

**Music at Shotley Bridge Primary School**

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| **Reception** |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | Marvellous Me | Celebrating Diversity | Polar Regions | People Who Help Us | The Farm | Our Wonderful World |
| **Music Topic** | **Continuous Provision** | **Celebration Music** | **Exploring Sound** | **Music and Movement** | **Musical Stories** | **Big Band** |
| **Topic Summary** |  | Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas | Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them | Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music | A unit based on traditional children's tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story. | Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience |
| **Learning Intentions** |  | To learn about the festival of Diwali and respond to music through movement  To learn some of the dances and instruments from the festival of Hanukkah  To learn about the festival of Kwanzaa, children take part in a traditional African call and response song and find classroom objects to use as drums  To take part in a Christmas group song involving singing, creating vocal sounds and playing instruments and sing and move to a Christmas song  To create and perform appropriate actions to represent Christmas song lyrics | To explore using their voices to make a variety of sounds.  To explore using their bodies to make a variety of sounds.  To explore using instruments to make a variety of sounds.  To use instruments to make sounds from the environment.  To listen to sounds in nature and try to recreate them. | Learning why songs can have actions and some simple Makaton signs to accompany a song  Children explore a music beat through body movement.  Children learn to recognise and react to different tempos in music  Children learn to express different pitch and tempo in music through dance  Children perform two movement and movement songs | To listen to the lyrics and melody of the 'Teddy Bear's Picnic' and follow instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece  To listen to the classical piece and narrated story of 'Peter and the Wolf' by Sergei Prokofiev and recall the characters from the story before exploring how each is represented in the music  To use actions to tell the story of 'The Sleeping Princess' before singing and performing a group song based on the story    To learn how instruments can represent a certain mood, character or action and to experiment with the sounds of different instruments (using allocated sections of the story ‘We’re going on a Bear Hunt’ by Michael Rosen as a focus story).  To write, compose, practise and perform their own musical story based on either their morning routine, the school day routine or anything else that is appropriate for your class  Children perform their musical story based upon a familiar routine, using movement to express moods or actions within the story | To learn about different musical instruments, then using recyclable materials to create and play their own instruments  To learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor  To follow a beat using an untuned instrument and play their instruments together to match the beat  To experiment with playing tuned and untuned instruments, then playing along and singing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time |
|  | **EY Outcomes** |  | **Communication and Language**  -Listen carefully to rhymes and songs, paying attention to how they sound.  -Learn rhymes, poems and songs.  **Understanding the World**  -Recognise that people have different beliefs and celebrate special times in different way.  **Expressive Arts and Design**  -Listen attentively, move to and talk about music, expressing their feelings and responses.  -Watch and talk about dance and performance art, expressing their  feelings and responses.  -Sing in a group or on their own, increasingly matching the pitch and  following the melody.  -Explore and engage in music making and dance, performing solo or  in groups.  **ELG: Being Imaginative and Expressive**  Sing a range of well-known  nursery rhymes and songs.  **ELG: Being Imaginative and Expressive**  Perform songs, rhymes,  poems and stories with others, and- when appropriate - try to move in  time with music. | **Communication and Language**  -Understand how to listen carefully and why listening is important.  -Listen to and talk about stories to build  familiarity and understanding.  **Understanding the World**  -Explore the natural world around them  **Expressive Arts and Design**  -Listen attentively, move to and talk about music, expressing their  feelings and responses.  -Explore and engage in music making and dance, performing solo or  in groups.  **ELG: Listening, Attention and**  **Understanding**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. | **Personal, Social and Emotional**  **Development**  -Think about the perspectives of others.  **Expressive Arts and Design**  -Listen attentively, move to and talk about music, expressing their  feelings and responses.  -Sing in a group or on their own, increasingly matching the pitch and  following the melody.  -Explore and engage in music making and dance, performing solo or  in groups.  **ELG: Being Imaginative and Expressive**  Sing a range of well-known  nursery rhymes and songs.  **ELG: Being Imaginative and Expressive**  Perform songs, rhymes,  poems and stories with others, and- when appropriate - try to move in  time with music. | **Communication and Language**  -Learn new vocabulary.  -Listen to and talk about stories to build familiarity and understanding.  -Retell the story, once they have  developed a deep familiarity and  understanding.  -Listen carefully to rhymes and songs, paying attention to how they sound.  -Learn rhymes, poems and songs.  **Expressive Arts and Design**  -Explore, use and refine a variety of artistic effects to express their  ideas and feelings.  -Create collaboratively sharing ideas, resources and skills.  -Listen attentively, move to and talk about music, expressing their  feelings and responses.  -Explore and engage in music making and dance, performing solo or  in groups.  **ELG: Being Imaginative and Expressive**  Perform songs, rhymes,  poems and stories with others, and- when appropriate - try to move in  time with music. | **Communication and Language**  -Learn rhymes, poems and songs.  **Expressive Arts and Design**  -Explore, use and refine a variety of artistic effects to express their  ideas and feelings.  -Return to and build on their previous learning, refining ideas and  developing their ability to represent them.  -Create collaboratively sharing ideas, resources and skills.  -Listen attentively, move to and talk about music, expressing their  feelings and responses.  -Sing in a group or on their own, increasingly matching the pitch and  following the melody.  -Explore and engage in music making and dance, performing solo or  in groups.  **ELG: Being Imaginative and Expressive**  Sing a range of well-known nursery rhymes and songs.  **ELG: Being Imaginative and Expressive**  Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. |

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| **Key Stage 1** | | | | |
| **Year 1** |  | **Autumn** | **Spring** | **Summer** |
| **National Curriculum Links** | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music  Experiment with, create, select and combine sounds using the inter-related dimensions of music | | |
| **Topic** | **Autumn 1 – All About Me:** Pulse and Rhythm | **Spring 1 – Under the Sea:** Musical Vocabulary | **Summer 1 – Superheroes:** Pitch and Tempo |
| **Prior Learning** | **Exploring Sound** | **Animals:** Classical music, dynamics and tempo | **Fairy Tales:** Timbre and rhythmic patterns |
| **Key Vocabulary** | rhythm, pulse | pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score | accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo |
| **Learning Intentions** | To use my voice and hands to make music  To clap and play in time to the music  To play simple rhythms on an instrument  To listen to and repeat short rhythmic patterns  To understand the difference between pulse and rhythm    **Whole Unit Outcomes:**  Clap the rhythm of their name.  Clap in time to music.  Sing the overall shape of a melody.  Play in time to music.  Copy and create rhythms based on word patterns.  Play on the pulse. | To learn the musical vocabulary: pulse and tempo  To explain what dynamics and timbre are  To explain what pitch and rhythm are  To explain what texture and structure are  To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre    **Whole Unit Outcomes:**  Make movements that are appropriate to the pulse and tempo of a piece of music.  Choose instruments with appropriate timbre to represent sparkling fishes.  Respond to dynamic changes in a piece of music.  Create pitches and rhythms.  Perform a layer of the music within an overall piece.  Define all the musical terms from this unit | To understand the concept of pitch  To create a pattern using two pitches  To understand the concept of tempo  To create a superhero theme tune  To perform confidently as part of a group    **Whole Unit Outcomes:**  Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work. |
| **Topic** | **Autumn 2 – Animals: Classical music, dynamics and tempo** | **Spring 2 – Fairy Tales: Timbre and rhythmic patterns** | **Summer 2 – By the Sea: Vocal and body sounds** |
| **Prior Learning** | **Music and Movement** | **Under the Sea:** Musical Vocabulary | **Fairy Tales:** Timbre and rhythmic patterns |
| **Key Vocabulary** | fast, slow, quiet, dynamics, tempo, musical composition | timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute | body percussion, dynamics, graphic score, instruments, pitch, seaside, sounds, tempo, timbre |
| **Learning Intentions** | To use percussion and my body expressively in response to music  To sing a song in sections  To perform a song  To use instruments to create different sounds  To create and choose sounds    **Whole Unit Outcomes:**  Observe others and try to play appropriately.  Sing in time from memory, with some accuracy.  Play either a call and/or a response role in time with another pupil.  Keep a steady pulse. Improvise, using their instrument, to a given stimulus. | To use voices expressively to speak and chant  To select suitable instrumental sounds to represent a character  To compose and play a rhythm  To recognise how timbre is used to represent characters in a piece of music  To keep the pulse using untuned instruments    **Whole Unit Outcomes**  Chant the well-known phrase, “I’ll huff…” Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher. | To understand that music can be used to represent an environment  To understand how music can represent changes in an environment  To select instruments to match seaside sounds  To recognise and use dynamics and tempo  To write music down and perform from a graphic score    **Whole Unit Outcomes:**  Create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. Make more than one sound on their instrument and with their voice. |

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| **Year 2** |  | **Autumn** | **Spring** | **Summer** |
| **National Curriculum Links** | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music  Experiment with, create, select and combine sounds using the inter-related dimensions of music | | |
| **Topic** | **Autumn 1 – Animals:** West African Call and Response | **Spring 1 – Musical Me** | **Summer 1 – On This Island:** British Songs and Sounds |
| **Prior Learning** | **By The Sea:** Vocal and Body Sounds | **Traditional Stories:** Orchestral Instruments | **Space:** dynamics, timbre, tempo and motifs |
| **Key Vocabulary** | Timbre, dynamics, tempo, call and response, rhythm, structure | rhythm pulse dynamics timbre beat melody notation | Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre |
| **Learning Intentions** | To create short sequences of sound  To copy a short rhythm and recognise simple notation  To learn a traditional song from Ghana  To create rhythms based on 'call and response'  To add dynamics (volume) to a structure of rhythms  **Whole Unit Outcomes:**  Use tempo, dynamics and timbre in their piece.  Play in time with their group.  Use instruments appropriately.  Successfully sing back the melody line in time and at the correct pitch.  Play either a call and/or response role in time with another pupil.  Perform their composition | To sing and play an instrument at the same time  To choose and play appropriate dynamics and timbres for a piece of music  To use musical notation to play melodies  To use letter notation to write my own melody  To use timbre and dynamics in musical composition  **Whole Unit Outcomes:**  Clap the rhythm of their name.  Sing the melody accurately while playing their instrument in time.  Show a range of emotions using their voices.  Describe the dynamics and timbre of their pieces.  Play a known melody from letter notation in the right order, if not with the right rhythms.  Play a new melody from letter notation in the right order, if not in time.  Invent a melody, write it down and play it back.  Select instruments with different timbres.  Compose and perform a piece using different dynamic levels. | To learn about the music of the British Isles  To learn about the music of the British Isles and create music of our own  To learn about the music of the British Isles and create music of our own  To compose a piece of music as part of a group  To evaluate and improve a group composition  **Whole Unit Outcomes:**  Sing, play and follow instructions to perform as a group.  Describe music using simple musical vocabulary.  Explore multiple ways of making the same sound.  Represent the same sound in different ways.  Describe how they have adapted a sound using musical vocabulary.  Contribute musically to a final performance.  Create a piece that clearly represents a particular environment.  Extend a piece of music so that it represents three distinct environments |
| **Topic** | **Autumn 2 – Traditional Stories:** Orchestral Instruments | **Spring 2 – Space:** dynamics, timbre, tempo and motifs | **Summer 2 – Myths and legends** |
| **Prior Learning** | **Animals – West African Call and Response** | **Musical Me** | **On This Island –** British Songs and Sounds |
| **Key Vocabulary** | Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo | Soundscape, timbre, dynamics, tempo, motif | Beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, texture, timbre |
| **Learning Intentions** | To listen to and analyse an orchestral version of a traditional story  To listen to and analyse a film musical version of a traditional story  To select appropriate sounds to match events, characters and feelings in a story  To write a play script and select appropriate musical sounds to accompany it  To perform a story script with accompanying music  **Whole Unit Outcomes:**  Make plausible descriptions of the music.  Identify a few instruments and the sounds of different sections of the orchestra.  Explain what is happening in the music using language relating to emotion.  Create a piece of music with some appropriate tempo, dynamic and timbre changes.  Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.  Perform confidently using appropriate instrumental sounds. | To create a simple soundscape for effect  To listen for and recognise some basic elements of music  To compare two pieces of music  To be able to create short sequences of sound  To be able to create short sequences of sound and perform with accuracy  **Whole Unit Outcomes:**  Use their voice to create a variety of sounds.  Use dynamics to create atmosphere.  Correctly identify some instruments and changes in dynamics in a piece.  Explain how the same instrument can have many different sounds.  Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.  Successfully create and play a motif.  Notate and write down their motif in some form. | To create a rhythm  To show structure on a graphic score  To write a graphic score to show texture  To compose a piece of music with a given structure  To perform a group composition  **Whole Unit Outcomes:**  Create rhythms and arrange them in a particular order or structure.  Identify the structure of a piece of music and write it down.  Describe whether a musical texture is thick or thin.  Explore ways of writing down different textural layers.  Follow a given structure for a composition.  Write a structure score accurately.  Compose music with several layers.  Perform their composition accurately, following the structure score. |

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| **Key Stage 2** |
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| **Key Stage 2** | | | | |
| **Year 3** |  | **Autumn** | **Spring** | **Summer** |
| **National Curriculum Links** | Experiment with, create, select and combine sounds using the inter-related dimensions of music  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music | | |
| **Topic** | **Autumn 1 – Instrumental: Ukulele (DMS)** | **Spring 1 – Chinese New Year:** Pentatonic melodies and composition | **Summer 1 - Jazz** |
| **Prior Learning** | **NA** | **Myths and Legends** | **Chinese New Year:** Pentatonic melodies and composition |
| **Key Vocabulary** |  | Tempo, crescendo, dynamics, timbre, duration | call and response, dixieland, jazz, motif, Ragtime, rhythm, scat singing, straight quaver, swung quaver, syncopation |
| **Learning Intentions** |  | To learn about the music used to celebrate the Chinese New Year festival  To play a pentatonic melody  To write and perform a pentatonic melody  To perform a group composition  To perform a piece of music as a group  **Whole Unit Outcomes:**  Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody.  Play their part in a composition confidently.  Work as a group to perform a piece of music. | To sing and clap a syncopated rhythm for a ragtime style song  To improvise a call and response  To be able to scat sing using the call and response format  To create a jazz motif  To create a jazz motif  **Whole Unit Outcomes:**  Explain what ragtime music is.  Play on the ‘off beat’ and sing a syncopated rhythm.  Play a call and then improvise a response.  Improvise or compose a scat singing performance with sounds and words.  Compose and play a jazz motif fluently, using swung quavers.  Play a swung rhythm using a tuned percussion instrument. |
| **Topic** | **Autumn 2 – Instrumental: Ukulele (DMS)** | **Spring 2 – Mountains:** Creating compositions in response to an animation | **Summer 2 –** **Ballads** |
| **Prior Learning** | **Y3 Autumn 1 – Instrumental Ukulele (DMS)** | **Chinese New Year:** Pentatonic melodies and composition | **Mountains:** Creating compositions in response to an animation |
| **Key Vocabulary** |  | Influence, listen, dynamics, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose | Ballad, ensemble, compose |
| **Learning Intentions** |  | To tell a story from a piece of music through movement  To create a soundscape using percussion instruments  To create a range of sounds to accompany a story  To compose and perform a rhythm to accompany a story  To compose and notate a short melody to accompany a story  **Whole Unit Outcomes:**  Verbalise how the music makes them feel.  Create actions or movements appropriate to each section of a piece of music.  Play in time and with an awareness of other pupils’ parts, giving some thought to dynamics.  Play melodies and rhythms which represent the section of animation they are accompanying. | To sing a ballad and explain what it is  To be able to perform a ballad with an understanding of style  To understand that ballads tell a story  To be able to write lyrics for a ballad  To take part in a group performance  **Whole Unit Outcomes:**  Identify the key features of a ballad.  Perform a ballad using actions.  Sing in time and in tune with a song and incorporate actions.  Retell a summary of an animation’s story.  Write a verse with rhyming words which tell part of a story.  Perform their lyrics fluently and with actions. |

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| **Year 4** |  | **Autumn** | **Spring** | **Summer** |
| **National Curriculum Links** | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music | | |
| **Topic** | **Autumn 1 - Rock and Roll** | **Spring 1 - Instrumental: Ukulele (DMS)** | **Summer 1 - Rivers:** Changes in pitch, tempo and dynamics |
| **Prior Learning** | **Jazz** | **Y3 – Instrumental Ukulele (DMS)** | **Romans:** Adapting and transposing motifs |
| **Key Vocabulary** | rock and roll, hand jive, 1950's, tempo, dynamic, notation, style |  | a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer |
| **Learning Intentions** | To understand the history of rock and roll music  To be able to perform with a sense of style  To play a walking bass line on tuned percussion  To be able to play a rock and roll bass line  To be able to play a rock and roll piece of music  **Whole Unit Outcomes:**  Perform the hand jive hand actions in sequence and in time with the music.  Sing in tune and perform their actions in time.  Play the notes of the walking bass in the correct sequence.  Independently play their part with some awareness of the other performers. |  | To sing in two parts using expression and dynamics  To recognise key elements of music  To perform a vocal ostinato  To create and perform an ostinato  To improve and perform a piece of music based around ostinatos  **Whole Unit Outcomes:**  Sing in tune and in harmony with others, with developing breath control.  Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time.  Listen to other members of their group as they perform.  Create an ostinato and represent it on paper so that they can remember it.  Create and perform a piece with a variety of ostinatos. |
| **Topic** | **Autumn 2 – Romans:** Adapting and transposing motifs | **Spring 2 – Instrumental: Ukulele (DMS)** | **Summer 2 – South America:** Samba carnival sounds and instruments |
| **Prior Learning** | **Rock and Roll** | **Y4 Spring 1 - Instrumental Ukulele (DMS)** | **Jazz** |
| **Key Vocabulary** | backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps |  | Agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, feature,s ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, Samb,a Samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison |
| **Learning Intentions** | To sing in tune and in time  To understand what a musical motif is  To compose and notate a motif  To develop and transpose a musical motif  To combine and perform different versions of a musical motif  **Whole Unit Outcomes:**  Learn a new song, singing in time and in tune while following the lyrics.  Identify motifs aurally and play a repeated pattern on a tuned instrument.  Create and performing a motif, notating it with reasonable accuracy.  Transpose their motif, using sharp or flat notes where necessary and change the rhythm.  Combine different versions of a musical motif and perform as a group using musical notation. |  | To recognise and identify the main features of samba music  To understand and play syncopated rhythms  To play syncopated rhythms as part of a group  To compose a basic rhythmic break  To perform rhythmic breaks within the samba piece  **Whole Unit Outcomes:**  Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.  Clap on the off-beat (the ‘and’ of each beat) and be able to play a syncopated rhythm.  Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).  Play their break in time with the rest of their group and play in the correct place in the piece.  Play in time and with confidence; accurately playing their break. |

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| **Year 5** |  | **Autumn** | **Spring** | **Summer** |
| **National Curriculum Links** | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music | | |
| **Topic** | **Autumn 1 - Blues** | **Spring 1 – South and West Africa** | **Summer 1 - Instrumental: Ukelele (DMS)** |
| **Prior Learning** | **Romans:** Adapting and transposing motifs | **Blues, Looping and Remixing** | **Y4 - Instrumental Ukulele (DMS)** |
| **Key Vocabulary** | Blues, chord, 12-bar Blues, bar, scale, Blues scale, bent notes, ascending scale, descending scale, improvisation | a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome |  |
| **Learning Intentions** | To know the key features of Blues music  To play the first line of the 12-bar Blues  To be able to play the 12-bar Blues  To be able to play the Blues scale  To be able to improvise with notes from the Blues scale  **Whole Unit Outcomes:**  Name three key features of Blues music.  Sing in tune, using vocal expression to convey meaning.  Explain what a chord is and play the chord of C sixteen times. Play the twelve-bar blues correctly.  Play the notes of the Blues scale in the correct order, ascending and descending.  Play a selection of Blues scale notes out of order in their own improvisation. | To sing a traditional African song unaccompanied  To use tuned percussion to play a chord progression  To use vocals or tuned percussion to perform a piece of music as an ensemble  To play call and response rhythms using percussion instruments  To create an eight-beat break to play within a performance  **Whole Unit Outcomes:**  Sing using the correct pronunciation and with increasing confidence.  Play a chord with two notes, remaining in time.  Maintain their part in a performance with accuracy.  Play the more complicated rhythms in time and with rests.  Create an eight-beat break and play this in the correct place. |  |
| **Topic** | **Autumn 2 – Looping and Remixing** | **Spring 2 – Holi Festival:** composition to represent the festival of colour | **Summer 2 – Instrumental: Ukulele (DMS)** |
| **Prior Learning** | **Blues** | **South and West Africa** | **Y5 Summer 1 – Instrumental Ukulele (DMS)** |
| **Key Vocabulary** | Accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure | synesthesia, dynamics, Holi, graphic score, vocal composition, performance |  |
| **Learning Intentions** | To be able to play a simple looped rhythm from notation  To create a piece of music using prewritten loops  To be able to play a melody line accurately and fluently  To select a section of a tune and perform it as a loop  To combine loops to create a remix  **Whole Unit Outcomes:**  Perform a looped body percussion rhythm; keeping in time with their group.  Use loops to create a whole piece of music, ensuring that the different aspects of music work together.  Play the first section of ‘Somewhere Over the Rainbow’ with accuracy.  Choose a suitable fragment of music and be able to play it along to the backbeat.  Perform a piece with some structure and two different loops. | To understand that music can be represented with colours  To represent a piece of music as a graphic score  To create a vocal composition based on a picture  To create a piece of music inspired by a single colour  To work as a group to perform a piece of music  **Whole Unit Outcomes:**  Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music. |  |

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| **Year 6** |  | **Autumn** | **Spring** | **Summer** |
| **National Curriculum Links** | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music | | |
| **Topic** | **Autumn - ‘Tech in a Term’ (DMS)** | **Spring 1 – Songs of World War 2** | **Summer 1 – Film Music** |
| **Prior Learning** | NA | **South and West Africa** | **Songs of World War 2** |
| **Key Vocabulary** | Music Technology, software, composing, arranging | Music, morale, Britain, troops, frontline, Vera Lynn, contrast, tempo, higher and lower, diaphragm, melody, phrase, graphic score, pitch, Do Re Mi Fa So La Ti, counter-melody, harmony, Solfa | accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, convey, crescendo, descending, dynamics, emotion, imagery, improvise, interpret, interval, major, melodic, minor, modulate, orchestral, pitch, sequence, solo, soundtrack, symbol, timpani |
| **Learning Intentions** | To be introduced to the exciting world of Music Technology  To use user-friendly software already accessible on school laptops and iPad  To go from novice to composing and arranging music in one term    Further programme details can be found at: www.durhammusic.org.uk | To use musical vocabulary to identify features of different eras of music  To improve accuracy in pitch and control, singing with expression and dynamics  To identify pitches within an octave when singing  To use knowledge of pitch to develop confidence when singing in parts  To be able to notate a melody using pitches up to an octave  **Whole Unit Outcomes:**  Use musical and comparative language in discussion.  Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.  Sing the correct words at the correct time.  Recall the counter-melody line. | To appraise different musical features in a variety of film contexts  To identify and understand some composing techniques in film music  To use graphic scores to interpret different emotions in film music  To create and notate musical ideas and relate them to film music  To play a sequence of musical ideas to convey emotion  **Whole Unit Outcomes:**  Identify how different styles of music contribute to the feel of a film.  Participate in discussions, sharing their views and justifying their answers.  Use the terms ‘major’ and ‘minor’.  Identify different instruments to describe how music evokes different emotions.  Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme.  Create a musical score to represent a composition.  Interpret their graphic score and performing their composition appropriately with their group.  Create sounds that relate to the scene of a film |
| **Spring 2 – Pop Art: Theme and Variations** | **Summer 2 – Baroque** |
| **Songs of World War 2** | **Pop Art: Theme and Variations** |
| 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, Section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind | Baroque, bass clef, canon, fugue, ground bass, opera, oratorio, polyphonic, recitative |
| To explore the musical concept of theme and variations  To compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra’  To use complex rhythms to be able to perform a theme  To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time  To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.  **Whole Unit Outcomes:**  Perform rhythms confidently either on their own or in a group.  Identify the sounds of different instruments and discuss what they sound like.  Make reasonable suggestions for which instruments can be matched to which pieces of art.  Recall the names of several instruments according to their orchestra sections.  Keep the pulse with the body percussion section and sing with control and confidence.  Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.  Draw the rhythms accurately and show a difference between each of their variations.  Showcase creativity in the finished product. | To understand the importance of Monteverdi in the history of opera.  To read and play a canon from staff notation.  To demonstrate an understanding of Baroque music features when composing.  To combine knowledge of staff notation and aural awareness to play a fugue.  To apply their understanding of fugue structure when performing with others.  **Whole Unit Outcomes:**  Define some key features of Baroque music, including recitative, canon, ground bass and fugue.  Take part in a vocal improvisation task based on Baroque recitative.  Play several parts of a canon using staff notation, with or without letter names.  Compose a ground bass melodic ostinato.  Notate a ground bass pattern using staff notation.  Name some well-known Baroque composers and describe what musical features they were known for.  Learn a fugue part by reading staff notation, with or without note names.  Perform a fugue. |