



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: 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. 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. PSED – Express their feelings and consider the feelings of others. See themselves as valuable. PD – Develop their motor skills so that they can use a range of tools competently, safely and confidently. M – Continue, copy and create repeating patterns. Count objects, actions and sounds. KUW – Recognise some similarities and differences between life in this country and life in other countries.					
EYFS	Sounds and patterns - Tanka tanka skunk- hearing sounds and syllables - Watching drumming from different cultures (KUW) and dancing to beat - Pattern- identifying sounds EAD - Linking syllable sounds to instruments	Music in Celebrations - Music used for different cultural celebrations- (KUW/EAD) - Planning movement in response to music (PD) - Percussion instrument names (CL, KUW)	Birds/The world/Lunar new year - Listening to birdsong- composing your own (CL) - Songs around the world, in different languages (CL, KUW, PSED)	Easter/Vaisahki/Eggs/Spring - Response to music- feelings (PSED) - Listening to spring songs, using instruments to make spring sounds- (KUW) - Sing up planning (dabbling ducks)	Planting/growing/farm - Songs related to topic- old MacDonald (CL) - Making farmyard sounds using instruments and voices (KUW) - Songs in diff languages (listening and singing) PSED and KUW	Grandad's island/summer/holidays/bodies - Performance poetry – rhythm (CL) - Songs from around the world (KUW) - Whole class orchestra- percussion (PSED, EAD)
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

KS1 National Curriculum	- use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music					
YEAR 1	Introduction to class instruments <i>Musical skills and understanding:</i> - Identify pulse in music - Identify different sounds (timbre) made by percussion instruments - Sing and play together loud and soft (dynamics) - Sing, clap and play percussion fast and slow (tempo) - Sing a call and response song together - Group compose and perform a body parts song with body percussion and actions	Vaughan Williams – The Lark Ascending <i>Musical skills and understanding:</i> - sing confidently, conveying different moods - identify high and low sounds (pitch) - respond to and describe a piece of orchestral music with movement and words - play and describe different sounds (timbre) - improvise, compose and perform sounds and music describing an animal or bird - play percussion instruments in different ways	What It’s Made Of <i>Musical skills and understanding:</i> - sing and play together in time to a steady beat (keeping the pulse) - identify different sounds of instruments (timbre) and how they are played - identify and name percussion instruments - devise new lyrics and actions for familiar songs	Our World <i>Musical skills and understanding:</i> - memorise and sing 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 (dynamics) - listen to a range of different songs, focusing on changes of pitch in the melody and on the mood of the song - play tuned and untuned percussion instruments with control, maintaining a steady pulse or repeated rhythm pattern - compose and perform short group percussion pieces, focusing on contrasting timbre of instruments and on following picture notation	London’s Burning (Time Travellers) <i>Musical skills and understanding:</i> - play a familiar melody on tuned percussion (chime bars) with control - read and play simple notation (note names and colours) - sing and play a clapping song, reinforcing awareness of pulse - compose and perform group music describing fire, using different timbres and ways of playing percussion - play and sing different parts in a group performance - use graphic symbols to notate the sounds they will play	How Are You? <i>Musical skills and understanding:</i> - sing and rap songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) - compose own individual sequence of sounds and perform - sequence symbols to make a simple score and perform - perform own and other’s pieces using graphic notation - identify percussion instruments by how they are played (shakers/tappers)
Listening & Responding	Bob Marley (Reggae)	Vaughan Williams – The Lark Ascending (orchestral, classical, English)	The Syncopated Clock – Leroy Anderson Also Sprach Zarathustra – Richard Strauss 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 Kye Kye Kule Heads, Shoulders, Knees & Toes Black History Month song(s)	Songs using familiar tunes: Larks Are Happy (Twinkle Twinkle) Kye Kye Kule Christmas songs:	Songs using familiar tunes: Bobby Shaftoe, Wheels on the Bus, Twinkle Twinkle, Here We Go Looby Loo	Sunshine in my Heart Songs with familiar tunes: Hokey Cokey Unit songs: Nature News Rap, Buildings, Water	London’s Burning Songs with familiar tunes: Frere Jacques	Grandma Rap Happy and Healthy I’m in the Bath Songs with familiar tunes: Here We Go Round the Mulberry Bush, Old MacDonald Had a Farm

YEAR 2	Earth Our Home <i>Musical skills and understanding:</i> - memorise and sing 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 (dynamics) - listen to a range of different songs and orchestral music, identifying whether pitch is getting higher, lower or staying the same and whether the tempo is faster or slower - play a simple melody, describing how the pitch changes - play tuned and untuned percussion instruments with control, maintaining a steady pulse or repeated rhythm pattern - compose and perform a short rhythmic ostinato as an accompaniment to a song, reading and then drawing their own graphic notation for these	In the Hall of the Mountain King (Grieg) <i>Musical skills and understanding:</i> - 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). - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and recognise changes in these (e.g. crescendo, decrescendo, pause) - identify, copy and devise short repeatable rhythm patterns - play and compose ostinato rhythm patterns, reading and drawing graphic notation for these - play both the pulse, and ostinato patterns along to a piece where the tempo speeds up	Victorians <i>Musical skills and understanding:</i> - learn and play a rhythmic accompaniment to a song, observing the pulse and also pauses (rests) - select instruments appropriately according to their timbre - perform a song with greater confidence, singing words clearly and breathing at the end of phrases - perform own part in a group performance of several parts – ostinato, rap, pulse - play an accompaniment to a song using several notes on pitched percussion	Super Humans <i>Musical skills and understanding:</i> - identify use of long and short sounds in Finlandia by Jean Sibelius - read and play an ostinato from graphic notation observing the pulse and also pauses (rests) - compose own ostinato patterns using graphic notation and incorporating rests - identify and play long and short sounds - compose pieces incorporating long and short sounds, scoring these with graphic notation - rehearse and perform in a smaller group, incorporating singing, pulse-keeping, rhythmic percussion and a two-note pitched percussion part	Carnival of the Animals – Saint Saens <i>Musical skills and understanding:</i> - 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 - recognise and play the ‘cuckoo interval’ on pitched percussion, using this in their own compositions - compose short pieces involving two and then three distinct elements, in response to a stimulus - select sounds, instruments and how they are played to fit the brief of a stimulus	Hooray We’re Going on Holiday <i>Musical skills and understanding:</i> - play instruments with sufficient control to speed up and slow down (tempo) and get louder and softer (crescendo and decrescendo – dynamics) - 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 - chant and clap a clapping song in pairs, reinforcing awareness of pulse and confidence in performing	
	Listening & Responding	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
	Key Vocabulary	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
	Singing	Songs with familiar tunes: Baa Baa Black Sheep, Pease Pudding Hot Five Fine Bumble Bees Digging the Garden Where Do They Live?	Christmas songs:	Consider Yourself Playtimes Past Great Great Grandpa Rap Lemonade (call & response) Old or New	Dem Bones Food Groups are Rockin’ Heads, Shoulders, Knees & Toes Let’s Exercise	I Once Saw an Elephant Looking for Mosquito <i>The Animals Went in Two by Two</i>	I Do Like to be beside the Seaside The Magic Travel Machine Songs using familiar tunes: Freres Jacques

KS2 National Curriculum	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.				
YEAR 3	Learn to play Ukulele (1) <i>Musical skills and understanding:</i> - sing a variety of songs in unison and in rounds - hold a ukulele correctly - name the parts and understand how the ukulele works - pluck and strum open strings with control, playing single notes on open strings G, C, E, A - play 3 chords; first C and F, then A minor - play single notes by placing LH fingers on correct frets: A, F, C - strum simple rhythms - 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 - rehearsing and perform in small groups, taking on different singing and playing parts		Learn to play ukulele (2) <i>Musical skills and understanding:</i> • improve skills and confidence in plucking single notes, strumming chords, making percussive sounds all learned in autumn ukulele units • play C, F and A minor chords • play single notes C, D, A on C string of ukulele and/or chime bars • develop awareness of pitch using do-re-mi, ‘body ladder’, C-D-E notes and notation • move between C and A minor chords on single strums then with more complex strumming patterns • play different ukulele parts in whole-class, smaller group and solo performances • sing the focus song with clarity, confidence and awareness of pitch • ‘doodle’/improvise short on-the-spot music on ukulele and/or chime bars • listen and copy back music moving in steps • listen and correctly order phrases of music written in notation • compose rising and falling question and answer phrases on ukuleles and/or chime bars		Learn to play ukulele (3) <i>Musical skills and understanding:</i> • improve skills and confidence in plucking single notes, strumming new patterns, making percussive sounds -all learned in previous ukulele units • play C, F and A minor chords • play single notes (open strings and fretted) A, E, F and C • move between C, F and A minor chords on single strums then with more complex strumming patterns to accompany songs • play different ukulele parts in whole-class, smaller group and solo performances • sing the focus songs with clarity, confidence and awareness of pitch • Improvise short on-the-spot music over a chord pattern with voice, on ukulele and/or chime bars • listen and copy back music moving in steps • Identify similarities and differences in acoustic guitar-based songs • Sing ‘swing’ rhythms • Play rhythm patterns on the ukulele, using it as a percussion instrument • Prepare and perform an end-of-year concert, whole class and small groups/solos
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) Fly with the Stars		Jack Johnson – Better Together Bob Dylan – Blowin' in the Wind Dolly Parton - Jolene Somewhere Over the Rainbow Lead Belly Ukulele drumming/percussion Other acoustic singer songwriters – Paul Simon, Neil Young, James Taylor, Nick Drake, Joni Mitchell American Authors – Best Day of my Life
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		Beating, strum, pluck, pick, melody, call and response, question and answer, accompany improvise/‘doodle’, compose, notation.
Singing	My Dog Has Fleas Row, row, row your boat Latin Dance + Black History Month + Christmas songs	Hey You Sur le Pont D’Avignon London Bridge	A Sailor Went to Sea Clementine	Fly with the Stars Latin Dance Orange Song Sur le pont D’Avignon	Doot Doot Song Blowin’ in the Wind Best Day of my Life Orange Song

			London Bridge Clementine		Previous Y3 ukulele songs	
YEAR 4	Three Little Birds – Bob Marley (Roots Reggae) <i>Musical skills and understanding:</i> - sing a roots reggae song in unison and in 2-part harmony - play instrumental parts in time and pitch with the song, reading and following these using note name and staff notation - improvise own instrumental parts using set notes - compose an instrumental solo part for the song using set notes, performing this alongside the vocal and instrumental backing	The Nutcracker – Tchaikovsky <i>Musical skills and understanding:</i> - 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) - learn and play the rhythmic pattern of Russian Dance from the Nutcracker, making musical choices of how to perform it (vocals, body percussion, instruments) - identify ternary (ABA) structure of a piece of music - improvise and compose own 12 bar patterns to form a ‘B’ section, performing these as a group with the ‘A’ section learned last week - identify and play along with a different time signature: 3 time/waltz/um pah pah - compose and perform their own 8 bar ‘waltzes’ in 3 time using unpitched percussion and pitched instruments on set notes	Abba - Mamma Mia <i>Musical skills and understanding:</i> - identify & describe some of the key characteristics of classic Abba pop songs - learn to sing two classic Abba songs, showing understanding of changing dynamics – forte (loud), piano (soft) crescendo (getting louder), decrescendo (getting softer) - sing a simple harmony part along with the melody (Waterloo) - perform a song confidently as a whole class choir - play instrumental accompaniments to the song, following note name and staff notation - improvise instrumental parts for the song using set notes - compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing	Winter – Vivaldi (Four Seasons) <i>Musical skills and understanding:</i> - To sing a song in unison and 2 parts - To listen and respond, identifying contrasting sections and structure of Vivaldi’s Winter - To play pulse-based instrumental parts - To compose and perform own ‘winter’ compositions	The Beatles – Blackbird <i>Musical skills and understanding:</i> - identify changes in tempo and dynamics in a Beatles song - identify and describe some of the key characteristics of classic Beatles pop songs, using musical terminology - learn to sing two classic Beatles songs, showing understanding of changing dynamics – forte (loud), piano (soft) crescendo (getting louder), decrescendo (getting softer) - sing a simple harmony part along with the melody - perform a song confidently as a whole class choir - play instrumental accompaniments to the song, following note name and staff notation - improvise instrumental parts for the song using set notes - compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing	Bill Withers – Lean on Me <i>Musical skills and understanding:</i> - identify and describe some of the key characteristics of Soul/Gospel songs, focusing on tempo, dynamics, texture, vocal parts, instruments played, structure - learn to sing a Bill Withers song in two-part harmony, showing understanding of phrasing, expression, breathing - sing a simple harmony part along with the melody - perform a song confidently as a whole class choir - play instrumental accompaniments to the song, following note name and staff notation - improvise instrumental parts for the song using set notes - compose and notate instrumental solo parts for the song, performing these in smaller groups in time alongside vocal and instrumental backing
Listening & Responding	Roots 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)	The Nutcracker	Abba songs: Mamma Mia, Waterloo, Dancing Queen, The Winner Takes it All, Super Trouper, Thank You For The Music	Vivaldi Winter and other Four Seasons	Beatles songs: Blackbird 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,
Key Vocabulary	Roots reggae, back beat, off beat, dynamics, structure, verse, chorus, intro, instrumental	Structure, ternary form, ABA, 3 – time, waltz, um pah pah, compose, improvise, dynamics, texture, tempo, dynamics, pitch, instrumentation	Pop, melody, pulse, structure, verse, chorus, hook, bridge, instrumental, vocal, notes, note names, notation	Melody, pulse, rhythm, tempo, texture, dynamics and timbre Tuned percussion, chime bars, perform Ritornello, orchestra, solo, concerto, instruments, melody, rhythm, texture, dynamics, tempo	Crescendo, decrescendo, tempo, dynamics, structure, guitar, vocals, accompaniment	Chorus, hook, bridge, instrumental, melody, harmony, bass, piano, guitar

Singing	Three Little Birds (unison and 2 part harmony)	Jack O’Lantern Christmas songs:	Mamma Mia, Waterloo	Winter Carol (2 part harmony)	Blackbird Yellow Submarine	Lean on Me Blinded by your Grace
YEAR 5	The Fresh Prince of Bel Air <i>Musical skills and understanding:</i> - 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 - 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. - Communicate the meaning and mood of the song - play instrumental accompaniments to the song, following note name and staff notation - improvise vocal and instrumental and parts for the song using set notes - compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing - compose own rap lyrics to the song, showing understanding of pulse, rhythm and the style of the music - perform own lyrics and instrumental compositions as part of a small group	Holst - The Planets <i>Musical skills and understanding:</i> - learn and perform a song from memory in two-part harmony in small groups - identify, learn and perform ostinato rhythm patterns in 5/4 time - improvise and compose own ‘march’ pieces, incorporating ostinatos, pulse, crescendo, decrescendo, texture, structure - identify and describe how Holst uses musical elements to depict different planets - compose own group pieces using musical elements to describe a planet	Bon Jovi – Livin’ on a Prayer <i>Musical skills and understanding:</i> - Identify and describe the key characteristics of classic rock music through listening and responding to several example tracks, demonstrating understanding of use of instruments, - 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. - Communicate the meaning and mood of the song - perform a song from memory with attention to phrasing, dynamics, in school assemblies, school performance opportunities and to a wider audience - play instrumental accompaniments to the song, following note name and staff notation - improvise vocal and instrumental and parts for the song using set notes - compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing - perform own instrumental compositions as part of a group	Adele/Bob Dylan – Make You Feel My Love <i>Musical skills and understanding:</i> - Identify and describe the key characteristics of pop ballads through listening and responding to several example songs - 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. - Communicate the meaning and mood of the song - perform a song from memory with attention to phrasing, dynamics, in school assemblies, school performance opportunities and to a wider audience - play instrumental accompaniments to the song, following note name and staff notation - improvise vocal and instrumental and parts for the song using set notes - compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing - perform own instrumental compositions as part of a group	Beethoven 5 <i>Musical skills and understanding:</i> - learn and perform a song from memory in continuous two-part harmony - identify and describe Beethoven’s use of rhythm, repetition and antiphony (call and response), creating their own vocal and percussion performances using these elements - learn and play a Beethoven melody using 5 notes, demonstrating understanding of changing pitch - improvise and compose own similar melodies using 5 notes - structure a composition in sonata form - perform own compositions in small groups, demonstrating controlled playing and confidence	Martha & the Vandellas - Dancing in the Street <i>Musical skills and understanding:</i> - Identify and describe the key characteristics of Motown through close study of one, and listening and responding to several other, example songs - 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. - Communicate the meaning and mood of the song - perform a song from memory with attention to phrasing, dynamics, in school assemblies, school performance opportunities and to a wider audience - play instrumental accompaniments to the song, following note name and staff notation - improvise vocal and instrumental and parts for the song using set notes - compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing - perform own instrumental compositions as part of a group
Listening & Responding	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 th Symphony	Motown - Dancing in the Street
Key Vocabulary	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,	Antiphony (call and response), melody, smooth, jagged, sonata form, exposition, development,	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook,

				compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	recapitulation (recap), coda, structure	melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.
Singing	The Fresh Prince of Bel Air Black History Month song(s):	Space Oddity (2 or 3 part harmony)	Livin' on a Prayer We Will Rock You	Make You Feel My Love	Bare Necessities (2-part harmony) Doo bi doo (call & response - antiphony)	Motown: Dancing in the Street Ain't No Mountain High Enough
YEAR 6	Out of Africa <i>Musical skills and understanding:</i> - sing confidently in different languages and in a wide variety of styles with expression - communicate the meaning/mood of a song - sing a second or third part of a three-part harmony song - maintain own part in a round (in 2, 3, then 4 parts) with confidence - learn and perform several call and response songs independently in small groups - perform a song from memory with attention to phrasing, dynamics and accuracy of pitch - learn and perform a multi-layered vocal and instrumental piece using voices and percussion - compose own multi-layered group percussion pieces in several parts, using lyric phrases as a guide to create rhythm patterns - perform on a range of drums and percussion instruments confidently - understand and perform tempo changes (speeding up and slowing down) - compose a rhythmic accompaniment to a chosen song in order to rehearse and deliver a final performance	Pharrell Williams – Happy <i>Musical skills and understanding:</i> - identify and describe key characteristics of a soul song – demonstrating understanding of instruments, structure, texture, etc - learn and perform both independent vocal parts of a partner song - play instrumental accompaniments to the song, following note name and staff notation - improvise vocal and instrumental and parts for the song using set notes - compose and notate instrumental solo parts for the song, performing these alongside the vocal part and instrumental backing - perform own instrumental compositions as part of a small group	Carole King – You've Got a Friend <i>Musical skills and understanding:</i> - identify and describe key characteristics of songs written by Carole King, focusing on structure, instrumentation, texture, dynamics, etc - learn and perform both vocal parts of a two-part harmony song - play and perform instrumental accompaniments to the song following staff notation, focusing on confident and accurate ensemble (small group) performances - improvise instrumental parts for the song using set notes, working individually and in small groups to perform improvisations to the class - 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 - 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)	Carl Orff – Carmina Burana <i>Musical skills and understanding:</i> - describe key musical elements of orchestral music by Carl Orff, responding with movement and verbal description using musical terminology - identify and recreate a march pulse using body percussion and instruments, making and describing musical choices as to the timbre of instruments used - compose group march pieces, making musical choices regarding structure, dynamics, timbre and texture - 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 - compose single lyric and melody lines to be sung and played over the march pulse compositions - 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	Music & Me - female electronic composers <i>Musical skills and understanding:</i> - describe (referring to the 8 key elements of music) several contemporary electronic pieces, focussing particularly on pulse, rhythm, different types of drum/percussion - 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 - listen to and appraise each others' beats - compose rap lyrics, focused on identity and self-expression, to fit with the beats they have composed - improvise chords, melodic riffs and percussion parts to accompany their beats and raps - rehearse and perform their creations individually or as small groups	

Listening & Responding	Traditional African songs - A Keelie; Senwa dedende; Oleo; Halimo pakashalo; Sarana; Baningati	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	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	Carl Orff – Carmina Burana	Contemporary British female electronic composers: Afrodeutsche, Shiva Feshareki, Eska Mtungwazi, Anna Meredith
Key Vocabulary	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 ,
Singing	Traditional African songs - A Keelie (call and response); Senwa dedende (canon/round); Oleo (call and response); Halimo pakashalo (Namibia); Sarana (Burkina Faso); Baningati (Cameroon)	Happy (2 vocal parts) Don't Worry Be Happy Walking on Sunshine School Play Choir songs:	You've Got a Friend (2 part harmony) Stand by Me Blinded By Your Grace (2 part harmony)	In Harmony – 3 part song 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 Leavers Assembly songs