



Music

Subject Skills

and

Knowledge

Organiser

Year 1 - Autumn Term	
Year 1 Autumn Term	Music focus Hey You (hip Hop) & Christmas Performance
National Curriculum objective	Use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
Key Knowledge: Listen and Appraise	
<p style="text-align: center;"><i>Style - Hip Hop</i> <i>Listening songs - Hey You!, Me Myself and I, Fresh prince of BelAir, Rappers's Delight, U Can't Touch This, IT's like that.</i></p>	<p style="text-align: center;"><i>Children's Musical Changes each year</i></p>
Key Knowledge: Playing instruments	
Keyboard	<p>Correctly identify the different high, middle and low pitch areas on the keyboard.</p> <p>Recognise that there is a repeating pattern on the keyboard and that this helps us to find the correct note.</p>
Singing	<p>The difference between a singing voice and a talking voice (eg. song and rap)</p> <p>Correct standing posture</p> <p>Copy back</p> <p>How to warm your voice up.</p> <p>Singing together in unison.</p>
Key Skills	
<p><i>The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.</i></p> <p><i>In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.</i></p>	
Key Vocabulary	
Pitch - High, low, middle	Pulse/ Tempo - Fast - medium - Slow
Instruments - Keyboard, drums, guitar, voice	

Key Questions	
<p>How is pitch used to create different effects in music? How is duration used to create different effects in music? How is tempo used to create different effects in music? How do the combined musical elements of pitch, rhythm and tempo create different moods?</p>	

Year 1 - Spring Term

Year 1 Spring Term	Music focus In The Grove , Round and Round
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National Curriculum objective
 use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of

Key Knowledge: Listen and Appraise

<i>Various contrasting styles of music</i>	<i>Blues, Baroque, Latin, Bhangra, Folk, Funk. Bossa Nova, Film music, Big Band Jazz, Dance, Latin/Jazz/Rock Fusion.</i>
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Key Knowledge: Playing instruments

Keyboard	Recognise that there is a repeating pattern on the keyboard and that pitch D is in between the pair of black notes.
Singing	Singing in time with more accurate pitch and rhythm.

Key Skills Skills

The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.
In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.

Key vocabulary - continue to reinforce and use vocabulary from previous terms and add the following

Dynamics - Loud , medium, soft	Structure - Verse, chorus
Instruments - Various and broad	See Styles

Rhythm	
Key Questions	
<p>How are Dynamics used to create different effects in music? How is structure used to create different effects in music? How are different instruments used to create different effects in music? How do the combined musical elements of dynamics, structure, instrument voices, pitch, rhythm and tempo create different moods?</p>	

Year 1 - Summer Term	
Year 1 Summer Term	Music focus Your Imagination
<p>National Curriculum objective use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	
Key Knowledge: Listen and Appraise	
<i>Various songs with various styles on the theme of Imagination</i>	<i>Your Imagination, Supercalifragilisticexpealidocious, Pure Imagination, Daydream Believer, Rainbow connection, A Whole New world.</i>
Key Knowledge: Playing instruments	
Keyboard	Recognise that there is a repeating pattern on the keyboard and that pitches G and A are in between the three black notes.
Singing	Singing with a group in two parts.
Key Skills	
<p><i>The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.</i> <i>In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.</i></p>	
Key vocabulary - continue to reinforce and use vocabulary from previous terms and add the following	
Rhythm	Vocals - Male, female, solo, lyrics

Instruments - Orchestral	Structure - Intro, Outro
Key Questions	
<p>How is Rhythm used to create different effects in music? How are vocals used to create different effects in music? How are orchestral instruments used to create different effects in music? How do different combinations of the following musical elements, rhythm, dynamics, structure, instrument voices, pitch, rhythm and tempo create different moods?</p>	

Year 2 - Autumn Term	
Year 2 Autumn Term	Music focus Hands, Feet and Heart (Music From South Africa) & Christmas Performance
<p>National Curriculum objective use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	
Key Knowledge: Listen and Appraise	
<ul style="list-style-type: none"> • <i>Hands, Feet, Heart</i> by Joanna Mangona • <i>The Click Song</i> sung by Miriam Makeba • <i>The Lion Sleeps Tonight</i> sung by Soweto Gospel Choir • <i>Bring Him Back</i> by Hugh Masekela • <i>You Can Call Me Al</i> by Paul Simon • <i>Hiokoloza</i> by Arthur Mofokate 	<p><i>Children's Christmas Musical/Nativity Changes each year</i></p>
Key Knowledge: Playing instruments	
Keyboard	<p>Using the pattern on the keyboard, find the notes G, A B and C. Use "spider fingers" to play notes ie a different finger for each note. List and copy short musical patterns using the pitches C and sometimes D. Question and Answer style improvising using the pitches C and sometimes D.</p>
Singing	<p>Continue singing using correct posture, warming up and in two parts. Building up confidence to sing a simple solo and lead the class singing.</p>
Key Skills	
<p><i>The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing. In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.</i></p>	

Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following	
Musical Style - Afropop,	Style indicators - Zulu & Xhosa languages, Call and response, Gospel Choir, Vocal Effects, strong dance beat.
South African Music	
Instruments - Electric guitar, Penny whistle, saxophone. Trumpet, Keyboards, bass guitar, Drum Kit, Hand drums.	Timeline
Key Questions	
What combinations of instruments are used in different styles of music and how does this make you feel? How do different combinations of the following musical elements, rhythm, dynamics, structure, instrument voices, pitch, rhythm and tempo create different moods?	

Year 2 - Spring Term	
Year 2 Spring Term	Music focus : I Wanna Play In A Band, (Rock) Zootime (Reggae)
National Curriculum objective use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Key Knowledge: Listen and Appraise	
<i>Rock music and movement:</i> <ul style="list-style-type: none"> • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B. Goode by Chuck Berry • I Saw Her Standing There by The Beatles 	<i>Reggae music:</i> <ul style="list-style-type: none"> • Kingston Town by UB40 • Shine by ASWAD • IGY by Donald Fagen • Feel Like Jumping by Marcia Griffiths • I Can See Clearly Now by Jimmy Clif
Key Knowledge: Playing instruments	
Keyboard (continue using previous keyboard skills and add)	Using the pattern on the keyboard, find the notes C,D,E,F and G. Use "spider fingers" to play notes ie a different finger for each note. Learn finger numbers 1,2,3,4,&5. Talk about and demonstrate on the keyboard pitch moving up and down in steps and jumps and staying the same (repeated notes) Have first experience of talking about how formal music is written down using "hand stave" games and as a extra challenge have a go at translating their "letter music" onto a treble stave.
Singing	Continue singing using correct posture, warming up and in two parts. Building up confidence to sing a simple solo and lead the class singing.

Key Skills	
<p><i>The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.</i></p> <p><i>In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.</i></p>	
Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following	
Pitch - Moving up/down in steps and jumps, staying the same, repeated notes.	Related to using the keyboard - spider fingers, muscle memory, nextdoor notes.
First visit to writing formal music - hand stave, treble stave, line (cuts the note in half), space, 1 beat duration - crotchet and crotchet rest.	Related to Rock and Reggae music including - offbeat, prominent, background, solo, backing, amplified/electric instruments, male/female vocals.
Key Questions	
<p>What combinations of instruments are used in different styles of music and how does this make you feel? How do different combinations of the following musical elements, rhythm, dynamics, structure, instrument voices, pitch, rhythm and tempo create different moods?</p>	

Year 2 - Summer Term	
Year 2 Summer Term	Music focus - <i>Mixed styles: • Friendship Song by Joanna Mangona and Pete Readman</i>
<p>National Curriculum objective use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	
Key Knowledge: Listen and Appraise	
<p><i>Mixed styles: • Friendship Song by Joanna Mangona and Pete Readman • Count On Me by Bruno Mars • We Go Together (from Grease soundtrack) • You Give A Little Love from Buggy Malone • That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John • You've Got A Friend In Me by Randy Newman</i></p>	
Key Knowledge: Playing instruments	
<p>Keyboard (continue using previous keyboard skills and add)</p>	<p>Using the pattern on the keyboard, find the notes C,D,E,F and G. Use "spider fingers" to play notes ie a different finger for each note. Learn finger numbers 1,2,3,4,&5. Talk about and demonstrate on the keyboard pitch moving up and down in steps and jumps and staying the same (repeated notes) Have first experience of talking about how formal music is written down using "hand stave" games and as a extra challenge have a go at translating their "letter music" onto a treble stave.</p>

Singing	Continue singing using correct posture, warming up and in two parts. Building up confidence to sing a simple solo and lead the class singing.
Key Skills	
<p><i>The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.</i></p> <p><i>In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.</i></p>	
Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following	
, Language related to different styles of music.	structure
Instrument names	rhythm and duration
dynamics	tempo
Key Questions	
<p>What combinations of instruments are used in different styles of music and how does this make you feel? How do different combinations of the following musical elements, rhythm, dynamics, structure, instrument voices, pitch, rhythm and tempo create different moods?</p>	

Year 3 - Autumn Term	
Year 3 Music Autumn Term	<p>Music focus RnB. Singing in two parts. Learning to play an instrument - Descant Recorder 1 Perform together singing and playing the recorder for the Christmas performance.</p>
National Curriculum objective	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p>

Key Knowledge: Listen and Appraise

Mixed styles: • Let Your Spirit Fly by Joanna Mangona (RnB) • Heal The World by Michael Jackson (Pop) • Colonel Bogey March by Kenneth Alford (Film) • Consider Yourself from the musical 'Oliver!' (Musicals) • Ain't No Mountain High Enough by Marvin Gaye (Motown) • You're The First, The Last, My Everything by Barry White (Soul)

Key knowledge: Playing instruments

Descant Recorder 1

How to care for, hold (balance), breathe and articulate correctly enabling pupils to make a pleasing sound on the recorder.
 How to listen to and check their own sound and the sound of others in their group and mentor each other improve that sound.
 To play an open note and the note B with accurate finger coverage and pitch and be able to change between the two.
 To play the note A and C with accurate finger coverage and be able to change between the two.
 To perform together on the recorder as a class for the KS2 Christmas performance.

Key Skills

*The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.
 In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.*

Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following

Pitch and duration and rests
 Crotchet, minim, dotted minim, semibreve, quavers, bar, time signature, dotted notes,

Articulation, breath pressure, posture, tone, tuning,

Styles - RnB, Pop, Film, Musicals, Motown, Soul

Texture, Structure, Timbre,

Possible experiences/opportunities/ groups/clubs/ visits/ performances

Perform on their recorder at the KS2 Christmas concert at Christ Church Bexleyheath.
 Sing in the School Choir, rehearse weekly and perform with them leading up to Christmas.
 Join the school Orchestra either on their recorder or another instrument, rehearse weekly and perform with them leading up to Christmas.

Key Questions

How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose? Describe how you would you play your recorder to create a piece of calm, relaxing music such as a lullaby. What combinations of musical elements and techniques would you use?

Describe how you would play your recorder to create a piece of dance music. What combinations of musical elements and techniques would you use?

Year 3 - Spring Term

Year 3 Music Spring Term

Music focus
Learning to play an instrument - Descant Recorder
Bob Marley - Reggae Music
Singing in two parts. Music from around the world

National Curriculum objective

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
develop an understanding of the history of music.

Key knowledge: Listen and Appraise

Reggae and Bob Marley. Reggae music: • *Three Little Birds* by Bob Marley • *Jamming* by Bob Marley • *Small People* by Ziggy Marley • *54-56 Was My Number* by Toots and The Maytals • *Ram Goat Liver* by Pluto Shervington • *Our Day Will Come* by Amy Winehouse

Music from around the world: • *The Dragon Song* by Joanna Mangona and Pete Readman • *Birdsong - Chinese Folk Music* • *Vaishnava Java - A Hindu Song* • *A Turkish Traditional Tune* • *Aitutaki Drum Dance* from Polynesia • *Zebaidir Song* from Sudan

Key knowledge: Playing instruments

Descant Recorder 2

Building on the previous term adding;
Improvisation on two or more notes.
Compose simple pieces on two or more notes
Start to decode, read and write different pitched notes on the treble clef staff.
Start to recognise/ read and write notes of different durations and rest.
Extend range of notes to include G and high d.
Further developing muscle memory.
Changing between notes B and C.

Key Skills

The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.

In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.

Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following

Stave, spaces, lines, hand stave, stem, tail,	Reggae - offbeat, melodic lines, prominent, foreground, set back, groove, horn section, backing vocals, lyrics.
World Music - similarities, differences, interesting, culture, country, continent, purpose, influence, effect, mood, past present,	

Possible experiences/opportunities/ groups/clubs/ visits/ performances

Perform on their recorders at the Royal Festival Hall as part of the Bird College Festival of Music in March.
Join Orchestra with his/her recorder or other proficient instrument.
Join the Bird College Cluster orchestra and various performance that they have across the year.
Join the school choir and perform in school and at the RFH.

Key Questions

How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose? Describe how you would you play your recorder to create a piece of calm, relaxing music such as a lullaby. What combinations of musical elements and techniques would you use? Describe how you would you play your recorder to create a piece of dance music. What combinations of musical elements and techniques would you use?

Year 3 - Summer Term

Year 3 Music Summer Term

Music focus
Learning to play an instrument - Descant Recorder
Disco music: • Bringing Us Together

National Curriculum objective

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play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
develop an understanding of the history of music.

Key knowledge: Listen and Appraise

Disco music: • Bringing Us Together by Joanna Mangona and Pete Readman • Good Times by Nile Rodgers • Ain't Nobody by Chaka Khan • We Are Family by Sister Sledge • Ain't No Stopping Us Now by McFadden and Whitehead

• *Car Wash* by Rose Royce

Key Knowledge: Playing instruments

Descant Recorder 3

Building on the previous term adding;
 Become more independent when they read and write different pitched notes on the treble clef stave.
 Become more independent when they recognise/ read and write notes of different durations and rest.
 Further developing muscle memory.
 Practice the five note scale starting on G.
 Play tunes with up to (or more than) a five pitch span.
 Build up confidence to play solo and as part of an ensemble as well as making up short call and response improvisations.

Key Skills

The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.
In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.

Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following

Musical Style - Disco, pop, styles, influence, Crossover, hook,

Notation, ensemble, riff, rhythm, secular, tag structure.

Possible experiences/opportunities/ groups/clubs/ visits/ performances

Sing in the School Choir, rehearse weekly and perform with them.
 Join the school Orchestra either on their recorder or another instrument, rehearse weekly and perform with them in assembly.

Key Questions

How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose? Describe how you would you play your recorder to create a piece of calm, relaxing music such as a lullaby. What combinations of musical elements and techniques would you use? Describe how you would you play your recorder to create a piece of dance music. What combinations of musical elements and techniques would you use?

Year 4 - Autumn Term

Year 4 Music Autumn Term

Music focus
 Learning to play an instrument - Descant Recorder
ABBA's music: • Mamma Mia by ABBA
Christmas Concert - Singing and playing from memory

<p>National Curriculum objective</p> <p>-</p>	<ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.
<p style="text-align: center;">Key knowledge: Listen and Appraise</p>	
<p style="text-align: center;"><i>ABBA's music: • Mamma Mia by ABBA • Dancing Queen by ABBA • The Winner Takes It All by ABBA • Waterloo by ABBA • Super Trouper by ABBA • Thank You For The Music by ABBA Christmas concert</i></p>	
<p style="text-align: center;">Key knowledge: Playing instruments</p>	
<p style="text-align: center;">Descant Recorder</p>	<p>Building on the previous year/ term adding; Become more independent when they read and write different pitched notes on the treble clef staff. Become more independent when they recognise/ read and write notes of different durations and rest. Use the above knowledge to compose their music for themselves and others. . Further developing muscle memory. Further practise the ability to change between note fingerings. Practise the five note scale starting on G. (and extend) Practise the arpeggio of GBD. Play tunes with up to (or more than) a five pitch span. Build up confidence to perform/sing/play their own part/line of music in an ensemble. Making up short call and response improvisations.</p>
<p style="text-align: center;">Key Skills</p>	
<p><i>The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing. In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.</i></p>	
<p style="text-align: center;">Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following</p>	
<p style="text-align: center;">vocal line,unison. backing vocals. backing/accompaniment: hook, texture,thick, thin, inbetween, layers of sound, texture thickens, dynamics, tempo: fast, slow or inbetween.. • The dynamics: pop song from the 70. style indicators, ballad,disco, strong dance beat.</p>	

Possible experiences/opportunities/ groups/clubs/ visits/ performances

Perform on their recorder at the KS2 Christmas concert at Christ Church Bexleyheath.
Sing in the School Choir, rehearse weekly and perform with them leading up to Christmas.
Join the school Orchestra either on their recorder or another instrument, rehearse weekly and perform with them leading up to Christmas.

Key Questions

How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose? Describe how you would play your recorder to create a piece of calm, relaxing music such as a lullaby. What combinations of musical elements and techniques would you use? Describe how you would play your recorder to create a piece of dance music. What combinations of musical elements and techniques would you use?

Year 4 - Spring Term

Year 4 Music Spring Term

Music focus
Learning to play an instrument - Descant Recorder
performance pieces for the Royal Festival hall
Stop! By Joanna Mangona (Grime)
Lean On Me by Bill Withers (Soul)

National Curriculum objective

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
develop an understanding of the history of music.

Key knowledge: Listen and Appraise

Royal Festival Hall Repertoire - Changes yearly selected by Bird College

Mixed styles: • Stop! By Joanna Mangona (Grime) • Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) • Radetzky March by Strauss (Classical) • Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop) • Libertango by Astor Piazzolla (Tango) • Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)

Gospel/links to Religious music: • Lean On Me by Bill Withers (Soul) • Lean On Me by The ACM Gospel Choir (Gospel) • Shackles by Mary Mary (Gospel) • Amazing Grace by Elvis Presley (Gospel) • Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical) • He Still Loves Me by Walter Williams and Beyoncé (Gospel)

Key knowledge: Playing instruments

Descant Recorder 5	<p>Building on the previous year/ term adding;</p> <p>Decoding/reading music for RFH performance Learn and practice tunes with accurate/clean rhythm and pitch. Focus on tone of notes and clean changes between pitch/fingerings. Extend articulation of notes and use for effect when playing.</p>
Singing	<p><i>Grime, Writing lyrics/performing/rehearsing</i> <i>Clear diction and rhythm work</i> <i>Vocal health and the importance of warming up the voice.</i></p>

Key Skills

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In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.

Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following

<p>Related to playing an instrument - tone, dynamic , muscle memory, breathe pressure, diaphra/lungs. , Articulation - soft attack, hard attack, note shape, Rehearsal marks, cue, repeat sign, coda, section, unison, tutti, section, solo, duet.</p>	<p>Grime, urban British, hip hop, jungle, garage, ragga - electronic music styles, Rapping, main elements, heavy basslines, turntables, digital and electronic sounds, lyrics.</p> <p>Gospel, religious, folk, urban, modern worship, blues, country. 18th century origins.</p>
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Possible experiences/opportunities/ groups/clubs/ visits/ performances

Perform on their recorders at the Royal Festival Hall as part of the Bird College Festival of Music in March.
Join Orchestra with his/her recorder or other proficient instrument.
Join the Bird College Cluster orchestra and various performance that they have across the year.
Join the school choir and perform in school and at the RFH.

Key Questions

How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose? Describe how you would you play your recorder to create a piece of calm, relaxing music such as a lullaby. What combinations of musical elements and techniques would you use?
Describe how you would you play your recorder to create a piece of dance music. What combinations of musical elements and techniques would you use?

Year 4 - Summer Term	
Year 4 Music Summer Term	<p>Music focus Learning to play an instrument - Descant Recorder</p>

	<i>The Beatles and the development of pop music The Civil Rights Movement.</i>
National Curriculum objective	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>
Key knowledge: Listen and Appraise	
<i>The Beatles and the development of pop music The Civil Rights Movement. The Beatles songs: • Blackbird by The Beatles • Yellow Submarine by The Beatles • Hey Jude by The Beatles • Can't Buy Me Love by The Beatles • Yesterday by The Beatles • Let It Be by The Beatles</i>	
Key Knowledge: Playing instruments	
Descant Recorder 6	<p>Building on the previous year/ term adding;</p> <p>Decoding/reading/composing music.</p> <p>Learn and practice tunes with accurate/clean rhythm and pitch.</p> <p>Focus on tone of notes and clean changes between pitch/fingerings.</p> <p>Extend articulation of notes and use for effect when playing.</p> <p>Prepare for Descant recorder ABRSM Music Medals copper/bronze level standards in improvising, solo and ensemble performance.</p>
Key Skills	
<p><i>The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.</i></p> <p><i>In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.</i></p>	
Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following	

<p>Civil rights movement, 1960s/70's Pop, tag ending, Western Pop music</p> <ul style="list-style-type: none"> ● British accents ● standard song form, verse, chorus, bridge ● distinctive chord sequences and vocal harmonies ● rhythmic guitar work ● simple melodies ● clever and sometimes funny lyrics
Possible experiences/opportunities/ groups/clubs/ visits/ performances
<p>Sing in the School Choir, rehearse weekly and perform with them.</p> <p>Join the school Orchestra either on their recorder or another instrument, rehearse weekly and perform with them in assembly.</p>
Key Questions
<p>How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose? Describe how you would play your recorder to create a piece of calm, relaxing music such as a lullaby. What combinations of musical elements and techniques would you use? Describe how you would play your recorder to create a piece of dance music. What combinations of musical elements and techniques would you use?</p>

Year 5 - Autumn Term	
Year 5 Music Autumn Term	<p>Music focus</p> <p>Singing</p> <p>Learning to play an instrument - Violin, Keyboard or guitar</p> <p>Songs and music ready for Young Voices concert in Jan/Feb every other year.</p> <p><i>Rock anthems: ● We Will Rock You by Queen</i></p>
<p>National Curriculum objective</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory <p>use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. 	
Listen and Appraise	
<p>Songs and music ready for Young Voices concert in Jan/Feb every other year.</p> <p><i>Rock anthems: ● We Will Rock You by Queen ● Smoke On The Water by Deep Purple ● Rockin' All Over The World by Status Quo ● Johnny B. Goode by Chuck Berry ● I Saw Her Standing There by The Beatles</i></p>	
Playing instruments	
Violin and Guitar 1 (Keyboard)	<p>Good posture and correct holding position for both instruments.</p> <p>Holding a bow correctly - playing with different bow lengths.</p>

	<p>Knowing the open strings for both instruments Violin adding 3 fingers to each string and knowing the pitch names for each note. Violin 8 note scale for G major, D major and A major. Guitar - adding fingers 1,2 and 3 to the G, B and high e string and knowing the pitch names for each note. Read and write music showing pitch and duration by using letters and lines and then translate this into formal music on a treble staff with conventional duration notation in 4/4 time. Many composing and Improvisation activities are more suited to keyboards/xylophones and will be used where appropriate.</p>
Singing	<p>Learn to sing a wide varied repertoire of more complex songs, in parts, from memory. The importance of vocal health and warming up your voice. Intervals - 1st,2nd, 3rd, 4th , 5th, 6th 7th 8ve. Sing with feeling and expression showing understanding of the lyrics of the song and match the sentiment.</p>
Own Instruments	<p>Most weeks children who play a different instrument have the option of bringing their own instrument in to play when we perform, compose and improvise in our weekly music lessons and consolidate the skills that they have been learning outside of class.</p>
Continuous Skills	
<p><i>The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.</i> <i>In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.</i></p>	
Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following	
<p>Continue to use their accumulated vocabulary to describe their likes and dislikes commenting on the style, structure, tempo, dynamics, timbre, pitch, duration, instruments and texture and how these ingredients affect the feel/mood/effect of the music. Challenge themselves by using Key words booklets and Musical styles booklets to research, become familiar with and extend their vocabulary in relation to the music being listened too.</p>	
Possible experiences/opportunities/ groups/clubs/ visits/ performances	
<p>Every other year prepare to sing as part of the Young Voices choir in the O2 Jan/Feb. Perform their own year group song with instruments at the KS2 Christmas concert at Christ Church Bexleyheath. Sing in the School Choir, rehearse weekly and perform with them leading up to Christmas. Join the school Orchestra rehearse weekly and perform with them leading up to Christmas.</p>	
Key Questions	
<p>Explain why you think that the music that you are listening to is a certain style? What are the "Stylistic indicators" that help you to work this out?</p> <p>How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose?</p>	

Year 5 - Spring Term

Year 5 Music Spring Term

Music focus
 Learning to play an instrument - Violin and guitar (keyboard)
 Music for Young Voices at the O2 (every two years)
 Styles - Pop Ballads, Hip hop,

National Curriculum objective

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Listen and Appraise

Pop ballads: • *Make You Feel My Love by Bob Dylan - Adele version* • *Make You Feel My Love - Bob Dylan version*
 • *So Amazing by Luther Vandross* • *Hello by Lionel Richie* • *The Way You Look Tonight by Jerome Kern* • *Love Me Tender by Elvis Presley*
Old School Hip Hop: • *Fresh Prince Of Bel-Air by Will Smith* • *Me, Myself And I by De La Soul* • *Ready Or Not by The Fugees* • *Rapper's Delight by The Sugarhill Gang* • *U Can't Touch This by MC Hammer* • *It's Like That by Run DMC*

Playing instruments

Violin and Guitar 2 (Keyboard)

Good posture and correct holding position for both instruments.
 Holding a bow correctly - playing with different bow lengths.
 Knowing the open strings for both instruments
 Violin adding 3 fingers to each string and knowing the pitch names for each note.
 Violin 8 note scale for G major, D major and A major.
 Guitar - adding fingers 1,2 and 3 to the G, B and high e string and knowing the pitch names for each note.
 Read and write music showing pitch and duration by using letters and lines and then translate this into formal music on a treble staff with conventional duration notation in 4/4 time.
 Many composing and Improvisation activities are more suited to keyboards/xylophones and will be used where appropriate.

Singing

Sing in parts from memory with increasing

Own Instruments

Most weeks children who play a different instrument have the option of bringing their own instrument in to play when we perform, compose and improvise in our weekly music lessons and consolidate the skills that they have been learning outside of class. .

Continuous Skills

The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their

own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.
In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.

Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following

Continue to use their accumulated vocabulary to describe their likes and dislikes commenting on the style, structure, tempo, dynamics, timbre, pitch, duration, instruments and texture and how these ingredients affect the feel/mood/effect of the music.
Challenge themselves by using Key words booklets and Musical styles booklets to research, become familiar with and extend their vocabulary in relation to the music being listened too.

Possible experiences/opportunities/ groups/clubs/ visits/ performances

Every other year final preparations and rehearsals to sing as part of the Young Voices choir in the O2 Jan/Feb.
Join the school Orchestra either using their own instrument, rehearse weekly and perform with them leading up to the Bird College Festival of music at the Royal Festival Hall in March.

Key Questions

Explain why you think that the music that you are listening to is a certain style?
What are the "Stylistic indicators" that help you to work this out?

How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose?

Year 5 - Summer Term

Year 5 Music Summer Term

Music focus
Learning to play an instrument - Learning to play an instrument - Violin, Keyboard or guitar
Styles - Motown

National Curriculum objective

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Listen and Appraise

Motown: • Dancing In The Street by Martha And The Vandellas • I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops • I Heard It Through The Grapevine by Marvin Gaye • Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell • You Are The Sunshine Of My Life by Stevie Wonder • The Tracks Of My Tears by Smokey

Robinson And The Miracles

Playing instruments

Violin and Guitar 3 (keyboard)	<p>Good posture and correct holding position for both instruments. Holding a bow correctly - playing with different bow lengths. Knowing the open strings for both instruments Violin adding 3 fingers to each string and knowing the pitch names for each note. Violin 8 note scale for G major, D major and A major. Guitar - adding fingers 1,2 and 3 to the G, B and high e string and knowing the pitch names for each note. Read and write music showing pitch and duration by using letters and lines and then translate this into formal music on a treble staff with conventional duration notation in 4/4 time. Many composing and Improvisation activities are more suited to keyboards/xylophones and will be used where appropriate.</p>
Singing	Sing in parts from memory with increasing
Own Instruments	Most weeks children who play a different instrument have the option of bringing their own instrument in to play when we perform, compose and improvise in our weekly music lessons and consolidate the skills that they have been learning outside of class.

Continuous Skills

*The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.
 In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.*

Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following

Continue to use their accumulated vocabulary to describe their likes and dislikes commenting on the style, structure, tempo, dynamics, timbre, pitch, duration, instruments and texture and how these ingredients affect the feel/mood/effect of the music.
 Challenge themselves by using Key words booklets and Musical styles booklets to research, become familiar with and extend their vocabulary in relation to the music being listened too.

Possible experiences/opportunities/ groups/clubs/ visits/ performances

Sing in the School Choir, rehearse weekly and perform with them.
 Join the school Orchestra on their instrument, rehearse weekly and perform with them in assembly.

Key Questions

Explain why you think that the music that you are listening to is a certain style?
 What are the "Stylistic indicators" that help you to work this out?

How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose?



Year 6 - Autumn Term	
Year 6 Music Autumn Term	Music focus Learning to play an instrument - Violin and Guitar 4 Songs and music ready for Young Voices concert in Jan/Feb every other year.
National Curriculum objective	
<ul style="list-style-type: none">- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression- improvise and compose music for a range of purposes using the inter-related dimensions of music- listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians- develop an understanding of the history of music.	
Listen and Appraise	
Songs and music ready for Young Voices concert in Jan/Feb every other year. <i>(Unit under review by Charanga awaiting new materials!)</i>	
Playing instruments	
Violin and Guitar 4 (keyboard)	Good posture and correct holding position for both instruments. Holding a bow correctly - playing with different bow lengths. Knowing the open strings for both instruments Violin adding 3 fingers to each string and knowing the pitch names for each note. Violin 8 note scale for G major, D major and A major. Guitar - adding fingers 1,2 and 3 to the G, B and high e string and knowing the pitch names for each note. Read and write music showing pitch and duration by using letters and lines and then translate this into formal music on a treble staff with conventional duration notation in 4/4 time. Many composing and Improvisation activities are more suited to keyboards/xylophones and will be used where appropriate.
Singing	Learn to sing a wide varied repertoire of more complex songs, in parts, from memory. The importance of vocal health and warming up your voice. Intervals - 1st,2nd, 3rd, 4th , 5th, 6th 7th 8ve. Sing with feeling and expression showing understanding of the lyrics of the song and match the sentiment.
Own Instruments	Most weeks children who play a different instrument have the option of bringing their own instrument in to play when we perform, compose and improvise in our weekly music lessons and consolidate the skills that they have been learning outside of class.

Continuous Skills

The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.
In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.

Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following

Continue to use their accumulated vocabulary to describe their likes and dislikes commenting on the style, structure, tempo, dynamics, timbre, pitch, duration, instruments and texture and how these ingredients affect the feel/mood/effect of the music.
Challenge themselves by using Key words booklets and Musical styles booklets to research, become familiar with and extend their vocabulary in relation to the music being listened too.

Possible experiences/opportunities/ groups/clubs/ visits/ performances

Every other year prepare to sing as part of the Young Voices choir in the O2 Jan/Feb.
Perform their own year group song with instruments at the KS2 Christmas concert at Christ Church Bexleyheath.
Sing in the School Choir, rehearse weekly and perform with them leading up to Christmas.
Join the school Orchestra rehearse weekly and perform with them leading up to Christmas.

Key Questions

Explain why you think that this music is from a certain place or era?

Explain why you think that the music that you are listening to is a certain style?
What are the "Stylistic indicators" that help you to work this out?

How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose?

Year 6 - Spring Term

Year 6 Music Spring Term

Music focus

Music that makes you happy! • *Happy by Pharrell Williams*
Jazz and improvisation.
Learning to play an instrument - Violin and Guitar 5(Keyboard)

National Curriculum objective

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

- listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Listen and Appraise

Music that makes you happy! • *Happy by Pharrell Williams* • *Top Of The World by The Carpenters* • *Don't Worry, Be Happy by Bobby McFerrin* • *Walking On Sunshine by Katrina And The Waves* • *When You're Smiling by Frank Sinatra* • *Love Will Save The Day by Brendan Reilly*

Jazz and improvisation.

Playing instruments

<p>Violin and Guitar 5 (Keyboard)</p>	<p>Good posture and correct holding position for both instruments. Holding a bow correctly - playing with different bow lengths. Knowing the open strings for both instruments Violin adding 3 fingers to each string and knowing the pitch names for each note. Violin 8 note scale for G major, D major and A major. Guitar - adding fingers 1,2 and 3 to the G, B and high e string and knowing the pitch names for each note. Read and write music showing pitch and duration by using letters and lines and then translate this into formal music on a treble staff with conventional duration notation in 4/4 time. Many composing and Improvisation activities are more suited to keyboards/xylophones and will be used where appropriate.</p>
<p>Singing</p>	<p>Sing in parts from memory with increasing</p>
<p>Own Instruments</p>	<p>Most weeks children who play a different instrument have the option of bringing their own instrument in to play when we perform, compose and improvise in our weekly music lessons and consolidate the skills that they have been learning outside of class.</p>

Continuous Skills

The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.
In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.

Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following

Continue to use their accumulated vocabulary to describe their likes and dislikes commenting on the style, structure, tempo, dynamics, timbre, pitch, duration, instruments and texture and how these ingredients affect the feel/mood/effect of the music.
Challenge themselves by using Key words booklets and Musical styles booklets to research, become familiar with and extend their vocabulary in relation to the music being listened too.

Possible experiences/opportunities/ groups/clubs/ visits/ performances

Every other year final preparations and rehearsals to sing as part of the Young Voices choir in the O2 Jan/Feb. Join the school Orchestra either using their own instrument, rehearse weekly and perform with them leading up to the Bird College Festival of music at the Royal Festival Hall in March.

Key Questions

Explain why you think that this music is from a certain place or era?

Explain why you think that the music that you are listening to is a certain style?
What are the “Stylistic indicators” that help you to work this out?

How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose?

Year 6 - Summer Term

Year 6 Music Summer Term	<p>Music focus <i>Carole King’s music - her life as a composer</i> <i>Songs and music for the Leavers Production chosen yearly by year 6 teachers.</i></p>
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National Curriculum objective

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Listen and Appraise

Carole King’s music - her life as a composer. Friendship: • You’ve Got A Friend by Carole King • The Loco-Motion sung by Little Eva, written by Carole King • One Fine Day sung by The Chiffons, written by Carole King • Up On The Roof sung by The Drifters, written by Carole King • Will You Still Love Me Tomorrow by Carole King • (You Make Me Feel Like) A Natural Woman) by Carole King

Songs and music for the Leavers Production chosen yearly by year 6 teachers.

Playing instruments

Violin and Guitar 6 (keyboard)	<p>Good posture and correct holding position for both instruments. Holding a bow correctly - playing with different bow lengths. Knowing the open strings for both instruments</p>
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	<p>Violin adding 3 fingers to each string and knowing the pitch names for each note. Violin 8 note scale for G major, D major and A major. Guitar - adding fingers 1,2 and 3 to the G, B and high e string and knowing the pitch names for each note. Read and write music showing pitch and duration by using letters and lines and then translate this into formal music on a treble staff with conventional duration notation in 4/4 time. Many composing and Improvisation activities are more suited to keyboards/xylophones and will be used where appropriate.</p>
Singing	Sing in parts from memory with increasing
Own Instruments	Most weeks children who play a different instrument have the option of bringing their own instrument in to play when we perform, compose and improvise in our weekly music lessons and consolidate the skills that they have been learning outside of class.
Continuous Skills	
<p><i>The children continue to revisit the musical activities of listening and appraising, musical games, singing, playing instruments, improvisation, composition and performance through each topic, each time consolidating and building on the knowledge, muscle memory, instrumental skills and confidence gained in previous units. Children who have their own instruments are encouraged to bring them in to class music lessons and use them when we are playing instruments parts, improvising, composing and performing.</i> <i>In the activities of playing instruments and composition children progress from using informal to more formal notation by the end of year 6.</i></p>	
Key vocabulary - continue to reinforce and use vocabulary from previous years groups and terms and add the following	
<p>Continue to use their accumulated vocabulary to describe their likes and dislikes commenting on the style, structure, tempo, dynamics, timbre, pitch, duration, instruments and texture and how these ingredients affect the feel/mood/effect of the music. Challenge themselves by using Key words booklets and Musical styles booklets to research, become familiar with and extend their vocabulary in relation to the music being listened too.</p>	
Possible experiences/opportunities/ groups/clubs/ visits/ performances	
<p>Sing in the School Choir, rehearse weekly and perform with them. Join the school Orchestra on their instrument, rehearse weekly and perform with them in assembly.</p>	
Key Questions	
<p>Explain why you think that this music is from a certain place or era? Explain why you think that the music that you are listening to is a certain style? What are the "Stylistic indicators" that help you to work this out? How do the different combinations of instruments, voices, tempo, dynamics, texture, timbre, duration, rhythm, pitch give music different moods, feelings and purpose?</p>	