the songs effectively.
Step 3. Rehearse and perform.		Be able to use a beater to create a good quality note on the glockenspiels. (tuned instrument)
		To understand and explain how to care for instruments.

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to learn more complex rhythm patterns..	The children will perform, listen to, review and evaluate Christmas Music from around the world and different times in history.
Performance	To perform at Christmas Concert.	
Improvisation		
Playing	Children to learn to use a beater to play glockenspiels.	
Composition		
Singing	To sing and rap in unison and parts at the Christmas Concert.	

Outcome	Character Traits	Stickability	WOW
To perform at the Christmas Concert.	Respectful Kind Resilient	Christmas Concert and having fun.	Christmas Concert & having fun.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Rock Music Pupils will be taught: To identify features of rock music. To keep a steady pulse and create own rhythms. To listen with concentration and understanding to a arrange of high quality recorded music. To experiment with, create, select and combine sounds using the interrelated dimensions of music.	Keyboard	A musical instrument with keys	Rhythm	Patterns of long and short sounds used in music.	English—Speaking and Listening Oracy—Projection and articulation of voice.
	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Audience	A group of spectators gathered to watch	
	Perform	To present to an audience	Pitch	How high or low a note sounds.	
	Drums	A percussion instrument	Rock Music	Characterised by heavy drums and bass guitar	
	Guitar	A stringed instrument			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen, appreciate and learn the song.	Children will listen to be able to identify the style indicators of rock music. Children will learn the difference between pulse and rhythm. Children to listen to and appreciate various rock music songs including We Will Rock You—from Step 2 and Smoke on the Water. Children to compare features of the genre. Children to play warm up games. Children will learn to find the pulse in different ways, including marching, being a rockstar and freestyle. Children will explore rhythms by clapping their own rhythms using long and short sounds. Children will sing and dance to rock music in time using actions. Children will use glockenspiels to develop their own rhythms using long and short sounds. Children will record their rhythms.	To realise the importance of audience.
Step 2. Explore the genre.		Be able to march in time.
Step 3. Play their own rhythms.		Be able to record and evaluate their own performances.

Themes	
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.
Performance	Children will perform their singing and dancing to the class. Children to evaluate what they looked best.
Improvisation	
Playing	Children will play their glockenspiels accurately and in time.
Composition	
Singing	Children will sing and dance rock music in time.

Diversity in the Curriculum
The children will perform, listen to, review and evaluate music linking history, geography, countries and cultures.

Outcome	Character Traits	Stickability	WOW
Children will play glockenspiels. Children will perform an end of unit piece—to be recorded.	Articulate	Enjoyment of rock music—singing and dancing.	Dancing to Rock Music- Rockin' out!.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Reggae Music</p> <p>Pupils will be taught:</p> <p>To compose and evaluate their own compositions together. To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>Reggae</p> <p>Music that originated in Jamaica, includes jamming.</p>	<p>Rhythm</p> <p>Patterns of long and short sounds used in music.</p>	<p>Jammin'</p> <p>Making music with friends in a relaxed way.</p>	<p>Pulse</p> <p>The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.</p>	<p>English—Speaking and Listening Oracy—Projection and articulation of voice.</p>
	<p>Unison</p> <p>Playing or singing the same music at the same time.</p>	<p>Pitch</p> <p>How high or low a note sounds.</p>			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>Step 1. Listen and appraise and learn the song.</p>	<p>Children will learn the song Zootime. Children will appraise the song through questions such as 'How does it make you feel? How Old is the music?' Children will perform the song. Children will learn the features of reggae music and listen to and compare two pieces of reggae music including Zootime.</p>	<p>To understand a performance is sharing music with other people, called an audience.</p>
<p>Step 4. Compose their own music</p>	<p>Children will learn to create class compositions, using their previous knowledge and skills, evaluate and discuss their own pieces and select the piece to perform as a class.</p>	<p>Be able to understand that composing is like writing a story with music.</p>
<p>Step 4. Compose their own music.</p>	<p>Children will learn to create class compositions, using their previous knowledge and skills, evaluate and discuss their own pieces and select the piece to perform. Children to add their ideas to the performance and record.</p>	<p>Be aware that everyone can compose music.</p>

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.	<p>The children will perform, listen to, review and evaluate music linking history, geography, countries and cultures.</p>
Performance	Children will perform their composition together.	
Improvisation		
Playing		
Composition	Children will compose a group piece, discuss and agree on its effectiveness.	
Singing	Children will sing together in unison.	

Outcome	Character Traits	Stickability	WOW
Children will compose and perform their own pieces of reggae.	Articulate	Evaluating their class performances.	Performing their compositions.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>SCHOOL SONG Count On Me</p> <p>Pupils will be taught:</p> <p>To understand the importance of friendship. How friendship is conveyed through music.</p> <p>To listen with concentration and understanding to a ar-</p>	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Rhythm	Patterns of long and short sounds used in music.	<p>English—Speaking and Listening</p> <p>Oracy—Projection and articulation of voice.</p> <p>PSHE—Friendship</p> <p>Reading—lyrics</p>
	Dynamics	How loud or soft music sounds.	Lyrics	Words of the songs.	
	Makaton	Sign Language	Pitch	How high or low a note sounds.	
	Tempo	The speed of the Music	Friendship	a relationship between friends.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song.	Children will listen and appreciate different Friendship songs including The Friendship Song, You've got a friend in me, One Call Away. Children will identify the lyrics/words used in friendship songs. Children to learn the Friendship Song.	Be able to say what makes a good friend.
Step 2. Practice the song.	Children will listen and appreciate the song Count on Me. Children will learn both the lyrics and the Makaton signs versions. Count on Me—Step 2 10 minutes Sign and Sing.	Be able to recognise and use some Makaton signs.
Step 2. Practice the song.	https://www.youtube.com/watch?v=UOM4XPDIxNw	Be able to identify friendship words.
	Children will continue to learn Count on Me song and Makaton version.	Understand that songs can tell a story.
	Children will bring their learning together, by designing a Mindmap of friendship lyrics/words around a picture of themselves and their friends performing Count on Me.	Interrelated dimension of sound can create different atmospheres. E.g. Tempo, dynamics, timbre.

Themes		Diversity in the Curriculum
Listen and Appraise	Listening to the lyrics of friendship songs.	<p>Understand and recognise the importance of friendship and how that idea is portrayed in Music.</p> <p>Learning Makaton.</p>
Performance	Performing Count on Me	
Improvisation		
Playing		
Composition		
Singing	Singing and performing	

Outcome	Character Traits	Stickability	WOW
Children will perform Count on Me at the Summer Concert.	Articulate Kind	Performance.	Learning Makaton.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils will be taught: To perform learnt songs to an audience. To experiment with, create, select and combine sounds using the interrelated dimensions of music.	Dynamics	Indication of loudly or quietly music is played.	Pitch	How high or low a note sounds.	Oracy—Projection and articulation of voice. PSHCE— Reflecting on their time at RMP School. RSE—Relationships and change. History—personal timeline and chronology past, present and future. English—Speaking and listening and reading aloud.
	Solo	A performance by one person.	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	
	Unison	Everyone sings/plays the same music at the same time.	Rhythm	Patterns of long and short sounds used in music.	
	Harmony	Different notes sung or played at the same time to produce chords.	Communicate	share or exchange information, news, or ideas.	
	Timbre	Describes the quality and character of the sound.	Audience	assembled spectators or listeners	
	Texture	Describes the layers of sound in music.	Reflect	think deeply or carefully about.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. What Music would we like to perform in our	Children know they will be sharing their performance with an audience. Children will learn about performance behaviour, e.g. following a leader, starting, stopping etc. To understand a performance is a special occasion, involves an audience and is different for each occasion.	To think about the message of songs.
Step 2. To rehearse ready	Children will listen to each other and add their own ideas to the performance. Children will demonstrate good singing and performance posture. Children will use pulse and dynamics, to articulate feelings.	Talk about music and how it makes you feel using musical language.
Step 3. To perform the	Children will perform to the school as a dress rehearsal and then to parents. Children will continue to learn Count on Me song & Makaton version. Children will be able to evaluate their performance.	Know that performances are planned and learned and enjoyed by both performer and audience. To clearly communicate and articulate the meaning of the words. Reflect on their performance and if they would change anything. To know a performance can include your parents and

Themes		Diversity in the Curriculum
Listen and Appraise	The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	The children will perform at a celebration unique to our school.
Performance	The children will perform music across a range of genres, styles and traditions, including the works of the great composers and musicians .	
Playing	The children will perform at the end of school concert.	
Singing	The children will sing in unison, sing backing vocals and be aware of how they fit into a group.	
Improvisation	Children will have opportunity to add their own ideas to the song– actions/stance/groupings.	
Composing		

Outcome	Character Traits	Stickability	WOW
End of year performance to parents.	Articulate, Kind Resilient	Remembrance of their time at school.	End of year concert,

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>R&B</p> <p>Pupils will be taught:</p> <p>To identify the features of R&B.</p> <p>To compose a piece of music as a class using the interrelated dimensions of music.</p>	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Rhythm	Patterns of long and short sounds used in music.	<p>English—Speaking and Listening</p> <p>Oracy—Projection and articulation of voice.</p> <p>PSHCE—friendship recognising strengths.</p>
	Chorus	A repeated section of a song.	Dynamics	How loud or soft music sounds.	
	Verse	A section of a song that often has the same melody but different words.	Funky	In the 1960s, an exciting performer called James Brown combined Gospel, Soul and Jazz into a new form of music called Funk.	
	Blues	Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.	Tempo	How fast or slow the music is.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>Step 1. Listen and appraise and learn the song.</p> <p>Step 2. Practice the song—games to reinforce the genre.</p> <p>Step 3. Compose, improvise and play within the song.</p>	<p>Children will learn to identify style indicators of R&B Music. Children will learn the difference between pulse and rhythm. Children will learn to listen to and appraise Let Your Spirit Fly and various other R&B songs. Children will learn to listen and identify the style features of R&B music and apply them to the song. Children will learn the song and apply dynamics.</p> <p>Through flexible warm up games, children will embed their understanding of pulse and rhythm. Children will learn to play in time and accurately on glockenspiels within the song.</p> <p>Step 4—As a class, children will learn to compose through copy back and rhythm grid their own R&B music using long and short notes on glockenspiels.</p>	<p>To be able to plan and create a section of music within the piece.</p> <p>To be able to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>To know that a composition is music that is created by you and kept in some way.</p>

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify structure, verse and chorus.	<p>The children will perform, listen to, review and evaluate music linking genres and recognising strengths in others cultures.</p>
Performance	Children will perform their compositions to the class. Children to evaluate what they liked best.	
Improvisation		
Playing	Children will play their glockenspiels accurately and in time.	
Composition	Class composition using glockenspiels.	
Singing	Children will sing the song in time.	

Outcome	Character Traits	Stickability	WOW
Record their compositions either written or recorded that recognises the link between sound and symbol.	Articulate Resilient Respectful	Class Composition.	Class Composition.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils will be taught: To practice and perform for the Christmas Concert. To learn how to play glockenspiels with increasing accuracy. To understand songs have musical style. To recognise tuned instruments and combinations of voices.	Graphic Score	A way of writing music using pictures, marks or shapes to represent the different sounds.	Perform	To present to an audience	English—Speaking and Listening Oracy—Projection and articulation of voice. RE—Christmas Geography- recognising traditions for different countries and cultures.
	Instrument	A musical instrument is a device made to make musical sounds when played by a human.	Practise	To perform repeatedly to acquire proficiency in it	
	Beat	The steady pulse that keeps going through a piece of music and keeps you playing at a steady tempo.	Evaluate	To form an idea about something	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song.	Children will listen to, appraise and learn to identify style indicators of Christmas Carols/Music. Children will begin to learn the lyrics. Children will learn to explore different song rhythms, different pulses, language of music and notes. Children will be introduced to musical notation and using a graphic score. Christmas Concert Prep. Practice, prepare and perform song for the Christmas Concert. Children will learn to sing with an awareness of being in tune. Continue Glockenspiels 1—Steps 1 to 3. Children will learn to play differentiated parts on a tuned instrument from memory or using notation. Continue Glockenspiels 1—Steps 1 to 3. Children will learn that songs can make you feel different things. Practice, prepare and perform songs for the Christmas Concert.	To perform to an audience.
Step 2. Practice the song—games to reinforce the genre.		To express the message of the songs effectively.
Step 3. Playing and performing.		To know that singing as part of an ensemble is fun but you must listen to each other.
		To have an awareness of pulse of when singing.
		To listen and follow musical instructions from a leader. (Playing)
		To be able to communicate the meaning of the words and clearly articulate them.

Themes	
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to learn more complex rhythm patterns..
Performance	To perform at Christmas Concert.
Improvisation	
Playing	Children to learn more complex rhythm patterns and develop playing skills..
Composition	
Singing	To sing in unison and parts at the Christmas Concert.

Diversity in the Curriculum
The children will perform, listen to, review and evaluate Christmas Music from around the world and different times in history.

Outcome	Character Traits	Stickability	WOW
To perform at the Christmas Concert.	Respectful Kind Resilient	Christmas Concert.	Christmas Concert.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Reggae Music Pupils will be taught:</p> <p>To appreciate and understand a range of quality recorded music from different traditions and cultures.</p> <p>Identify features of reggae music.</p> <p>To sing reggae songs in parts.</p>	Reggae	Music that originated in Jamaica, includes jamming.	Rhythm	Patterns of long and short sounds used in music.	<p>English—Speaking and Listening</p> <p>Oracy—Projection and articulation of voice.</p> <p>Geography—Where in the world in Jamaica?</p> <p>History—The history of music around the world.</p>
	Melody	A tune or sequence of notes that makes sense on their own.	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	
	Guitar	A stringed instrument.	Jamming	Making music with friends in a relaxed way.	
	Chorus	A repeated section of a song.	Pitch	How high or low a note sounds.	
	Introduction	A passage or section which opens a movement or a separate piece, preceding the theme or lyrics.			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song.	<p>Children to identify and learn style indicators of reggae. Children will learn and know the difference between pulse and rhythm.</p> <p>Children will listen to and learn to appraise various reggae songs including Three Little Birds, Jammin and Small People. Children will listen to and learn to identify the style features of several reggae songs.</p> <p>Children to play warm up games. Children will learn to identify key features of reggae. Children will learn through improvisation to play glockenspiels in 2 parts within the song.</p> <p>Step 3 Children will apply style indicators of reggae within the song. Children will understand and apply the inter-related dimensions of sound while singing. Children will play the improvised part on glockenspiels within the song.</p>	To know how pulse and rhythm work together.
Step 2. Practice the song—games to reinforce the genre.		To know the difference between a musical question and answer.
Step 3. Compose, improvise and play within the song.		To be able to sing in unison and in 2 parts.

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.	The children will understand the origins of reggae music.
Performance	Children will perform their reggae song in parts.	
Improvisation	Children will improvise reggae music using the glockenspiels.	
Playing	Children will play their improvisations on glockenspiels.	
Composition		
Singing	Children will sing reggae in parts.	

Outcome	Character Traits	Stickability	WOW
Children will play glockenspiels in two parts. Children will sing reggae songs in parts.	Articulate	Perform in assembly and Summer Concert.	Perform in Summer Concert.

Curriculum Objectives	Vocabulary	Links Across the Curriculum
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Pupils will be taught:

To learn to play the recorder with increasing accuracy..

To play musically with increasing confidence and control.

Tonguing	How to separate notes whilst blowing	Duet	Two people playing together
Recorder	A woodwind instrument	Stave	A set of five horizontal lines and the spaces between them, used for notating music.
Fingering	Where to place fingers over the holes	Treble clef	This sign is at the start of a piece of music to let the performer know that the notes on the stave can be played by high instruments.
Unison	Playing or singing the same notes together at the same time.	Rhythm	Patterns of long and short sounds used in music.
Folk	Traditional music that originally was passed down through families and other small social groups.		

English—Speaking and Listening

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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Step 1. Introduce Recorder

Step 2. Introduce note B

Step 3. Introduce notes A and C, sing & play

Jane Sebba's recorder course—Recorders Step 1 Children will learn how to hold the recorder and how to make a sound. Children will learn to follow the notation and learn how make a sound on the beat.

Children will learn to play note B in two groups by taking turns. Step 2 Theory of Language— Children will learn to identify the stave and treble clef. Step 3— Children's learning of note B will be reinforced by copying back.

Step 5—introduce note A. Children will learn how to play A, they will learn to recognise notation. Theory of Music— children will learn rhythm through copy back improvisation. Playing A in two parts, taking turns too. Step 6—Sing and play. Steps 7 and 8 to consolidate notes A and B.

Playing a simple or medium part of the melody.

To be able to rehearse and perform their part within the context of the song.

To listen and follow musical instructions from a leader. (Playing)

Themes	
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Listen and Appraise	Listen to the rhythm
Performance	
Improvisation	Listen to and play your own answer.
Playing	Play and perform their part of a simple melody.
Composition	
Singing	

Diversity in the Curriculum

The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of a range of musicians.

Outcome	Character Traits	Stickability	WOW
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Children to learn and play 3 notes on a recorder.	Articulate	Playing the recorder and joining in. Beginning to read music.	The experience of playing the sound.
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Curriculum Objectives	Vocabulary				Links Across the Curriculum
Folk Music Pupils will be taught: To sing and play musically with increasing confidence and control. To play the recorder as a backing accompaniment. To listen with attention to a range of high quality mu-	Folk	Can originate from any country. Uses old tunes or songs that have been passed down through generations; they are not written down but passed down orally.	Harmony	A musical effect created by playing or singing two or more notes simultaneously.	English—Speaking and Listening Oracy—Projection and articulation of voice.
	Unison	Playing or singing the same notes together at the same time.	Melody	A tune or sequence of notes that makes sense on their own.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song.	Children will learn to sing the song and understand the message of the song through the lyrics. Children will play flexible games to learn pulse and dynamics. Children will be introduced to singing in two groups. Children to perform the song. Children will learn to listen and appraise a Chinese Folk Song from Step 2. Children will sing the song and begin to learn the instrumental part on the recorder. Children will learn to appraise a Turkish traditional tune from Step 4. Children will learn to play the instrumental parts and will have the opportunity to improvise from Step 3 using B, A and G notes to make up own melody. Children will learn to keep in time with clear notes.	To know how pulse and dynamics work together.
Step 2. Practice the song—games to reinforce the genre.		To be able to play one note or part of the melody from memory.
Step 3. Compose, improvise and play within the song.		To rehearse and perform their part within the context of the song.
		To listen to and follow musical instructions from a leader.

Themes	
Listen and Appraise	Listen and appraise folk music from around the world.
Performance	Performing their improvisations to each other.
Improvisation	Instrument improvisations.
Playing	Playing the musical accompaniment on the recorder.
Composition	Composing using three notes—B A G. Copy and respond.
Singing	Singing in two parts.

Diversity in the Curriculum
The children will perform, listen to, review and evaluate music across a range of countries and traditions.

Outcome	Character Traits	Stickability	WOW
Children will improvise their accompaniment and perform in parts.	Articulate Resilience Curious	Playing the recorder.	Perform in assembly.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Pupils will be taught:</p> <p>To plan and practice towards a performance.</p> <p>To perform learnt songs to an audience with expression.</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	Dynamics	Indication of loudly or quietly music is played.	Texture	Describes the layers of sound in music.	<p>Oracy—Projection and articulation of voice.</p> <p>PSHCE— Reflecting on their time at RMP School.</p> <p>RSE—Relationships and change.</p> <p>History—personal timeline and chronology past, present and future.</p> <p>English—Speaking and listening and reading aloud.</p>
	Solo	A performance by one person.	Reflect	think deeply or carefully about.	
	Unison	Everyone sings/plays the same music at the same time.	Communicate	share or exchange information or ideas	
	Harmony	Different notes sung or played at the same time to produce chords.	Articulate	Speak clearly and confidently	
	Timbre	Describes the quality and character of the sound.	Audience	assembled spectators or listeners	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. What Music would we like to perform in our end of year performance.	<p>Children will learn about the venue and how to use it to its best effect. Through reviewing the year using their music passport, discussing and talking musically about 'What went well and what could be done better' and their favourite piece/unit. Children will understand and learn that a performance is a special occasion which involves an audience and is different for each occasion.</p> <p>Children will listen to each other and will learn how they fit into a group. Children will demonstrate good singing and performance posture. Children will learn to use pulse, dynamics, diction to articulate feelings.</p> <p>Children will perform to the school as a dress rehearsal and then to parents. Children will reflect and evaluate their performance and be able to select aspects that need refining. Children will talk about music and how it makes you feel using musical language.</p>	To think about the message of songs
Step 2. To rehearse ready for their performance.		To know and understand how and why it is important to warm up your voice.
Step 3. To perform the concert.		To know that performances are planned and learned and enjoyed by both performer and audience.
		To clearly communicate and articulate the meaning of the words.
		Reflect on their performance and if they would change anything.
		To know a performance can include your parents and friends.

Themes	
Listen and Appraise	The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
Performance	The children will perform music across a range of genres, styles and traditions, including the works of the great composers and musicians.
Playing	The children will perform at the end of school concert.
Singing	The children will sing in unison, sing backing vocals and be aware of how they fit into a group.
Improvisation	
Composing	

Diversity in the Curriculum

The children will perform at a celebration unique to our school.

Outcome	Character Traits	Stickability	WOW
End of year performance to parents.	Articulate, Kind Resilient	Remembrance of their time at school.	End of year concert,

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>POP/ROMANCE</p> <p>Pupils will be taught:</p> <p>Identify features of Pop/Romance</p> <p>To improvise, compose music and play instruments using the interrelated dimensions of music.</p>	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Chorus	A repeated section of a song.	<p>English—Speaking and Listening</p> <p>Oracy—Projection and articulation of voice.</p>
	Rhythm	Patterns of long and short sounds used in music.	Tempo	How fast or slow the music is.	
	Romance	Music about love with romantic lyrics.	Texture	The effect of melody, harmony and rhythm layered together.	
	Dynamics	How loud or soft music sounds.	Electric guitar	An electric stringed instrument.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>Step 1. Listen and appraise and learn the song.</p> <p>Step 2. Practice the song—games to reinforce the genre.</p> <p>Step 3. Compose, improvise and play within the song.</p>	<p>Children to identify and learn style indicators of reggae. Children will learn the difference between pulse and rhythm. Children will listen and learn to appraise various pop songs. Children will listen to and identify the style features of pop/romance songs. Children will learn the song Mamma Mia. Children will identify the structure of</p> <p>Children will learn to play their instrument through improvising and playing their instruments within the song. Children will begin to learn to compose their melody.</p> <p>Children will practice their own/group compositions ready to perform. Children will present a musical performance designed to capture the audience.</p>	<p>To keep an internal pulse.</p> <p>To know the difference between pulse and rhythm.</p> <p>To find a pulse whilst listening to a piece of music.</p> <p>To be able to create a simple melody.</p> <p>To distinguish between parts of music.</p> <p>To experiment with different sounds whilst composing.</p>

Themes	
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.
Performance	Children will perform their parts to the class. and add funky dance moves.
Improvisation	Children will improvise parts of the performance.
Playing	Children will play instrumental parts as part of the performance.
Composition	Children to compose a simple melody using simple rhythms.
Singing	Children will sing in unison.

Diversity in the Curriculum
<p>The children will perform, listen to, review and evaluate music across a range of historical periods within the genre.</p>

Outcome	Character Traits	Stickability	WOW
Children will compose, improvise and perform using glockenspiels.	Ambitious Curious Kind	Watching back their performances.	Recording their performances.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Pupils will be taught:</p> <p>To practice and perform for the Christmas Concert.</p> <p>To learn how to play a melody on glockenspiels from memory or notation.</p> <p>To understand songs have musical style.</p> <p>To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>To use and understand a stave and other musical nota-</p>	Graphic Score	A way of writing music using pictures, marks or shapes to represent the different sounds.	Perform		<p>English—Speaking and Listening</p> <p>Oracy—Projection and articulation of voice.</p> <p>RE—.Christmas</p> <p>Geography- Christmas is celebrated differently in different parts of the world</p>
	Instrument	A musical instrument is a device made to make musical sounds when played by a human.	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	
	Beat	The steady pulse that keeps going through a piece of music and keeps you playing at a steady tempo.	Evaluate		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>Step 1. Listen and appraise and learn the song.</p> <p>Step 2. Practice the song—games to reinforce the genre.</p> <p>Step 3. Compose/perform the song.</p>	<p>Children to identify, learn style indicators and draw connections about Christmas Carols/Music.</p> <p>Children will listen to and learn to appraise a variety of Christmas songs. Children will learn the lyrics. Children will learn through exploring different song rhythms, different pulses, language of music and notes.</p> <p>Christmas Concert Prep. Children will sing Christmas songs, exploring singing solos.</p> <p>Continue Glockenspiels 2. Children will experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Continue Glockenspiels 2. Continue learning to lead playing by making sure everyone plays in the playing section of the song. Practice, prepare and perform at the Christmas Concert.</p>	<p>To perform to an audience.</p> <p>To express the message of the songs effectively.</p> <p>To know that singing as part of an ensemble is fun but you must listen to each other.</p> <p>To have an awareness of pulse of when singing.</p> <p>To be able to listen carefully and respectfully to other peoples thoughts about the music.</p> <p>To be able to communicate the meaning of the words and clearly articulate them.</p> <p>To understand how a solo singer makes a thinner texture than a large group.</p> <p>To be able to re-join the song if lost.</p>

Themes	
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to learn more complex rhythm patterns..
Performance	To perform at Christmas Concert.
Improvisation	
Playing	Children to learn more complex rhythm patterns and develop playing skills..
Composition	
Singing	To sing in unison and parts at the Christmas Concert.

Diversity in the Curriculum
<p>The children will perform, listen to, review and evaluate Christmas Music from around the world and different times in history.</p>

Outcome	Character Traits	Stickability	WOW
To perform at the Christmas Concert.	Respectful Kind Resilient	Christmas Concert.	Christmas Concert.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Grime Music Pupils will be taught: To identify the features rap music. To compose lyrics on the theme of bullying using grime.	Digital & electronic sounds	Sounds made using technology.	lyrics	Words for a song.	English—Speaking and Listening Oracy—Projection and articulation of voice. PSHCE—Bullying RSE—Bullying
	Turntables	Used by DJs to manipulate sounds.	grime	Electronic music, draws influence from jungle, dance hall, hiphop and garage music.	
	Choreography	Moving to the music.	hook	Short catchy phrase or riff.	
	Synthesizers	Electronic instrument that looks like a keyboard and pre-recorded sounds.	melody	Another name for a tune.	
	structure	How the sections of a song are ordered.	solo	A performance by one person.	
	rap	Vocal technique in which the performer speaks rhythmically against a beat.			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song.	Listen, appraise and learn the song. Children to identify the structure and style indicators of Grime. Children will analyse and question the message of the songs and lyrics. Children will compare the songs and identify themes such as self, pride and challenge. Listen to Stop! and learn the lyrics. Gotta Be Me Compose—Children to play warm up games. Children will learn to identify and then use the pulse of Grime music. Children will learn to compose a verse of Grime music through listening and identifying the style features. Perform—Children will compose their own rapped lyrics on the theme of bullying. Children to perform their compositions. Children will evaluate their own performance.	To think about the message of Grime Music.
Step 2. Practice the song—games to reinforce the genre.		Be able to examine the theme of bullying within songs.
Step 3. Compose, improvise and play within the song.		To express the message of the songs effectively.
		To know that performances are planned and learned and enjoyed by both performer and audience.

Themes	
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.
Performance	Children will perform their compositions on bullying.
Improvisation	
Playing	Children will contribute to the performance by performing their lyric composition.
Composition	Children to make their own rap compositions.
Singing	Children will sing and rap in unison and in parts.

Diversity in the Curriculum
The children will understand the origins of Grime music.

Outcome	Character Traits	Stickability	WOW
To perform their own grime/rap compositions on the theme of bullying.	Articulate	Antibullying theme—links to assembly.	Perform in class assembly. In Anti Bullying week.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Gospel Music Pupils will be taught: To identify features of gospel music and songs. To appreciate high quality recorded music drawn from different traditions. To develop an understanding of the history of music.	Gospel music	A style of Christian music that is usually sung with rich harmony, often with a call and response structure.	hook	Short catchy phrase or riff.	English—Speaking and Listening Oracy—Projection and articulation of voice. PSHE—understanding importance of friendship, belonging and reliance
	structure	How the sections of a song are ordered.	Riff	A short repeated phrase often played on a lead instrument.	
	Beat	The steady pulse that keeps going through a piece of music and keeps you playing at a steady tempo. I	Tempo	How fast or slow the music is.	
	Dynamics	How loud or soft music sounds.	By ear	To perform music without having to read it.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song.	Children to identify and learn style indicators of gospel music. Children will play flexible warm up games to embed the genre. Listen and appraise Lean on Me, children to learn the song.	To think about the message of the songs.
Step 2. Practice the song—games to reinforce the genre.	Step 2—Children to play warm up games. Children's learning to be enhanced through a short recap on posture and playing. Children to revise and refine skills play glockenspiels to accompany the song.	Talk about the accompaniment to match the mood of the song.
Step 3. Compose, improvise and play within the song.	Children to play warm up games. Children to revise and refine skills play recorders to accompany the song. Recap on recorder notes and finger positions.	To listen to and follow musical instructions from a leader.
	Summer 1— Children will be able to select their instrument based on their experience and preference and be able to justify their choice using musical language. Children learning on glockenspiels will play first, whilst recorder groups listens and appraises their peers and visa versa.	To make musical decisions.
	Step 3—listen and appraise Shackles. Identify and learn style indicators and feelings about the song. Children will compare and contrast songs within the genre. Choose a challenge—children to improvise with A F G on glockenspiels, turn taking with a partner/children to improvise on recorders, Children will play together to accompany Lean on Me.	To be able to identify tempo changes, changes of dynamics and texture.
	Children will learn to compose their own piece (using A F and G on glockenspiels) and (recorders) working in pairs. Children to listen and reflect upon the developing compositions.	To know if you improvise through the notes you have been given, you cannot make a mistake.

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them. Children to understand the lyrics and identify the main sections.	The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians..
Performance	Children will rehearse and perform within the context of the song.	
Improvisation	Children to improvise their own tunes and songs.	
Playing		
Composition	Listen and reflect on developing compositions.	
Singing		

Outcome	Character Traits	Stickability	WOW
To perform and record their compositions.	Articulate Respect	Expressing the meaning of the song. Making memories of ensemble music.	Playing together in unison in voices and on instruments.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils will be taught: To play and perform in solo and ensemble contexts. To plan and practice towards a performance. To perform learnt songs to an audience. To experiment with, create, select and combine sounds using the interrelated dimensions of music.	Dynamics	Indication of loudly or quietly music is played.	Texture	Describes the layers of sound in music.	Oracy—Projection and articulation of voice. PSHCE— Reflecting on their time at RMP School. RSE—Relationships and change. History—personal timeline and chronology past, present and future. English—Speaking and listening and reading aloud.
	Solo	A performance by one person.	Timbre	Describes the quality and character of the sound.	
	Unison	Everyone sings/plays the same music at the same time.	Harmony	Different notes sung or played at the same time to produce chords.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. What Music would we like to perform in our end of year performance. Step 2. To rehearse ready for their performance. Step 3. To perform the concert.	Children will learn about the venue and how to use it to its best effect. Through reviewing the year using their music passport, discussing and talking musically about 'What went well and what could be done better' and their favourite piece/unit. Children will understand and learn that a performance is a special occasion which involves an audience and is different for each occasion. Children will listen to each other and learn how they fit into a group. Children will demonstrate good singing and performance posture. Children will learn to use pulse, dynamics, diction to articulate feelings. Children will perform to the school as a dress rehearsal and then to parents. Children will reflect and evaluate their performance and be able to select aspects that need refining. Children will talk about music and how it makes you feel using musical language.	To think about the message of songs and clearly communicate and articulate the meaning of the words. Be able to discuss music and how it makes you feel using musical language. Be able to present a musical performance designed to capture the audience. To know that performances are planned and learned and enjoyed by both performer and audience. To know and understand why it is important to warm up your voice and be able to warm up their voices. Be able to reflect on their performance and if they would change anything. To know a performance can include your parents and friends.

Themes	
Listen and Appraise	The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
Performance	The children will perform music across a range of genres, styles and traditions, including the works of the great composers and musicians.
Playing	The children will perform at the end of school concert.
Singing	The children will sing in unison, sing backing vocals and be aware of how they fit into a group.
Improvisation	
Composing	

Diversity in the Curriculum

The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Outcome	Character Traits	Stickability	WOW
End of year performance to parents.	Articulate Kind	Remembrance of their time at school.	End of year concert,

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Classic Rock Music Pupils will be taught: To sing and play musically with increasing confidence and control. To improvise and compose music for a range of purposes. To identify features of rock music, compose within a piece	Hook	Short catchy phrase or riff.	Amplifier	A device to play music on to increase the volume.	English—Speaking and Listening Oracy—Projection and articulation of voice.
	Riff	A short repeated phrase often played on a lead instrument.	Electric guitar	An electric version of the a stringed instrument.	
	Structure	How the sections of a song are ordered.	Vocals	Voices used as instruments.	
	Back beat	Beats 2 and 4 in a drum line.	Bass guitar	A 4 stringed instrument.	
	Chorus	A repeated section of a song.	Bridge	Contrasting section which leads back to the main part.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song. Step 2. Practice the song—games to reinforce the genre. Step 3. Compose, improvise and play within the song.	Children to identify and learn style indicators of rock music and will learn to understand the structure of the song. Children will listen to, appraise and sing Livin' on a Prayer by Bon Jovi. Warm up games, listen, watch and appraise a range of rock songs, children will draw connections between the songs. Flexible games. Children will learn through copying back and improvising how to play the glockenspiels. Children will compose in a classic rock style within the song on glockenspiels. Step 4—Children will perform the song in a classic rock style—children will learn to sing and play their compositions within the song using a grid with pitch and note length. Children will record their learning in their Music Passports.	To be able to explain the structure of the melody. Be able to understand the structure of rock music. To evaluate their performance by talking musically about their performance. Record and watch back their performance, be able to compare to previous recordings. To begin to read notes on the treble clef.

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.	The children will perform, listen to, review and evaluate music across a range of historical periods.
Performance	Perform and record their song. Discuss their thoughts and feeling about their performance.	
Improvisation	Copy back rhythms, tunes and melodies.	
Playing	To read an octave from C on a treble clef.	
Composition	Compose with the song.	
Singing	Singing in unison with dynamics.	

Outcome	Character Traits	Stickability	WOW
To understand the style indicators of rock music and perform in an appropriate rock manner.	Articulate	Recording of their performances.	Watching their recordings of their performances. Performing as Rock Legends!

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils will be taught: To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To practice and perform for the Christmas Concert. To compose Christmas Music using a graphic score. To use and understand a stave and other musical notations.	Graphic Score	A way of writing music using pictures, marks or shapes to represent the different sounds.	Perform	To carry out, accomplish or fulfil an action	English—Speaking and Listening Oracy—Projection and articulation of voice. RE—Christmas
	Beat	The steady pulse that keeps going through a piece of music and keeps you playing at a steady tempo.	Practise	To perform repeatedly to acquire proficiency in it	
	Evaluate	To form an idea about something			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song.	Children to identify, learn style indicators and draw connections about Christmas Carols/Music. Children will listen to and learn to appraise a variety of Christmas songs. Children will learn the lyrics. Children will learn through exploring different song rhythms, different pulses, language of music and notes. Christmas Composing—children will learn how to make their own graphic score to Jingle Bells using tuned or un-tuned instruments. Children will practise their Jingle Bells pieces to perform at the Christmas concert. Children to research popular Christmas hits. In small groups children select their favourite song, children will justify, debate and defend their choices. Children will record their learning in their Music Passports.	To perform to an audience.
Step 2. Practice the song—games to reinforce the genre.		To express the message of the songs effectively.
Step 3. Compose/perform the song.		To know that singing as part of an ensemble is fun but you must listen to each other. To be able to listen carefully and respectfully to other peoples thoughts about the music.
		To be able to communicate the meaning of the words and clearly articulate them.

Themes	
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.
Performance	To perform at Christmas Concert. Christmas composing using a range of instruments—percussion and ukulele.
Improvisation	
Playing	Playing a range of instruments to an audience. To read an octave from C on a treble clef.
Composition	
Singing	To sing in unison and parts at the Christmas Concert.

Diversity in the Curriculum
The children will perform, listen to, review and evaluate Christmas Music from around the world and different times in history.

Outcome	Character Traits	Stickability	WOW
To perform at the Christmas Concert.	Respect Kind Resilient	Debating Christmas music.	Christmas Concert.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Rap music Pupils will be taught:</p> <p>To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. To compose music for a range of purposes.</p>	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Texture	Describes the layers of sound in music.	<p>English—Speaking and Listening Oracy—Projection and articulation of voice.</p> <p>PSHE—Environment Science/Geography- environmental impact</p>
	Composition	A piece they have created and developed.	Dynamics	How loud or soft music sounds.	
	Tempo	How fast or slow the music is.			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>Free Style Step 1. Listen and appraise and learn the song.</p> <p>Step 4—Write their raps.</p> <p>Step 6—Go on Tour.</p>	<p>Freestyle—Song and Video Projects Plastic—Children will watch video, Children will listen, appraise and discuss the style of music used. Using musical language.</p> <p>Freestyle—Taking In The Facts Videos. Children will review using Pulse and Rhythm</p> <p>Children will look at E Book A Place for Plastic (without words). and compare with the video. In small groups children will draft ideas for their rap. Children will begin to write the lyrics for their rap.</p> <p>Children will learn to focus on the structure of the piece (Verse, chorus, verse, chorus) whilst writing and practising their raps.</p> <p>Practice, perform and evaluate. Children will perform their pieces to different classes throughout the school and evaluate their own as well as each other's performances using musical vocabulary.</p> <p>Children will record their learning in their Music Passports.</p>	<p>Be able to consider the lyrics of their songs.</p> <p>Be able to listen carefully and respectfully to other people's thoughts about music.</p> <p>Be able to rehearse and perform their part.</p> <p>To know that performances are planned and learned and enjoyed by both performer and audience.</p>

Themes	
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.
Performance	Perform and record their song. Discuss their thoughts and feeling about their performance.
Improvisation	Copy back rhythms, tunes and melodies..
Playing	
Composition	Compose with the song.
Singing	Singing in unison with dynamics.

Diversity in the Curriculum
The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Outcome	Character Traits	Stickability	WOW
To produce their own music for A Place for Plastic.	Articulate Kind Respect	Writing their own rap.	Writing their own rap.

Curriculum Objectives	Vocabulary	Links Across the Curriculum
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Pupils will be taught:

To learn to play the ukulele musically with increasing confidence and control.

To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

To compose music for a range of purposes.

Ukulele	A stringed musical instrument	In time	To "keep time" accurately and to synchronise to an ensemble for aesthetic effect.
Chord	A group of notes played together to create a musical effect .	Stave	A set of five horizontal lines and the spaces between them, used for notating music.
Strum	A strum is a sweeping action where a finger brushes over several strings to generate sound.!	Pluck	To cause the strings on a stringed instrument to vibrate by picking or pulling them with fingers or a pick.

English—Speaking and Listening

Oracy—Projection and articulation of voice.

Lessons Sequence

Steps 1 & 2. Hold and play ukulele in the correct way. Play chord C.

Step 3. To play chord C and F & change between the chords in time.

Step 4. To play between C&F and G7.

Substantive Knowledge / Key Knowledge

Children will learn how to hold the ukulele, left handed children may struggle and will learn to play a left handed ukulele. Children will learn the names of parts of the ukulele. Children will learn to strum a simple song rhythmically and in time. Children will learn to strum and pluck and play chord C.

Previous learning to embed correct holding and posture and finger position. Children to continue learning playing chord C and being introduced to chord F. Children will learn to change between F and C in time and with confidence, support/lead partner sing and play. (Step 3 & 4)

Children will improvise a different chord rhythm between C & F. Children will learn to play G7. Children will learn to play between C, F and G7. Children will learn to change chords in time to the song. (Steps 5 & 6)

Children will record their learning in their Music Passports.

Disciplinary Knowledge / Skills

Be able to read musical notation, making a clean sound.

Be able to talk about the accompaniment to match the mood of the song.

Be able to listen to and follow musical instructions from a leader.

To make musical decisions.

To be able to identify tempo changes, changes of dynamics and texture.

To know if you improvise through the notes you have been given, you cannot make a mistake.

Themes

Listen and Appraise	
Performance	Performing to your partner.
Improvisation	Improvising playing between C,F and G7.
Playing	Playing between C,F and G7. To read an octave from C on a treble clef.
Composition	
Singing	

Diversity in the Curriculum

Music from a range of cultures—contemporary rock, 90's indie, 80's neo soul.

Outcome	Character Traits	Stickability	WOW
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To learn to play the ukulele.	Articulate	Learning to play an instrument.	Learning to play an instrument.
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Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Pupils will be taught:</p> <p>To learn to play the ukulele musically with increasing confidence and control.</p> <p>To use and understand a stave and other musical notation.</p> <p>To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	Ukulele	A stringed musical instrument	In time	To "keep time" accurately and to synchronise to an ensemble for aesthetic effect.	<p>English—Speaking and Listening</p> <p>Oracy—Projection and articulation of voice.</p> <p>French— Frere Jacques</p>
	Chord	A group of notes played together to create a musical effect .	Stave	A set of five horizontal lines and the spaces between them, used for notating music.	
	Strum	A strum is a sweeping action where a finger brushes over several strings to generate sound.!	Pluck	To cause the strings on a stringed instrument to vibrate by picking or pulling them with fingers or a pick.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Steps 5 & 6. Practice to perform laying Chords A, F & G7	<p>Children will learn how to change chords in time to the song to reinforce previous learning. (Steps 5 & 6)</p> <p>Step 7— Children will learn how to strum simple rhythms including, Hey You What, You Gonna Do.</p> <p>Children will listen to the Ukulele orchestra. and describe what they hear. Children to learn through practising C and F.</p> <p>Step 8—continuing to learn to play, practising for performance. Children will be introduced to learning singing and playing at the same time. Zoo Time, In the Groove and Frere Jacques (familiar songs from prior learning)</p> <p>Children will rehearse for performance. Children will learn to understand their audience, and how to perform. E.g. posture etc. In pairs, children will learn how to tune their ukuleles. Children will perform their pieces.</p> <p>Children will record their learning in their Music Passports.</p>	Be able to try extra beginners pieces including Hot Cross Buns and London Bridge.
Step 7—to learn to strum the ukulele		Be able to read musical notation, making a clean sound.
Step 8—to practise and perform on ukuleles.		Be able to talk about the accompaniment to match the mood of the song.
		Be able to listen to and follow musical instructions from a leader.
		To make musical decisions.
		To be able to identify tempo changes, changes of dynamics and texture.
		To know if you improvise through the notes you have been given, you cannot make a mistake.

Themes	
Listen and Appraise	Hot Lips—Ukulele Orchestra.
Performance	Performing to your partner.
Improvisation	Improvising playing between C,F and G7.
Playing	Playing to perform. To read an octave from C on a treble clef.
Composition	
Singing	

Diversity in the Curriculum

Music from a range of cultures—contemporary rock, 90's indie, 80's neo soul.

Outcome	Character Traits	Stickability	WOW
To learn to play the ukulele in a pop up concert.	Articulate	Learning to play an instrument.	Performance—Pop Up

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils will be taught: To play and perform in solo and ensemble contexts. To plan and practice towards a performance. To perform learnt songs to an audience. To experiment with, create, select and combine sounds using the interrelated dimensions of music.	Dynamics	Indication of loudly or quietly music is played.	Texture	Describes the layers of sound in music.	Oracy—Projection and articulation of voice. PSHCE— Reflecting on their time at RMP School. RSE—Relationships and change. History—personal timeline and chronology past, present and future. English—Speaking and listening and reading aloud.
	Solo	A performance by one person.	Timbre	Describes the quality and character of the sound.	
	Unison	Everyone sings/plays the same music at the same time.	Harmony	Different notes sung or played at the same time to produce chords.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. What Music would we like to perform in our end of year performance?	Children will learn about the venue and how to use it to its best effect. Through reviewing the year using their music passport, discussing and talking musically about 'What went well and what could be done better' and their favourite piece/unit. Children will understand and learn that a performance is a special occasion which involves an audience and is different for each occasion. Children will listen to each other and learn how they fit into a group. Children will demonstrate good singing and performance posture. Children will learn to use pulse, dynamics, diction to articulate feelings. Children will perform to the school as a dress rehearsal and then to parents. Children will be able to evaluate their performance. Children will record their learning in their Music Passports.	Be able to contemplate the message of songs.
Step 2. To rehearse ready for their performance.		Be able to discuss and articulate about music and how it makes you feel using musical language.
Step 3. To perform the concert.		Be able to present a musical performance designed to capture the audience. To know that performances are planned and learned and enjoyed by both performer and audience. To know and understand why it is important to warm up your voice and be able to warm up their voices. Be able to reflect on their performance and if they would change anything. To know a performance can include your parents and friends.

Themes		Diversity in the Curriculum
Listen and Appraise	The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians..
Performance	The children will perform music across a range of genres, styles and traditions, including the works of the great composers and musicians.	
Playing	The children will perform at the end of school concert. To read an octave from C on a treble clef.	
Singing	The children will sing in unison, sing backing vocals and be aware of how they fit into a group.	
Improvisation		
Composing		

Outcome	Character Traits	Stickability	WOW
End of year performance to parents.	Articulate Kind	Remembrance of their time at school.	End of year concert,

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Neo Soul Music Pupils will be taught: Identify features of pop/ neo soul. To perform a piece to their chosen audience. To appreciate high quality recorded music drawn from different traditions. To develop an understanding of the history of music.	Neo soul	Neo Soul is a style of music. It combines soul, hip hop soul, alternative hip hop and quiet storm.	Parts	Different parts of the same piece.	English—Speaking and Listening Oracy—Projection and articulation of voice. PSHE—Feelings
	Timbre	Timbre (pronounced tam-ber) is the quality of a musical note	Solo	A section of or a whole piece of music or song performed by one person.	
	Motown	A 1960s label created from Soul music.	Dynamics	How loud or soft music sounds.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song.	Children to identify and learn style indicators. Children will listen and appraise Happy by Pharell Williams. Children will learn the song, play instrumental parts and compose. Children will learn and know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song effective. Children to choose from instrumental, vocal or composition performance options. Based on their prior learning & own preferences, children to decide which option to choose to perform. Children will consider audience and learn to adapt their performances to suit audience. Children will prepare end of unit performance. Children will perform and evaluate their performance to enhance future learning. Use knowledge organiser to self evaluate. Children will record their learning in their Music Passports.	To know their audience.
Step 2. Practice the song—games to reinforce the genre.		To take on musical leadership.
Step 3. Compose/perform the song.		Create musical ideas for the group to respond to.
		Be able to present a musical performance designed to capture the audience.
		To know that performances are planned and learned and enjoyed by both performer and audience.

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.	The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians..
Performance	Children to select their option to perform. based on their own preference and their audience. Perform and evaluate their performance.	
Improvisation		
Playing	Children to play instrumental parts.	
Composition	Children will compose their own melody.	
Singing	The children will sing parts.	

Outcome	Character Traits	Stickability	WOW
To perform their piece to their chosen audience.	Articulate Kind Resilient	Performance of a popular, well known song.	Performance

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Pupils will be taught: To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To compose Christmas Music using a graphic score. To use and understand a stave and other musical notations. To sing and play musically with increasing confidence.	Graphic Score	A way of writing music using pictures, marks or shapes to represent the different sounds.	Perform	To present a form of entertainment to an audience	English—Speaking and Listening Oracy—Projection and articulation of voice. RE—Christmas
	Beat	The steady pulse that keeps going through a piece of music and keeps you playing at a steady tempo.	Practise	Carry out or perform habitually or regularly	
	Evaluate	To determine the value or worth of something			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise and learn the song. Step 2. Practice the song—games to reinforce the genre. Step 3. Compose/perform the song.	Children to identify, learn style indicators and draw connections about Christmas Carols/Music. Children will listen to and learn to appraise a variety of Christmas songs. Children will learn the lyrics. Children will learn through exploring different song rhythms, different pulses, language of music and notes. Children to research popular Christmas hits. Children will learn what makes a good Christmas hit. In small groups children will compose their own Christmas Number 1, children can choose any genre and instruments they can play. Children will complete their compositions, practice, improve and perform to audience. SLT to be invited to critique each piece. Children will record their learning in their Music Passports.	To perform to an audience. To express the message of the songs effectively. To know that singing as part of an ensemble is fun but you must listen to each other. Be able to communicate thought, feelings and ideas about the music. To be able to listen carefully and respectfully to other peoples thoughts about the music. To be able to communicate the meaning of the words and clearly articulate them.

Themes		Diversity in the Curriculum
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.	The children will perform, listen to, review and evaluate Christmas Music from around the world and different times in history.
Performance	To perform at Christmas Concert. Christmas composing using a range of instruments—percussion and ukulele.	
Improvisation		
Playing	Playing a range of instruments to an audience.	
Composition		
Singing	To sing in unison and parts at the Christmas Concert.	

Outcome	Character Traits	Stickability	WOW
To perform at the Christmas Concert.	Respect Kind Resilient	Composing a number 1 hit.	Christmas Concert.

Curriculum Objectives	Vocabulary		Links Across the Curriculum								
<p>1960's music Pupils will be taught:</p> <p>Identify features of 60s music. To play and perform their own composition. To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<table border="1"> <tr> <td>Pulse</td> <td>The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.</td> <td>Notation grid.</td> <td>A way of writing music.</td> </tr> <tr> <td>Rhythm</td> <td>Patterns of long and short sounds used in music.</td> <td></td> <td></td> </tr> </table>	Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Notation grid.	A way of writing music.	Rhythm	Patterns of long and short sounds used in music.				<p>English—Speaking and Listening Oracy—Projection and articulation of voice.</p>
Pulse	The steady beat that keeps going through a piece of music and keeps you playing at a steady tempo.	Notation grid.	A way of writing music.								
Rhythm	Patterns of long and short sounds used in music.										

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>Step 1. Listen and appraise and learn the song.</p> <p>Step 2. Practice the song—games to reinforce the genre.</p> <p>Step 3. Compose/perform the song.</p>	<p>Children will listen to, identify and learn style indicators of 60s music. Children will draw connections to other genres. Listen to You've got a Friend by Carole King and children will begin to learn song.</p> <p>Children will identify, explore and pulse, rhythm and features of the genre. Pupils will listen to award winning music and compare them. To identify similar features or genres.</p> <p>Children to play the original song and begin to compose their own piece using the learnt style indicators. Children will accompany the original song using glockenspiels. Children will learn to use notation grid.</p> <p>Children will record their learning in their Music Passports.</p>	<p>To think about the message of songs</p> <p>Talk about music and how it makes you feel using musical language.</p> <p>Be able to present a musical performance designed to capture the audience.</p>

Themes	
Listen and Appraise	To know the style of song and be able to talk about them and their characteristics. Children to understand the lyrics and identify the main sections.
Performance	Children to perform their own planned compositions.
Improvisation	
Playing	Children will play and accompany the original song. Children to play their own compositions on glockenspiels.
Composition	Children to own compositions using glockenspiels.
Singing	The children will sing in unison and in parts.

Diversity in the Curriculum
The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians..

Outcome	Character Traits	Stickability	WOW
To understand the style indicators of 60s music. To play and perform their own composition.	Articulate	Composing own music	End of Year 6 Performance

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Contemporary music Children will be taught: To compose their own pieces. Appreciate and understand a wide range of high quality live and recorded music drawn from different musicians. To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand a stave and other musical notations. To sing and play musically with increasing confidence.</p>	Gender	Male or female	Acoustic	Music not having electronic sound	<p>English—Speaking and Listening Oracy—Projection and articulation of voice. PSHE—International Womens Day</p>
	Lyrics	Words to songs.	Structure	How the sections of a song are ordered.	
	Contemporary	Modern and current music.	Rap	Vocal technique in which the performer speaks rhythmically against a beat.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. Listen and appraise the music.	<p>Children will learn about inspirational women in music. Children will listen to and appraise various contemporary female artists, using the appraise questions children will discuss likes/dislikes with reasons, themes, genres and key vocabulary which relates to Music and Me. Children will summarise and present their work in written form.</p> <p>Children will learn to create their own musical pieces based on their prior learning on Music and Me using the compose beat and alphabet trick on Create. Children will practice and perform to the class. Children will evaluate their own work.</p> <p>Children to continue by selecting and critiquing one particular artist. Children will record their learning in their Music Passports.</p>	To think about the message of the songs.
Step 2 to Step 5. Compose		Be able to talk about the music and how it makes you feel using musical language.
Step 2 to Step 5. Compose		Be able to write their own music using Music and Me as a theme.
		The children will personalise the music and be able to explain why that song means something to them.

Themes		Diversity in the Curriculum
Listen and Appraise	Children will listen to music by inspirational women and appraise.	<p>The children will celebrate World Women's Day and gender equality.</p>
Performance	Children will perform their own compositions.	
Improvisation		
Playing		
Composition	Children will compose their own pieces.	
Singing	Children will sing and rap their own pieces.	

Outcome	Character Traits	Stickability	WOW
To produce a piece a performance piece of music.	Articulate Kind	Composing.	Listening to the artists and each other.

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Music technology Pupils will be taught: To compose music using technology. (Loopesque App on iPads) To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand a stave and other musical notations. To sing and play musically with increasing confidence.	Beat	The steady pulse that keeps going through a piece of music and keeps you playing at a steady tempo.	Record	Music records are public pieces of information or sound that are not considered confidential and can be viewed instantly.	IT—Music Tech PSHE—Leaving and transition Maths—counting beats English—Composition History—Music across history
	Sequencer	A programmable electronic device for storing sequences of musical notes	Track	A track is a song or piece of music when recorded onto a physical medium.	
	Sampler	An electronic or digital musical instrument which uses sound recordings of real instrument sounds excerpts from recorded songs	Filters	An audio filters can amplify (boost), pass or attenuate (cut) some frequency ranges.	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Step 1. To identify the features of music technology, where we can use it? Step 2. To use music technology to create a backing track. Step 3. What Music Technology can I apply to my lyrics?	Children to use music technology to learn to compose a repeated pattern. Children will work through the 6 sessions from the Loopesque app., learning around a beat machine, a percussion drum sequencer, the ability to change samples, patterns on the run, use effects, filters, etc to easily create a musical atmosphere that you like. Children choose a song which they are familiar with or a verse rap for leaving, children continue to learn to use Loopesque as backing for composition. Children will learn to plan a Summer Concert. Audience and purpose. Children will record their learning in their Music Passports.	Loopesque App Be able to develop an understanding of the history of music. Be able to listen with attention to detail within a piece of music. Be able to improvise and compose for a range of purposes.

Themes	
Listen and Appraise	
Performance	Perform in pairs.
Improvisation	Improvise and compose music using music technology.
Playing	
Composition	Children will compose a backing track.
Singing	Children will sing or rap to their track.

Diversity in the Curriculum
The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians..

Outcome	Character Traits	Stickability	WOW
A composed backing track.	Articulate Ambitious Respectful	Using the app Loopesque.	Using Loopesque to perform and share ideas.

Curriculum Objectives

Pupils will be taught:
 To choose what to perform and create a programme.
 To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
 To use and understand a stave and other musical notations.
 To sing and play musically with increasing confidence.

Vocabulary

Dynamics	Indication of loudly or quietly music is played.	Texture	Describes the layers of sound in music.
Solo	A performance by one person.	Timbre	Describes the quality and character of the sound.
Unison	Everyone sings/plays the same music at the same time.	Harmony	Different notes sung or played at the same time to produce chords.

Links Across the Curriculum

Oracy—Projection and articulation of voice.
 PSHCE— Reflecting on their time at RMP School.
 RSE—Relationships and change.
 History—personal timeline and chronology past, present and future.
 English—Speaking and listening and reading aloud.

Lessons Sequence

- Step 1. What Music would we like to perform in our end of year performance.
- Step 2. To rehearse ready for their performance.
- Step 3. To perform to an audience.

Substantive Knowledge / Key Knowledge

Children will learn about the venue and how to use it to its best effect. Through reviewing the year using their music passport, discussing and talking musically about 'What went well and what could be done better' and their favourite piece/unit. Children will understand and learn that a performance is a special occasion which involves an audience and is different for each occasion.

Children will listen to each other and will learn how they fit into a group. Children will demonstrate good singing and performance posture. Children will use pulse, dynamics, and diction to articulate their feelings.

Children will perform to the school as a dress rehearsal and then to parents. Children will be able to evaluate and learn how to improve performance.

Children will record their learning in their Music Passports.

Disciplinary Knowledge / Skills

- To think about the message of songs.
- Be able to discuss and articulate about music and how it makes you feel using musical language.
- Be able to present a musical performance designed to capture the audience.
- To know that performances are planned and learned and enjoyed by both performer and audience.
- Be able to reflect on their performance and if they would change anything.
- To know a performance can include your parents and friends.

Themes

Listen and Appraise	The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
Performance	The children will perform music across a range of genres, styles and traditions, including the works of the great composers and musicians.
Playing	The children will perform their end of school concert.
Singing	The children will sing in unison, sing backing vocals and be aware of how they fit into a group.
Improvisation	
Composing	

Diversity in the Curriculum

The children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians..

Outcome	Character Traits	Stickability	WOW
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To celebrate their time at Rushey Mead Primary School.	Articulate Kind Resilient & Respect	Remembrance of their time at school.	End of Year 6 Performance
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