

Bowhill Primary School Curriculum Statement Music

Creating opportunities, shaping futures

Why we teach Music

At Bowhill Primary School, we believe that Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between home, school and the wider world.

How we teach Music

- Our full two-year rolling programme Music Curriculum can be found on the school website.
- It is our aim for children to have access to one hour of quality music each week through a combination of singing assemblies, curriculum lessons and opportunities for additional music appreciation.
- Our curriculum meets the aims of the Model Music Curriculum as recommended by the Department for Education
- Children have the opportunity to play a musical instrument from Year 1-6, which has been built into our rolling programme with our Charanga Music Scheme.
- Music appreciation is delivered as the children enter the school gates. Music is played as they arrive at school and as they come into each assembly, it is also part of their music lessons.
- The early years curriculum is enriched through song and music as well as half termly Charanga Music lessons.
- Children from years 1-6 have weekly singing assemblies supported by the SingUp curriculum to develop their love of singing, their ability to sing in unison and with harmonies.
- Children also get the opportunity to learn a variety of instruments with our peripatetic teachers, who visit each week.

What do we want children to learn

We believe Music, as one of the creative arts, to be an integral part of the whole child that begins to develop well before entry to school. The curriculum needs to capture whatever experiences the child brings into school, to shape and develop these by providing opportunities to explore by listening to and appreciating a wide variety of musical genres.

The teaching of music at Bowhill, will encourage active involvement in different forms of music-making that develops a sense of group identity as well as individual self-discipline, creativity, sensitivity and fulfilment.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Imaginative and Expressive ELG Pupils should be taught to: - 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 the music.					
	Me!	My stories	Everyone!	Our world	Big Bear Funk	Reflect, rewind and replay
KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum outcomes	Pupils should be taught to: - 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.					
Year 1	My musical heartbeat Glockenspiel	Christmas Production	Exploring sounds Glockenspiel	Learning to listen Glockenspiel	Having fun with improvisation Glockenspiel	Let's perform together! Our big concert
Year 2	Pulse, rhythm and pitch	Learning to play an instrument Recorder	Learning to play an instrument Recorder	Playing in an orchestra	Recognising different sounds	Exploring improvisation

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum outcomes	Pupils should 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 - 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.					
Year 3/4 YEAR A	Writing music down	Learning to play an instrument Recorder (extra)	Feelings through music	Compose using your imagination	Enjoying improvisation	The show must go on!
Year 3/4 YEAR B	Musical structures	Learning to play an instrument Recorder (extra)	More musical styles	Compose with your friends	Expression and improvisation	Opening night
UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum outcomes	Pupils should 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 - 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.					
Year 5/6 YEAR A	Learning to play an instrument Ukelele	Learning to play an instrument Ukelele	Melody and harmony in music	Musical styles connect us	Composing and chords	Creative composition
Year 5/6 YEAR B	Learning to play an instrument Violin	Learning to play an instrument Violin	Music and technology	Sing and play in different styles	Freedom to improvise	Improvising with confidence

EYFS – Academic Year						
Knowledge				Skills		
- To know twenty nursery rhymes off by heart. - To know the stories of some of the nursery rhymes. - To know that we can move with the pulse of the music. - To know that the words of songs can tell stories and paint pictures. - To sing or rap nursery rhymes and simple songs from memory. - To know songs have sections. - To know a performance is sharing music				- To learn that music can touch your feelings. - To enjoy moving to music by dancing, marching, being animals or Pop stars. - Find a pulse and copy basic rhythms and patterns - Use high and low pitched sounds to create simple melodies - To sing along with a pre-recorded song and add actions. - To sing along with the backing track. - Perform any of the nursery rhymes by singing and adding actions or dance. - Perform any nursery rhymes or songs adding a simple instrumental part		
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, rewind & replay
Songs	- Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive - This Old Man Five - Little Ducks - Name Song - Things For Fingers	- I'm A Little Teapot - The Grand Old Duke of York - Ring O' Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song	- Wind The Bobbin Up - Rock-a-bye Baby - Five Little Monkeys - Jumping On the Bed - Twinkle Twinkle - If You're Happy and You Know It - Head, Shoulders, Knees and Toes	- Old Macdonald - Incy Wincy Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels on The Bus - The Hokey Cokey	Big Bear Funk	- Big Bear Funk - Baa Baa Black Sheep - Twinkle Twinkle - Incy Wincy Spider - Rock-a-bye Baby - Row, Row, Row Your Boat
Instrument notes		I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E	Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A	Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G	Big Bear Funk D, D + E, D + C	
Outcomes	- Find the pulse - Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels.	- Find the pulse as one of the characters from the song - Copy-clap the rhythm of small phrases from the songs. - Explore high pitch and low pitch in the context of the songs. - Invent a pattern to go with a song using one note.	- Invent ways to find the pulse. - Copy-clap some rhythms of phrases from the songs - Explore high pitch and low pitch in the context of the songs. - Use the starting note to explore melodic patterns using one or two notes.	- Find the pulse and show others your ideas - Copy-clap some rhythms of phrases from the songs. - Explore high pitch and low pitch using the images from the songs - Use the starting note to explore melodic patterns using one or two notes.	- Find a funky pulse. Copy-clap 3 or 4 word phrases from the song. - Keep the beat of the song with a pitched note. - Add pitched notes to the rhythm of the words or phrases in the song. - Enjoy playing patterns using a combination of any of the three notes C, D and E.	- Revise previous work on pulse - Revise previous work on Rhythm - Add pitched notes to the rhythm of the words or phrases in the song. - Enjoy playing patterns using a combination of any of the three notes C, D and E.

Year 1 Autumn 1	MMC Y1 U1: My Musical Heartbeat			
Objectives	Understanding Music	Improvise together	Listen and respond	
	- find and keep a steady beat. - Play or clap simple rhythmic patterns using long and short sounds. - Respond to different high and low pitches	- Keep a steady beat when improvising. - Clap four-beat rhythms, creating long and short sounds. - Improvise using one, two or three notes, using <u>C, D and E</u>.	- Listen carefully and copy back the actions. - Respond to the questions, thinking about the music.	
Outcomes	Unit Outcome Children will learn that every piece of music has a musical heartbeat called a 'pulse' or the 'beat'. They will listen and sing to music and songs and try to find and keep the pulse or steady beat together.	Lesson Series L1 Find the beat L2 1-2-3-4-5 L3 Head, shoulders, knees and toes L4 Steps L5 We talk to animals L6 Assessment checkpoint	Vocabulary	
	They will play, improvise and compose using notes C,D,E,F,G Music styles: Hip hop, jazz, pop, soul, classical		Pulse Rhythm Beat Hip hop Jazz Soul	Steady Drum Glockenspiel Pop Classical
Year 1 Spring 1	MMC Y1 U3: Exploring Sounds			
Objectives	Understanding Music	Improvise together	Listen and respond	
	- Find and keep a steady beat. - Play or clap simple rhythmic patterns using long and short sounds. - Respond to different high and low pitches	- Keep a steady beat when improvising. - Clap four-beat rhythms, creating long and short sounds. - Improvise using one, two or three notes, using <u>F,G and A</u>	- Listen carefully and copy back the actions. - Respond to the questions, thinking about the music.	
Outcomes	Unit Outcome Children will learn that music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. They will explore these sounds and create their own very simple melodies.	Lesson Series L1 If you're happy and you know it L2 Sing me a song L3 Sparkle L4 Rhythm in the way we walk L5 Big Bear Funk L6 Assessment checkpoint	Vocabulary	
	They will play, improvise and compose using notes C,D,E,F, <u>F#</u> ,G, <u>A</u> Music styles: Pop, waltz, reggae, lullaby, funk, orchestral		Pulse Rhythm Beat Glockenspiel Pitch High	<u>Low</u> <u>Percussion</u> <u>Waltz</u> <u>Reggae</u> <u>Funk</u> <u>Orchestral</u>

Year 1 Spring 2	MMC Y1 U4: Learning to Listen			
Objectives	Understanding Music	Improvise together	Listen and respond	
	- Find and keep a steady beat. - Play or clap simple rhythmic patterns using long and short sounds. - Respond to different high and low pitches - Identify a fast or slow tempo	- Keep a steady beat when improvising. - Clap four-beat rhythms, creating long and short sounds. - Improvise using one, two or three notes, using <u>F,G</u> and <u>A</u>	- Listen carefully and copy back the actions. - Respond to the questions, thinking about the music.	
Outcomes	Unit Outcome Children will learn to listen to music and develop an appreciation for the sounds they hear. They will understand that you can feel sound in your body.	Lesson Series L1 Days of the week L2 Name song L3 Cuckoo L4 Upside down L5 Hush little baby L6 Assessment checkpoint	Vocabulary	
	They will play, improvise and compose using notes C,D,E,F, <u>F#</u> ,G, <u>A</u> Music styles: Jazz/swing, pop, waltz, lullaby, orchestral		Pulse Pitch Rhythm Beat Glockenspiel	Percussion <u>Improvise</u> <u>Tempo</u> <u>Swing</u>
Year 1 Summer 1	MMC Y1 U5: Having fun with improvisation			
Objectives	Understanding Music	Improvise together	Listen and respond	
	- Find and keep a steady beat. - Play or clap simple rhythmic patterns using long and short sounds. - Respond to different high and low pitches	- Keep a steady beat when improvising. - Clap four-beat rhythms, creating long and short sounds. - Improvise using one, two or three notes, using <u>C,D</u> and <u>E</u>	- Listen carefully and copy back the actions. - Respond to the questions, thinking about the music.	
Outcomes	Unit Outcome Children will learn that when they improvise they can make up their own tune and they can use both rhythm and pitch. They will become more accomplished at playing the glockenspiel and working in small groups.	Lesson Series L1 Getting dressed L2 Dress up L3 Brush our teeth L4 Get ready L5 Up and down L6 Assessment checkpoint	Vocabulary	
	They will play, improvise and compose using notes C,D,E. Music styles: Jazz/swing, pop, lullaby, classical		Pulse Pitch Rhythm Beat Glockenspiel	High Low Percussion <u>Improvise</u> <u>Compose</u>

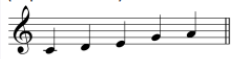
Year 1 Summer 2	MMC Y1 U6: Let's perform together			
Objectives	Understanding Music	Improvise together	Listen and respond	
	- Find and keep a steady beat. - Play or clap simple rhythmic patterns using long and short sounds. - Respond to different high and low pitches	- Keep a steady beat when improvising. - Clap four-beat rhythms, creating long and short sounds. - Improvise using one, two or three notes, using <u>C</u>, <u>D</u> and <u>E</u>	- Listen carefully and copy back the actions. - Respond to the questions, thinking about the music.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary	
	Children will learn that performing is when we sing and play together. They will plan a concert applying the musical skills they have learnt across the year. They will learn to rehearse as well as playing in time with others, keeping a steady beat. They will play, improvise and compose using notes C,D,E,F,F#,G,A,B Musical styles: Pop, orchestral, jazz, country, reggae, gospel		Pulse Pitch Rhythm Beat Glockenspiel	High Low <u>Gospel</u> <u>Country</u> <u>Perform</u>

Year 2 Autumn 1	MMC Y2 U4: Pulse, rhythm and pitch			
Objectives	Understanding Music	Improvise together	Listen and respond	
	- Find and keep a steady beat. - Play or clap simple rhythmic patterns using long and short sounds. - Respond to different high and low pitches	- Keep a steady beat when improvising. - Clap four-beat rhythms, creating long and short sounds. - Improvise using one, two or three notes, using C,D and E	- Listen carefully to music, move to music. - Respond to the questions using any musical words they know. - Explore their feelings and thoughts towards the music.	
Outcomes	Unit Outcome Children will learn that music has a pulse, a steady beat. They will also learn that ‘rhythm’ refers to long and short sounds and ‘pitch’ to high and low sounds and that these elements combine when we sing and play. They will play, improvise and compose using notes C,D,E,F,G,A Musical styles: Soul, orchestral, jazz, rock, pop	Lesson Series L1 Music is in my soul (part 1) L2 Music is in my soul (part 2) L3 Hey Friends (part 1) L4 Hey Friends (part 2) L5 Hello L6 Assessment checkpoint	Vocabulary	
			Pulse Pitch Rhythm Beat	<u>Off beat rhythm</u> <u>Musical style</u> <u>Soul</u>
Year 2 Autumn 2 Spring 1	Recorder world music course – 1 Term			
Objectives	Understanding Music	Improvise together	Listen and respond	
	- have a basic understanding of, and able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics - recognise a range of orchestral instruments	- sit or stand with the correct posture - play and sing a range of pieces from memory and from simple notation - be able to play up to three notes with a good sound - compose, notate and perform short melodies - create and perform own rhythmic patterns	- listen to themselves and others, and make improvements - copy back and improvise simple phrases	
Outcomes	Unit Outcome Children will learn the basic techniques of recorder playing and develop musical skills which can be transferred to other instruments. They will learn to hold and play the recorder correctly and learn at least 3 notes and the corresponding notation on a musical stave.	Lesson Series L1 Bongo Beach L2 Gluttonberry Festival L3 Lost Forest L4 Cirrus Station L5 Glacier Lake L6 Muddy Waters L7 Blackstorm Castle	Vocabulary	
			Posture Dynamics Recorder Pitch Tempo	Orchestra Strings Woodwind Brass Percussion

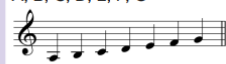
		L8 Futura L9 Central City L10 Mount Firebucket		
Year 2 Spring 2	MMC Y2 U2: Playing in an orchestra			
Objectives	Understanding Music	Improvise together	Listen and respond	
	- Find and keep a steady beat. - Play or clap simple rhythmic patterns using long and short sounds. - Respond to different high and low pitches	- Keep a steady beat when improvising. - Clap four-beat rhythms, creating long and short sounds. - Improvise using one, two or three notes, using C,D and E	- Listen carefully to music, move to music. - Respond to the questions using any musical words they know. - Explore their feelings and thoughts towards the music.	
Outcomes	Unit Outcome Children will learn about the different sections of the orchestra and how these sections play together. They will also consider what music can teach us about the past. They will play, improvise and compose using notes C,D,E,F,G,A,B,B ^b Musical styles: Jazz, orchestral, pop, swing, choral	Lesson Series L1 Sparkle in the sun (part 1) L2 Sparkle in the sun (part 2) L3 Listen (part 1) L4 Listen (part 2) L5 The orchestra song L6 Assessment checkpoint	Vocabulary	
			<u>Orchestra</u> <u>Strings</u> <u>Woodwind</u> <u>Brass</u> <u>Percussion</u>	<u>Conductor</u> <u>Ensemble</u> <u>Band</u> <u>Choral</u>
Year 2 Summer 1	MMC Y2 U4: Recognising different sounds			
Objectives	Understanding Music	Improvise together	Listen and respond	
	- Find and keep a steady beat. - Play or clap simple rhythmic patterns using long and short sounds. - Respond to different high and low pitches	- Keep a steady beat when improvising. - Clap four-beat rhythms, creating long and short sounds. - Improvise using one, two or three notes, using A, B and C	- Listen carefully to music, move to music. - Respond to the questions using any musical words they know. - Explore their feelings and thoughts towards the music.	
Outcomes	Unit Outcome	Lesson Series	Vocabulary	

	Children will learn that voices or instruments work together to play different pitches that sound at the same time, it creates harmony in music. They will explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. They will play, improvise and compose using notes C,D,E,F,G,A,B,^b Musical styles: Pop, romantic orchestral, marching band, jazz, gospel	L1 Helping each other (part 1) L2 Helping each other (part 2) L3 The music man (part 1) L4 The music man (part 2) L5 Let's sing together L6 Assessment checkpoint	<u>Harmony</u> <u>Structure</u> <u>Form</u> <u>Layers of sound</u>	<u>Romantic</u> <u>Marching band</u>
Year 2 Summer 2	MMC Y2 U5: Exploring improvisation			
Objectives	Understanding Music - Find and keep a steady beat. - Play or clap simple rhythmic patterns using long and short sounds. - Respond to different high and low pitches	Improvise together - Keep a steady beat when improvising. - Clap four-beat rhythms, creating long and short sounds. - Improvise using three, four or five notes, using G, A, B, C and D	Listen and respond - Listen carefully to music, move to music. - Respond to the questions using any musical words they know. - Explore their feelings and thoughts towards the music.	
	Unit Outcome Children will further develop their skills of improvisation and composition. They will use and range of instruments and voice and 2 or 3 notes to create a piece of music and play in time together. They will play, improvise and compose using notes C,D,E,F,G,A,B,^b Musical styles: Rock, film music, jazz, calypso	Lesson Series L1 Helping each other (part 1) L2 Helping each other (part 2) L3 The music man (part 1) L4 The music man (part 2) L5 Let's sing together L6 Assessment checkpoint	Vocabulary <u>Melody</u> <u>Film music</u> <u>Stick notation</u> <u>Calypso</u>	

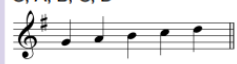
Year 3/4 Autumn 1 A		MMC Yr 3 U1: Writing music down														
Objectives	Understanding Music		Improvise together		Listen and respond											
	Tempo: Andante — at a walking pace (100bpm) Time signature: 4/4 — there are four crotchet beats in a bar Key signature: G major — there is one sharp in the key signature (#) Rhythmic patterns using: Minims, crotchets and quavers	Time signature: 2/4 Key signature: C major Notes: C, D, E, G, A 	• Share thoughts and feelings about the music • Analyse, explore and discover the song/piece's musical concepts and style • Focus on the deeper musical learning with the song/piece • Place the song/piece in its historical, cultural and global context • Understand and explore where the song/piece fits in the global musical narrative													
Outcomes	Unit Outcome Children will learn long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps musicians to remember what they are going to sing and play. They will play, improvise and compose using notes C,D,E,F,G,A,B Musical styles: Country, baroque, pop		Lesson Series L1 Home is where the heart is (part 1) L2 Home is where the heart is (part 2) L3 Let's work it out together (part 1) L4 Let's work it out together (part 2) L5 Please be kind L6 Assessment checkpoint		Vocabulary <table><tr><td>Tempo</td><td>Minor</td></tr><tr><td>Andante</td><td>Crotchet</td></tr><tr><td>Time signature</td><td>Minim</td></tr><tr><td>Key signature</td><td>Quaver</td></tr><tr><td>Major</td><td>Baroque</td></tr></table>		Tempo	Minor	Andante	Crotchet	Time signature	Minim	Key signature	Quaver	Major	Baroque
	Tempo	Minor														
Andante	Crotchet															
Time signature	Minim															
Key signature	Quaver															
Major	Baroque															
Year 3/4 Autumn 2 A		Instrument tuition – Recorder extra course														
Objectives	Understanding Music		Improvise together		Listen and respond											
	• have an understanding of, and able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics • recognise a range of orchestral instruments	• sit or stand with the correct posture • play and sing a range of pieces from memory and from simple notation • be able to play up to three notes with a good sound • be able to play following musical notation • be able to play maintaining rhythm and timing	• Share thoughts and feelings about the music • Analyse, explore and discover the song/piece's musical concepts and style													

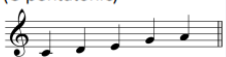
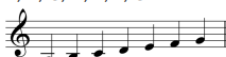
Outcomes	Unit Outcome Children will further develop their skill level of playing the recorder following a term's tuition in year 2. They will become confident following musical notation to play simple pieces.	Lesson Series Teachers can choose from 28 additional pieces in the recorder extra repertoire series. These should be selected to ensure children develop skills in playing as many notes on the recorder accurately as possible.	Vocabulary	
			Time signature	Crotchet
			Key signature	Minim
			Major	Quaver
			Minor	Clef
			Stave	Bar
Year 3/4 Spring 1 A	MMC Yr 4 U4: Feelings through music			
Objectives	Understanding Music	Improvise together	Listen and respond	
	Tempo: Andante — at a walking pace (97bpm) Time signature: 2/4 — there are two crotchet beats in a bar Key signature: G major — there is one sharp in the key signature (#) Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers	Time signature: 4/4 Key signature: C major Notes: C, D, E, G, A (C pentatonic) 	• Share thoughts and feelings about the music • Analyse, explore and discover the song/piece's musical concepts and style • Focus on the deeper musical learning with the song/piece • Place the song/piece in its historical, cultural and global context • Understand and explore where the song/piece fits in the global musical narrative	
Outcomes	Unit Outcome Children will consider how music is used and how it can help us express our feelings. They will try to connect their own feelings with the music and express these. They will play, improvise and compose using notes C,D,E,F#,G,A,B, B ^b Musical styles: Contemporary R & B, classical, jazz, romantic, rock	Lesson Series L1 Let your spirit fly (part 1) L2 Let your spirit fly (part 2) L3 Frere Jacques (part 1) L4 Frere Jacques (part 2) L5 The other side of the moon L6 Assessment checkpoint	Vocabulary	
			Dotted crotchet	R & B
			Semi quaver	Classical
			Pentatonic	Jazz
			Rock	Romantic

Year 3/4 Spring 2 A		MMC Yr 3 U3: Compose using your imagination				
Objectives	Understanding Music		Improvise together		Listen and respond	
	Tempo: Moderato — at a moderate speed (112bpm) Time signature: 3/4 — there are three crotchet beats in a bar Key signature: F major — there is one flat in the key signature (b) Rhythmic patterns using: Minims, crotchets and quavers		Time signature: 4/4 Key signature: G major Notes: G, A, B, C, D 		• Share thoughts and feelings about the music • Analyse, explore and discover the song/piece's musical concepts and style • Focus on the deeper musical learning with the song/piece • Place the song/piece in its historical, cultural and global context • Understand and explore where the song/piece fits in the global musical narrative	
Outcomes	Unit Outcome Children will consider how music is used and how it can help us express our feelings. They will try to connect their own feelings with the music and express these. They will play, improvise and compose using notes C,D,E,F,F#,G,G#,A,B Musical styles: Pop, disco, ballad, gospel, muscials		Lesson Series L1 Your imagination (part 1) L2 Your imagination (part 2) L3 You're a shining star (part 1) L4 You're a shining star (part 2) L5 Music makes the world go round L6 Assessment checkpoint		Vocabulary	
					Moderato Flat Sharp Bar	Ballad Gospel Disco Musicals
Year 3/4 Summer 1 A		MMC Yr 3 U5: Enjoying improvisation				
Objectives	Understanding Music		Improvise together		Listen and respond	
	Tempo: Andante — at a walking pace (104bpm) Time signature: 3/4 — there are three crotchet beats in a bar Key signature: C major — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, crotchets and quavers		Time signature: 2/4 Key signature: F major Notes: F, G, A, C, D 		• Share thoughts and feelings about the music • Analyse, explore and discover the song/piece's musical concepts and style • Focus on the deeper musical learning with the song/piece • Place the song/piece in its historical, cultural and global context • Understand and explore where the song/piece fits in the global musical narrative	

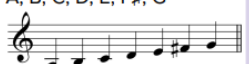
Outcomes	Unit Outcome Children will consider how music is used and how it can help us express our feelings. They will try to connect their own feelings with the music and express these.	Lesson Series L1 He's got the whole world in his hands (part 1) L2 He's got the whole world in his hands (part 2) L3 Why does music make a difference? (part 1) L4 Why does music make a difference? (part 2) L5 Panda extravaganza L6 Assessment checkpoint	Vocabulary		
	They will play, improvise and compose using notes C,D,E,F,F#,G,G#,A, B ^b ,B Musical styles: Gospel, Jazz, orchestral, hip hop		Hip hop	Appreciation	
Year 3/4 Summer 2 A	MMC Yr 4 U6: The show must go on				
Objectives	Understanding Music		Improvise together		Listen and respond
	Tempo: Moderato — at a moderate speed (114bpm) Time signature: 4/4 — there are four crotchet beats in a bar Key signature: C major — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers	Time signature: 4/4 Key signature: A minor Notes: A, B, C, D, E, F, G 	• Share thoughts and feelings about the music • Analyse, explore and discover the song/piece's musical concepts and style • Focus on the deeper musical learning with the song/piece • Place the song/piece in its historical, cultural and global context • Understand and explore where the song/piece fits in the global musical narrative		
Outcomes	Unit Outcome Children will consider how music is used and how it can help us express our feelings. They will try to connect their own feelings with the music and express these.	Lesson Series L1 You can see it through (part 1) L2 You can see it through (part 2) L3 The octopus slide (part 1) L4 The octopus slide (part 2) L5 Connect L6 Assessment checkpoint	Vocabulary		
	They will play, improvise and compose using notes C,D,E,F,F#,G,A,B, C# Musical styles: Electronic dance music (EDM), orchestral, funk		Electronic dance music (EDM) Funk		

Year 3/4 Autumn 1 B		MMC Yr 4 U1: Musical Structures		
Objectives	Understanding Music		Improvise together	Listen and respond
	Tempo: Moderato — at a moderate speed (112bpm) Time signature: 4/4 — there are four crotchet beats in a bar Key signature: C major — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers		Time signature: 4/4 Key signature: C major Notes: C, D, E, G, A (C pentatonic) 	- Share thoughts and feelings about the music - Analyse, explore and discover the song/piece's musical concepts and style - Focus on the deeper musical learning with the song/piece - Place the song/piece in its historical, cultural and global context - Understand and explore where the song/piece fits in the global musical narrative
Outcomes	Unit Outcome		Lesson Series	
	Children will learn that music has musical sections that repeat or change help create the structure, or form, of a piece of music or a song. They will look for patterns in the sections of music and songs within this unit. They will play, improvise and compose using notes C,D,E,F,G,A, B^b Musical styles: Orchestral, reggae, ballad, R & B		L1 Hoedown (part 1) L2 Hoedown (part 2) L3 I'm always there (part 1) L4 I'm always there (part 2) L5 Martin Luther King L6 Assessment checkpoint	
Objectives	Understanding Music		Improvise together	Listen and respond
	- have an understanding of, and able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics - recognise a range of orchestral instruments		- sit or stand with the correct posture - play and sing a range of pieces from memory and from simple notation - be able to play up to three notes with a good sound - be able to play following musical notation - be able to play maintaining rhythm and timing	- Share thoughts and feelings about the music - Analyse, explore and discover the song/piece's musical concepts and style

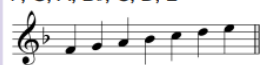
Outcomes	Unit Outcome Children will further develop their skill level of playing the recorder following tuition in year 2/3. They will become confident following musical notation to play simple pieces.	Lesson Series Teachers can choose from 28 additional pieces in the recorder extra repertoire series. These should be selected to ensure children develop skills in playing as many notes on the recorder accurately as possible.	Vocabulary	
			Time signature	Crotchet
			Key signature	Minim
			Major	Quaver
			Minor	Bar
			Stave	Clef
Year 3/4 Spring 1 B	MMC Yr 3 U4: More Musical Styles			
Objectives	Understanding Music	Improvise together	Listen and respond	
	Tempo: Andante — at a walking pace (92bpm) Time signature: 4/4 — there are four crotchet beats in a bar Key signature: A minor — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, crotchets and quavers	Time signature: 4/4 Key signature: G major Notes: 	• Share thoughts and feelings about the music • Analyse, explore and discover the song/piece's musical concepts and style • Focus on the deeper musical learning with the song/piece • Place the song/piece in its historical, cultural and global context • Understand and explore where the song/piece fits in the global musical narrative	
Outcomes	Unit Outcome Children will learn how music, with all its styles, has changed and shaped lives around the world. They will study 'dynamics' and learn loud sounds are called 'forte', and quiet sounds are called 'piano'. They will play, improvise and compose using notes C,D,E,F#,G,G#,A,B Musical styles: Pop, romantic, rock, Native American, Soul	Lesson Series L1 Friendship song (part 1) L2 Friendship song (part 2) L3 Family (part 1) L4 Family (part 2) L5 Come on over L6 Assessment checkpoint	Vocabulary	
			Dynamics	Piano (quiet)
			Forte	Andante
			Native American	Soul

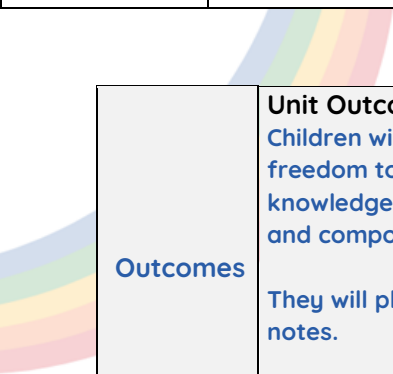
Year 3/4 Spring 2 B		MMC Yr 3 U3: Compose with your friends		
Objectives	Understanding Music		Improvise together	Listen and respond
	Tempo: Allegro — At a brisk speed (150bpm) Time signature: 3/4 — there are three crotchet beats in a bar Key signature: G major — there is one sharp in the key signature (#) Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers		Time signature: 4/4 Key signature: C major Notes: C, D, E, G, A (C pentatonic) 	- Share thoughts and feelings about the music - Analyse, explore and discover the song/piece's musical concepts and style - Focus on the deeper musical learning with the song/piece - Place the song/piece in its historical, cultural and global context - Understand and explore where the song/piece fits in the global musical narrative
Outcomes	Unit Outcome		Lesson Series	
	Children will learn that music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. They will play, improvise and compose using notes C,D,E,F,F#,G,A, B^b,B Musical styles: Pop, disco, ballad, gospel, muscials		L1 Bringing us together (part 1) L2 Bringing us together (part 2) L3 Old Joe Clark (part 1) L4 Old Joe Clark (part 2) L5 Dance with me L6 Assessment checkpoint	
Objectives	Understanding Music		Improvise together	Listen and respond
	Tempo: Adagio — at a slow speed (68bpm) Time signature: 4/4 — there are four crotchet beats in a bar Key signature: A minor — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, crotchets, dotted quavers, quavers and semiquavers		Time signature: 4/4 Key signature: A minor Notes: A, B, C, D, E, F, G 	- Share thoughts and feelings about the music - Analyse, explore and discover the song/piece's musical concepts and style - Focus on the deeper musical learning with the song/piece - Place the song/piece in its historical, cultural and global context - Understand and explore where the song/piece fits in the global musical narrative

Outcomes	Unit Outcome Children will consider how music is used and how it can help us express our feelings. They will try to connect their own feelings with the music and express these through improvisation.	Lesson Series L1 Train is a-coming (part 1) L2 Train is a-coming (part 2) L3 Oh happy day (part 1) L4 Oh happy day (part 2) L5 A world full of sound L6 Assessment checkpoint	Vocabulary														
	They will play, improvise and compose using notes C,D,E,F,F#,G, A, B ^b ,B Musical styles: Gospel, medieval, romantic, orchestral		Adagio Dotted quavers Medieval	Improvise Semi quavers Romantic													
Year 3/4 Summer 2 B	MMC Yr 3 U6: Opening night																
Objectives	Understanding Music	Improvise together	Listen and respond														
	<table><tr><td>Tempo:</td><td>Andante — at a walking pace (92bpm)</td></tr><tr><td>Time signature:</td><td>2/4 — there are two crotchet beats in a bar</td></tr><tr><td>Key signature:</td><td>F major — there is one flat in the key signature (b)</td></tr><tr><td>Rhythmic patterns using:</td><td>Minims, crotchets and quavers</td></tr></table>	Tempo:	Andante — at a walking pace (92bpm)	Time signature:	2/4 — there are two crotchet beats in a bar	Key signature:	F major — there is one flat in the key signature (b)	Rhythmic patterns using:	Minims, crotchets and quavers	<table><tr><td>Time signature:</td><td>2/4</td></tr><tr><td>Key signature:</td><td>F major</td></tr><tr><td>Notes:</td><td>F, G, A, C, D </td></tr></table>	Time signature:	2/4	Key signature:	F major	Notes:	F, G, A, C, D 	• Share thoughts and feelings about the music • Analyse, explore and discover the song/piece's musical concepts and style • Focus on the deeper musical learning with the song/piece • Place the song/piece in its historical, cultural and global context • Understand and explore where the song/piece fits in the global musical narrative
Tempo:	Andante — at a walking pace (92bpm)																
Time signature:	2/4 — there are two crotchet beats in a bar																
Key signature:	F major — there is one flat in the key signature (b)																
Rhythmic patterns using:	Minims, crotchets and quavers																
Time signature:	2/4																
Key signature:	F major																
Notes:	F, G, A, C, D 																
Outcomes	Unit Outcome Children will have the opportunity to create, practise and perform as part of their own band. They will apply the knowledge gained across the year to support their final project.	Lesson Series L1 Michael row the boat ashore (part 1) L2 Michael row the boat ashore (part 2) L3 The dragon song (part 1) L4 The dragon song (part 2) L5 Follow me L6 Assessment checkpoint	Vocabulary														
	They will play, improvise and compose using notes C,D,E,F,F#,G,G#,A,B ^b ,B Musical styles: Gospel, romantic, pop, orchestral, hip hop		Revision of vocab for the year	Revision of vocab for the year													

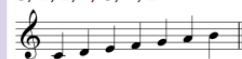
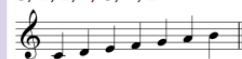
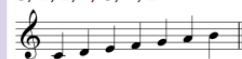
Year 5/6 Autumn Term	Instrument Tuition – Ukelele 1 Term & Christmas Carols Performance					
Objectives	Understanding Music		Improvise together		Listen and respond	
	- Pupils will learn the chords C, F, G7 and G in order of difficulty - able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics		- Hold ukelele correctly and sit with good posture - Form chords accurately - Develop the ability to strum - Play in time as part of an ensemble		- Share thoughts and feelings about the music using some musical language. - Listen carefully and respectfully to other people's thoughts about the music - Analyse, explore and discover the song/piece's musical concepts and style - Focused, deeper learning of the musical concepts related to the song/piece - Place the song/piece in its historical, cultural and global context.	
Outcomes	Unit Outcome Children will follow the Ukelele course on Charanga starting with the suggested pathway.		Lesson Series		Vocabulary	
	They will learn the chords C, F, G7 and G		Ukelele course: Uke Suggested Pathway steps 1-8 Additional beginner pieces and performance pieces available depending on ability of each musician.		Ukelele Chord Strum Open string	Fret board Time signature Rhythmically Neck
Year 5/6 Spring 1 A	MMC Yr 5 U1: Melody and harmony in music					
Objectives	Understanding Music		Improvise together		Listen and respond	
	Tempo: Allegro — at a brisk speed (128bpm) Time signature: 4/4 — there are four crotchet beats in a bar Key signature: A minor — there are no sharps or flats in the key signature Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers	Time signature: 4/4 Key signature: A minor Notes: A, B, C, D, E, F#, G 	- Share thoughts and feelings about the music using some musical language. - Listen carefully and respectfully to other people's thoughts about the music - Analyse, explore and discover the song/piece's musical concepts and style - Focused, deeper learning of the musical concepts related to the song/piece - Place the song/piece in its historical, cultural and global context.			

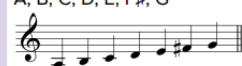
Outcomes	Unit Outcome Children will learn a melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. They will explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies		Lesson Series L1 Ghost parade (part 1) L2 Ghost parade (part 2) L3 Words can hurt (part 1) L4 Words can hurt (part 2) L5 Joyful, joyful L6 Assessment checkpoint	Vocabulary	
				Melody	Crotchet
				Harmony	Minims
				Gospel	Dotted crotchets
			Allegro	Quavers	
		Musical styles: Orchestral, gospel			
Year 5/6 Spring 2 A		MMC Yr 6 U4: Musical styles connect us			
Objectives	Understanding Music		Improvise together		Listen and respond
	Tempo: Time signature: Key signature: Rhythmic patterns using:	Moderato — at a moderate speed (116bpm) 5/4 — there are five crotchet beats in a bar G major — there is one sharp in the key signature (#) Minims, dotted crotchets, crotchets and quavers	Time signature: Key signature: Notes:	2/4 C major C, D, E, F, G, A, B 	- Share thoughts and feelings about the music using some musical language. - Listen carefully and respectfully to other people's thoughts about the music - Analyse, explore and discover the song/piece's musical concepts and style - Focused, deeper learning of the musical concepts related to the song/piece - Place the song/piece in its historical, cultural and global context.
Outcomes	Unit Outcome Children will explore how the different styles of music in this unit developed from social themes. They will appreciate the power of music to bring people together and spread messages.		Lesson Series L1 Let's rock (part 1) L2 Let's rock (part 2) L3 Simple gifts (part 1) L4 Simple gifts (part 2) L5 Friendship should never end L6 Assessment checkpoint	Vocabulary	
				Flat	Moderato
				Sharp	Folk
				Bar	
		Musical styles: Rock, romantic, folk, pop			

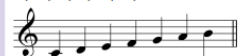
Year 5/6 Summer 1 A		MMC Yr 5 U3: Composing and chords				
Objectives	Understanding Music		Improvise together		Listen and respond	
	Tempo: Allegro — at a brisk speed (155bpm) Time signature: 3/4 — there are three crotchet beats in a bar Key signature: G major — there is one sharp in the key signature (#) Rhythmic patterns using: Dotted minims, minims, dotted crotchets, crotchets and quavers		Time signature: 2/4 Key signature: F major Notes: F, G, A, Bb, C, D, E 		- Share thoughts and feelings about the music using some musical language. - Listen carefully and respectfully to other people's thoughts about the music - Analyse, explore and discover the song/piece's musical concepts and style - Focused, deeper learning of the musical concepts related to the song/piece - Place the song/piece in its historical, cultural and global context.	
Outcomes	Unit Outcome Children will learn that when three or more pitches are played together it creates a chord and that chords provide the basis for accompaniment in music. They will create a chord accompaniment to music. They will play, improvise and compose using notes C, D, Eb, E, F, F#, G, Ab, A, Bb, B Musical styles: South African pop, contemporary jazz, orchestral, soul		Lesson Series L1 Freedom is coming (part 1) L2 Freedom is coming (part 2) L3 All over again (part 1) L4 All over again (part 2) L5 Do you ever wonder? L6 Assessment checkpoint		Vocabulary	
					South African Pop Contemporary jazz Accompaniment Allegro	Soul Chord Pitch Dotted minim
Year 5/6 Summer 2 A		MMC Yr 5 U3: Freedom to improvise				
Objectives	Understanding Music		Improvise together		Listen and respond	
	Tempo: Adagio — at a slow speed (66bpm) Time signature: 3/4 — there are three crotchet beats in a bar Key signature: D major — there are two sharps in the key signature (#) Rhythmic patterns using: Dotted minims, minims, crotchets, quavers and semiquavers		Time signature: 6/8 Key signature: C major Notes: C, D, E, F, G, A, B 		- Share thoughts and feelings about the music using some musical language. - Listen carefully and respectfully to other people's thoughts about the music - Analyse, explore and discover the song/piece's musical concepts and style - Focused, deeper learning of the musical concepts related to the song/piece - Place the song/piece in its historical, cultural and global context.	



Outcomes	Unit Outcome	Lesson Series	Vocabulary	
	Children will learn that improvisation gives you the freedom to express yourself. They will use their knowledge acquired across the year to improvise and compose their own music. They will play, improvise and compose using all notes. Musical styles: Disco, romantic, rock 'n' roll, Zimbabwean pop, pop		Adagio	Accompaniment
		L1 Look into the night (part 1)	Chord	Melody
		L2 Look into the night (part 2)	Harmony	Layer
		L3 Breathe (part 1)	Rock 'n' roll	Disco
		L4 Breathe (part 2)		
		L5 Keeping time		
		L6 Assessment checkpoint		

Year 5/6 Autumn Term B	Instrument Tuition – Violin 1 Term & Christmas Carols Performance																
Objectives	Understanding Music	Improvise together	Listen and respond														
	- Pupils will use their previous knowledge of notation to support them in linking notes on the violin to notes on the stave, - able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics	- Hold violin and bow correctly and sit with good posture - Play in time as part of an ensemble	- Share thoughts and feelings about the music using some musical language. - Listen carefully and respectfully to other people's thoughts about the music - Analyse, explore and discover the song/piece's musical concepts and style - Focused, deeper learning of the musical concepts related to the song/piece - Place the song/piece in its historical, cultural and global context.														
Outcomes	Unit Outcome Children will follow the violin course on Charanga, First notes to first band. They will learn to hold the violin and bow, play a variety of notes and read the corresponding notation.	Lesson Series First notes to first band – Violin Fiddle time - Violin Additional beginner pieces and performance pieces available depending on ability of each musician.	Vocabulary														
			Orchestra Strings Violin Bow	Notation Time signature Bar													
Year 5/6 Spring 1 B	MMC Yr 6 U1: Music and technology																
Objectives	Understanding Music	Improvise together	Listen and respond														
	<table><tr><td>Tempo:</td><td>Adagio — at a slow speed (66bpm)</td></tr><tr><td>Time signature:</td><td>2/4 — there are two crotchet beats in a bar</td></tr><tr><td>Key signature:</td><td>C major — there are no sharps or flats in the key signature</td></tr><tr><td>Rhythmic patterns using:</td><td>Minims, crotchets, quavers and semiquavers</td></tr></table>	Tempo:	Adagio — at a slow speed (66bpm)	Time signature:	2/4 — there are two crotchet beats in a bar	Key signature:	C major — there are no sharps or flats in the key signature	Rhythmic patterns using:	Minims, crotchets, quavers and semiquavers	<table><tr><td>Time signature:</td><td>2/4</td></tr><tr><td>Key signature:</td><td>C major</td></tr><tr><td>Notes:</td><td>C, D, E, F, G, A, B </td></tr></table>	Time signature:	2/4	Key signature:	C major	Notes:	C, D, E, F, G, A, B 	- Share thoughts and feelings about the music using some musical language. - Listen carefully and respectfully to other people's thoughts about the music - Analyse, explore and discover the song/piece's musical concepts and style - Focused, deeper learning of the musical concepts related to the song/piece - Place the song/piece in its historical, cultural and global context.
Tempo:	Adagio — at a slow speed (66bpm)																
Time signature:	2/4 — there are two crotchet beats in a bar																
Key signature:	C major — there are no sharps or flats in the key signature																
Rhythmic patterns using:	Minims, crotchets, quavers and semiquavers																
Time signature:	2/4																
Key signature:	C major																
Notes:	C, D, E, F, G, A, B 																

Outcomes	Unit Outcome Children will learn that nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). They will explore the difference between the live sounds and digital sounds? They will use YuStudio projects in the Yustudio tab to teach them skills in music production.	Lesson Series L1 Do what you want to do (part 1) L2 Do what you want to do (part 2) L3 It's all about love (part 1) L4 It's all about love (part 2) L5 Sunshine on a rainy day L6 Assessment checkpoint	Vocabulary	
	Adagio		Digital audio workstation	
Year 5/6 Spring 2 B		MMC Yr 5 U2: Sing and play in different styles		
Objectives	Understanding Music	Improvise together	Listen and respond	
	Tempo: Moderato — at a moderate speed (112bpm) Time signature: 2/4 — there are two crotchet beats in a bar Key signature: F major — there is one flat in the key signature (b) Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers	Time signature: 4/4 Key signature: A minor Notes: A, B, C, D, E, F#, G 	• Share thoughts and feelings about the music using some musical language. • Listen carefully and respectfully to other people's thoughts about the music • Analyse, explore and discover the song/piece's musical concepts and style • Focused, deeper learning of the musical concepts related to the song/piece • Place the song/piece in its historical, cultural and global context.	
Outcomes	Unit Outcome Children will explore singing and playing in different styles with different grooves as part of being in a band or an ensemble. They will learn that ‘tempo’ refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change.	Lesson Series L1 The sparkle in my life (part 1) L2 The sparkle in my life (part 2) L3 Dreaming of Mars (part 1) L4 Dreaming of Mars (part 2) L5 Get on Board L6 Assessment checkpoint	Vocabulary	
	They will play, improvise and compose using notes C, D, Eb, E, F, F#, G, Ab, A, Bb, B Musical styles: Pop, minimalism, orchestral, rock ‘n’ roll, gospel		Minim Dotted crotchet Crotchets, Dotted quavers	Quavers Semiquaver Tempo Minimalism

Year 5/6 Summer 1 B		MMC Yr 6 U3: Creative composition				
Objectives	Understanding Music		Improvise together		Listen and respond	
	Tempo: Adagio — at a slow speed (68bpm) Time signature: 4/4 — there are four crotchet beats in a bar Key signature: D major — there are two sharps in the key signature (#) Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers		Time signature: 2/4 Key signature: C major Notes: C, D, E, F, G, A, B 		• Share thoughts and feelings about the music using some musical language. • Listen carefully and respectfully to other people's thoughts about the music • Analyse, explore and discover the song/piece's musical concepts and style • Focused, deeper learning of the musical concepts related to the song/piece • Place the song/piece in its historical, cultural and global context.	
Outcomes	Unit Outcome Children will learn that by using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. They will explore how chords are used within the music in this unit. They will play, improvise and compose using notes C, C#, D, E, F, F#, G, A, Bb, B Musical styles: Disco, romantic, rock 'n' roll, Zimbabwean pop, pop		Lesson Series L1 Disco fever (part 1) L2 Disco fever (part 2) L3 La Bamba (part 1) L4 La Bamba (part 2) L5 Change L6 Assessment checkpoint		Vocabulary	
					Adagio Chord Harmony Rock 'n' roll	Accompaniment Melody Layer Disco
Year 5/6 Summer 2 B		MMC Yr 6 U5: Improvising with confidence				
Objectives	Understanding Music		Improvise together		Listen and respond	
	Tempo: Andante — at a walking pace (76bpm) Time signature: 6/8 — there are six quaver beats in a bar Key signature: D minor — there is one flat in the key signature (b) Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers		Time signature: 5/4 Key signature: G major Notes: G, A, B, C, D, E, F# 		• Share thoughts and feelings about the music using some musical language. • Listen carefully and respectfully to other people's thoughts about the music • Analyse, explore and discover the song/piece's musical concepts and style • Focused, deeper learning of the musical concepts related to the song/piece • Place the song/piece in its historical, cultural and global context.	

Outcomes	Unit Outcome	Lesson Series	Vocabulary	
			Phrase	Andante
	Children will use their skills gained across the year to improvise, compose and perform music. They will pay particular attention to phrasing and dynamics and learn that phrases are musical sentences that fit together to make a melody.	L1 Wake up! (part 1)		
		L2 Wake up! (part 2)		
		L3 Down by the riverside (part 1)		
		L4 Down by the riverside (part 2)		
		L5 Dance the night away		
		L6 Assessment checkpoint		
	They will play, improvise and compose using the notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B			
	Musical styles: Hip hop, gospel, contemporary R & B, salsa			
			Phrasing	Key signature
			Melody	Triplet quavers
			Dynamic	Salsa