



Friars Primary School and Nursery – Long Term Plan – Charanga



		Autumn	Spring		Summer	
Nursery (EYFS: Expressive Arts & Design: Being Imaginative and Expressive, Creating with Materials)	Charanga is not currently used in EYFS					
	Music is developed as children are exposed to a wide range of music. They are encouraged to respond to this in their own ways. Throughout the day, singing forms a key part of our routines with children learning a range of songs and rhymes. They also learn poems which develop a sense of rhythm and rhyme (The Poetry Basket) and learn to perform these. A well stocked music area provides opportunities for children to explore musical sounds sometimes with adult interaction and at other times freely. Throughout their time in nursery, children will be supported and encouraged to:					
	Create with materials: <ul style="list-style-type: none"> Joins in singing songs Create sounds by rubbing, shaking, tapping, striking or blowing Show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i> Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally 			Be imaginative and expressive: <ul style="list-style-type: none"> Begins to make believe by pretending using sounds, movements, Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i> Creates rhythmic sounds and movements Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music Sings to self and makes up simple songs Creates sounds, movements to accompany stories Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously 		
	Nursery rhymes: Humpty Dumpty, Ba Ba Black Sheep, Incy Wincy Spider, Hey Diddle Diddle, Dingle Dangle Scarecrow, Round and Round the Garden, I'm a Little Teapot, Pat a Cake, Pat a Cake, Row, Row, Row your boat, 1,2,3,4,5, I caught a fish alive Poetry Basket: Chop, chop, Falling apples					
		Poetry Basket: I can build a snowman, Pancake		Poetry Basket: Popcorn, 5 little peas		
Reception (EYFS: Expressive Arts & Design: Being Imaginative and Expressive, Creating with Materials)	Literacy focus: Hello Friend Poetry Basket	Literacy focus: Aarrgghh Spider	Literacy focus: Blue Penguin	Literacy focus: Yucky Worms	Literacy focus: Errol's Garden	Literacy focus: The Naughty Bus
	Engaging with songs as part of daily routines and behaviour management	Engaging with songs as part of daily routines and behaviour management	Engaging with songs as part of daily routines and behaviour management	Engaging with songs as part of daily routines and behaviour management	Engaging with songs as part of daily routines and behaviour management	Engaging with songs as part of daily routines and behaviour management
	Clapping names	Performing with confidence and learning new songs and actions Christmas nativity	Moving to and creating music and sounds in response to stimuli: stories and celebrations	Power of reading: Yucky Worms Poetry Basket: Under a stone, Mrs Bluebird	Power of reading: Errol's Garden Poetry Basket: A little seed, Five little peas	Poetry Basket: A little shell, If I were so very small
	Poetry Basket: A basket of apples, Chop Chop Songs and rhymes: Heads, shoulders, knees and toes, 1 finger one thumb	Poetry Basket: Five little pumpkins, Leaves are falling Songs and rhymes: Incy Wincy Spider, Little Miss Muffet	Poetry Basket: Let's put on our mittens, Spring wind Songs and rhymes: Dr Foster	Songs and rhymes: Wiggly Woo, Here is the bee hive.	Songs and rhymes: Mary, Mary quite contrary, Here we go round the mulberry bush	Songs and rhymes: Wheels on the bus, London Bridge is falling down.



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Throughout their time in Reception, children will learn to:

Create with materials:

- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
- Enjoys joining in with moving, dancing and ring games
- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
- Taps out simple repeated rhythms
- Develops an understanding of how to create and use sounds intentionally

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance and music.

Be imaginative and expressive:

- Uses movement and sounds to express experiences, expertise, ideas and feelings
- Experiments and creates movement in response to music, stories and ideas
- Sings to self and makes up simple songs
- Creates sounds, movements to accompany stories
- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously

- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences

Revisit Nursery’s rhymes: Nursery rhymes: Humpty Dumpty, Ba Ba Black Sheep, Incy Wincy Spider, Hey Diddle Diddle, Dingle Dangle Scarecrow, Round and Round the Garden, I’m a Little Teapot, Pat a Cake, Pat a Cake, Row, Row, Row your boat, 1,2,3,4,5, I caught a fish alive.

Year 1

Hey You! Untuned Percussion	Rhythm in the Way We Walk and Banana Rap Untuned Percussion	In the Groove Untuned Percussion	Round and Round Untuned Percussion	Your Imagination Untuned Percussion	Reflect, rewind and Replay Untuned Percussion
Old School Hip-Hop How pulse, rhythm and pitch work together	Reggae Pulse, rhythm and pitch, rapping, dancing and singing	Blues, Baroque, Latin, Bhangra, Folk, Fun How to be in the groove with different styles of music.	Bossa Nova Pulse, rhythm and pitch in different styles of music.	Pop Using your imagination.	Classical The history of music, look back and consolidate your learning, learn some of the language of music



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Knowledge and Skills taught across Year 1

Knowledge

To know 5 songs off by heart.
 To know what the songs are about.
 To know and recognise the sound and names of some of the instruments they use.
 To know that music has a steady pulse, like a heartbeat.
 To know that we can create rhythms from words, our names, favourite food, colours and animals.
 To confidently sing or rap five songs from memory and sing them in unison
 Learn the names of the notes in their instrumental part from memory or when written down.
 Learn the names of the instruments they are playing
 Improvisation is about making up your own tunes on the spot.
 When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
 Everyone can improvise!
 Composing is like writing a story with music.
 Everyone can compose
 A performance is sharing music with other people, called an audience.

Skills

To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
 Find the pulse.
 Listen to the rhythm and clap back - Copy back short rhythmic phrases
 Create rhythms for others to copy.
 Listen and sing back - Use your voices to copy back using 'la', whilst marching the steady beat.
 Learn about voices singing notes of different pitches (high and low).
 Learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm).
 Learn to find a comfortable singing position.
 Learn to start and stop singing when following a leader.
 Treat instruments carefully and with respect.
 Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
 Play the part in time with the steady pulse.
 Listen to and follow musical instructions from a leader.
 Help to create a simple melody using one, two or three notes.
 Learn how the notes of the composition can be written down and changed if necessary.
 Choose a song they have learnt from the Scheme and perform it.
 They can add their ideas to the performance.
 Record the performance and say how they were feeling about it.

Year 2

Hands, Feet, Heart Untuned Percussion	Ho, Ho, Ho Untuned Percussion	I Wanna Play in a Band Untuned Percussion	Zootime Untuned Percussion	Friendship Song Untuned Percussion	Reflect, rewind and Replay Untuned Percussion
Afropop - South African Music	A song with rapping and improvising for Christmas	Rock - Playing together in a band	Reggae – Reggae and animals	Pop – A song about being friends	Classical The history of music, look back and consolidate your learning, learn some of the language of music

Knowledge and Skills taught across Year 2



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Knowledge

To know five songs off by heart.
 To know some songs have a chorus or a response/answer part.
 To know that songs have a musical style.
 To know that music has a steady pulse, like a heartbeat.
 To know that we can create rhythms from words, our names, favourite food, colours and animals.
 Rhythms are different from the steady pulse.
 We add high and low sounds, pitch, when we sing and play our instruments.
 To confidently know and sing five songs from memory.
 To know that unison is everyone singing at the same time.
 Songs include other ways of using the voice e.g. rapping (spoken word).
 To know why we need to warm up our voices.
 Learn the names of the notes in their instrumental part from memory or when written down.
 Know the names of untuned percussion instruments played in class
 Improvisation is making up your own tunes on the spot.
 When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
 Everyone can improvise, and you can use one or two notes.
 Composing is like writing a story with music.
 Everyone can compose.
 A performance is sharing music with an audience.
 A performance can be a special occasion and involve a class, a year group or a whole school.
 An audience can include your parents and friends.

Skills

To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
 To learn how songs can tell a story or describe an idea.
 Find the pulse.
 Listen to the rhythm and clap back - Copy back short rhythmic phrases
 Create rhythms for others to copy.
 Listen and sing back - Use your voices to copy back using 'la', whilst marching the steady beat.
 Learn about voices singing notes of different pitches (high and low).
 Learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm).
 Learn to find a comfortable singing position.
 Learn to start and stop singing when following a leader.
 Treat instruments carefully and with respect.
 Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
 Play the part in time with the steady pulse.
 Listen to and follow musical instructions from a leader.
 Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
 Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
 Take it in turns to improvise using one or two notes.
 Help create three simple melodies with the Units using one, three or five different notes.
 Learn how the notes of the composition can be written down and changed if necessary.
 Choose a song they have learnt from the Scheme and perform it.
 They can add their ideas to the performance.
 Record the performance and say how they were feeling about it.

Year 3

Let You Spirit Fly Glockenspiels	Glockenspiel – Stage 1 Glockenspiels	Three Little Birds Glockenspiels	The Dragon Song Glockenspiels	Bringing Us Together Glockenspiels	Reflect, rewind and Replay Glockenspiels
RnB - RnB and other styles compared	Exploring and developing playing skills	Reggae – Reggae and animals	A pop song that's tells a story Music from around the world celebrating our differences and being kind to one another	Disco Disco, friendships, hope and unity	Classical The history of music, look back and consolidate your learning, learn some of the language of music

Knowledge and Skills taught across Year 3



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	<p>Knowledge To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer</p> <p>To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice</p> <p>To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p> <p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music</p>		<p>Skills To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the Music Find the Pulse and Rhythm then copy back: Clap and say back rhythms Create your own simple rhythm patterns Perhaps lead the class using their simple rhythms Copy Back Using 2 Notes Copy back – 'Listen and sing back' (no notation) Copy back with instruments, without then with notation Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvise using instruments in the context of the song they are learning to perform. Using instruments listen and play your own answer using one/two notes. Take it in turns to improvise using one note, two different notes or three different notes. Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why</p>			
	Autumn		Spring		Summer	
Year 4	Mamma Mia Glockenspiels Pop ABBA's music	Glockenspiel – Stage 2 Glockenspiels Mixed styles Exploring and developing playing skills using the glockenspiel	Stop! Glockenspiels Grime Writing lyrics linked to a theme	Lean on Me Glockenspiels Gospel Soul and Gospel music and helping one another	Blackbird Glockenspiels The Beatles The Beatles, equality and civil rights	Reflect, rewind and Replay Glockenspiels Classical The history of music, look back and consolidate your learning, learn some of the language of music



Knowledge and Skills taught across Year 4

To know five songs from memory and who sang them or wrote them.
 To know the style of the five songs.
 To choose one song and be able to talk about style indicators of that song (musical characteristics)
 The lyrics: what the song is about.
 Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
 Identify the main sections of the song (introduction, verse, chorus etc).
 Name some of the instruments they heard in the song

Know and be able to talk about:

How pulse, rhythm and pitch work together and the differences between them
 Pulse: Finding the pulse – the heartbeat of the music
 Rhythm: the long and short patterns over the pulse
 Pitch: High and low sounds that create melodies
 How to keep the internal pulse
 Musical Leadership: creating musical ideas for the group to copy or respond to

To know and be able to talk about:

Singing in a group can be called a choir
 Leader or conductor: A person who the choir or group follow
 Songs can make you feel different things e.g. happy, energetic or sad
 Singing as part of an ensemble or large group is fun, but that you must listen to each other
 Texture: How a solo singer makes a thinner texture than a large group
 To know why you must warm up your voice

To know and be able to talk about:

The instruments used in class (a glockenspiel, recorder or xylophone).
 Other instruments they might play or be played in a band or orchestra or by their friends.

To know and be able to talk about improvisation:

Improvisation is making up your own tunes on the spot
 When someone improvises, they make up their own unwritten tune that has never been heard before.
 To know that using one or two notes confidently is better than using five
 To know that if you improvise using the notes you are given, you cannot make a mistake
 To know that you can use some of the riffs you have heard in the challenges in your improvisations

To know and be able to talk about:

A composition: music that is created by you and kept in some way. It's like writing, playing and performing a story.
 Different ways of recording compositions (letter names, symbols, audio etc)

To know and be able to talk about:

Performing is sharing music with other people, an audience or one person or to each other
 You need to know and have planned everything that will be performed
 You must sing or rap the words clearly and play with confidence
 A performance can be a special occasion and involve an audience including of people you don't know
 It is planned and different for each occasion and involves communicating feelings, thoughts and ideas about music

To confidently identify and move to the pulse.
 To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
 Talk about the music and how it makes them feel.
 Listen carefully and respectfully to other people's thoughts about the music.
 When you talk try to use musical words.
 Find the Pulse and Rhythm - Copy Back:
 Clap and say back rhythms
 Create your own simple rhythm patterns
 Perhaps lead the class using their simple rhythms
 Copy Back Using 2 Notes
 Copy back – 'Listen and sing back' (no notation)
 Copy back with instruments, without then with notation
 Pitch Copy Back and Vocal Warm-ups
 To sing in unison and in simple two-parts.
 To demonstrate a good singing posture.
 To follow a leader when singing.
 To enjoy exploring singing solo.
 To sing with awareness of being 'in tune'.
 To re-join the song if lost.
 To listen to the group when singing.
 To treat instruments carefully and with respect.
 Play any one or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.
 To rehearse and perform their part within the context of the Unit song.
 To listen to and follow musical instructions from a leader.
 To experience leading the playing by making sure everyone plays in the playing section of the song.
 Improvise using instruments in the context of a song they are learning to perform.
 Copy Back – Listen and sing back melodic patterns
 Play and Improvise – Using instruments, listen and play your own answer using one note.
 Take it in turns to improvise using one note.
 Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.
 Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.
 Take it in turns to improvise using one or two notes.
 Play and Improvise – Using your instruments, listen and play your own answer using two different notes.
 Help create at least one simple melody using one, three or all five different notes.
 Plan and create a section of music that can be performed within the context of the unit song.
 Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
 Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
 To choose what to perform and create a programme.
 Present a musical performance designed to capture the audience.
 To communicate the meaning of the words and clearly articulate them.
 To talk about the best place to be when performing and how to stand or sit.
 To record the performance and say how they were feeling, what they were pleased with, any changes and why.

Year 5

Living on a Prayer Recorder	Classroom Jazz 1 Recorder	Make you feel my Love Recorder	The Fresh Prince of Bel-Air Recorder	Dancing in the Street Recorder	Reflect, Rewind and Replay Recorder
Rock Rock Anthems	Bozza Nova and Swing Jazz and improvisation	Pop Ballads	Old-School Hip Hop	Motown	Classical The history of music, look back and consolidate your learning, learn some of the language of music

Knowledge and Skills taught across Year 5



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	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the same styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? <p>Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice <p>To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians</p> <p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol</p> <p>To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music</p>					<p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two/three different notes To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune' Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Copy back using instruments. Use the one, two or three notes. Question and Answer using instruments. Use one, two or three notes in your answer. Always start on a G. Improvise using one, two or three notes Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>
Year 6	Happy Recorder	Classroom Jazz 2 Recorder	A New Year Carol Recorder	You've Got A Friend Recorder	Music and Me Recorder	Reflect, Rewind and Replay Recorder
	Pop/Neo Soul Being happy	Bacharach and Blues Jazz, improvisation and composition	Classical or Urban Gospel Benjamin Britten's music and cover versions	70's Ballad/Pop The music of Carole King	Create your own music inspired by your identity and women in the music industry	Classical The history of music, look back and consolidate your learning, learn some of the language of music



Knowledge and Skills taught across Year 6

To know five songs from memory, who sang or wrote them, when they were written and why?
 To know the style of the songs and to name other songs from the units in those styles.
To choose three or four other songs and be able to talk about:
 The style indicators of the songs (musical characteristics that give the songs their style)
 The lyrics: what the songs are about
 Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
 Identify the structure of the songs (intro, verse, chorus etc.)
 Name some of the instruments used in the songs
 The historical context of the songs. What else was going on at this time, musically and historically?
 Know and talk about that fact that we each have a musical Identity
Know and be able to talk about:
 How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
 How to keep the internal pulse
 Musical Leadership: creating musical ideas for the group to copy or respond to

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- To know about the style of the songs so you can represent the feeling and context to your audience
- To choose a song and be able to talk about:
 - Its main features
 - Singing in unison, the solo, lead vocal, backing vocals or rapping
 - To know what the song is about and the meaning of the lyrics
 - To know and explain the importance of warming up your voice

To know and be able to talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B + C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than- using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
- To know three well-known improvising musicians

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

To know and be able to talk about:

- Performing is sharing music with an audience with belief
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

To identify and move to the pulse with ease.

- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- Use musical words when talking about the songs.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel, using musical language to describe the music.

Find the pulse

- Copy back rhythms based on the words of the main song, that include syncopation/off beat
- Copy back one-note riffs using simple and syncopated rhythm Patterns

Lead the class by inventing rhythms for them to copy back

- Copy back one, two or three-note riffs by ear and with notation
- Question and answer using three different notes

To sing in unison and to sing backing vocals.

- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Play a musical instrument with the correct technique within the context of the Unit song.

- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

 Copy back using instruments. Use the one, two or three notes
 Question and Answer using instruments. Use one, two or three notes in your answer. Always start on a G
 – Improvise using one, two or three notes.
 Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
 Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

To choose what to perform and create a programme.

- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"