

1) Hey You!

Listen

CORE

Understand that PULSE is the heartbeat of the music and find it.

Recognise and name two instruments they hear: Male vocal, bass guitar, drums, decks

WORKING DEEPER

Recognise and name MORE than two instruments they hear: Male vocal, bass guitar, drums, decks

Musical Activities

CORE

Copy back the rhythms they hear.

Clap the rhythm of their name over the track.

Rap and sing in time to the music.

Play accurately and in time as part of the performance. ? Most will play C

WORKING DEEPER

Create their own rhythm for others to copy.

Lead the groups that are rapping and singing.

Play accurately and in time as part of the performance. ? Some will play C + G

Perform and Share

CORE

Improvise in the lessons and as part of the performance. ? Most will use C.

Compose simple melody using simple rhythms, and use as part of the performance. ? Most will use C + D.

Explain how they felt about their performance and what they liked about it.

WORKING DEEPER

Improvise in the lessons and as part of the performance. ? Some will play C + G

Compose a simple melody using simple rhythms, and use as part of the performance. ? Some will play C, D + E.

Vocabulary

CORE

To know and understand: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.

2) Rhythm in the Way We Walk and Banana Rap

Listening

CORE

Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.

Recognise and name two instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

WORKING DEEPER

Recognise and name MORE than two instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

Find the pulse as they are listening to any OTHER unit songs.

Musical Activities

CORE

March to the pulse. Be an animal and keep the pulse

Copy and clap back the rhythms they hear.

Clap the rhythm of your name.

Rap and sing in time to the music.

Start to understand that pitch is high and low sounds.

WORKING DEEPER

Make up your own rhythm.

Perform and Share

CORE

Explain how they feel about their performance and what they liked about it.

Vocabulary

CORE

to know and understand: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.

3) In the Groove

Listening

CORE

Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.

Identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.

Dance to each style or move to the pulse – be "In The Groove!"

WORKING DEEPER

Find the pulse to any OTHER unit songs.

Musical Activities

CORE

Pulse - March to the pulse. Copy the actions on-screen. Choose an animal and keep the pulse.

Copy and clap back the rhythms they hear.

Sing together and in time, in all the different styles.

WORKING DEEPER

Make up their own rhythms.

Perform and Share

CORE

Improvise in the lessons and as part of the performance. Most will use C.

Compose a simple melody using simple rhythms, and use as part of the performance. Most will use C + D.

Explain how they felt about their performance and what they liked about it.

WORKING DEEPER

Improvise in the lessons and as part of the performance. Some will play C + D.

Compose a simple melody using simple rhythms, and use as part of the performance. Some will use C, D + E.

Vocabulary

CORE

To know and understand: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.

4) Round and Round

Listening

CORE

Recognise and name two instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

WORKING DEEPER

Find the pulse to any other unit songs.

Recognise and name MORE than two instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

Musical Activities

CORE

March to the pulse. Copy the actions on-screen. Use their imagination to find the pulse

Copy back the rhythms they hear. Including names, colours, foods etc

Sing the song together with the actions.

WORKING DEEPER

Make up their own rhythms.

Perform and Share

CORE

Play an instrument accurately and in time as part of the performance. Most will play D, F, C + D.

Improvise in the lessons and as part of the performance. Most will use D.

Explain how they felt about their performance and what they liked about it.

WORKING DEEPER

Improvise in the lessons and as part of the performance. Some will use D + E.

Vocabulary

CORE

To know and understand: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.

5) Your Imagination

Listening

CORE

Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.

Find the pulse to any other unit songs.

Recognise and name two instruments they hear: Keyboard, drums, bass, a female singer.

WORKING DEEPER

Recognise and name more than two instruments they hear: Keyboard, drums, bass, a female singer.

Musical Activities

CORE

Be a pop star finding the pulse. Use their imagination to find the pulse

Copy and clap back rhythms including names, animals, colours, foods

WORKING DEEPER

Make up their own rhythms.

Perform and Share

CORE

Sing in unison and in two parts.

Play an instrument accurately and in time as part of the performance. Most will play C.

Explain how they felt about their performance and what they liked about it.

WORKING DEEPER

Play an instrument accurately and in time as part of the performance. Some will play C + D.

Vocabulary

CORE

Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.

6) Reflect, Rewind, Replay (Passport Year 1 to Year 2)

Listen

CORE

Know and can sing/rap four songs off by heart! They are: 1. Hey You! 2. Rhythm in and Banana Rap 3. In The Groove 4. Round and Round 5. Your Imagination

Knows about different styles of music.

Musical Activities

CORE

Can find and knows that the pulse is the heartbeat of the music.

Can copy rhythms when playing Warm-up Games.

Can clap the rhythm of my name and favourite colour when playing Warm-up Games. Include using djembe drums.

Perform and Share

CORE

Can play the glockenspiel along to all the songs we sang this year - easy part.

Can improvise with the songs sung this year.

Composed a simple melody with some of the songs sung this year.

Explain how they felt about their performance and what they liked about it.

WORKING DEEPER

I can play the glockenspiel along to all the songs we sang this year - both the easy and medium parts.

Djembe

Rhythm

CORE

To be able to hold the djembe accurately.

To play the rhythm of names, foods and colours.

Performance

CORE

Play individually - call and response

Play in time as part of a group.

1) Hands, Feet, Heart

Listening

CORE

Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.

Recognise and name two instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.

WORKING DEEPER

Find the pulse to any other unit songs.

Recognise all or many of the instruments they can hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.

Musical Activities

CORE

March in time with the pulse. Be an animal finding the pulse.

Clap rhythms (long + short sounds whilst marching to the pulse). Know that rhythm is different to the pulse.

Copy and clap back rhythms.

Clap the rhythm of their name.

Listen to and follow musical instructions from a leader

Recognise that songs sometimes have a question and answer section and a chorus.

WORKING DEEPER

Create simple rhythms themselves.

Perform and Share

CORE

Play an instrument accurately and in time: G, A + C.

Improvise in the lessons and the performance using C.

Compose a simple melody using simple rhythms, and use as part of the performance playing C + D.

Explain how they felt about their performance and what they liked about it.

WORKING DEEPER

Play and instrument accurately and in time: play G, A, B + C

Improvise in the lessons and the performance playing C + D.

Compose a simple melody using simple rhythms, and use as part of the performance playing C, D + E or C, D, E, F + G.

Vocabulary

CORE

To know and understand: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.

2) Ho, Ho, Ho

Listening

CORE

Find the pulse.

Understand that songs have a musical style. This song has a rap in it – spoken word.

Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

Musical Activities

CORE

March and find the pulse.

Be a rapper and find the pulse.

Copy and clap back rhythms.

Clap the rhythm of their name.

Clap the rhythm of their favourite colour.

Recognise pitch - (high and low sounds we add to the pulse and rhythm when we sing/play an instrument).

WORKING DEEPER

Freestyle finding the pulse.

Create their own rhythms for the class to copy back.

Perform and Share

CORE

Play an instrument accurately and in time playing G, A + B.

Sing and rap together and in time.

Improvise using words.

Explain how they felt about their performance and what they liked about it.

Vocabulary

CORE

To know and understand: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo

3) I Wanna Play in a Band

Listening

CORE

Find the pulse and know that this Unit is about Rock music.

Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers.

WORKING DEEPER

They will understand that songs have a musical style.

Recognise all of the instruments they can hear: Keyboard, drums, bass, electric guitar, singers.

Musical Activities

CORE

March and find the pulse (a steady heartbeat).

Be a rockstar finding the pulse (a steady heartbeat).

Clap rhythms (long + short sounds whilst marching to the pulse).

Copy and clap back rhythms.

Clap the rhythm of their name.

Clap the rhythm of their favourite colour.

Sing and dance together, in time and using actions

WORKING DEEPER

Freestyle finding the pulse (a steady heartbeat).

Create their own rhythms for the class to copy back.

Perform and Share

CORE

Explain how they felt about their performance and what they liked about it.

Play an instrument accurately and in time playing D + C.

Improvise in the lessons and the performance using F.

Compose a simple melody using simple rhythms, and use as part of the performance. Most will use F, G + A.

WORKING DEEPER

Play an instrument accurately and in time playing D, G, F + C.

Improvise in the lessons and the performance using F + G.

Vocabulary

CORE

To know and understand: Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

4) Zootime

Listening

CORE

Find the pulse and know that this Unit is about Reggae music.

Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers.

Recognise all of the instruments they can hear. Keyboard, drums, bass, electric guitar, singers.

WORKING DEEPER

Others will understand that songs have a musical style.

Musical Activities

CORE

Find the pulse (a steady heartbeat) - Be an animal of your choice.

Clap rhythms (long + short sounds)

Copy and clap back rhythms.

Clap the rhythm of their name.

Clap the rhythm of their favourite colour.

Know that pitch is the high and low sounds we add to the pulse and rhythm when we sing/play an instrument.

Sing and dance together, in time and using actions.

WORKING DEEPER

Create their own rhythms for the class to copy back.

Perform and Share

CORE

Explain how they felt about their performance and what they liked about it.

Play instrumental parts accurately and in time. Some will use just C. Most will use C + D.

Improvise in the lessons and the performance. Some will use just C. Most will use C + D.

Compose a simple melody using simple rhythms, and use as part of the performance playing C + D.

WORKING DEEPER

Compose a simple melody using simple rhythms, and use as part of the performance playing C, D + E.

Vocabulary

CORE

To know and understand: Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

5) Friendship Song

Listening

CORE

Find the pulse and know that this Unit is about being friends.

Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel.

WORKING DEEPER

Others will understand that songs have a musical style.

Recognise all of the instruments they can hear. Keyboard, drums, bass, a female singer, a glockenspiel.

Musical Activities

CORE

Find the pulse (a steady heartbeat) - Decide how to find the pulse.

Clap rhythms (long + short sounds)

Clap the rhythm of their name.

Clap the rhythm of their favourite colour.

WORKING DEEPER

Create their own rhythms for the class to copy back.

Perform and Share

CORE

Explain how they felt about their performance and what they liked about it.

Sing in two parts.

Play instrumental parts. Play accurately and in time. Most play E + G. Some will play C.

Improvise in the lessons and as part of the performance using C.

Compose a simple melody using simple rhythms, and use as part of the performance playing E + G.

WORKING DEEPER

Improvise in the lessons and as part of the performance using C + D.

Compose a simple melody using simple rhythms, and use as part of the performance playing E, G A + B.

Vocabulary

CORE

To know and understand: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

6) Reflect, Rewind, Replay

Listen

CORE

I know and can sing/rap five songs off by heart! They are: 1. Hands, Feet, Heart 2. Ho, Ho, Ho 3. I Wanna Play In a Band 4. Zootime 5. Friendship Song

Know about lots of styles of music.

Can find the pulse of all the songs listed above.

Know that the pulse is the heartbeat of the music.

Musical Activities

CORE

Can copy rhythms when playing Warm-up Games.

Can clap the rhythm of their name and favourite colour when playing Warm-up Games.

Perform and Share

CORE

Can play the glockenspiel along to all the songs sung this year - easy part

Can improvise with the songs sung this year.

Can play the glockenspiel along to all the songs sung this year - both the easy and medium parts.

Composed a simple melody with some of the songs sung this year.

Explain how they felt about their performance and what they liked about it.

Djembe

Rhythm

CORE

To be able to hold and look after a djembe drum appropriately.

To play rhythms of name, foods and colours.

To maintain pulse.

Performance

CORE

Play individually with confidence.

Play in time as part of a group.

1) Let Your Spirit Fly

Listening

CORE

The children can identify the piece's structure: Introduction, verse, chorus.

The children can identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.

The children can find the pulse while listening.

WORKING DEEPER

Some children will identify funky rhythms, tempo changes, dynamics.

Musical Activities

CORE

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: Rhythm patterns.

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Silver Challenge: C, sometimes with D and reading notes.

Singing in 2 parts.

WORKING DEEPER

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Gold Challenge: C + D and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time, as part of the performance. The easy part: F, G + C by ear.

Improvise in the lessons and as part of the performance. Bronze Challenge: C.

Improvise in the lessons and as part of the performance. Silver Challenge: C and sometimes D.

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards.

WORKING DEEPER

Play instrumental parts accurately and in time, as part of the performance. The medium part: E, F, G, A, B + C by ear and from notation.

Improvise in the lessons and as part of the performance. Gold Challenge: C + D.

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D, E, F + G.

Vocabulary

CORE

To know and understand: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

2) Glockenspiel Stage 1

Listening

CORE

To listen to a variety of Christmas Carols and Songs.

Musical Activities

CORE

The children: Learn to play and read the notes C, D, E + F. Learn to play some or all these tunes: ? Easy E ? Strictly D ? Play Your Music ? Drive ? Dee Cee's Blues ? What's Up ? D-E-F-inately ? Roundabout ? March of the Golden Guards ? Portsmouth

Explore longer/shorter, faster/slower, higher/lower and louder/quieter sounds using percussion and voices

Perform and Share

CORE

Improvise with Dee Cee's Blues using the notes C + D.

Compose using the notes C, D, E + F.

Perform in the Christmas Concert/Play - singing or playing an instrument.

To be able to discuss their performance.

Vocabulary

CORE

To know and understand: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.

3) Three Little Birds

Listening

CORE

The children can identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

The children can identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals.

The children can find the pulse

WORKING DEEPER

The children can find the pulse and identify funky rhythms, tempo changes and dynamics.

Musical Activities

CORE

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns.

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Silver Challenge: C, sometimes with D and reading notes.

Singing in unison.

WORKING DEEPER

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Gold Challenge: C + D and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time, as part of the performance. The easy part: G + A.

Improvise in the lessons and as part of the performance. Bronze Challenge: C.

Improvise in the lessons and as part of the performance. Silver Challenge: C and sometimes D.

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards.

WORKING DEEPER

Play instrumental parts accurately and in time, as part of the performance. The medium part: C + A.

Improvise in the lessons and as part of the performance. Gold Challenge: C + D.

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D, E, G + A (pentatonic scale).

Vocabulary

CORE

To know and understand: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.

4) Dragon Song

Listening

CORE

The children can identify the themes: Kindness, respect, friendship, acceptance and happiness.

The children can identify the instruments/voices: Keyboard, drums, bass, a female singer.

The children can explain how the words of the song tell a story.

WORKING DEEPER

The children can explain how the words of the song tell a story - they can explain how music has created a story in their imagination and tell the story to others.

Musical Activities

CORE

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns.

Warm-up Games using glocks; copy back, play, invent rhythmic and melodic patterns. Silver Challenge: G, sometimes A and reading notes.

Singing in 2 parts.

WORKING DEEPER

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Gold Challenge: G + A and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time, as part of the performance. The easy part: G by ear.

Improvise in the lessons and as part of the performance. Bronze Challenge: G, A + B.

Improvise in the lessons and as part of the performance. Silver Challenge: G, A or B.

Compose a simple melody using simple rhythms and use as part of the performance.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards.

WORKING DEEPER

Play instrumental parts accurately and in time, as part of the performance. The medium part: G, A + B by ear and from notation.

Improvise in the lessons and as part of the performance. Gold Challenge: G, A + B.

Vocabulary

CORE

To know and understand: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.

5) Bringing Us Together

Listening

CORE

The children can find the pulse while listening.

The children can identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.

The children can explain how the words of the song tell a story.

WORKING DEEPER

The children can find the pulse while listening and identify funky rhythms, tempo changes, dynamics.

The children can explain how the words of the song create a story in their imagination and share it with others.

Musical Activities

CORE

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: Rhythm patterns.

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Silver Challenge: C and sometimes A and reading notes.

Singing in 2 parts.

WORKING DEEPER

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Gold Challenge: C + A and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time, as part of the performance. The easy part: C.

Improvise in the lessons and as part of the performance. Bronze Challenge: C.

Improvise in the lessons and as part of the performance. Silver Challenge: C and sometimes A.

Compose a simple melody using simple rhythms. and use as part of the performance Using the notes: C, A + G.

Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. They can discuss thoughts and feelings towards it.

WORKING DEEPER

Play instrumental parts accurately and in time, as part of the performance. The medium part: G, A + C.

Improvise in the lessons and as part of the performance. Gold Challenge: C + A.

Compose a simple melody using simple rhythms and use as part of the performance Using the notes: C, D, E, G + A (pentatonic scale).

Vocabulary

CORE

To know and understand: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.

6) Reflect, Rewind, Replay (Passport Year 3 to Year 4)

Listen

CORE

Know and can sing/rap four songs off by heart! They are: 1. Let Your Spirit Fly 2. Three Little Birds 3. The Dragon Song 4. Bringing Us Together

Can recognise the each of these songs has a musical style.

Listened to some Classical music.

Musical Activities

CORE

Can play the glockenspiel along to all the songs sung this year - easy part.

Learnt to read some music in Glockenspiel Stage 1.

Can find the pulse of all these songs.

Know the difference between pulse, rhythm and pitch and can show this when doing Warm-up Games.

WORKING DEEPER

Can play the glockenspiel along to all the songs sung this year - both the easy and medium parts.

Recognise some other musical dimensions when listening to the songs.

Perform and Share

CORE

Can improvise with the songs sung this year - bronze challenge.

Can improvise with the songs sung this year - Silver challenge.

Composed a simple melody with some of the songs sung this year.

Children can contribute to performance by singing, playing an instrumental part, improvising or performing their composition. They can discuss thoughts and feelings towards it.

WORKING DEEPER

Can improvise with the songs sung this year - Gold challenge.

Djembe

Rhythm

CORE

To play back rhythms from sentences accurately.

To be able to play fast and slow, loud and soft.

Performance

CORE

To play individually with confidence.

To keep the pulse within a group.

To lead a group call and response.

1) Mamma Mia!

Listen

CORE

The children can identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

The children can identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

The children can find the pulse whilst listening.

WORKING DEEPER

Find the pulse whilst listening and identify changes in tempo, dynamics and texture.

Musical Activities

CORE

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns.

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Silver Challenge: G, sometimes A and reading notes.

Singing in unison.

WORKING DEEPER

Warm-up Games copy back, play, invent rhythmic and melodic patterns. Gold Challenge: G + A and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time, as part of the performance. The easy part: G by ear.

Improvise in the lessons and as part of the performance. Bronze Challenge: G.

Improvise in the lessons and as part of the performance. Silver Challenge: G and sometimes A.

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A + B.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Discuss their thoughts and feelings towards it - Did they enjoy it? What went well? What could have been better?

WORKING DEEPER

Play instrumental parts accurately and in time, as part of the performance. The medium part: G + A by ear and from notation.

Improvise in the lessons and as part of the performance. Gold Challenge: G + A.

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A, B, D + E (pentatonic scale).

Vocabulary

CORE

Know and understand: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.

2) Glockenspiel Stage 2

Listen

CORE

To find the pulse within pieces of music.

Musical Activities

CORE

Using the glock - revise, play and read the notes C, D, E, F + G.

Learn to play these tunes: ? Mardi Gras Groovin' ? Two-Way Radio ? Flea Fly ? Rigadoon ? Mamma Mia

Revisit these tunes from Stage 1: ? Portsmouth ? Strictly D ? Play Your Music ? Drive

Perform and Share

CORE

Compose using the notes C, D, E, F + G.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

WORKING DEEPER

Start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

Vocabulary

CORE

To know and understand: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.

3) Stop!

Listen

CORE

The children can identify the structure: Intro and 6 rapped verses, each with a sung chorus.

The children can identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums.

The children can find the pulse whilst listening.

WORKING DEEPER

The children can find the pulse whilst listening and identify tempo changes, changes in dynamics and texture

Musical Activities

CORE

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns.

Warm-up Games using glocks; copy back, play, invent rhythmic and melodic patterns. Silver Challenge: C, sometimes D and reading notes.

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Gold Challenge: C + D and reading notes.

Singing and rapping in unison and in parts.

Perform and Share

CORE

Compose own rapped lyrics about bullying or another topic or theme that you decide as a class.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

WORKING DEEPER

Start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

Vocabulary

CORE

Know and understand: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.

4) Lean on Me

Listen

CORE

The children can identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.

The children can identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ.

The children can find the pulse whilst listening.

WORKING DEEPER

The children can find the pulse whilst listening and identify tempo changes, changes in dynamics and texture

Musical Activities

CORE

Warm-up Games using glocks; copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns.

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Silver Challenge: F sometimes G and reading notes.

Singing in unison.

WORKING DEEPER

Warm-up Games using glocks; copy back, play, invent rhythmic and melodic patterns. Gold Challenge: F + G and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time, as part of the performance. The easy part: C + F by ear.

Improvise in the lessons and as part of the performance. Bronze Challenge: F.

Improvise in the lessons and as part of the performance. Silver Challenge: F and sometimes G.

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: F, G + A.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

WORKING DEEPER

Play instrumental parts accurately and in time, as part of the performance. The medium part: E, F + G by ear and from notation.

Improvise in the lessons and as part of the performance. Gold Challenge: F + G.

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D, F, G + A.

Start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

Vocabulary

CORE

To know and understand: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo

5) Blackbird

Listen

CORE

The children can identify the themes: Equality, civil rights.

The children can identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

The children can identify that the words tell a story

WORKING DEEPER

The children can explain a story created in their imagination by the music

Musical Activities

CORE

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns.

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Silver Challenge: C, sometimes D and reading notes.

Singing in unison

WORKING DEEPER

Warm-up Games using glocks: copy back, play, invent rhythmic and melodic patterns. Gold Challenge: C + D and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time, as part of the performance. The easy part C + G by ear.

Improvise in the lessons and as part of the performance. Bronze Challenge: C.

Improvise in the lessons and as part of the performance. Silver Challenge: C and sometimes D.

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

WORKING DEEPER

Play instrumental parts accurately and in time, as part of the performance. The medium part: G, A, B + C by ear and from notation.

Improvise in the lessons and as part of the performance. Gold Challenge: C, D + E.

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D, E, G + A (pentatonic scale).

Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

Vocabulary

CORE

To know and understand: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.

6) Reflect, Rewind, Replay (Passport Year 4 to Year 5)

Listen

CORE

Know and can sing/rap four songs off by heart! They are: 1. Mamma Mia – Abba 2. Stop! – Grime 3. Lean On Me – Soul/Gospel 4. Blackbird – The Beatles/Pop

Name some of the style indicators of these songs.

Listen to some Classical music.

Musical Activities

CORE

Can find the pulse of all these songs and recognise some other musical dimensions when they listen to them.

Know the difference between pulse, rhythm and pitch and can show this when doing Warm-up Games.

Improvise using glocks with the songs sang this year - bronze.

Improvise using glocks with the songs sang this year - silver.

Composed a simple melody with some of the songs sung this year.

Perform and Share

CORE

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

WORKING DEEPER

Played their own instrument in school.

Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

Djembe

Rhythm

CORE

To play back rhythms from sentences or rhymes accurately.

To be able to play fast and slow, loud and soft.

Performance

CORE

To play individually with confidence.

To keep the pulse within a group.

To lead a group call and response confidently.

1) Livin' on a Prayer

Listen

CORE

The children can identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

The children can identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.

The children can find the pulse whilst listening.

WORKING DEEPER

The children can find the pulse whilst listening and identify changes in tempo, dynamics and texture.

Musical Activities

CORE

Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: G.

Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Silver Challenge: G + A and reading notes.

Singing in unison.

WORKING DEEPER

Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Gold Challenge: G, A + B and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time as part of the performance. The easy part G, A + B by ear and from notation.

Improvise in the lessons and as part of the performance. Bronze Challenge: G.

Improvise in the lessons and as part of the performance. Silver Challenge: G + A.

Compose a melody using simple rhythms and use as part of the performance. Using the notes: G, A + B.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards talking musically about it.

WORKING DEEPER

Play instrumental parts accurately and in time as part of the performance. The medium part D, E, F sharp + G by ear and from notation.

Improvise in the lessons and as part of the performance. Gold Challenge: G, A + B.

Compose a melody using simple rhythms and use as part of the performance. Using the notes: G, A, B, D + E (pentatonic scale).

Take on a musical leadership, creating musical ideas for the group to copy or respond to.

Vocabulary

CORE

To know and understand Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.

2) Classroom Jazz 1

Listen

CORE

The children can identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.

The children can identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.

The children can identify instruments/voices: Piano, bass, drums, glockenspiel.

Musical Activities

CORE

The children can play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.

Improvise in a Bossa Nova style using the notes: G, A + B.

Improvise in a swing style using the notes: D + E.

Improvise in a swing style using the notes: D, E, G.

WORKING DEEPER

Improvise in a swing style using the notes: D, E, G, A + B.

Perform and Share

CORE

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards talking musically about it.

Vocabulary

CORE

Know and understand: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.

3) Make You Feel My Love

Listen

CORE

Can identify the Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.

Can identify the instruments/voices: Strings, piano, guitar, bass, drums.

Find the pulse.

The children can identify changes in tempo, dynamics and texture.

Musical Activities

CORE

Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: C.

Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Silver Challenge: C + D and reading notes.

Singing in unison.

WORKING DEEPER

Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Gold Challenge: C, D + E and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time as part of the performance. The easy part C, D + E by ear.

Improvise in the lessons and as part of the performance. Bronze Challenge: C.

Improvise in the lessons and as part of the performance. Silver Challenge: C + D.

Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D + E.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They discuss their thoughts and feelings towards it afterwards. Discuss and talk musically about it. What went well? What could have been better?

WORKING DEEPER

Play instrumental parts accurately and in time as part of the performance. The easy part C, D + E by ear and from notation.

Play instrumental parts accurately and in time as part of the performance. The medium part C, D, E, F + G by ear and from notation.

Improvise in the lessons and as part of the performance. Gold Challenge: C, D + E.

Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D, E, F + G.

Take on a musical leadership, creating musical ideas for the group to copy or respond to.

Vocabulary

CORE

To know and understand: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.

4) The Fresh Prince of Bel-Air

Listen

CORE

The children can identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.

The children can identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.

The children can find the pulse whilst listening.

WORKING DEEPER

The children can identify changes in tempo, dynamics and texture.

Musical Activities

CORE

Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: D.

Warm-up Games using glocks Rhythm and Pitch Copy Back, and Question and Answer. Silver Challenge: D + E and reading notes.

Singing and rapping together.

WORKING DEEPER

Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Gold Challenge: D, E + F and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time as part of the performance. The easy part: D + A by ear.

Play instrumental parts accurately and in time as part of the performance. The medium part: G + A by ear.

Improvise in the lessons and as part of the performance. Bronze Challenge: D.

Improvise in the lessons and as part of the performance. Silver Challenge: D + E.

Compose a melody using simple rhythms and use as part of the performance. Using the notes: D, E + F.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards. Discuss and talk musically about it. What went well? What could have been better?

WORKING DEEPER

Play instrumental parts accurately and in time as part of the performance. The easy part: D + A by ear and from notation.

Play instrumental parts accurately and in time as part of the performance. The medium part: G + A by ear and from notation.

Play instrumental parts accurately and in time as part of the performance. The harder part: C, D, E, F, G, A by ear and from notation

Improvise in the lessons and as part of the performance. Gold Challenge: D, E + F.

Compose a melody using simple rhythms and use as part of the performance. Using the notes: D, E, F, G + A.

Take on a musical leadership, creating musical ideas for the group to copy or respond to.

Vocabulary

CORE

To know and understand: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.

5) Dancing in the Street

Listen

CORE

The children can identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

The children can identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

The children can find the pulse whilst listening.

WORKING DEEPER

The children can identify changes in tempo, dynamics and texture.

Musical Activities

CORE

Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: F.

Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Silver Challenge: F + G and reading notes.

Singing in two parts.

WORKING DEEPER

Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Gold Challenge: F, G + A and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time as part of the performance. The easy part: G by ear.

Play instrumental parts accurately and in time as part of the performance.. The medium part: G + A by ear.

Improvise in the lessons and as part of the performance. Bronze Challenge: D.

Improvise in the lessons and as part of the performance. Silver Challenge: D + E.

Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D, + E.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards. Discuss and talk musically about it. What went well? What could have been better?

WORKING DEEPER

Play instrumental parts accurately and in time as part of the performance. The easy part: G by ear and from notation.

Play instrumental parts accurately and in time as part of the performance. The medium part: G + A by ear and from notation.

Play instrumental parts accurately and in time as part of the performance. The harder part: F, G, A, + D by ear and from notation.

Improvise in the lessons and as part of the performance. Gold Challenge: D, E + F

Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D, E, F + G.

Take on a musical leadership, creating musical ideas for the group to copy or respond to.

Vocabulary

CORE

To know and understand: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.

6) Reflect, Rewind, Replay (Passport Year 5 to Year 6)

Listen

CORE

I know and can sing/rap four songs off by heart! They are: 1. Livin' On A Prayer – Rock 2. Make You Feel My Love – Pop Ballad 3. The Fresh Prince Of Bel Air – Hip Hop 4. Dancing In The Street – Motown

Can talk about the style indicators of some of these songs.

Can talk about the structure of some of the songs.

Can talk about how some of the dimensions of the music fits together in some of the songs.

Can talk about the historical context of some of the songs .

Has listened to classical music.

Can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.

Musical Activities

CORE

Classroom Jazz 1 –has played these melodies by ear and improvised.

Can play the glockenspiel along to all the songs we sang this year - easy part.

Can play the glockenspiel along to all the songs we sang this year - both the easy and medium parts.

Used notated music.

Perform and Share

CORE

Can improvise with the songs sung this year -bronze

Can improvise with the songs sung this year - silver.

Composed a simple melody with some of the songs sung this year.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards. Discuss and talk musically about it. What went well? What could have been better?

WORKING DEEPER

Can improvise with the songs sung this year - gold.

Brought own instrument into lesson.

Take on a musical leadership, creating musical ideas for the group to copy or respond to.

Djembe

Rhythm

CORE

To be able to play more complex rhythms reading music.

To be able to play fast and slow, loud and soft, long notes and quick notes.

Performance

CORE

To play confidently, leading a group call and response.

To sustain own part's rhythm within a group performance.

To find and suggest ways to improve.

1) Happy

Listen

CORE

- The children can describe the style indicators of the song/music.
- The children can describe the structure of the song.
- The children can identify the instruments/voices they can hear.
- The children can talk about the musical dimensions used in the song.

Musical Activities

CORE

- Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: A.
- Warm-up Games using glocks; Rhythm and Pitch Copy Back, and Question and Answer. Silver Challenge: A + G and reading notes.
- Singing in two parts.
- Add your text here

WORKING DEEPER

- Warm-up Games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Gold Challenge: A, G + B and reading notes.

Perform and Share

CORE

- Play instrumental parts accurately and in time as part of the performance. The easy part: A + G by ear.
- Play instrumental parts accurately and in time as part of the performance. The medium part: A, G + B by ear.
- Improvise in the lessons and as part of the performance. Bronze Challenge: A.
- Improvise in the lessons and as part of the performance. Silver Challenge: A + G.
- Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B.
- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards. Discuss and talk musically about it. What went well? What could have been better?

WORKING DEEPER

- Play instrumental parts accurately and in time as part of the performance. The easy part: A + G by ear and from notation.
- Play instrumental parts accurately and in time as part of the performance. The medium part: A, G + B by ear and from notation.
- Play instrumental parts accurately and in time as part of the performance. The harder part: G, A, B, C, D + E by ear and from notation.
- Improvise in the lessons and as part of the performance. Gold Challenge: A, G + B.
- Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, E, G, A + B.
- Take on a musical leadership, creating musical ideas for the group to copy or respond to.

Vocabulary

CORE

To know and understand: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo

2) Classroom Jazz 2

Listen

CORE

The children can describe the style indicators of Bacharach Anorak and Meet The Blues.

The children can describe the structure of Bacharach Anorak and Meet The Blues.

The children can identify the instruments/voices they can hear.

The children can talk about the musical dimensions used in the songs.

Musical Activities

CORE

The children can play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).

The children can improvise in Bacharach Anorak using the notes: C, D.

The children can improvise in Bacharach Anorak using the notes: C, D, E.

The children can improvise in Bacharach Anorak using the notes: C, D, E, F, G.

The children can improvise in a Blues style using the notes: C.

The children can improvise in a Blues style using the notes: C, Bb, G.

WORKING DEEPER

The children can improvise in Bacharach Anorak using the notes: C, D, E, F, G, A, B + C.

The children can improvise in a Blues style using the notes: C, Bb, G, F + C.

Perform and Share

CORE

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards and talk musically about it. What went well? What could have been better?

Vocabulary

CORE

to know and understand: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.

3) A New Year Carol

Listen

CORE

The children can describe the style indicators of the song/music.

The children can identify the instruments/voices they can hear.

The children can describe the structure of the song.

The children can talk about the musical dimensions used in the song.

WORKING DEEPER

The children can describe the mood and story told.

Musical Activities

CORE

Learn to clap some of the the rhythms used in the song.

Learn some musical phrases that you will sing in the song.

Singing in unison. Sing the song in its original style and the Urban Gospel version.

WORKING DEEPER

Play the extension rhythm and pitch game successfully.

Perform and Share

CORE

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Discuss their thoughts and feelings towards it afterwards and talk musically about it. What went well? What could have been better?

WORKING DEEPER

Take on a musical leadership, creating musical ideas for the group to copy or respond to.

Vocabulary

CORE

To know and understand: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.

4) You've Got A Friend

Listen

CORE

The children can describe the style indicators of the song/music.

The children can describe the structure of the song.

The children can identify the instruments/voices they can hear.

The children can talk about the musical dimensions used in the song.

Musical Activities

CORE

Warm-up games using glocks: Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: A.

Warm-up games using glocks - Rhythm and Pitch Copy Back, and Question and Answer. Silver Challenge: A + G and reading notes.

Singing in unison.

WORKING DEEPER

Warm-up games using glocks - Rhythm and Pitch Copy Back, and Question and Answer. Gold Challenge: A, G + E and reading notes.

Perform and Share

CORE

Play instrumental parts accurately and in time as part of the performance. The easy part: G, A + B by ear and from notation.

Play instrumental parts accurately and in time as part of the performance. The medium part: C, D, E + F by ear and from notation.

Improvise in the lessons and as part of the performance. Bronze Challenge: A.

Improvise in the lessons and as part of the performance. Silver Challenge: A + G.

Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + E.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards and talk musically about it. What went well? What could have been better?

WORKING DEEPER

Play instrumental parts accurately and in time as part of the performance. The harder part: D, E, F, G, A, B + C by ear and from notation.

Improvise in the lessons and as part of the performance. Gold Challenge: A, G + E.

Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + E. Using the notes: E, G, A, C + D

Take on a musical leadership, creating musical ideas for the group to copy or respond to

5) Music and Me

Listen and Appraise

CORE

Listen to: Something Helpful by Anna Meredith O by Shiva Feshareki Heroes & Villains by Eska And! by Afrodeutsche and understand why these women are inspirational using the timeline and information.

Be able to discuss key themes and key vocabulary linked to the topic.

Musical Activities

CORE

Create own beats/lyrics/melodies in groups.

Perform and Share

CORE

Perform, share and present the learning that has taken place throughout lessons.

6) Reflect, Rewind, Replay

Listen

CORE

Know and can sing three songs off by heart they are: 1. Happy – Neo Soul/Pop 2. A New Year Carol – Classical/Urban Gospel 3. You've Got A Friend – Pop

Can talk about the style indicators of some of these songs

Can talk about the structure of some of the songs

Can talk about how some of the dimensions of the music fits together in some of the songs

Can talk about the historical context of some of the songs

Can talk about my musical and cultural identity and written a piece of music with my friends about this.

Can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.

Musical Activities

CORE

Classroom Jazz 1 – played these melodies by ear and improvised.

Can play the glockenspiel along to all the songs sung this year - easy part.

Can use notated music.

WORKING DEEPER

Can play the glockenspiel along to all the songs sung this year - both the easy and medium parts.

Brought own instrument into lesson.

Perform and Share

CORE

Can improvise with the songs sung this year - bronze.

Can improvise with the songs sung this year -silver.

Composed a simple melody with some of the songs sung this year.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards and talk musically about it. What went well? What could have been better?

WORKING DEEPER

Can improvise with the songs sung this year - gold

Take on a musical leadership, creating musical ideas for the group to copy or respond to

Djembe

Rhythm

CORE

To be able to read complex rhythms, reading music.

To be able to play fast and slow, loud and soft, long notes and quick notes.

Performance

CORE

To play confidently, leading group call and responses and traditional music.

To sustain own part's rhythm and pulse within a group, performance.

Create own music for performance.

Evaluate own and others performance giving relevant and accurate feedback.