



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
UNIT	Ourselves	Night Sky	Food	Growing	Story land	Amazing animals
I can... Vocab	<p>Explore using media and materials</p> <ul style="list-style-type: none"> -I can tap out simple repeated rhythms -I can explore and learn how sounds can be changed -I am beginning to build a repertoire of songs and dances -I can explore different sounds of instruments <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can use movement to express feelings -I can create movement in response to music -I can sing to myself and make up simple songs -I can combine movements and gestures to express and respond to feelings 	<p>Explore using media and materials</p> <ul style="list-style-type: none"> -I can listen with increased attention to sounds -I can respond to what I have heard, expressing my thoughts and feelings - I can show attention to sounds and music <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can use movement to express feelings -I can create movement in response to music -I can sing to myself and make up simple songs -I can make up rhythms -I can combine movements and gestures to 	<p>Explore using media and materials</p> <ul style="list-style-type: none"> -I can tap out simple repeated rhythms -I can explore and learn how sounds can be changed -I can explore different sounds of instruments <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can use movement to express feelings -I can create movement in response to music -I can sing to myself and make up simple songs -I can make up rhythms 	<p>Explore using media and materials</p> <ul style="list-style-type: none"> -I can tap out simple repeated rhythms -I can explore and learn how sounds can be changed I can explore different sounds of instruments <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can make up rhythms -I can use movement to express feelings 	<p>Explore using media and materials</p> <ul style="list-style-type: none"> -I can remember and sing entire song -I can sing the pitch of a tone sung by another person ('pitch match') <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can make up rhythms -I can use movement to express feelings 	<p>Explore using media and materials</p> <ul style="list-style-type: none"> -I can remember and sing entire song -I can sing the pitch of a tone sung by another person ('pitch match') <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can make up rhythms -I can use movement to express feelings - I can play instruments with increasing control to express my feelings and ideas



		express and respond to feelings				
Additional lessons	Songs, facts and feelings about ourselves Singing Assembly (JB)	Christmas Show	Stay and play session (perform to parents) Singing Assembly (JB)	Singing Assembly (JB)	Singing Assembly (JB)	Summer Show Singing Assembly (JB) Minibeast Ball
Reception						
UNIT	Ourselves	Night Sky	Food	Storyland	Growing	Amazing Animals
I can... Vocab	<p>Explore using media and materials</p> <ul style="list-style-type: none"> -I can sing songs, make music and dance -I can experiment with ways of changing the songs <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can represent my own ideas, thoughts and feelings through music -I can talk about my ideas which have led me to make music -I can talk about features of my music and movement work -I can talk about the differences between my work and others and praise the strength of others work 	<p>Explore using media and materials</p> <ul style="list-style-type: none"> -I can listen attentively and talk about music -I can make music in a range of ways, playing with sounds creatively <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can explore and engage in music making and dance -I can choose a particular movement for my own imaginative purpose 	<p>Explore using media and materials</p> <ul style="list-style-type: none"> - I can sing songs, make music and dance -I can experiment with ways of changing the songs -I can listen attentively and talk about music -I can make music in a range of ways, playing with sounds creatively <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can represent my own ideas, thoughts and feelings through music -I can talk about the differences between my work and others and praise the 	<p>Explore using media and materials</p> <ul style="list-style-type: none"> - I can sing songs, make music and dance -I can experiment with ways of changing the songs -I can listen attentively and talk about music -I can make music in a range of ways, playing with sounds creatively <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can represent my own ideas, thoughts and feelings through music -I can talk about the differences 	<p>Explore using media and materials</p> <ul style="list-style-type: none"> - I can sing songs, make music and dance -I can experiment with ways of changing the songs -I can listen attentively and talk about music -I can make music in a range of ways, playing with sounds creatively <p>Being Imaginative</p> <ul style="list-style-type: none"> - I can sign a range of well-known nursery rhymes and songs (ELG) 	<p>Explore using media and materials</p> <ul style="list-style-type: none"> - I can make music in a range of ways, playing with sounds creatively -I can sign a range of well-known nursery rhymes and songs (ELG) <p>Being Imaginative</p> <ul style="list-style-type: none"> -I can perform songs with others, and (when appropriate) try to move in time with music (ELG)



			strength of others work I can explore and engage in music making and dance	between my work and others and praise the strength of others work I can explore and engage in music making and dance		
Additional lessons	Ourselves Songs (performance recorded on Tapestry) -I can sing in a group increasingly matching the pitch and following the melody Singing Assembly (JB)	Christmas Show -I can sing in a group increasingly matching the pitch and following the melody Singing Assembly (JB)	Singing Assembly (JB)	Singing Assembly (JB)	Singing Assembly (JB)	Summer Show -I can perform songs with others, and (when appropriate) try to move in time with music Singing Assembly (JB)
Year 1						
UNIT	Hey You (Hip Hop)	Rhythm in the Way We Walk/Banana Rap (Reggae/Hip Hop)	In The Groove (Blues/Latin/Folk/Funk/Baroque/Bhangra)	Round and Round (Latin Nova Bossa/ Film music/ Big Band Jazz/Latin)	Your Imagination (Pop)	Reflect, Rewind, Replay (Western Classical)
I can... Vocab <i>Once 'I can' statements are introduced they should be continued throughout the year</i>	I can find the pulse and respond through movement/role play • I understand that pulse is the musical heartbeat • I can identify instruments and voices in a Hip Hop Song - Male vocal, bass guitar, drums, decks • I can copy and clap back	· I can find the pulse in the unit songs and respond through movement / role play • Understand that pulse is the heartbeat of music • Identify some instruments and voices in songs	Find the pulse and respond through movement/role play and dance • Understand that pulse is the musical heartbeat • Identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of	Find the pulse and respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify instruments and voices in songs • Copy and clap back rhythms • Clap	Find the pulse and respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify some instruments they use • Identify some of the instruments and voices they hear in the main unit song	Describe pieces of classical music using musical vocabulary (see Y1 vocabulary list) • Recognise and respond to features of pulse, rhythm and pitch in different pieces of classical music • Be able to describe how a piece of music makes them feel and say why • Discuss whether they like a



	<p>rhythms • I can clap own name rhythms • I can learn a Hip Hop song and sing/rap in time to the music • I can play an accompaniment to a song using 1 or 2 notes (C / C + G) • I can improvise using the notes C or C + G on tuned percussion • I can compose a simple melody using simple rhythms, choosing from the notes C + D or C + D + E. • I can start to understand how pulse, rhythm and pitch work together • I can take part in a class performance of a song with rapping, playing instruments, singing and dancing</p>	<p>– high and low voices, keyboard, bass guitar, percussion, trumpet, saxophone • Copy and clap back rhythms • Clap name and colour rhythms • Start to understand that pitch refers to high and low sounds • Rap and sing, keeping to the pulse • Learn a reggae and hip hop song off by heart • Take part in a class performance with rapping, singing, playing and movement • Look back on a recorded performance and say what they liked / how it made them feel</p>	<p>them • Copy and clap back rhythms • Clap name and food rhythms • Sing in unison in different styles and keep to the pulse • Play an accompaniment to a song using tuned percussion (1 or 2 notes: C or C + D) • Play instruments accurately and in time with the music • Improvise using tuned percussion (1 or 2 notes: C + D) • Compose a simple melody using simple rhythms, choosing from the notes C + D or C + D + E. • Take part in a class performance with singing and instruments • Appraise their own recorded performance – say what they liked best and why</p>	<p>name and animal rhythms in time to music • Perform a song in unison with actions and from memory • Play an accompaniment to a song using tuned percussion (using the notes: D or D + F + C + D) • Play instruments accurately and in time with the music • Improvise using tuned percussion (1 note: D) • Take part in a class performance of a Bossa Nova Latin style song with singing, dancing and instruments • Appraise their own performance – say what they liked best and why</p>	<p>(Keyboard, drums, bass, a female singer) • Copy and clap back rhythms • Clap name and colour rhythms in time to music • Perform a song in unison and two parts from memory • Play an accompaniment to a song using tuned percussion (using a limited range of notes: C or C + G) • Play instruments accurately and in time with the music • Improvise using tuned percussion (1 or 2 notes) • Compose a simple melody using simple rhythms (using the notes C + D or C + D + E) • Take part in a class performance of a pop song with singing, movement and instruments • Appraise their own final performance – say what they liked best and why</p>	<p>piece of music and say why • Identify some instruments/voice types heard in different pieces • Understand where a piece of music and a composer fits on a history of music timeline • Understand that music can sometimes tell a story or create images and start to describe how different effects are created</p>
<p>Additional lessons</p>	<p>Harvest Assembly</p>	<p>Christmas Show</p>				



		-I can follow a conductor or band leader - I can perform demonstrating good posture				
Year 2						
UNIT	Hands, Feet, Heart (South African Styles)	Ho Ho Ho (Christmas/Big Band/Motown/Elvis)	I Wanna Play In A Band (Rock)	Zootime (Reggae)	Your Imagination (Friendship Music) -Linked to Anti-Bullying	Reflect, Rewind, Replay (Western Classical)
I can... Vocab <i>Once 'I can' statements are introduced they should be continued throughout the year</i>	Find the pulse in different pieces and respond through movement • Understand that pulse is the heartbeat of music • Recognise that pulse is different to rhythm • Clap back rhythms / clap word rhythms based on names, colours, animals...etc. • Recognise how songs are sometimes structured – e.g. verse/chorus, question and answer.... etc. • Play instrumental parts in time and with accuracy using 3 notes (G, A + C) • Improvise	Find the pulse in different pieces and respond through actions/ dance / rap • Understand that pulse is the heartbeat of music • Recognise that pulse is different to rhythm • Clap back rhythms / clap word rhythms based on names, colours, animals...etc. • Sing and rap together in time to the music • Learn to sing a Christmas song incorporating rap and	• Find the pulse in rock music and respond through movement/actions (try to reflect rock style) • Recognise that pulse is different to rhythm • Copy and clap back rhythms whilst moving to music • Clap name and colour rhythms in time with the music • Sing a rock song in unison from memory and in time with the music • Play instrumental parts in time and with accuracy using 2 notes (D and C) • Improvise with one note (F) •	Find the pulse in reggae music and respond through movement, actions and role play • Recognise that pulse is different to rhythm • Copy and clap back rhythms whilst moving to music • Clap name and colour rhythms in time with the music • Identify high and low sounds when listening, singing or playing and know that this is pitch • Know that we add pitch to pulse and rhythm when	Find the pulse and respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify some instruments they use • Identify some of the instruments and voices they hear in the main unit song (Keyboard, drums, bass, a female singer) • Copy and clap back rhythms • Clap name and colour rhythms in time to music • Perform a song in unison and two parts from memory • Play an accompaniment to a song using tuned percussion (using a	Describe pieces of classical music using musical vocabulary (see Y2 vocabulary list) • Recognise and respond to features of pulse, rhythm and pitch in pieces of classical music by different composers and from different eras • Be able to describe how a piece of music makes them feel and say why • Discuss whether they like a piece of music and say why • Identify some instruments/voice types heard in different pieces • Understand where a piece of music and a composer fits on a history of music timeline • Understand that music can sometimes tell a



	<p>with one note (C) • Compose a simple melody using simple rhythms and perform it (use notes C + D or C + D + E) • When listening, recognise and name at least 2 instruments • Identify high and low sounds when listening, singing or playing and know that this is pitch • Learn a South African song from memory • Comment on music they are introduced to / their own musical performances – say what they like/ don't like and how the music makes them feel</p>	<p>improvisation • Play instrumental parts in time and with accuracy using 3 notes (G + A + B) • Improvise with words to a backing track • Identify high and low sounds when listening, singing or playing and know that this is pitch • Start to understand how pitch, pulse and rhythm work together when singing and playing instruments • Recognise and name some of the instruments/ voice types they hear • Comment on music they are introduced to / their own musical performances – say what they like/ don't like and how the music makes them feel</p>	<p>Compose a simple melody using simple rhythms and perform it (up to 3 notes: F, G and A) • Identify high and low sounds when listening, singing or playing and know that this is pitch • When listening, recognise and name some of the instruments they hear • Comment on music they are introduced to / their own musical performances – say what they like/ don't like and how the music makes them feel</p>	<p>singing or playing tuned instruments • Sing a reggae song in unison, from memory and in time with the music • Create actions and dance moves to reflect the style of reggae • Play instrumental parts in time and with accuracy using 1 or 2 notes (C + D) • Improvise using 1 or 2 notes (C + D) • Compose a simple melody using simple rhythms and perform it (using C + D) • When listening, recognise and name some of the instruments they hear • Comment on music they are introduced to / their own musical performances – say what they like/ don't like and how</p>	<p>limited range of notes: C or C + G) • Play instruments accurately and in time with the music • Improvise using tuned percussion (1 or 2 notes) • Compose a simple melody using simple rhythms (using the notes C + D or C + D + E) • Take part in a class performance of a pop song with singing, movement and instruments • Appraise their own final performance – say what they liked best and why</p>	<p>story or create images and start to describe how different effects are created</p>
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				the music makes them feel		
Additional lessons		Christmas Show -I can use my voice expressively -Practise, rehearse and present a performance			Sing, Sing, Sing -I can sing a song in two parts - I can use my voice expressively -Practise, rehearse and present a performance	
Year 3						
UNIT	Let Your Spirit Fly (R&B/Western/Classical /Musical/Motown/Soul)	Three Little Birds (Reggae)	Percussion Project		The Dragon Song- (Music from around the world/Funk/Disco)	Reflect, Rewind, Replay (Western Classical)
I can... Vocab <i>Once 'I can' statements are introduced they should be continued throughout the year</i>	Find the pulse while listening and responding • Copy back, play and create rhythmic and melodic patterns • Know the difference between pulse and rhythm • Sing in unison and in two parts from memory • Learn to sing an R&B song and identify the style – know that R&B is a mixture of Soul, Hip Hop and Gospel • Play instrumental parts with accuracy, keeping to the pulse • Play by ear,	Know the difference between pulse and rhythm • Copy back, play and create rhythmic and melodic patterns • Sing a Reggae song in unison and from memory • Play instrumental parts with accuracy, keeping to the pulse (using the notes G + A) • Improvise using tuned percussion	• Recognise the difference between pulse and rhythm • Develop playing skills using the glockenspiel: o Follow the directions of a musical leader o Handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc o Play in time with the music and each other o Learn to play the notes C, D, E, and F o Play a selection of tunes from memory / following the note names o Start to recognise how music can be notated on a staff • Improvise to a blues track using the notes C and D • Help to create a composition using the glockenspiels and notes C, D, E, and F • Take part in a class performance and make musical decisions about what should be included • Appraise		Find the pulse whilst listening and responding • Know the difference between pulse and rhythm • Copy back, play and create rhythmic and melodic patterns • Sing a song in two parts and from memory • Play instrumental parts with accuracy, keeping to the pulse • Play by ear, or using notation (the note 'G') • Improvise using tuned percussion (G, or G + A) • Compose a melody using a limited range of notes and	• Describe pieces of classical music using musical vocabulary (see Y3 vocabulary list) • Know and recognise pieces by classical composers of different eras (Robert Morton, Francois Couperin, Franz Joseph Haydn, Franz Liszt, Claude Debussy, Kenny Wheeler) • Build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (focus on texture, dynamics, tempo, rhythm and pitch) • Be able



	<p>or using notation (using the notes C + F + G) • Improvise using one or two notes (C or C + D) • Compose a melody using a limited range of notes and simple rhythms (C, D + E) • Identify a piece's structure (e.g. introduction, verse, chorus) • Recognise instruments/voices heard in songs and instrumental pieces - male/female voices, bass, drums, guitar, keyboard, synthesizer, orchestral instrumentals • Contribute to a class performance through singing, playing, improvising, or performing a composition • Appraise their own performances / the music of others and say how it makes them feel</p>	<p>(1 or 2 notes: C or C + D) • Compose a melody using a limited range of notes (C, D + E) and simple rhythms • Identify some of the style indicators of Reggae music • Identify a piece's structure (e.g. introduction, verse, chorus) • Recognise instruments/voices heard in songs and instrumental pieces - Bass, drums, electric guitar, keyboard, organ, male, backing vocals • Contribute to a class performance through singing, playing, improvising, or performing a composition • Appraise their own performances / the music of</p>	<p>their own performance, say what they liked/didn't like and why</p> <p>Notation -I am developing my understanding of written notation</p> <p>-I can perform using tuned and untuned instruments</p>	<p>simple rhythms (G, A + B) • Identify the themes of different songs and describe how lyrics can tell a story • Recognise instruments/voices heard in songs and instrumental pieces - Keyboard, drums, bass, female/male voices...etc. • Contribute to a class performance through singing, playing, improvising, or performing a composition • Appraise their own performances / the music of others and say how it makes them feel</p>	<p>to describe how a piece of music makes them feel and why • Discuss whether they like a piece of music and say why • Identify instruments/voice types heard in different pieces • Understand where a piece of music fits on a history of music timeline • Identify examples of storytelling in music and describe how particular effects are created</p>
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		others and say how it makes them feel				
Additional lessons				Easter Show -I can perform to an audience		
Year 4						
UNIT	Mamma Mia Abba (80's Pop)	Glockenspiel Work	Stop! (Grime/Classical/Tang o /Bhangra/Latin infusion)	Lean On Me (Gospel)	Black Bird (1960's Pop)	Reflect, Rewind, Replay (Western Classical)
I can... Vocab <i>Once 'I can' statements are introduced they should be continued throughout the year</i>	Know the difference between pulse and rhythm and be able to keep the internal pulse · Copy back, play and invent rhythmic and melodic patterns with increasing accuracy · Sing a pop song in unison with an awareness of others and of being in tune · Play an instrumental part on the glockenspiel (or another instrument being learned) with accuracy and in time · Play by ear, or from	Recognise the difference between pulse and rhythm • Further develop playing skills using the glockenspiel: o Follow the directions of a musical leader o Handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc. o Play in time with the music and each other o learn	now the difference between pulse and rhythm and be able to keep the internal pulse · Copy back, play and invent rhythmic and melodic patterns with increasing accuracy · Sing and rap a Grime song in unison and in parts with an awareness of others · Sing and rap with an awareness of the message and	Know the difference between pulse and rhythm and be able to keep the internal pulse · Copy back, play and invent rhythmic and melodic patterns with increasing accuracy · Sing a Gospel song in unison with an awareness of others and of being in tune · Sing with an awareness of	Know the difference between pulse and rhythm and be able to keep the internal pulse · Copy back, play and invent rhythmic and melodic patterns with increasing accuracy · Sing a Beatles song in unison with an awareness of others and of being in tune · Sing with an awareness of mood · Play an	Describe pieces of classical music using musical vocabulary (see Y4 vocabulary list) · Know and recognise pieces by classical composers of different eras (Early music – anon. C13th, Handel, Beethoven, Wagner, Gershwin and Philip Glass) · Build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (focus on texture, dynamics, tempo,



	<p>notation, using the note(s) 'G' or G + A · Improve using the note 'G' · Compose a simple melody using simple rhythms and use it as part of the performance (using the notes: G, A + B). · Identify the structure of a song · Identify the instruments and types of voices heard in an ABBA song (Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums) · Identify some of the style indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary · Contribute to a class performance by singing, playing a notated part,</p>	<p>more complex rhythm patterns o Revise and play the notes C, D, E, F + G. o Play a selection of tunes from memory / following the note names o Recognise how music can be notated on a stave • Compose using the notes C + D + E • Contribute to a class performance by playing a notated part, improvising or sharing a composition • Describe their thoughts and feelings about a performance – i.e. what went well / could be improved?</p>	<p>mood of a song · Improve and/or compose own rapped lyrics about bullying or another suitable class chosen theme · Improve on tuned percussion using one or two notes (C + D) · Identify the structure of a song · Identify the instruments and types of voices heard in a song (digital/electronic sounds, turntables, synthesizers, drums) · Identify some of the style indicators of different pieces and start to describe music using musical vocabulary · Talk about how and</p>	<p>mood · Play an instrumental part on the glockenspiel (or another instrument being learned) with accuracy and in time · Play by ear, or from notation, using a limited number of notes (C + F) · Improve using the note 'F' · Compose a simple melody using simple rhythms and use it as part of the performance (using the notes: F, G + A) · Identify the structure of a song · Identify the instruments and types of voices heard in a song (male vocal, backing</p>	<p>instrumental part on the glockenspiel (or another instrument being learned) with accuracy and in time · Play by ear, or from notation, using a limited number of notes (C + D) · Improve using a limited number of notes (C or C + D) · Compose a simple melody using simple rhythms and use it as part of the performance (using the notes: C, D + E) · Identify the instruments and types of voices heard in a Beatles song (Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion,</p>	<p>rhythm and pitch) · Be able to describe how a piece of music makes them feel and why · Discuss whether they like a piece of music and say why · Identify instruments/voice types heard in different pieces · Understand where a piece of music fits on a history of music timeline · Identify examples of storytelling in music and describe how particular effects are created</p>
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	<p>improvising or sharing a composition · Describe their thoughts and feelings about a performance – i.e. what went well / could be improved?</p>		<p>where the musical dimensions are working together in different pieces · Contribute to a class performance by singing, improvising or performing composed rap lyrics · Describe their thoughts and feelings about a performance – i.e. what went well / could be improved?</p>	<p>vocal, piano, bass, drums, organ. · Identify some of the style indicators of Soul and Gospel music and start to describe music using musical vocabulary · Talk about how and where the musical dimensions are working together in different pieces · Contribute to a class performance by singing, playing a notated part, improvising or sharing a composition · Describe their thoughts and feelings about a performance – i.e. what went well / could be</p>	<p>birdsong) · Identify the theme(s) of a song and discuss the meaning of the lyrics/ the story being told · Identify some of the style indicators of Beatles songs and start to describe music using musical vocabulary · Talk about how and where the musical dimensions are working together in different songs · Contribute to a class performance by singing, playing a notated part, improvising or sharing a composition · Describe their thoughts and feelings about a performance – i.e. what went well /</p>	
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				improved?	could be improved?	
Additional lessons	Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts Class orchestra	Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts Class orchestra	Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts Class orchestra	Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts Class orchestra	Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts Class orchestra	Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts Class orchestra
Year 5						
UNIT	Livin' On A Prayer (Rock)	Classroom Jazz (Jazz)	Make You Feel My Love (Pop Ballads)	The Fresh Prince of Bel-Air (Hip-hop)	Dancing In The Street (Motown)	Reflect, Rewind, Replay (Western Classical)
I can... Vocab <i>Once 'I can' statements are introduced they should be continued throughout the year</i>	Find and keep an internal pulse · Copy back rhythms and pitches · Respond rhythmically and melodically through question and answer activities · Sing in unison with an awareness of being in tune, of other singers in the group and the mood of a	Play instrumental parts accurately and in time with a song or backing track · Play by ear and from notation in Bossa Nova style (G + A + B) and Swing style (D + E + G + A + B) · Improvise using	Find and keep an internal pulse · Copy back rhythms and pitches · Respond rhythmically and melodically through question and answer activities · Sing in unison with an awareness of being in tune, of other singers in the group and a song's mood · Follow the	nowledge, Skills and Understanding: • Find and keep an internal pulse • Copy back rhythms and pitches • Respond rhythmically and melodically through question and answer activities • Sing and rap in unison or in parts with an awareness of other performers • Follow the directions of a	Find and keep an internal pulse · Copy back rhythms and pitches · Respond rhythmically and melodically through question and answer activities · Sing in two parts with an awareness of other performers · Follow the directions of a musical leader and	- Describe pieces of classical music using musical vocabulary (see Y5 vocabulary list) · Know and recognise pieces by classical composers of different eras (Traditional Early music, Purcell, Beethoven, Chopin, Ives and Steve Reich) · Build upon knowledge of the



<p>song · Follow the directions of a musical leader and sing a rock song from memory · Play instrumental parts accurately and in time · Play by ear and from notation (3 notes: G + A + B) · Improvise using instruments within the context of a song (1 or 2 given notes: G + A) · Compose a melody using simple rhythms (choice of 3 notes: G + A + B) · Identify the structure of a rock song · Identify the instruments and voices heard in rock songs (e.g. Lead vocal, electric guitar, bass guitar, drums, keyboard) · Identify some style indicators of rock songs · Know that pulse, rhythm,</p>	<p>instruments in a Bossa Nova style (3 notes: G + A + B) · Improvise using instruments in a Swing style (up to 5 notes: D + E + G + A + B) · Identify and describe the structures of a three note Bossa Nova and five note Swing piece · Identify instruments used in Bossa Nova and Swing pieces · Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting ·</p>	<p>directions of a musical leader and sing a pop ballad from memory · Play 2 note instrumental parts accurately and in time, both by ear and from notation (C + D) · Improvise using instruments within the context of a song (1 or 2 given notes: C + D) · Compose a melody using simple rhythms (based around 3 notes: C + D + E) · Identify the structure of a pop ballad · Identify the instruments and voices used in a pop ballad (strings, piano, guitar, bass, drums) · Identify some of the style indicators of pop ballads · When listening to a song,</p>	<p>musical leader and sing/rap a Hip Hop song from memory • Play a 2 note instrumental part accurately and in time, both by ear and from notation (D + A or G + A) • Improvise using instruments within the context of a song (2 given notes: D + E) • Compose a melody using simple rhythms (based around 3 given notes: D + E + F) • Identify the structure of a Hip Hop song • Identify the instruments/voices used in a Hip Hop song (loops, samples, decks, scratching, drums, bass, synthesizer, rapper) • Identify some of the style indicators of Hip Hop • When</p>	<p>sing a Motown song from memory · Play a 1 or 2 note instrumental part accurately and in time, both by ear and from notation (F or F + G) · Improvise using instruments within the context of a song (1 or 2 given notes: D or D + E) · Compose a melody using simple rhythms (based around 3 given notes: C + D + E) · Identify the structure of a Motown song · Identify the instruments/voices used in a Motown song: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet,</p>	<p>interrelated dimensions of music and demonstrate an understanding of how they work together (pulse, rhythm, pitch, tempo, dynamics, texture and structure) · Be able to describe how a piece of music makes them feel and why · Discuss whether they like a piece of music and say why · Identify instruments/voice types heard in different pieces · Understand a piece of music in its historical context and be able to place it in its correct space and time on a musical timeline · Identify imagery</p>
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	<p>pitch, tempo, dynamics, texture and structure work together to make music sound interesting · Take part in a performance through singing, playing, improvising or showcasing composition work · Appraise a performance, discussing what went well and how it could be improved · Discuss music using musical terms</p>	<p>Identify the style indicators of Bossa Nova and Swing and discuss music using musical terms · Understand the historical and geographical contexts of Jazz, Bossa Nova and Swing · Take part in a performance by playing a prepared instrumental part or improvising · Appraise a performance, discussing what went well and what could be done to improve it</p>	<p>comment on tempo, dynamics and texture · Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting · Contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions · Appraise a performance, discussing what went well and how it could be improved · Discuss music using musical term</p>	<p>listening to a song, comment on tempo, dynamics and texture • Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting • Contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions • Appraise a performance, discussing what went well and how it could be improved • Discuss music using musical terms</p>	<p>trombone and sax). · Identify some of the style indicators of Motown · When listening to a song, comment on tempo, dynamics and texture · Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting · Contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions · Appraise a performance, discussing what went well and how it could be improved · Discuss music using musical terms</p>	<p>and storytelling in music and describe how particular effects are created</p>
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Additional lessons	Class orchestra I can perform in solo/ensemble contexts	Class orchestra I can perform in solo/ensemble contexts	Class orchestra I can perform in solo/ensemble contexts	Class orchestra I can perform in solo/ensemble contexts	Class orchestra I can perform in solo/ensemble contexts	Class orchestra I can perform in solo/ensemble contexts
Year 6						
UNIT	Happy (Pop/Motown)	Classroom Jazz (Jazz/Latin/Blues)	Voice In A Million Gospel/Bhangra	You've Got A Friend (Carol King)	Music and Me (Female artists. Contemporary Music and identity)	Y6 Showcase Reflect, Rewind, Replay (Western Classical)
<p>I can... Vocab</p> <p><i>Once 'I can' statements are introduced they should be continued throughout the year</i></p>	<p>Find and keep an internal pulse · Copy back rhythms and pitches · Respond rhythmically and melodically through question and answer activities · Sing in two parts with an awareness of being in tune, of other singers in the group and the mood of a song · Follow the directions of a musical leader and sing a song from memory · Play instrumental parts accurately and in</p>	<p>Find and keep an internal pulse • Play instrumental parts by ear and using notes (Bacharach Anorak: notes of the C major scale and Meet the Blues: C, Bb, G, F+ C) • Improvise using instruments in a Jazz style (up to 5 notes: C, D, E, F, G) and Blues style (3 notes: C, Bb, G) • Compose a Blues piece using instruments (3 notes: C, Bb, G), starting and</p>	<p>Listen</p> <p>-I can appreciate and understand a wide range of music drawn from different traditions</p>	<p>-I can find and keep an internal pulse • Copy back rhythms and pitches • Respond rhythmically and melodically through question and answer activities • Sing in unison with an awareness of being in tune, of other singers in the group and the mood of a song • Follow the directions of a musical leader and sing a song from memory • Play instrumental parts</p>	<p>K</p> <p>now and talk about the fact that we each have a musical identity and discuss the musical identities of different female artists. Discuss: Ø How do they each go about creating music? Ø How has creating music helped them to build their confidence? Ø How</p>	<p>· Describe pieces of classical music using musical vocabulary (see Y6 vocabulary list) • Know and recognise pieces by classical composers of different eras (Traditional early music, Lully, Mozart, Schubert, Hindemith and Nitin Sawhney) • Build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (pulse, rhythm, pitch, tempo, dynamics, texture and structure) • Be able to describe how a piece of music makes them feel and why • Discuss whether they</p>



	<p>time · Play by ear and from notation (choosing a 2 or 3 note part: A + G or A, G + B) · Improvise using instruments within the context of a song (1 or 2 given notes: A + G) · Compose a melody using simple rhythms (3 notes: A, G + B) · Describe the style indicators and structure of a pop/neo soul song · Identify instruments and voice types heard in songs · Discuss how the musical dimensions work together in a piece of music (know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting) · Talk about how a song or performance makes</p>	<p>ending on the home note • Notate a Blues composition using note names and / or staff notation • Identify the style indicators of Jazz and Blues music • Describe the structures of selected Jazz and Blues pieces • Identify the instruments/voices they hear in Jazz and Blues pieces • Talk about how the musical dimensions work together in Jazz and Blues music to make an interesting sound (pulse, rhythm, pitch, tempo, dynamics, texture and structure) • Understand the historical and geographical contexts of Jazz and Blues • Take</p>		<p>accurately and in time • Play by ear and from notation (choosing a 3 or 4 note part: G, A + B, or C, D, E + F) • Improvise using instruments within the context of a song (1 or 2 given notes: A or A + G) • Compose a melody using simple rhythms (3 notes: A, G + E) • Describe the style indicators and structure of a Carole King pop song • Identify instruments and voice types heard in songs • Discuss how the musical dimensions work together in a piece of music (know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound</p>	<p>do you know that making music and performing makes them happy? ∅ What do they say about themselves through their music? · Compare pieces/songs by different artists, talking about what stands out musically in each of them, their similarities and differences. · Identify any instrumental sounds and voice types recognised in different artists' music · Talk about how a piece of music makes them feel using musical vocabulary · Express opinions about a piece of music and say why they did/didn't like it using musical terms · Create a composition, either independently or working as part of</p>	<p>like a piece of music and say why • Identify instruments/voice types heard in different pieces • Understand a piece of music in its historical context and be able to place it in its correct space and time on a musical timeline • Identify imagery and storytelling in music and describe how particular effects are created</p>
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	<p>them feel using musical vocabulary · Take part in a performance through singing, playing, improvising or performing composition work · Appraise a performance, discussing what went well and how it could be improved</p>	<p>part in a performance by playing a prepared instrumental part, improvising, or performing compositions • Appraise a performance, discussing what went well and what could be done to improve it</p>		<p>interesting) • Talk about how a song or performance makes them feel using musical vocabulary • Take part in a performance through singing, playing, improvising or performing composition work • Appraise a performance, discussing what went well and how it could be improved</p>	<p>a group, based on the theme of musical identity (Music and Me) · Draw upon existing skills and knowledge to aid musical decision making – i.e. which beats, instruments, tools or APPS to use when composing · Compose song or RAP lyrics · Introduce and take part in a group performance of a composition and be able to say how they have put their own identity into the music · Appraise their own and others’ performances, discussing what went well and how they could be improved</p>	
Additional lessons			<p>Voice in a million practise -I can perform in ensemble contexts using expression</p>	<p>Voice In A Million performance -I can perform in ensemble contexts using expression</p>		<p>Y6 Showcase -I can perform in solo or ensemble contexts using control, expression and accuracy</p>