



# Coleridge Primary School

## Coleridge Music

CREATIVE, CARING, INCLUSIVE, ASPIRATIONAL, RESILIENT

### Whole School Curriculum Map

|         | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1  | SUMMER 2   |
|---------|--|---|---|--|---|--|
| EYFS    | Through continuous and enhanced provision, children in both Nursery and Reception will:<br>EAD – 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.<br>CL – Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound. Learn new vocabulary and use throughout the day.<br>PSED – Express their feelings and consider the feelings of others. See themselves as valuable.<br>PD – Develop their motor skills so that they can use a range of tools competently, safely and confidently.<br>M – Continue, copy and create repeating patterns. Count objects, actions and sounds.<br>KUW – Recognise some similarities and differences between life in this country and life in other countries. |   |   |  |   |  |
| EYFS    | <b>Sounds and patterns</b><br><ul style="list-style-type: none"> <li>- Tanka tanka skunk- hearing sounds and syllables</li> <li>- Watching drumming from different cultures (KUW) and dancing to beat</li> <li>- Pattern- identifying sounds EAD</li> <li>- Linking syllable sounds to instruments</li> </ul>  | <b>Music in Celebrations</b><br><ul style="list-style-type: none"> <li>- Music used for different cultural celebrations- (KUW/EAD)</li> <li>- Planning movement in response to music (PD)</li> <li>- Percussion instrument names (CL, KUW)</li> </ul> | <b>Birds/The world/Lunar new year</b><br><ul style="list-style-type: none"> <li>- Listening to birdsong- composing your own (CL)</li> <li>- Songs around the world, in different languages (CL, KUW, PSED)</li> </ul> | <b>Easter/Vaisahki/Eggs/Spring</b><br><ul style="list-style-type: none"> <li>- Response to music- feelings (PSED)</li> <li>- Listening to spring songs, using instruments to make spring sounds- (KUW)</li> <li>- Sing up planning (dabbling ducks)</li> </ul> | <b>Planting/growing/farm</b><br><ul style="list-style-type: none"> <li>- Songs related to topic- old MacDonald (CL)</li> <li>- Making farmyard sounds using instruments and voices (KUW)</li> <li>- Songs in diff languages (listening and singing) PSED and KUW</li> </ul> | <b>Grandad's island/summer/holidays/bodies</b><br><ul style="list-style-type: none"> <li>- Performance poetry – rhythm (CL)</li> <li>- Songs from around the world (KUW)</li> <li>- Whole class orchestra- percussion (PSED, EAD)</li> </ul> |
| Singing | 3 Little birds – Bob Marley; Kye kye kule; The counting backward song  | Firework – Katie Perry; Christmas song; In the Autumn; Cauliflowers Fluffy  | I'm your friendly robot; Let's go fly a kite; Jambo Bwana   | I love the flowers; Slippery Fish; Sunshine in my Heart  | Chocolate Molinillo; Songs in other languages related to the cohort.  | Down there under the sea; She'll be coming round the Mountain  |

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| KS1<br>National<br>Curriculum | <ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>   |   |   |   |   |  |
| YEAR 1                        | <b>Introduction to class instruments</b><br><br><i>Musical skills and understanding:</i> <ul style="list-style-type: none"> <li>- Identify pulse in music</li> <li>- Identify different sounds (timbre) made by percussion instruments</li> <li>- Sing and play together loud and soft (dynamics)</li> <li>- Sing, clap and play percussion fast and slow (tempo)</li> <li>- Sing a call and response song together</li> <li>- Group compose and perform a body parts song with body percussion and actions</li> </ul> | <b>Vaughan Williams – The Lark Ascending</b><br><br><i>Musical skills and understanding:</i> <ul style="list-style-type: none"> <li>- sing confidently, conveying different moods</li> <li>- identify high and low sounds (pitch)</li> <li>- respond to and describe a piece of orchestral music with movement and words</li> <li>- play and describe different sounds (timbre)</li> <li>- improvise, compose and perform sounds and music describing an animal or bird</li> <li>- play percussion instruments in different ways</li> </ul> | <b>What It’s Made Of</b><br><br><i>Musical skills and understanding:</i> <ul style="list-style-type: none"> <li>- sing and play together in time to a steady beat (keeping the pulse)</li> <li>- identify different sounds of instruments (timbre) and how they are played</li> <li>- identify and name percussion instruments</li> <li>- devise new lyrics and actions for familiar songs</li> </ul> | <b>Our World</b><br><br><i>Musical skills and understanding:</i> <ul style="list-style-type: none"> <li>- memorise and <b>sing</b> several songs, raps and chants with greater control and accuracy of pitch, breath and diction, conveying the mood and meaning and responding to directions to start, stop, and get louder or quieter (<b>dynamics</b>)</li> <li>- <b>listen</b> to a range of different songs, focusing on changes of pitch in the melody and on the mood of the song</li> <li>- <b>play</b> tuned and untuned percussion instruments with control, maintaining a steady <b>pulse</b> or repeated <b>rhythm pattern</b></li> <li>- <b>compose</b> and perform short group percussion pieces, focusing on contrasting timbre of instruments and on following <b>picture notation</b></li> </ul> | <b>London’s Burning (Time Travellers)</b><br><br><i>Musical skills and understanding:</i> <ul style="list-style-type: none"> <li>- play a familiar melody on tuned percussion (chime bars) with control</li> <li>- read and play simple notation (note names and colours)</li> <li>- sing and play a clapping song, reinforcing awareness of pulse</li> <li>- compose and perform group music describing fire, using different timbres and ways of playing percussion</li> <li>- play and sing different parts in a group performance</li> <li>- use graphic symbols to notate the sounds they will play</li> </ul> | <b>How Are You?</b><br><br><i>Musical skills and understanding:</i> <ul style="list-style-type: none"> <li>- sing and rap songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>- compose own individual sequence of sounds and perform</li> <li>- sequence symbols to make a simple score and perform</li> <li>- perform own and other’s pieces using graphic notation</li> <li>- identify percussion instruments by how they are played (shakers/tappers)</li> </ul> |
| Listening & Responding        | Bob Marley (Reggae)  | Vaughan Williams – The Lark Ascending (orchestral, classical, English)  | The Syncopated Clock – Leroy Anderson<br>Also Sprach Zarathustra – Richard Strauss<br>Hedwig’s Theme – John Williams  | Sunshine in my Heart  | Peter and the Wolf – names and timbre of orchestral instruments   | The Young Person’s Guide to the Orchestra – Benjamin Britten   |
| Key Vocabulary                | Pulse, beat, describing sounds (timbre), loud, soft/quiet (dynamics), fast, slow (tempo), names of percussion instruments, tap, scrape, shake  | High, low (pitch), loud, soft/quiet (dynamics), fast, slow (tempo), describing sounds (timbre), perform, tap, scrape, shake   | Pulse, beat, describing sounds (timbre), loud, soft/quiet (dynamics), fast, slow (tempo), names of percussion instruments, tap, scrape, shake   | Louder, quieter (dynamics), control, steady pulse, rhythm pattern, picture score, notation  | Melody, note names (C, G, etc), high(er), low(er) – pitch, steady pulse, beat   | Score, notation, symbol, control, breathing, steady pulse, performance   |
| Singing                       | Three Little Birds<br>Kye Kye Kule<br>Heads, Shoulders, Knees & Toes<br>Black History Month song(s)  | Songs using familiar tunes:<br>Larks Are Happy (Twinkle Twinkle)<br>Kye Kye Kule<br>Christmas songs:  | Songs using familiar tunes:<br>Bobby Shaftoe, Wheels on the Bus,<br>Twinkle Twinkle, Here We Go Looby Loo   | Sunshine in my Heart<br>Songs with familiar tunes:<br>Hokey Cokey<br>Unit songs:<br>Nature News Rap, Buildings, Water   | London’s Burning<br>Songs with familiar tunes:<br>Frere Jacques   | Grandma Rap<br>Happy and Healthy<br>I’m in the Bath<br>Songs with familiar tunes:<br>Here We Go Round the Mulberry Bush, Old MacDonald Had a Farm  |

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| <b>YEAR 2</b>                     | <p><b>Earth Our Home</b></p> <p><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- memorise and <b>sing</b> several songs with greater control and accuracy of pitch, breath and diction, conveying the mood and meaning and responding to directions to start, stop, and get louder or quieter (<b>dynamics</b>)</li> <li>- <b>listen</b> to a range of different songs and orchestral music, identifying whether <b>pitch</b> is getting higher, lower or staying the same and whether the <b>tempo</b> is faster or slower</li> <li>- play a simple melody, describing how the pitch changes</li> <li>- <b>play</b> tuned and untuned percussion instruments with control, maintaining a steady <b>pulse</b> or repeated <b>rhythm pattern</b></li> <li>- <b>compose</b> and perform a short rhythmic ostinato as an accompaniment to a song, reading and then drawing their own graphic notation for these</li> </ul> | <p>In the Hall of the Mountain King (Grieg)</p> <p><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- recognise and respond to the mood and characteristics of a piece of music. Begin to use music terminology when describing how this created (e.g. the music feels sad because it is played very slowly and quietly).</li> <li>- Know the meaning of <b>dynamics</b> (loud/quiet) and <b>tempo</b> (fast/slow) and recognise changes in these (e.g. <b>crescendo, decrescendo, pause</b>)</li> <li>- identify, copy and devise short repeatable rhythm patterns</li> <li>- play and compose ostinato rhythm patterns, reading and drawing graphic notation for these</li> <li>- play both the pulse, and ostinato patterns along to a piece where the tempo speeds up</li> </ul> | <p>Victorians</p> <p><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- learn and play a rhythmic accompaniment to a song, observing the pulse and also pauses (<b>rests</b>)</li> <li>- select instruments appropriately according to their <b>timbre</b></li> <li>- perform a song with greater confidence, singing words clearly and breathing at the end of phrases</li> <li>- perform own part in a group performance of several parts – ostinato, rap, pulse</li> <li>- play an accompaniment to a song using several notes on pitched percussion</li> </ul> | <p>Super Humans</p> <p><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- identify use of long and short sounds in Finlandia by Jean Sibelius</li> <li>- read and play an ostinato from graphic notation observing the pulse and also pauses (<b>rests</b>)</li> <li>- compose own ostinato patterns using graphic notation and incorporating rests</li> <li>- identify and play long and short sounds</li> <li>- compose pieces incorporating long and short sounds, scoring these with graphic notation</li> <li>- rehearse and perform in a smaller group, incorporating singing, pulse-keeping, rhythmic percussion and a two-note pitched percussion part</li> </ul> | <p>Carnival of the Animals – Saint Saens</p> <p><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- recognise and respond with movement and words to the mood and characteristics of a piece of music. Use music terminology when describing what the music is trying to convey</li> <li>- recognise and play the ‘cuckoo interval’ on pitched percussion, using this in their own compositions</li> <li>- compose short pieces involving two and then three distinct elements, in response to a stimulus</li> <li>- select sounds, instruments and how they are played to fit the brief of a stimulus</li> </ul> | <p>Hooray We’re Going on Holiday</p> <p><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- play instruments with sufficient control to speed up and slow down (tempo) and get louder and softer (crescendo and decrescendo – dynamics)</li> <li>- perform a song confidently as part of both a whole class and a small group, devising additional actions and appropriate instrumental sound effects to improve the performance</li> <li>- chant and clap a clapping song in pairs, reinforcing awareness of pulse and confidence in performing</li> </ul> |
| <b>Listening &amp; Responding</b> | Flight of the Bumble Bee – Rimsky Korsakov   | In the Hall of the Mountain King (Grieg)  | Soldier’s March - Schumann  | Sibelius - Finlandia   | Carnival of the Animals – Saint Saens   | Bizet – Overture to Carmen  |
| <b>Key Vocabulary</b>             | Ostinato, rhythm pattern, higher, lower (changing pitch), faster slower (changing tempo), graphic score  | Ostinato, rhythm pattern, higher, lower (changing pitch), faster slower (changing tempo), graphic score, notation, dynamics, crescendo, decrescendo, pause  | Timbre, rap, pulse, ostinato, rest  | Ostinato, rhythm pattern, long and short sounds, notation, graphic score   | Compose, interval, timbre, performance, loud, soft (dynamics)   | Timbre, pulse, tempo, getting faster, getting slower, dynamics, crescendo, decrescendo, confidence  |
| <b>Singing</b>                    | Songs with familiar tunes:<br>Baa Baa Black Sheep, Pease Pudding Hot<br>Five Fine Bumble Bees<br>Digging the Garden<br>Where Do They Live?   | Christmas songs:  | Consider Yourself<br>Playtimes Past<br>Great Great Grandpa Rap<br>Lemonade (call & response)<br>Old or New  | Dem Bones<br>Food Groups are Rockin’<br>Heads, Shoulders, Knees & Toes<br>Let’s Exercise   | I Once Saw an Elephant<br>Looking for Mosquito<br><i>The Animals Went in Two by Two</i>   | I Do Like to be beside the Seaside<br>The Magic Travel Machine<br>Songs using familiar tunes:<br>Freres Jacques   |

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| KS2 National Curriculum | <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>- use and understand staff and other musical notations</li> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music.</li> </ul>   |   |  |  |   |   |
| YEAR 3                  | <b>Learn to play Ukulele (1)</b><br><i>Musical skills and understanding:</i> <ul style="list-style-type: none"> <li>- sing a variety of songs in unison and in rounds</li> <li>- hold a ukulele correctly</li> <li>- name the parts and understand how the ukulele works</li> <li>- pluck and strum open strings with control, playing single notes on open strings G, C, E, A</li> <li>- play 3 chords; first C and F, then A minor</li> <li>- play single notes by placing LH fingers on correct frets: A, F, C</li> <li>- strum simple rhythms</li> <li>- accompanying a range of songs on ukulele by strumming open strings, then single chords, then 2 chords and so, performing 2 or 3 chord songs with confidence by the end of the course</li> <li>- rehearsing and perform in small groups, taking on different singing and playing parts</li> </ul> |   | <b>Learn to play ukulele (2)</b><br><i>Musical skills and understanding:</i> <ul style="list-style-type: none"> <li>• improve skills and confidence in plucking single notes, strumming chords, making percussive sounds all learned in autumn ukulele units</li> <li>• play C, F and A minor chords</li> <li>• play single notes C, D, A on C string of ukulele and/or chime bars</li> <li>• develop awareness of pitch using do-re-mi, 'body ladder', C-D-E notes and notation</li> <li>• move between C and A minor chords on single strums then with more complex strumming patterns</li> <li>• play different ukulele parts in whole-class, smaller group and solo performances</li> <li>• sing the focus song with clarity, confidence and awareness of pitch</li> <li>• 'doodle'/improvise short on-the-spot music on ukulele and/or chime bars</li> <li>• listen and copy back music moving in steps</li> <li>• listen and correctly order phrases of music written in notation</li> <li>• compose rising and falling question and answer phrases on ukuleles and/or chime bars</li> </ul> |  | Vivaldi - Winter<br><i>Musical skills and understanding:</i> <ul style="list-style-type: none"> <li>- respond with movement and words (using musical terminology) to a piece of orchestral music – focusing on pulse, texture, structure, how the music evokes a season</li> <li>- compose and perform own 'winter' group pieces, using repetition, texture and structure learned from Vivaldi</li> <li>- choose instruments and sounds (timbre) to express a mood or idea</li> </ul> | Bob Marley - Three Little Birds <ul style="list-style-type: none"> <li>- sing a roots reggae song in unison and in 2-part harmony</li> <li>- play instrumental parts in time and pitch with the song, reading and following these using note name and staff notation</li> <li>- improvise own instrumental parts using set notes</li> <li>- compose an instrumental solo part for the song using set notes, performing this alongside the vocal and instrumental backing</li> </ul> |
| Listening & Responding  | Ukulele performances, including: My Ukulele Gently Weeps, Morning Has Broken, Smells Like Teen Spirit, Someone Like You, Bohemian Rhapsody, Somewhere Over the Rainbow  |   | Ukulele performances (Tamaine Gardner)<br>Fly with the Stars   |  | Vivaldi – Winter (and other Four Seasons)   | Reggae: Bob Marley (Three Little Birds, Jamming), Toots and the Maytalls (54-46 That's My Number), Pluto Shervington (Ram Goat Liver), Ziggy Marley (Small People), Amy Winehouse (Our Day Will Come)   |
| Key Vocabulary          | Strings, pluck, strum, chord, note, rhythm, chord and note names, round, head, tuning pegs, nut, neck, frets, sound hole, body, saddle, bridge, Cuban, salsa  |   | pitch, do-re-mi, duration, chord, note, strum, pluck, pick, melody, call and response, question and answer, accompany improvise/'doodle', compose, notation  |  | Structure, texture, orchestra, strings, pulse, ritornello, violin, viola, cello, double bass, harpsichord, Baroque, concerto, solo, soloist   | Roots reggae, back beat, off beat, dynamics, improvise, compose, structure, verse, chorus, intro, instrumental  |
| Singing                 | My Dog Has Fleas<br>Row, row, row your boat<br>Latin Dance<br>+ Black History Month + Christmas songs   | Hey You<br>Sur le Pont D'Avignon<br>London Bridge | A Sailor Went to Sea<br>Clementine   | Fly with the Stars<br>Latin Dance<br>Orange Song<br>Sur le pont D'Avignon<br>London Bridge<br>Clementine | Juba<br>Hambone<br>Winter Song  | Three Little Birds  |

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| <b>YEAR 4</b>                     | <p><b>Abba - Mamma Mia</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- identify &amp; describe some of the key characteristics of classic Abba pop songs</li> <li>- learn to sing two classic Abba songs, showing understanding of changing dynamics – forte (loud), piano (soft) crescendo (getting louder), decrescendo (getting softer)</li> <li>- sing a simple harmony part along with the melody (Waterloo)</li> <li>- perform a song confidently as a whole class choir</li> <li>- play instrumental accompaniments to the song, following note name and staff notation</li> <li>- improvise instrumental parts for the song using set notes</li> <li>- compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing</li> </ul> | <p><b>The Nutcracker – Tchaikovsky</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- draw pictures, depicting what children imagine when they hear contrasting orchestral pieces. Discuss, using musical terms, what they imagine the music describes, and how the composer achieves this musically (tempo, dynamics, texture, pitch, instrumentation, etc)</li> <li>- learn and play the rhythmic pattern of Russian Dance from the Nutcracker, making musical choices of how to perform it (vocals, body percussion, instruments)</li> <li>- identify ternary (ABA) structure of a piece of music</li> <li>- improvise and compose own 12 bar patterns to form a ‘B’ section, performing these as a group with the ‘A’ section learned last week</li> <li>- identify and play along with a different time signature: 3 time/waltz/um pah pah</li> <li>- compose and perform their own 8 bar ‘waltzes’ in 3 time using unpitched percussion and pitched instruments on set notes</li> </ul> | <p><b>Freeze It</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- sing in a round</li> <li>- sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</li> <li>- identify the use of metre in 2 or 3 in a piece of recorded or live music</li> <li>- identify whether a song has a verse/chorus or call and response structure</li> <li>- recognise the combined effect of layers of sound by listening to their own arrangements and compositions</li> <li>- compose a piece of music that reflects images and atmosphere, making subtle adjustments in their musical choices to achieve the intended effect</li> <li>- recognise musical qualities identifying key elements that give it its unique sound.</li> </ul> | <p><b>Turn It Up</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- sing in a round in 2 or 3 parts in a small group, incorporating actions</li> <li>- learn and play a drum rhythm pattern and perform it to accompany a song</li> <li>- compose own bucket drum rhythm patterns and perform in smaller groups together with vocal part to a song</li> <li>- learn to sing a partner song in 2 parts</li> <li>- learn a melodic ostinato part on pitched instruments – playing and singing this first as a whole class and then a small group performance incorporating two vocal parts and instrumental accompaniment</li> </ul> | <p><b>The Beatles – Blackbird</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- identify changes in tempo and dynamics in a Beatles song</li> <li>- identify and describe some of the key characteristics of classic Beatles pop songs, using musical terminology</li> <li>- learn to sing two classic Beatles songs, showing understanding of changing dynamics – forte (loud), piano (soft) crescendo (getting louder), decrescendo (getting softer)</li> <li>- sing a simple harmony part along with the melody</li> <li>- perform a song confidently as a whole class choir</li> <li>- play instrumental accompaniments to the song, following note name and staff notation</li> <li>- improvise instrumental parts for the song using set notes</li> <li>- compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing</li> </ul> | <p><b>Bill Withers – Lean on Me</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- identify and describe some of the key characteristics of Soul/Gospel songs, focusing on tempo, dynamics, texture, vocal parts, instruments played, structure</li> <li>- learn to sing a Bill Withers song in two-part harmony, showing understanding of phrasing, expression, breathing</li> <li>- sing a simple harmony part along with the melody</li> <li>- perform a song confidently as a whole class choir</li> <li>- play instrumental accompaniments to the song, following note name and staff notation</li> <li>- improvise instrumental parts for the song using set notes</li> <li>- compose and notate instrumental solo parts for the song, performing these in smaller groups in time alongside vocal and instrumental backing</li> </ul> |
| <b>Listening &amp; Responding</b> | Abba songs: Mamma Mia, Waterloo, Dancing Queen, The Winner Takes it All, Super Trouper, Thank You For The Music   | The Nutcracker   | Let It Go<br>Ambient Music – Ice and Snow<br>Vivaldi Winter – referring back to Y3 learning  | Chattanooga Choo Choo – Glenn Miller Band   | Beatles songs: Blackbird<br>Yellow Submarine, Hey Jude, Can’t Buy Me Love, Yesterday, Let It Be  | Soul/Gospel songs: Lean on Me, Shackles (Praise You), Amazing Grace, Blinded by your Grace,  |
| <b>Key Vocabulary</b>             | Pop, melody, pulse, structure, verse, chorus, hook, bridge, instrumental, vocal, notes, note names, notation  | Structure, ternary form, ABA, 3 – time, waltz, um pah pah, compose, improvise, dynamics, texture, tempo, dynamics, pitch, instrumentation  | Texture, timbre, 3-time, 2 time, time signature, tempo changes, phrasing   | Ostinato, melodic, round, pitch, note, drums, accompaniment, partner song   | Crescendo, decrescendo, tempo, dynamics, structure, guitar, vocals, accompaniment  | Chorus, hook, bridge, instrumental, melody, harmony, bass, piano, guitar   |
| <b>Singing</b>                    | Mamma Mia, Waterloo   | Jack O’Lantern<br><br>Christmas songs:   | Singing in a round: Frere Jacques<br>Let It Go<br>Mr Freeze  | Singing in a round: Frere Jacques<br>Hey Mr Miller<br>The Friendly Robot  | Blackbird<br>Yellow Submarine  | Lean on Me<br>Blinded by your Grace  |

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| <b>YEAR 5</b>                     | <p><b>The Fresh Prince of Bel Air</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- Identify and describe the key characteristics of old school hip-hop music through listening and responding to several example tracks – demonstrating understanding of pulse (beat), texture, instrumentation, structure</li> <li>- Rap confidently a classic hip hop song with expression, as part of a group, with a sense of ensemble and performance, demonstrating attention to rhythm, beat, phrasing, and appropriate style.</li> <li>- Communicate the meaning and mood of the song</li> <li>- play instrumental accompaniments to the song, following note name and staff notation</li> <li>- improvise vocal and instrumental and parts for the song using set notes</li> <li>- compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing</li> <li>- compose own rap lyrics to the song, showing understanding of pulse, rhythm and the style of the music</li> <li>- perform own lyrics and instrumental compositions as part of a small group</li> </ul> | <p><b>Holst - The Planets</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- learn and perform a song from memory in two-part harmony in small groups</li> <li>- identify, learn and perform ostinato rhythm patterns in 5/4 time</li> <li>- improvise and compose own 'march' pieces, incorporating ostinatos, pulse, crescendo, decrescendo, texture, structure</li> <li>- identify and describe how Holst uses musical elements to depict different planets</li> <li>- compose own group pieces using musical elements to describe a planet</li> </ul> | <p><b>Bon Jovi – Livin’ on a Prayer</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- Identify and describe the key characteristics of classic rock music through listening and responding to several example tracks, demonstrating understanding of use of instruments,</li> <li>- Sing confidently a classic rock song with expression, as part of a group, with a sense of ensemble and performance. This should include observing rhythm, phrasing, and appropriate style.</li> <li>- Communicate the meaning and mood of the song</li> <li>- perform a song from memory with attention to phrasing, dynamics, in school assemblies, school performance opportunities and to a wider audience</li> <li>- play instrumental accompaniments to the song, following note name and staff notation</li> <li>- improvise vocal and instrumental and parts for the song using set notes</li> <li>- compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing</li> <li>- perform own instrumental compositions as part of a group</li> </ul> | <p><b>Adele/Bob Dylan – Make You Feel My Love</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- Identify and describe the key characteristics of pop ballads through listening and responding to several example songs</li> <li>- Sing confidently a number of pop ballads with expression, as part of a group, with a sense of ensemble and performance. This should include observing rhythm, phrasing, and appropriate style.</li> <li>- Communicate the meaning and mood of the song</li> <li>- perform a song from memory with attention to phrasing, dynamics, in school assemblies, school performance opportunities and to a wider audience</li> <li>- play instrumental accompaniments to the song, following note name and staff notation</li> <li>- improvise vocal and instrumental and parts for the song using set notes</li> <li>- compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing</li> <li>- perform own instrumental compositions as part of a group</li> </ul> | <p><b>Beethoven 5</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- learn and perform a song from memory in continuous two-part harmony</li> <li>- identify and describe Beethoven’s use of rhythm, repetition and antiphony (call and response), creating their own vocal and percussion performances using these elements</li> <li>- learn and play a Beethoven melody using 5 notes, demonstrating understanding of changing pitch</li> <li>- improvise and compose own similar melodies using 5 notes</li> <li>- structure a composition in sonata form</li> <li>- perform own compositions in small groups, demonstrating controlled playing and confidence</li> </ul> | <p><b>Martha &amp; the Vandellas - Dancing in the Street</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- Identify and describe the key characteristics of Motown through close study of one, and listening and responding to several other, example songs</li> <li>- Sing confidently a classic Motown song in two-part harmony with expression, as part of a group, with a sense of ensemble and performance. This should include observing rhythm, phrasing, and appropriate style.</li> <li>- Communicate the meaning and mood of the song</li> <li>- perform a song from memory with attention to phrasing, dynamics, in school assemblies, school performance opportunities and to a wider audience</li> <li>- play instrumental accompaniments to the song, following note name and staff notation</li> <li>- improvise vocal and instrumental and parts for the song using set notes</li> <li>- compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing</li> <li>- perform own instrumental compositions as part of a group</li> </ul> |
| <b>Listening &amp; Responding</b> | Old School Hip Hop – Fresh Prince of Bel Air, Me Myself and I, Ready or Not, Rapper’s Delight, It’s Like That   | ‘Mars’ and other movements from The Planets by Holst   | Classic Rock – Livin’ on a Prayer, We Will Rock You, I Saw Her Standing There, Smoke on the Water, Rocking All Over the World  | Pop Ballads – Make You Feel My Love (Adele and Bob Dylan versions), So Amazing – Luther Vandross, Hello – Lionel Richie, The Way You Look Tonight – Jerome Kern, Love Me Tender – Elvis Presley  | Beethoven’s 5 <sup>th</sup> Symphony  | Motown - Dancing in the Street  |
| <b>Key Vocabulary</b>             | Rap, hip-hop, backbeat, beat, groove  | March, ostinato, 5/4 time, time signature, crescendo, decrescendo, texture, structure, melody, motif, sound effect   | Mid-tempo, backbeat, amplified electric guitar, distortion, rock, keyboard, hook, chorus   | Ballad, verse, chorus, interlude, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure  | Antiphony (call and response), melody, smooth, jagged, sonata form, exposition, development, recapitulation (recap), coda, structure  | Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.  |
| <b>Singing</b>                    | The Fresh Prince of Bel Air<br>Black History Month song(s):   | Space Oddity (2 or 3 part harmony)   | Livin’ on a Prayer<br>We Will Rock You   | Make You Feel My Love  | Bare Necessities (2-part harmony)<br>Doo bi doo (call & response - antiphony)   | Motown:<br>Dancing in the Street<br>Ain’t No Mountain High Enough   |

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| <b>YEAR 6</b> | <p><b>Out of Africa</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- sing confidently in different languages and in a wide variety of styles with expression</li> <li>- communicate the meaning/mood of a song</li> <li>- sing a second or third part of a three-part harmony song</li> <li>- maintain own part in a round (in 2, 3, then 4 parts) with confidence</li> <li>- learn and perform several call and response songs independently in small groups</li> <li>- perform a song from memory with attention to phrasing, dynamics and accuracy of pitch</li> <li>- learn and perform a multi-layered vocal and instrumental piece using voices and percussion</li> <li>- compose own multi-layered group percussion pieces in several parts, using lyric phrases as a guide to create rhythm patterns</li> <li>- perform on a range of drums and percussion instruments confidently</li> <li>- understand and perform tempo changes (speeding up and slowing down)</li> <li>- compose a rhythmic accompaniment to a chosen song in order to rehearse and deliver a final performance</li> </ul> | <p><b>Pharrell Williams – Happy</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- identify and describe key characteristics of a soul song – demonstrating understanding of instruments, structure, texture, etc</li> <li>- learn and perform both independent vocal parts of a partner song</li> <li>- play instrumental accompaniments to the song, following note name and staff notation</li> <li>- improvise vocal and instrumental and parts for the song using set notes</li> <li>- compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing</li> <li>- perform own instrumental compositions as part of a small group</li> </ul> | <p><b>Carole King – You’ve Got a Friend</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- identify and describe key characteristics of songs written by Carole King, focusing on structure, instrumentation, texture, dynamics, etc</li> <li>- learn and perform both vocal parts of a two-part harmony song</li> <li>- play and perform instrumental accompaniments to the song following staff notation, focusing on confident and accurate ensemble (small group) performances</li> <li>- improvise instrumental parts for the song using set notes, working individually and in small groups to perform improvisations to the class</li> <li>- compose and notate instrumental solo parts for the song using 5 set notes, performing these individually and in small groups to the vocal part, with and without instrumental backing</li> <li>- rehearse and perform whole class and small group performances the elements learned and devised in the unit both within the class and to a larger audience (assemblies, parents)</li> </ul> | <p><b>Carl Orff – Carmina Burana</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- describe key musical elements of orchestral music by Carl Orff, responding with movement and verbal description using musical terminology</li> <li>- identify and recreate a march pulse using body percussion and instruments, making and describing musical choices as to the timbre of instruments used</li> <li>- compose group march pieces, making musical choices regarding structure, dynamics, timbre and texture</li> <li>- compose and play rhythmic and melodic ostinatos using a set of 3 notes, performing these in a small group combined with their march pulse compositions and with a crescendo</li> <li>- compose single lyric and melody lines to be sung and played over the march pulse compositions</li> <li>- rehearse and perform small group compositions incorporating all 3 composition elements created throughout the unit, using dynamics, tempo, timbre, structure, texture in their musical choices to create a desired effect</li> </ul> | <p><b>Music &amp; Me - female electronic composers</b><br/><i>Musical skills and understanding:</i></p> <ul style="list-style-type: none"> <li>- describe (referring to the 8 key elements of music) several contemporary electronic pieces, focussing particularly on pulse, rhythm, different types of drum/percussion</li> <li>- compose own beat patterns using Quickbeats, making musical choices as to tempo, the types of drum sound used (timbre), as well as the beat patterns composed</li> <li>- listen to and appraise each others’ beats</li> <li>- compose rap lyrics, focused on identity and self-expression, to fit with the beats they have composed</li> <li>- improvise chords, melodic riffs and percussion parts to accompany their beats and raps</li> <li>- rehearse and perform their creations individually or as small groups</li> </ul> |
|               | <b>Listening &amp; Responding</b>   | <p>Traditional African songs - A Keelie; Senwa dedende; Oleo; Halimo pakashalo; Sarana; Baningati</p>   | <p>How songs in different styles/genres express a ‘happy’ mood: Happy by Pharrell, Top of the World by the Carpenters, Don’t Worry Be Happy by Bobby McFerrin, Walking on Sunshine by Katrina and the Waves, When You’re Smiling by Frank Sinatra, Love Will Save the Day by Brendan Reilly</p>  | <p>Identifying features, similarities and differences in songs written by Carole King: You’ve Got a Friend, The Locomotion, One Fine Day, Up on the Roof, Will You Still Love Me Tomorrow, (You Make Me Feel) Like a Natural Woman</p>  | <p>Carl Orff – Carmina Burana</p>   |

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| <b>Key Vocabulary</b> | Harmony, round, canon, part, tempo, call and response, antiphony, acapella   | Riff, groove, hook, rhythm section, pop, soul, layers of sound (texture), question and answer (antiphony – refer back to Beethoven 5 in Y5), bridge section, change in timbre | Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, 8 key elements of music, hook, riff, solo, civil rights, gender equality, unison, harmony. | Melody, compose, ostinato, pulse, march, beat, tempo, dynamics, texture, timbre, 'um pa', crescendo | Rap, lyrics, turntablist, electronic, acoustic, DJ, producer, culture, identity, gender, race, chords, melodies, harmonies, riffs, percussion, improvise, compose, performance |
| <b>Singing</b>        | Traditional African songs - A Keelie (call and response); Senwa dedende (canon/round); Oleo (call and response); Halimo pakashalo (Namibia); Sarana (Burkino Faso); Baningati (Cameroon) | Happy (2 vocal parts)<br>Don't Worry Be Happy<br>Walking on Sunshine<br>School Play Choir songs:  | You've Got a Friend (2 part harmony)<br><br>Stand by Me<br><br>Blinded By Your Grace (2 part harmony)  | In Harmony – 3 part song<br>Own composed and performed lyric and melody lines inspired by Carl Orff | Group performances of songs learned to date: Happy, You've Got a Friend, Blinded By Your Grace, School Play Songs, Out of Africa songs<br>Leavers Assembly songs               |