

Music Medium Term Plan

Using Development Matters: Expressive Arts and Design						
Year Group	Term	Termly Focus	Enquiry questions	Progression of Music skills	Knowledge of Music skills	Vocabulary
EYFS	Autumn Term	<p><u>Me!</u></p> <p>Singing Together</p> <p><u>Christmas Performance</u></p> <p>Singing Skills</p>	<p>Can I sing songs and Nursery Rhymes from memory?</p> <p>Can I add action to songs and Nursery Rhymes?</p> <p>Can I begin to find and move to the pulse?</p> <p>Can I retell the Christian Christmas story through actions and song?</p>	See EYFS Planning on a Page for Expressive Arts		
	Spring Term	<p><u>Naughty Bus!</u></p> <p>Composition skills</p> <p><u>Our World</u></p>	<p>Can I explore and create music using classroom instruments?</p> <p>1) Can I Listen and Respond to different styles of music?</p> <p>2) How will I create my own music using my voice and classroom instruments?</p> <p>3) Can I sing and play - nursery rhymes and action songs?</p> <p>4) Can I share and perform to an audience?</p>	See EYFS Planning on a Page for Expressive Arts		
	Summer Term	<p><u>Sandiway and Cuddington Gala Day Performance</u></p> <p>Developing performance skills</p> <p><u>Under The Sea</u></p> <p>Soundscapes</p>	<p>Can I sing in a group and match the pitch?</p> <p>Can I perform to a large audience?</p> <p>1) Can I listen and respond to different musical styles and say how they make me feel?</p> <p>2) Can I name instruments I can hear?</p> <p>3) Can I use musical words to describe a song?</p> <p>5) Can I sing, play and stop together by following the leader?</p>	See EYFS Planning on a Page for Expressive Arts		

Using the Charanga and SL Planning on a Page

Year Group	Term	Key question	Enquiry questions	Progression of Music skills	Progression of Music knowledge	Vocabulary
Year One	Autumn Term	<u>In The Groove</u> Can I use musical words to describe the music I listen to?	1) Can I move to the pulse ? Can I copy back and create rhythm patterns? 3) What do I know about the style of music we have been listening to? 5) Can I play my instrument to the pulse of the music? 6) Can I appraise our performance using musical words?	Children can: Listening and Appraising <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Activities/Games <ul style="list-style-type: none"> Game 1 – Find the Pulse! Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 – Rhythm Copy Back- Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la Singing <ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their 	Children know: <ul style="list-style-type: none"> 5 songs off by heart. What the songs are about. Recognise the sound and names of some of the instruments they use That music has a steady pulse, like a heartbeat. That we can create rhythms from words, our names, favourite food, colours and animals. 	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise , perform, groove
		<u>Christmas Performance</u> What skills do I need to become a confident performer?	1) Why is it important to warm up the body before singing and how can I do this? 2) How does the music make you feel? 3) Can I lead a vocal warm up?	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their 	<ul style="list-style-type: none"> How to sing or rap five songs from memory and sing them in unison 	Vocal warm up, sirening, breath, ears, eyes, enunciate, diction, posture, energy, expression, conductor, audience

		<p>4) Can I explain what the song is about and begin to perform with awareness of others?</p> <p>5) How will dynamics change my performance?</p> <p>6) Can I appraise my own work and others?</p>	<p>voices – you can rap or say words in rhythm.</p> <ul style="list-style-type: none"> Learn to start and stop singing when following a leader <p>Improvisation</p> <ul style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. <p>Composition</p> <ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. <p>Performance</p> <ul style="list-style-type: none"> Perform a song they have learnt Choose to add their ideas to the performance. Record the performance and say how they felt about it. 	<ul style="list-style-type: none"> That improvisation is about making up your own tunes on the spot that has never been heard before. It is not written down and belongs to them. That composing is like writing a story with music. That a performance is sharing music with other people, called an audience. 	
Spring Term	<p><u>Hey You!</u></p> <p>How do pulse, rhythm and pitch work together?</p>	<p>1) Can I copy back a rhythm pattern accurately?</p> <p>2) Can I say what this style of music is called? Hip Hop</p> <p>3) Can I sing back the pitch accurately?</p> <p>4) Can I name some instruments in the song?</p>	<p>Children can:</p> <ul style="list-style-type: none"> Copy back rhythm patterns with accuracy. Begin to identify the main features of Hip Hop music. 	<p>Children know:</p> <ul style="list-style-type: none"> That we can create rhythms from words, our names, favourite food, colours and animals. 	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform</p>

	<p><u>Round and Round</u> How will I show that I understand musical words?</p>	<p>5) Can I perform my song then say what went well and what I could do better using musical words?</p> <p>1) Can I listen with concentration and talk about the song using the correct musical language? 2) Can I complete the musical challenges? 3) Describe the unit song using musical vocabulary</p>	<ul style="list-style-type: none"> Name instruments being played. Perform together to an audience and say what went well using musical Find and move to the pulse Identify instruments and voices in the song Copy and clap back rhythms Clap the rhythm of their name, favourite animal, make up their own rhythms Play instruments using up to three notes – D or D, F, C + D. Improvise using the notes D + E: Challenge 1 Clap and Improvise Challenge 2 Sing, Play and Improvise Challenge 3 Improvise 	<ul style="list-style-type: none"> That Hip Hop music includes rapping and singing. The names of a range of instruments (drums, electric keyboard, guitar, That a performance is sharing music with other people, called an audience. The pulse is the heartbeat of the music. That we can create rhythms from words, our names, favourite food, colours and animals. That they can play an instrument repeating 3 notes, this is called a riff. That improvisation is about making up your own tunes on the spot that has never been heard before. It is not written down and belongs to them. Pitch is high and low sounds 	<p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience</p>
Summer Term	<p><u>Imagination</u> How can music paint a picture in our minds?</p>	<p>1) Can I listen with concentration and talk about the song using the correct musical language? 2) Compare two songs. How are the songs different/ similar? What did you imagine? 3) Can I improvise with the song? (Sing and play) 4) Can I perform the song and talk about what I have learned?</p>	<p>Children can;</p> <ul style="list-style-type: none"> Listen and appraise a piece of music giving detailed responses to musical features. Compare two songs using correct musical vocabulary. Use their imagination to add expression. Clap and Improvise – Listen and clap back, 	<p>Children know:</p> <ul style="list-style-type: none"> The structure of the piece, name the instruments being played, the vocal arrangements and style of music is Improvisation is about making up your own tunes on the spot. When someone improvises, they make 	<p>Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>

		Sandiway and Cuddington Gala Day Performance	<p>then listen and clap your own answer (rhythms of words).</p> <ul style="list-style-type: none"> • Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • Improvise! – Take it in turns to improvise using one or two notes. 	<p>up their own tune that has never been heard before. It is not written down and belongs to them.</p> <ul style="list-style-type: none"> • Everyone can improvise! 	
	Singing Playgrounds Multi- cultural singing games Can I learn to sing in a different language?	1) Can I learn to sing songs and move to the pulse? 2) Can I begin to understand the main features of a singing playground game? 3) Can I begin to learn songs in a different language and understand what they mean? 4) Can I explain the difference between a song and a chant? 5) Can I compose my own playground game and rhyme?	<ul style="list-style-type: none"> • Use call and response to learn new songs. • Identify between a song and chant, • Learn lyrics in another language. • Compare a range of Singing Playground games • Create their own game and lyrics. 	<ul style="list-style-type: none"> • That music has a steady pulse, like a heartbeat • Some playground rhymes are sung or chanted. • That the features of most Singing Playground games are; -Sung or chant -Have actions -Involve more than one person. -Are repetitive -Are fun! • That lyrics and actions can be changed to create a new game. know 	Chant, song, game, rhythm, pulse, actions, repeat, progressive, Ghana, Folk song

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Year Two	Autumn Term	<u>Hands, Feet and Heart</u> Can I compare different styles of music and use musical language to describe them? This unit is about South Africa and South African music	1) Can I Listen and Appraise the Hands, Feet, Heart song that celebrates South African music? 2) Can I learn to sing the song? 3) Can I play an instrument with the song? 4) Can I improvise my own riff with the song? 1) Why is it important to warm up the body before singing?	Children can: <ul style="list-style-type: none"> • Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • Learn how songs can tell a story or describe an idea. • Clap and Improvise – Listen and clap back, then listen and clap 	Children know; <ul style="list-style-type: none"> • That some songs have a chorus or a response/answer part. • That songs have a musical style. • That music has a steady pulse, like a heartbeat. • That we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. 	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

		<p>2) Can I describe the Tempo and say how the music and lyrics make me feel?</p> <p>3) Can I learn lyrics using call and response?</p> <p>4) Can I explain what the song is about and begin to perform with awareness of others?</p> <p>5) What are the main features of a good performer? Five E's</p> <p>6) Can I appraise my own work and others?</p>	<p>your own answer (rhythms of words).</p> <ul style="list-style-type: none"> • Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> • We add high and low sounds, pitch, when we sing and play our instruments. • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. 	
	<p><u>Christmas Performance</u> How can we learn to sing songs from memory?</p>	<p>1) Why is it important to warm up the body before singing?</p> <p>2) Can I describe the Tempo and say how the music and lyrics make me feel?</p> <p>3) Can I learn lyrics using call and response?</p> <p>4) Can I explain what the song is about and begin to perform with awareness of others?</p> <p>5) What are the main features of a good performer? Five E's</p> <p>6) Can I appraise my own work and others?</p>	<ul style="list-style-type: none"> • Learn about the voice and how to improve the tone by completing vocal warm up's. (high and low). • Use good diction to tell the story of the song well. • Learn to start and stop singing when following a leader • Use the five E's to become a good performer. • Add actions and movement to add interest to a performance. 	<ul style="list-style-type: none"> • That using sirening, vowel production and scales help to prepare the voice for singing. • That using five key skills help them to become a confident performer; -Eyes to connect with the audience & follow the conductor. -Ears to listen to the music and those around them. -Energy & Expression to add interest to a performance. -Enunciate- to pronounce the words carefully to get the story across. 	<p>Vocal warm up, sirening, ears, eyes, enunciate, diction, posture, energy, expression, conductor, audience</p>
Spring Term	<p><u>I Wanna Play in A Band</u> What are the main features of Rock music?</p> <p>This unit is about playing together in a band and rock music</p>	<p>1) Which instruments/voices you can hear in the song?</p> <p>2) What are the main features of Rock music?</p> <p>3) Can you compose a simple melody using a simple rhythm pattern using two notes?</p> <p>4) Can you sing and perform the song in the style of Rock music?</p> <p>5) How do you feel about your performance?</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Enjoy moving to music • Learn how songs can tell a story or describe an idea. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. • Choose a song they have learnt from the Scheme and perform it. 	<p>Children know:</p> <ul style="list-style-type: none"> • Know five songs off by heart. • know some songs have a chorus or a response/answer part. • Know that songs have a musical style. • Composing is like writing a story with music. • Everyone can compose. 	<p>Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>

	<p><u>Zoo Time</u> What are the main features of Reggae music?</p>	<p>1) How will you move to the pulse of the music? 2) Which instruments/voices can you hear? 3) Can you copy back a rhythm pattern accurately? 4) What does the musical word pitch, Pulse, Rhythm, Tempo mean? 5) How do you feel about your performance?</p>	<ul style="list-style-type: none"> • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. • Copy back rhythm patterns accurately with voice, hand or instrument. • Use musical vocabulary with accuracy. <p>Children can:</p> <ul style="list-style-type: none"> • Enjoy moving to music • Learn how songs can tell a story or describe an idea. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. • Copy back rhythm patterns accurately with voice, hand or instrument. • Use musical vocabulary with accuracy. 	<ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. <p>Children know:</p> <ul style="list-style-type: none"> • Know five songs off by heart. • know some songs have a chorus or a response/answer part. • Know that songs have a musical style. • Composing is like writing a story with music. • Everyone can compose. • Composing is like writing a story with music. • Everyone can compose • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. 	<p>Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>
Summer Term	<p>Prior Learning • <u>Body Percussion</u> How can I use my body to create music?</p>	<p>1) Using different parts of my body, can I find and maintain the pulse? 2) Using different parts of my body, can I create a rhythm pattern saying my full name/ favourite food? 3) Can I contribute to a whole class body percussion composition? 4) Can I practise to improve my own performance saying what I am most proud of and why? Sandiway and Cuddington Gala Day Performance</p>	<ul style="list-style-type: none"> • Find and maintain the pulse. • Explore different parts of the body to create different sounds and rhythm patterns on. • Use symbols to represent an action and its value (beats) • Contributes ideas for a whole class composition. 	<ul style="list-style-type: none"> • That the pulse is a steady beat that doesn't change speed. • Understand that a rhythm pattern can be represented by a symbol that carries a value. • That tapping the thighs, stamping and clapping create different sounds. • Composing is like writing a story with music. 	<p>Rhythm pattern, pulse, tempo, dynamics, clap, tap, stamp, unison, solo, round</p>

	<p><u>Recorder Course 1</u> Can I begin to read formal notation and use the correct finger positions on the recorder?</p>	<p>1) What are the names of musical notes that sit on the staff? 2) What are the names of the musical notes that sit in the spaces on the staff? 3) Why are notes written in different ways, what do they tell you? 4) Can I begin to learn how to read music and play the recorder with a song?</p>	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Everyone can compose • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class. 	<p>Crotchet, quaver, minim, semi breve, treble clef, staff, semibreve, rest, blow</p>
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Year Three	Autumn Term	<p>Prior learning</p> <p><u>Glockenspiel Course 1</u> How can I build on my musical skills to read notation, play, improvise and perform songs on the glockenspiel?</p>	<p>1) Can I Learn to play and read the notes C, D, E + F? 2) How will I Improvise with Dee Cee's Blues using the notes C + D? 3) Can I compose and play using the notes C, D, E + F? 4) What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were</p>	<p>Children can:</p> <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. 	<p>Children know:</p> <ul style="list-style-type: none"> • And are able to talk about: • The instruments used in class (a glockenspiel, a recorder) • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to 	<p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p>

			you proud of yourself, happy or annoyed?	<ul style="list-style-type: none">To rehearse and perform their part within the context of the Unit song.To listen to and follow musical instructions from a leader.	<ul style="list-style-type: none">one person or to each otherYou need to know and have planned everything that will be performedYou must sing or rap the words clearly and play with confidenceA performance can be a special occasion and involve an audience including of people you don't knowIt is planned and different for each occasion	
	<u>Christmas Performance</u> What skills are needed to become a confident performer?	1)Why is it important to warm up the body before singing? 2)Can I learn lyrics using call and response? 3)Can I begin to apply good performance skills to my work? 4) What makes a good performer? 5) Can I appraise my own work and other?	<ul style="list-style-type: none">Learn about the voice and how to improve the tone by completing vocal warm up's. (high and low).Use good diction to tell the story of the song well.Learn to start and stop singing when following a leaderUse the five E's to become a good performer.Add actions and movement to add interest to a performance.	<ul style="list-style-type: none">That using sirening, vowel production and scales help to prepare the voice for singing.That using five key skills help them to become a confident performer; -Eyes to connect with the audience& follow the conductor. -Ears to listen to the music and those around them. -Energy & Expression to add interest to a performance. -Enunciate- to pronounce the words carefully to get the story across.	Vocal warm up, sirening, ears, eyes, enunciate, diction, posture, energy, expression, conductor, audience	
Spring Term	Prior learning <u>Three Little Birds</u> Can I talk about a famous Reggae artist and describe features of their music?	1) How did I complete the Bronze Challenge? 2) When listening and appraising Reggae music, can I say what the songs are about and how do they make me feel? 3) Which vocal skills will I use as I learn to sing Three Little Birds? 4) Can I play an instrument with the song?	<ul style="list-style-type: none">Listen and appraise songs identifying the structure, vocals and instruments.Say what the song is about.Move to and maintain the pulseApply vocal skills and breathing techniques when singing.		Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae	

	<p><u>Classroom Jazz</u> Can I play an instrument in the musical style of Jazz?</p>	<p>5) Can I compose a three-note ostinato to accompany the song?</p> <p>!) Which instruments are usually played in Jazz music? 2) What are the main features of Jazz music? 3) Can I begin to play the Bossa Nova? 4) Can I practise to improve my performance and say how I felt about my own and others work?</p>	<ul style="list-style-type: none"> • Compose a riff using three notes. • Practise, play and perform • Children can: • Learn about famous jazz performers and its place in history. • To treat instruments carefully and with respect. • Play anyone, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<p>Children know:</p> <ul style="list-style-type: none"> • The names of three Jazz artists and features of Jazz music. • About the glockenspiel • Performing is sharing music with other people, an audience • A performance can be to one person or to each other 	
Summer Term	<p>Prior learning <u>Bringing Us Together</u> What are the style indicators for Disco music?</p> <p>Can I contribute to a performance in the style of Connect It?</p>	<p>1) What instruments can I identify in this song? 2) How would you describe the structure of the song? 3) Can I compare songs and say what is similar and different? 4) Can I read formal notation to play along to the song? 5) Can I compose a riff to accompany the song?</p> <p>Sandiway and Cuddington Gala Day Performance</p> <p><u>Composer Study-</u> Anna Meredith- Connect It BBC Ten Pieces</p> <p>1) Who is Anna Meredith? 2) What are the special features of Connect It?</p>	<ul style="list-style-type: none"> • Listen and Appraise: • Find the pulse as you are listening • Identify the Instruments/voices you can hear • Do the words of the song tell a story? • Use technology to research facts about the artist being studied. • Explore the key features of the piece • Compose rhythm patterns using body percussion 	<p>Children have:</p> <ul style="list-style-type: none"> • Find, move and maintain the pulse knowing the pulse is the heart-beat of the music. • Name instruments being played and male/female solo/backing vocals. • Explain the meaning behind the song/music. • Use technology effectively. • Identify and apply canon to their composition 	<p>Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p> <p>Composer, body percussion, composition, structure, texture, rhythm patterns, genre, canon</p>

		3) Can I create body percussion rhythm patterns and contribute to a whole class performance? 4) Can you practise to improve and discuss which areas need more work and say why? 5) Can I perform to an audience with confidence and appraise my work?	<ul style="list-style-type: none"> Structure your composition with a clear beginning, middle and end. Practise and perform to an audience 	<ul style="list-style-type: none"> Knows that body percussion rhythm patterns can create music. Understands that practise will develop skill and confidence. 	
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Year Four	Autumn Term	<p><u>Ukulele</u></p> <p>First Access Program</p> <p>Can I learn to play the Ukulele?</p>	<p>What will the children learn?</p> <ul style="list-style-type: none"> To hold the ukulele correctly in both playing and resting position The names of the different parts of the ukulele The names of the four strings: G C E A Basic strumming patterns, including the thumb brush strum and the shuffle strum and finger picking The chord pattern for CC7Fmajor and A minor To read basic chord diagrams To play by ear and from chord diagrams To read rhythmic notation using crotchets, minims, paired quavers, and semibreves How basic chords are formed and how to play them as a group Basic ensemble skills, following signs and gestures from a conductor and playing together 	<p>Children can:</p> <ul style="list-style-type: none"> Show a good posture and freedom of movement- Use the right hand to deliver tone quality and dynamics. Use left hand effectively 	<p>Children know:</p> <ul style="list-style-type: none"> That to develop a balanced and relaxed posture, they must support the instrument in an appropriate manner, securely and without tension That to form stable right-hand shapes and positions and move the thumb independently of the rest of the hand How to develop a comfortable and relaxed left-hand shape that facilitates the accurate placement of fingers used 	Ukulele, strings, chords, ensemble, neck, Strum, plucking, bridge, fretboard, nut, tuning pegs, sound hole, neck, body, head.

	<p><u>Christmas Performance</u> Which skills are required to be a good performer?</p>	<p>1)Why is it important to warm up the body before singing? 2)Can I name instruments being played in the music and say how the music makes me feel? 3)Can I learn lyrics using call and response? 4)Can I begin to apply good performance skills to my work? 5) What makes a good performer? 6) Can I appraise my own work and others?</p>	<ul style="list-style-type: none">• Learn about the voice and how to improve the tone by completing vocal warm ups. (high and low).• Use good diction to tell the story of the song well.• Learn to start and stop singing when following a leader• Use the five E's to become a good performer.• Add actions and movement to add interest to a performance.	<ul style="list-style-type: none">• That using sirening, vowel production and scales help to prepare the voice for singing.• That using five key skills help them to become a confident performer; -Eyes to connect with the audience& follow the conductor. -Ears to listen to the music and those around them. -Energy & Expression to add interest to a performance. -Enunciate- to pronounce the words carefully to get the story across.	<p>Vocal warm up, sirening, ears, eyes, enunciate, diction, posture, energy, expression, conductor, audience</p>
Spring Term	<p><u>STOP!</u> What are the style indicators of Grime music?</p>	<p>1)Can I Identify the structure of the song? 2) Can I identify tempo changes, changes in dynamics and texture? 3)Can I sing and rap in unison and in parts? 4)Can I compose and perform my own rap lyrics about bullying?</p>	<p>Children can:</p> <ul style="list-style-type: none">• Confidently identify and move to the pulse.• Talk about the musical dimensions working together eg if the song gets louder in the chorus (dynamics).• Talk about the music and how it makes them feel.• Listen carefully and respectfully to other people's thoughts about the music.• Use musical words.• Sing in unison and in simple two-parts.• Demonstrate a good singing posture.• Follow a leader when singing.• Enjoy exploring singing solo.• Sing with awareness of being 'in tune'.• Rejoin the song if lost.• Listen to the group when singing.	<p>Children know;</p> <ul style="list-style-type: none">• Some of the style indicators of that song (musical characteristics that give the song its style).• The lyrics: what the song is about.• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).• Identify the main sections of the song (introduction, verse, chorus etc).• Name some of the instruments they heard in the song• That singing in a group can be called a choir• A Leader or conductor: A person who the choir or group follow• Songs can make you feel different things e.g. happy, energetic or sad• Singing as part of an ensemble or large	<p>The Interrelated Dimensions of Music (Dimensions)</p> <ul style="list-style-type: none">• Pulse – the regular heartbeat of the music; its steady beat.• Rhythm – long and short sounds or patterns that happen over the pulse.• Pitch – high and low sounds.• Tempo – the speed of the music; fast or slow or in-between.• Dynamics – how loud or quiet the music is.• Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.• Texture – layers of sound. Layers of sound working together make music very interesting to listen to.• Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.• Notation – the link between sound and symbol. <p>: Musical style, rapping, lyrics, choreography, digital/electronic sounds,</p>

	<p><u>Recorder Course</u> Can I learn to read formal notation with greater accuracy?</p>	<p>1) Can I name notes on a staff? 2) Can I name note values with increasing accuracy? 3) Can I read and apply musical rests to my recorder playing? 4) Can I learn to play a greater range of notes? 5) Can I practise to improve my performance?</p>	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a 4/5 note, simple or medium part). • Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	<p>group is fun, but that you must listen to each other</p> <ul style="list-style-type: none"> • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice 	<p>turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Blowing, tonguing, crotches, quaver, semibreve, rest</p>
Summer Term	<p><u>Lean On Me?</u> What are the main features of soul music?</p>	<p>1) Which instruments and vocal arrangement can you hear? 2) Do the words of the song tell a story? 3) Which instrumental parts can I play with the song? 4) Can I compose a simple rhythm pattern and melody choosing from the notes C, D + E or C, D, E, G + A Pentatonic scale? Sandiway and Cuddington Gala Day Performance</p>	<p>Children can;</p> <ul style="list-style-type: none"> • Identify and move to the pulse with ease. • Think about the message of songs. • Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts • Use musical words when describing the musical dimensions in the songs. • Talk about the music and how it makes you feel. • Create simple melodies using up to five different notes and simple rhythms that 	<p>Children know:</p> <ul style="list-style-type: none"> • Some of the style indicators of the songs (musical characteristics that give the songs their style) <ul style="list-style-type: none"> ◦ The lyrics: what the songs are about ◦ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ◦ Identify the main sections of the songs (intro, verse, chorus etc.) ◦ Name some of the instruments they heard in the songs ◦ The historical context of the songs. What else was going on at this time? • A composition is music that is created by 	<p>solo, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, Unison</p>

	<p><u>Composer Study</u> BBC Ten Pieces</p> <p>Composer study- Edvard Greig ,In the Hall of The Mountain King from Peer Gynt</p> <p>Can I learn facts about a famous composer?</p>	<p>1)) Who is Edvard Greig?</p> <p>2) What is the story behind the piece you are studying?</p> <p>3) Can you improvise a riff to accompany In the Hall of the Mountain King?</p> <p>4) Can I perform to an audience with confidence?</p> <p>6) Can I begin to understand the place in history of this composer and his music?</p>	<p>work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Use technology to research facts about the Composer being studied. Discuss the story behind the music. Improvise a riff to accompany the piece. Practise, play and perform to an audience with confidence. 	<p>them and written down in some way.</p> <ul style="list-style-type: none"> A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Use technology effectively to gain facts about a composer and understand their place in history. Identify the story behind the music, identifying the use of dynamics and tempo to create atmosphere. Understands that practise will develop skill and confidence. 	<p>Conductor, Name orchestral instruments; Brass- trumpet, trombone, euphonium, Woodwind; Clarinet, flute, oboe, Percussion; Kettle drums, xylophone, maraca's, cymbals String; violin, viola, cello, double bass</p>
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Year Group	Term	Key question	Enquiry questions	Progression of Music skills	Progression of Music knowledge	Vocabulary
Year Five	Autumn Term	<p><u>Livin' On A Prayer</u></p> <p>Which musical characteristics give the songs their style?</p>	<p>1) Can I name some of the instruments in the songs and explain what the lyrics are about?</p> <p>2) Can I learn an instrumental part that matches the musical challenge, from memory or using notation?</p> <p>3) Can I show different ways of writing music down? e.g. staff notation, symbols</p> <p>4) Can I compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences?</p>	<p>Children can:</p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. 	<p>Children know:</p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about 	<p>Tempo, pulse, rhythm, structure, Bass, Rock, electric guitar, strong back beat.</p>

		<p><u>Christmas Performance</u> How can we perform with confidence and skill?</p>	<p>5) Can I rehearse and perform my part within the context of the song?</p>	<ul style="list-style-type: none">• To talk about the musical dimensions working together in the Unit songs.• Talk about the music and how it makes you feel.		
		<p>1)Why is it important to warm up the body before singing? 2)Can I name instruments being played in the music and say how it makes you feel? 3)Can I learn lyrics using call and response? 4)Can I begin to apply good performance techniques to my work? 5) What makes a good performer? 6) Can I appraise my own work and others?</p>		<ul style="list-style-type: none">• Learn about the voice and how to improve the tone by completing vocal warm up's. (high and low).• Use good diction to tell the story of the song well.• Learn to start and stop singing when following a leader• Use the five E's to become a good performer.• Add actions and movement to add interest to a performance.	<ul style="list-style-type: none">• That using sirening, vowel production and scales help to prepare the voice for singing.• That using five key skills help them to become a confident performer; -Eyes to connect with the audience& follow the conductor. -Ears to listen to the music and those around them. -Energy & Expression to add interest to a performance. -Enunciate- to pronounce the words carefully to get the story across.	<p>Vocal warm up, sirening, ears, eyes, enunciate, diction, posture, energy, expression, conductor, audience</p>
Spring Term	<p>Prior learning</p> <p><u>Northwich Sings!</u> What are the benefits to singing as part of a wider community?</p>	<p>1)Can I learn lyrics and melodies through call and response? 2) Can I sing in two parts? 3) Can I sing and maintain a harmony part? 4) Can I lead a vocal warm up? 5) Can I apply the vocal and performance strategies to my performance and appraise my own work, in order to improve it in the final performance at Northwich Memorial hall?</p> <p>Sandiway and Cuddington Gala Day Performance</p>	<p>Children can:</p> <ul style="list-style-type: none">• Produce a good sound.• Lead a range of vocal warm up's.• Use good diction to tell the story of the song well.• Learn to start and stop singing when following a leader• Use the five E's to become a good performer.• Use dynamics to go effect.• Add actions and movement to add	<p>Children know:</p> <ul style="list-style-type: none">• That using sirening, vowel production and scales help to prepare the voice for singing.• That using five key skills help them to become a confident performer; -Eyes to connect with the audience& follow the conductor. -Ears to listen to the music and those around them. -Energy & Expression to add interest to a performance. -Enunciate- to pronounce the words	:	<p>Vocal warm up, sirening, ears, eyes, enunciate, diction, posture, energy, expression, conductor, audience</p>

			interest to a performance.	carefully to get the story across.	
Summer Term	<p><u>Fresh Prince of Bel Air</u> Using musical language, can I describe this style of music?</p> <p><u>Composer Study</u> John Adams – A Short ride in a fast Machine BBC Ten Pieces Can I Identify Important Musical Elements?</p>	<p>1) What are the main features of Hip Hop music? 2) Can I describe the structure of the song? 3) Can I compare two songs, explaining the differences and similarities? 4) Can I sing the song and improvise using instruments within the song. 5) Can I perform and evaluate my performance?</p> <p>1)) Who is John Adams? 2) Does the music paint a picture? 3) Can you improvise a riff to accompany In the Hall of the Mountain King?</p>	<p>Children know;</p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? <ul style="list-style-type: none"> Confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. Sing in unison and to sing backing vocals. Enjoy exploring singing solo and listen to the group when singing. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to each other and be aware of how you fit into the group. Sing with awareness of being 'in tune'. Research facts about a Composer. Discuss the story behind the music. 	<p>Children know:</p> <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? How to use technology effectively to gain facts about a composer and understand their place in history. 	<p>Old-school Hip Hop, Rap, deck, backing loops,</p> <p>Conductor, Name orchestral instruments; Brass- trumpet, trombone, euphonium, Woodwind; Clarinet, flute, oboe,</p>

		<p>4) Can you practise to improve and discuss which areas need more work and say why?</p> <p>5) Can I perform to an audience with confidence?</p> <p>6) Can I begin to understand the place in history of this Composer and his music?</p>	<ul style="list-style-type: none"> • Improvise a riff to accompany the piece. • Practise, play and perform to an audience with confidence. 	<ul style="list-style-type: none"> • Identify the story behind the music, identifying the use of dynamics and tempo to create atmosphere. • Understands that practise will develop skill and confidence. 	<p>Percussion; Kettle drums, xylophone, maraca's, cymbals</p> <p>String; violin, viola, cello, double bas</p>
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Year Group	Term	Key question	Enquiry questions	Progression of DT skills	Progression of DT knowledge	Vocabulary
Year Six	Autumn Term	<p>Happy</p> <p>What are the style indicators of the song?</p>	<p>1) Using musical vocabulary, can I explain the main features of the song?</p> <p>2) Can I describe the structure of the song?</p> <p>3) Can I improvise a riff to accompany the song?</p> <p>4) Can I play an accompaniment to the song and sing expression?</p>	<p>Children can:</p> <ul style="list-style-type: none"> • 1. Play and Copy Back <ul style="list-style-type: none"> ◦ Bronze – Copy back one note. ◦ Silver – Copy back two notes. ◦ Gold – Copy back three notes. • Play and Improvise You will be using up to three notes: • ◦ Bronze – Question and Answer using instruments. Use one note in your answer. 	<p>Children know:</p> <ul style="list-style-type: none"> • Know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • That using one or two notes confidently is better than using five 	<p>: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo</p>

		<p><u>Christmas Performance</u> How can we perform with confidence and skill?</p>	<p>1) Why is it important to warm up the body before singing? 2) Can I name instruments being played in the music and how does the music make you feel? 3) Can I learn lyrics using call and response? 4) Can I sing in multiple parts and with an awareness of others? 5) Can I begin to apply good performance skills to my work? 6) Can I appraise my own work and others?</p>	<ul style="list-style-type: none"> ◦ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ◦ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ◦ Bronze – Improvise using one note. ◦ Silver – Improvise using two notes. ◦ Gold – Improvise using three notes. Learn about the anatomical voice and how it works to produce a good sound. Lead a range of vocal warm up's. Use good diction to tell the story of the song well. Learn to start and stop singing when following a leader Use the five E's to become a good performer. Use dynamics to go effect. Add actions and movement to add interest to a performance. 	<ul style="list-style-type: none"> ● That if you improvise using the notes you are given, you cannot make a mistake ● That you can use some of the riffs you have heard in the Challenges in your improvisations Know three well-known improvising musicians That using sirening, vowel production and scales help to prepare the voice for singing. That using five key skills help them to become a confident performer; <ul style="list-style-type: none"> -Eyes to connect with the audience & follow the conductor. -Ears to listen to the music and those around them. -Energy & Expression to add interest to a performance. -Enunciate- to pronounce the words carefully to get the story across. 	<p>Vocal warm up, sirening, ears, eyes, enunciate, diction, posture, energy, expression, conductor, audience, stage presence, script, director, props,</p>
Year Six	Spring Term	<p><u>You've Got A Friend</u> Can I listen and appraise songs by Carole King?</p>	<p>1) Can I identify and discuss the style indicators for this song? 2) Can I play the instrumental parts by ear or using notation? 3) Can I improvise using three notes?</p>	<p>Children can:</p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that 	<p>Children Know:</p> <ul style="list-style-type: none"> A composition: is created by you and written down. It can be played or performed again to your friends. 	<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights,</p>

		<p>Can you compose a simple melody using between 3 and 5 notes?</p> <p>4) Perform, record and appraise your performance. Explain what are you most proud of and how do you feel about your performance.</p>	<p>work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition recognising the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol 	<p>gender equality, unison, harmony</p>
	<p><u>Using and Applying Music Technology</u></p> <p>Can I create my own music using technology?</p>	<p>1) Can I explore and experiment with the Garage Band resource?</p> <p>2) Using Garage Band, can I begin to compose my own piece of music?</p> <p>3) Can I review and improve my composition?</p>	<ul style="list-style-type: none"> • Experiment with all the tools on the Garage band program • Select a tempo that matches their chosen style. • Layer and create rhythm patterns • Change to improve their composition. • Be proud of their composition 	<ul style="list-style-type: none"> • Which instruments and tempo speed compliments their chosen genre • That technical compositions can be change, improved and recreated in multiple ways (tempo's, texture, different instruments etc.) 	<p>Digital sound, loops, tempo, musical style, rhythm, riff track</p>
Summer Term	<p><u>Composer Study</u></p> <p><u>BBC Ten Pieces</u></p> <p><u>Modest Mussorgsky</u></p> <p>Night On a Bear Mountain</p> <p>Can I recall facts about the famous composer Mussorgsky?</p>	<p>1)) Who is Mussorgsky?</p> <p>2) What is the name of the piece you are studying and what are the musical feature?</p> <p>3) Can you improvise a riff to accompany In the Hall of the Mountain King?</p> <p>4) Can you play your chosen instrument to accompany Night On a Bear Mountain?</p> <p>5) Can I perform to an audience with confidence?</p>	<p>Children Can:</p> <ul style="list-style-type: none"> • Research facts about Mussorgsky. • Explore the musical features within this piece. • Improvise a riff using a range of notes given, to accompany the piece. • Play, practise and perform to an audience, using your chosen instrument 	<p>Children know:</p> <ul style="list-style-type: none"> • Use technology effectively. • Identify and apply the main features to their composition • Play their chosen instrument and riff to accompany Night On A Bear Mountain • Understands that practise will develop skill and confidence. 	<p>Conductor,</p> <p>Name orchestral instruments;</p> <p>Brass- trumpet, trombone, euphonium,</p> <p>Woodwind; Clarinet, flute, oboe,</p> <p>Percussion; Kettle drums, xylophone, maraca's, cymbals</p> <p>String; violin, viola, cello, double bas</p>

	<p><u>That's All Folks</u> What skills are required to deliver an outstanding performance?</p>	<p>Sandiway and Cuddington Gala Day Performance</p> <ul style="list-style-type: none"> • Vocal health. 1)What are the key factors in maintaining good vocal health? • Breathing. 2)How will Increasing control of my airflow, when singing will help me? • Posture 3)What does a good posture look like and how will it help my performance? • Dynamics & Phrasing 4)What is the effect of dynamics within a vocal performance? • Context. 5)How will understanding the context of the song/play improve your performance? • Develop stagecraft & Performing 6)Think about your past performances. Can you discuss how this one will be different and why? 	<ul style="list-style-type: none"> • Learn about the anatomical voice and how it works to produce a good sound. • Lead a range of vocal warm up's showing breathing techniques to deliver phrases correctly. • Stand with good posture. • Use good diction to tell the story of the song well. • Learn to start and stop singing when following a leader • Use the five E's to become a good performer. • Use dynamics to go effect. • Add actions and movement to add interest to a performance. 	<ul style="list-style-type: none"> • Not to overuse your voice. • To rest your voice when you are sick. • To avoid using the extremes of your vocal range, such as screaming or whispering. • To practice good breathing techniques when singing or talking. • Good posture means: shoulders even (roll your shoulders up, back, and down to help achieve this) neutral spine (no flexing or arching to overemphasize the curve in your lower back) arms at your sides with elbows straight and even. abdominal muscles braced. • Varying dynamics will make your storytelling more interesting, and will help pace your vocals, putting less wear and tear on your vocal instrument. Study different great singers' (and instrumentalists') use of dynamics. Listen to their approach and try it on for ideas and inspiration. 	<p>Vocal warm up, sirening, breathing, larynx, voice box ears, eyes, enunciate, diction, posture, balance, energy, expression, conductor, audience, stage craft</p>
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