

## Newchurch Primary School Visual Music Overview



Year Group	A1 - Music and continuous provision	A2 - Celebration music	SP1 - Exploring sound	SP 1 - Music and movement	SP 1 - Big Band	SP 2 - Musical Stories	World Music Day (June) with a focus on composition.
Unit description	Teachers will be looking at how to resource continuous and enhanced provision, and observe musical skills through play.	Exploring music from around the world through focusing on winter celebrations. Listening to music, experimenting with playing percussion instruments and moving to music.	Introducing the concept of sounds and different types of sound. Listening to and differentiating between 5 different types of sounds, from voice sounds to environmental sounds	Listening and responding to music, representing sounds and songs using their bodies and props. Responding to familiar songs through singing and the use of actions. Culminates in a final performance.	Experimenting with the sounds of instruments, through child and teacher-led sessions. Creating their own instruments and using non-tuned percussion instruments to form a class band. Culminates in a final performance.	Learning how music can influence our feelings and emotions through a series of lessons linked to familiar stories. Exploring pitch, tempo and instrumental sounds, along with composition. Culminates in a final performance.	<a href="https://www.literacyshed.com/bubbles.html">https://www.literacyshed.com/bubbles.html</a>
EYFS		In this unit, the pupils will be...  Singing short songs from memory, adding simple dynamics.	In this unit, the pupils will be...  Clapping and playing in time to the pulse.	In this unit, the pupils will be...  Singing short songs from memory, adding simple dynamics.	In this unit, the pupils will be...  Playing simple patterns on untuned instruments incorporating	In this unit, the pupils will be...  Playing simple patterns on untuned instruments incorporating high/low	In this unit, the pupils will be... Experiment with creating and copying musical patterns.

		<p>Using un-tuned instruments to play alongside and in response to different types of music.</p> <p>Listening to and commenting on the descriptive features of music. Responding expressively to music using your body.</p> <p>Responding to music through expressive and appropriate movement.</p>	<p>Playing simple rhythms on an instrument.</p> <p>Using bodies, voices, un-tuned instruments and natural objects to create sound.</p> <p>Responding to a sound by likening it to a character, animal or familiar environmental sound.</p> <p>Recognising familiar sounds.</p>	<p>Responding expressively to music using your body.</p> <p>Responding to music through expressive and appropriate movement.</p>	<p>high/low (pitch) and fast/slow (tempo).</p> <p>Singing and playing in response to instructions as part of a class performance.</p> <p>Playing instruments expressively.</p> <p>Experimenting with tempo and pitch using tuned and untuned instruments.</p>	<p>(pitch) and fast/slow (tempo).</p> <p>Playing instruments expressively.</p> <p>Listening to and commenting on the descriptive features of music.</p> <p>Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.</p> <p>Creating and selecting appropriate sounds to tell a story.</p>	<p>Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (drum) and 'shaker' sounds.</p>
Vocab		<p>Diwali, Celebration, Music, Dance, Traditional Hanukkah, Celebration, Music, Dance, Traditional, Hora, Kinnor, Harp, Flute, Jewish, Trumpet, Cymbals, Tambourin, Shofar, Kwanzaa, Africa, African music, Tradition, Culture, Celebration, Call, Response, Drum, Rhythm, Beat, Instrument,</p>	<p>Voice, Voice sounds, Sound, Instrument, Loud, Quiet, High, Low, Squeaky, Soft, Deep, Body sounds, Body percussion, Tempo, Fast, Slow, Rhythm, Beat, instrumental sounds, Quickly, Slowly, Dynamic, Loudly, Quietly, Names of instruments, Environmental sounds, Pitch, High, Middle, Low, Dynamic, Loud, Quiet,</p>	<p>Actions, Action songs, Sign language, Makaton, Deaf, Communication, Understand, Lyrics, Verse, Beat, Music, Heartbeat, Pulse, Steady, Repeat, Constant, Drum, Music, Dance, Scarf dance, Pitch, High, Low, Sound, Whistle, Drum, Triangle, Bell, Monkey, Siren, Cello, Tempo</p>	<p>Music, Musical instrument, Band, Sound, Shake, Tap, Bang, Strum, Jingle, Tempo, Dynamic, Pitch, Beat, Names of musical instruments, Music, Musical instrument, Orchestra, Sound, Tempo, Dynamic, Rhythm, Beat, Conductor, Wind, Strings, Brass, Percussion</p>	<p>Classical music, Pitch, High, Low, Tempo, Fast, Slow, Dynamic, Loud, Quiet, Musical story, Lyrics, Melody, Classical music, Sergei Prokofiev, Peter and the Wolf, Character, Instrument, Pitch, Quiet, Musical story, High, Low, Tempo, Fast, Slow, Dynamic, Musical story, Percussion, Names of percussion instruments</p>	

		Christmas, Christian, Tradition, Culture, Celebration, Sleigh bells, Actions, Voice sounds, Body percussion	Soft, Nature sounds, animal sounds				
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<b>KS1 National Curriculum Programmes of Study -</b> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>							
<b>Unit</b>	<b>A1 - Pulse and rhythm: All about me</b>	<b>A2 - Timbre and rhythmic patterns: Fairy tales</b>	<b>SP 1 - Pitch and tempo: Superheroes</b>	<b>SP 2 - Classical music, dynamics and tempo: Animals</b>	<b>S1 - Chanting and tuned percussion: Space</b>	<b>S2 - Vocal and body sounds: By the sea</b>	<b>World Music Day (June) with a focus on composition.</b>
Unit description	Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.	Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a fairy tale.	Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.	Listening and responding to music, representing animals using their bodies and instruments. Learning and performing a song, and com-posing a short section of music as a group using their voices and instruments.	Journeying into space through music, movement, chanting and the playing of tuned percussion instruments, culminating in a final composition.	Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood.	<a href="https://www.literacyshed.com/bubbles.html">https://www.literacyshed.com/bubbles.html</a>

One	<p>In this unit, the pupils will be...</p> <p>Clapping and playing in time to the pulse.</p> <p>Playing simple rhythms on an instrument.</p> <p>Understanding the difference between pulse and rhythm.</p> <p>Improvising vocally within a given structure.</p>	<p>In this unit, the pupils will be...</p> <p>Performing short chants from memory, with expression.</p> <p>Responding to a sound by likening it to a character or mood.</p> <p>Creating and selecting sounds to match a character or mood.</p>	<p>In this unit, the pupils will be...</p> <p>Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo).</p> <p>Recognising tempo and pitch changes.</p> <p>Experimenting with tempo and pitch using tuned and untuned instruments.</p>	<p>In this unit, the pupils will be...</p> <p>Singing short songs from memory, adding simple dynamics.</p> <p>Playing instruments expressively.</p> <p>Responding expressively to music using your body.</p> <p>Creating and selecting appropriate sounds to tell a story.</p>	<p>In this unit, the pupils will be...</p> <p>Singing and playing in response to instructions as part of a class performance.</p> <p>Responding to music through expressive and appropriate movement.</p> <p>Creating a sequence of notes.</p> <p>Creating a chant.</p>	<p>In this unit, the pupils will be...</p> <p>Performing from graphic notation.</p> <p>Listening to and commenting on the descriptive features of music.</p> <p>Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.</p>	<p>In this unit, the pupils will be... Experiment with creating and copying musical patterns.</p> <p>Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (drum) and 'shaker' sounds.</p>
Vocab	Rhythm, Pulse	Timbre, Rhythm, Syllables, Strings, Timpani, Oboe, Clarinet, Bassoon, French horn, Flute, Pulse, Rhythm	Pitch, High, Low, Tempo, Performance, Accelerando	Fast, Slow, Quiet, Dynamics, Tempo, Musical composition	Space, Dynamics, Tempo, Lyrics, Melody, Composition, Glockenspiel, Pentatonic, Composition, Chanting	Dynamics, Pitch, Instruments, Sounds, Seaside, Tempo,	

Year Group	<b>A1 - Musical me: Singing and playing a song</b>	<b>A2 - Orchestral instruments: Traditional stories</b>	<b>SP1 - Myths and legends</b>	<b>SP2 - African call and response song: Animals</b>	<b>S1 - Dynamics, timbre, tempo and motifs: Space</b>	<b>S2 - On this island: British songs and sounds</b>	<b>World Music Day (June) with a focus on composition.</b>
Unit description	Learning to sing and play the song 'Once a Man Fell in a Well' using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.	Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms.	Inspired by The Planets by Holst, children represent a planet through music and compose their own motif bookended by a soundscape to represent a journey through space.	Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city.	<a href="https://www.literacyshed.com/onceinalifetime.html">https://www.literacyshed.com/onceinalifetime.html</a>
Year 2	<p>In this unit, the pupils will be...</p> <p>Singing and playing untuned instruments at the same time.</p> <p>Playing a melody from letter notation. Repeating a melody by ear.</p> <p>Choosing appropriate dynamics and timbre for a piece of music. Listening</p>	<p>In this unit, the pupils will be...</p> <p>Performing a story using vocal and instrumental sound effects.</p> <p>Recognising timbre changes.</p> <p>Improvising vocal sound effects for a story.</p> <p>Creating a tune to describe a character.</p>	<p>In this unit, the pupils will be...</p> <p>Singing songs from memory with confidence and accuracy.</p> <p>Recognising structural features.</p> <p>Layering instrumental and vocal sounds and patterns within a given structure.</p>	<p>In this unit, the pupils will be...</p> <p>Recognising playing a short rhythm from simple notation.</p> <p>Suggesting improvements to their work.</p> <p>Relating music to feelings.</p> <p>Creating short sequences of sound on a given idea. Listening</p>	<p>In this unit, the pupils will be...</p> <p>Performing a melodic motif musically.</p> <p>Listening for and recognising instrumentation.</p> <p>Creating a melodic motif from a set of five notes.</p>	<p>In this unit, the pupils will be...</p> <p>Singing with confidence and expression.</p> <p>Using musical vocabulary to describe the music they hear.</p> <p>Creating and making improvements to a soundscape.</p>	<p>In this unit, the pupils will be...</p> <p>Experiment with creating their own musical patterns and begin to identify one strand (section) of music or more.</p> <p>Begin to improve their own and others' work.</p>

Vocab	Rhythm, Pulse, Dynamics, Timbre, Beat, Dynamics, Beat, Melody, Notation	Orchestra, Instruments, Strings, Woodwind, Brass, Percussion, Vocals, Sound effect, Timbre, Dynamics, Tempo	Rhythm, Structure, Texture, Myth, Legend, Beat, Dynamics, Graphic score, Notation, <b>Stave</b> , Pitch, Timbre, Compose, Composition, Graphic score, Melody	Timbre, Dynamics, Tempo, Call and response, Structure, Rhythm	Soundscape, Timbre, Dynamics, Tempo, <b>Motif</b>	Dynamics, Pitch, Structure, Texture, Timbre, Tempo, Duration, Inspiration, Composition	
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KS2 National Curriculum Programmes of Study -							
<ul style="list-style-type: none"> <li>● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>● improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>● listen with attention to detail and recall sounds with increasing aural memory</li> <li>● use and understand staff and other musical notations</li> <li>● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>● develop an understanding of the history of music</li> </ul>							
Year Group	A1 - Ballads	A2 - Creating compositions in response to an animation: Mountains	SP1 -Developing singing techniques and keeping in time: The Vikings	SP2 - Pentatonic melodies and composition: Chinese New Year	S1 - Jazz	S1 - Traditional instruments and improvisation: Around the world: India	World Music Day (June) with a focus on composition.
Unit Description	Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.	Building on their knowledge of soundscapes, pupils create compositions in response to an animation, building up layers of texture considering dynamics, pitch and tempo throughout.	Developing singing skills in this History-themed topic and learning to recognise staff notation.	Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.	Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.	Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.	<a href="https://www.literacyshed.com/the-lighthouse.html">https://www.literacyshed.com/the-lighthouse.html</a>
Year 3	In this unit, the pupils will be...  <b>Performing</b> a ballad as a class. <b>Recognising</b> the features of a ballad. <b>Writing</b> lyrics for a ballad.	In this unit, the pupils will be...  <b>Performing</b> a soundscape accurately, fluently and expressively. <b>Recognising</b> and explaining the changes within a piece of music using	In this unit, the pupils will be...  <b>Singing</b> songs with accuracy and control, with developing vocal technique. <b>Discussing</b> the features of battle songs using musical vocabulary. <b>Creating</b> a battle song	In this unit, the pupils will be...  <b>Playing</b> a pentatonic melody from letter notation. <b>Maintaining</b> a part of during a group performance. <b>Discussing</b> the features of Chinese music using	In this unit, the pupils will be...  <b>Playing</b> their composition accurately in time with their group. <b>Identifying</b> the difference between regular rhythms and swung rhythms.	In this unit, the pupils will be...  <b>Performing</b> a traditional Indian song with voices and instruments from staff notation. <b>Recognising</b> the stylistic features of Indian classical music .	In this unit, the pupils will be...  Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect.

		musical vocabulary. <b>Telling</b> a story through layers of melody and rhythm. <b>Appreciating</b> classical music and unpick its narrative.	with voices and untuned percussion.	musical vocabulary. <b>Combining</b> three pentatonic melodies with untuned percussion to create a group composition.	<b>Composing</b> a swing version of a nursery rhyme. <b>Learning</b> different types of jazz, understanding how the genre evolved over time.	<b>Creating</b> an Indian-inspired composition using drone, rag and tal. <b>Consider</b> how music developed differently in other parts of the world.	Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo).
Vocabulary	ballad ensemble compose	influence, listen,dynamics, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose	composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined	tempo, crescendo, dynamics, timbre, duration	call and response, dixieland, jazz, motif, Ragtime, rhythm, scat singing, straight quaver, swung quaver, syncopation	Bollywood, drone, dynamics, notation, rag, sitar, tabla, tanpura, tala, tempo	
Ukulele Scheme	Autumn -  Weeks 1 – 2 Establishing <ul style="list-style-type: none"><li>● Introduction to the ukulele and the different parts</li><li>● Appropriate posture and hand position for open strings The “u-ku-le-le” song to check tuning</li><li>● Producing an open string sound and basic picking technique</li></ul> Weeks 3 – 4 Establishing <ul style="list-style-type: none"><li>● Introduction to a chord/triad and strumming technique</li><li>● Strumming to the pulse using C chord and Am chord Picking</li><li>● Performing two songs as a class using C and Am chord (I Got This Feeling and Roar)</li></ul>		Spring -  Weeks 1 – 2 Establishing <ul style="list-style-type: none"><li>● Changing chords C Am and F</li><li>● Developing strumming patterns Introducing more picking and reading notation</li><li>● More understanding of musical structures</li></ul> Week 3 – 4 Establishing <ul style="list-style-type: none"><li>● Understanding chord structures</li><li>● Pupils learn how to compose a quick song to a chord structure and work as a group</li></ul> Weeks 5 – 8 Developing <ul style="list-style-type: none"><li>● Developing chord vocabulary by learning a G7 chord</li></ul>		Summer -  Weeks 1 – 2 Establishing <ul style="list-style-type: none"><li>● Consolidation of changing chords quickly</li><li>● Reading picking tab and more complex pieces</li><li>● Singing, and being aware of dynamics and control,reinforcing the elements of music</li></ul> Week 3 – 4 Establishing <ul style="list-style-type: none"><li>● Reading and writing picking tablature to include frets</li><li>● Developing practice skills, independent work on picking songs and performance</li><li>● Improvisation activities</li></ul> Weeks 5 – 8 Developing <ul style="list-style-type: none"><li>● Refining the tone quality of strummed chords with further work on C, Am F and G7 shapes</li><li>● Development of chord vocabulary introducing D minor (chord 2)</li></ul>		



	<p>Weeks 5 – 8 Developing</p> <ul style="list-style-type: none"> <li>• Development of chord vocabulary to include F major chord</li> <li>• Listening to the tempo of a song and identifying the pulse, and changes to the tempo</li> <li>• Developing performance skills with the class ensemble with a variety of songs using C, Am and F chords Improvising using open strings Performing as a class ensemble</li> </ul> <p>Week 9 - 10 Embedded</p> <ul style="list-style-type: none"> <li>• Refining performance skills</li> <li>• More able pupils will be challenged with more advanced parts or strumming patterns</li> <li>• Devising and performing a small concert for another class</li> </ul>	<ul style="list-style-type: none"> <li>• Developing changing chords (counting and listening to others) using C, Am, F and G7</li> <li>• Developing performance skills with new songs (e.g. Yellow Submarine, I'm Yours, Stand by Me)</li> <li>• Gaining confidence with improvisation</li> <li>• Developing picking to include fret 2 and</li> <li>• Performing as a class ensemble and as a soloist</li> </ul> <p>Weeks 9 – 10 Embedding</p> <ul style="list-style-type: none"> <li>• Refining performance skills</li> <li>• More able pupils will be challenged with more advanced parts or strumming patterns</li> <li>• Devising and performing another small concert for another class</li> </ul>	<ul style="list-style-type: none"> <li>• Developing performance skills with the class ensemble with a variety of songs using C, Dm, F, G7 and Am chords</li> </ul> <p>Weeks 9 – 10 Embedding</p> <ul style="list-style-type: none"> <li>• Refining performance skills</li> <li>• More able pupils will be challenged with more advanced parts or strumming patterns</li> <li>• Devising and performing another small concert for another class</li> </ul>	
End of term Expectations	<ul style="list-style-type: none"> <li>• To play C chord (all) Am chord (most) and F chord (some)</li> <li>• To understand how a triad is formed, and how this relates to the chords they have learnt to play confidently several pieces using C, Am and F chord in an ensemble with others</li> <li>• To play the open strings in a picking style</li> <li>• To improvise a short melody using open string picking over a groove accompaniment</li> <li>• To have a greater understanding of the gradation of dynamics and tempo indications.</li> </ul>	<ul style="list-style-type: none"> <li>• to play C chord (all) Am chord (all) and F chord (all) and G7 chord (most)</li> <li>• to understand a new strumming style following down and up indications</li> <li>• to play confidently several pieces using C, Am and F and G chord in an ensemble with others</li> <li>• to compose a piece of music with their peers</li> <li>• to play the open strings in a picking style, including fret 2 and 4</li> <li>• to read basic tab using the open strings to improvise a short melody</li> </ul>	<ul style="list-style-type: none"> <li>• to play C, Am, F and G (all) and Dm (most/some)</li> <li>• to play melodies and improvisations using picking techniques</li> <li>• to play confidently several pieces in an ensemble with others</li> <li>• to read basic tab using fret numbers as well as open strings to improvise a short melody</li> </ul>	

Vocabulary	Picking/plucking Strumming Open strings Chord Triad Major Minor Tempo Improvisation Groove Tablature	Picking/plucking Strumming pattern Open strings Fret Chord Chord sequence Lyrics Major Minor Improvisation	Fret numbers Tablature Chord Chord sequence Major Minor Dynamics Tempo Improvisation	
Activities	<ul style="list-style-type: none"> <li>• Listening games, finding the pulse, clapping rhythms, “don’t clap this one back” game</li> <li>• Call and response activities</li> <li>• Singing</li> <li>• Improvising using the open strings</li> <li>• Performing to grooves and backing tracks</li> <li>• Playing ukulele and singing at the same time</li> <li>• Preparing for a class performance, devising a short “concert” programme</li> </ul>	<ul style="list-style-type: none"> <li>• Listening games, clapping rhythms, “pass the rhythm”, vocal warm-ups including “first you make your finger click” and others</li> <li>• Call and response activities using untuned body percussion sounds and tuned ukulele sounds</li> <li>• Singing</li> <li>• Composing activity using chord progressions and short lyric verse</li> <li>• Learning about frets and developing a picking sound using fret 2 and 4</li> <li>• Performing to grooves and backing tracks</li> <li>• Preparing for a class performance</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, clapping and general musicianship games and activities, including clapping on unstressed beats, vocal warm-ups such as rounds and two-parts</li> <li>• Strumming pattern activities</li> <li>• Independent practice of a tabbed piece</li> <li>• Learning about D minor chord</li> <li>• Lots of new songs that use five chords</li> <li>• Preparation for a final concert, devising a programme</li> </ul>	

Year Group	<b>A1 - Body and tuned percussion: Rainforests</b>	<b>A2 - Adapting and transposing motifs: Romans</b>	<b>SP1 - Rock and roll</b>	<b>SP2 - Haiku, music and performance: Hanami</b>	<b>S1 - Samba &amp; carnival sounds and instruments: South America (Samba drumming)</b>	<b>S2 - Changes in pitch, tempo and dynamics: Rivers</b>	<b>World Music Day (June) with a focus on composition.</b>
Unit description	Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer.	Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.	Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music.	Learning about the Japanese festival of Hanami which celebrates spring and creating sound effects and music to represent the falling cherry blossoms.	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs.	Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.	<a href="https://www.literacyshed.com/eyeofthestorm.html">https://www.literacyshed.com/eyeofthestorm.html</a>
Year 4	<p>In this unit, the pupils will be...</p> <p>Accurately performing a composition as part of a group.</p> <p>Identifying scaled dynamics (crescendo / decrescendo) within a piece of music.</p>	<p>In this unit, the pupils will be...</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p>Recognising the stylistic features of samba music.</p> <p>Composing a rhythmic break.</p> <p>Learning about the origin of samba music.</p>	<p>In this unit, the pupils will be...</p> <p>Performing a walking bass line.</p> <p>Singing in time and in tune.</p> <p>Recognising the features of rock and roll music.</p> <p>Identifying the links between this and other genres of music.</p>	<p>In this unit, the pupils will be...</p> <p>Exploring timbre using their voices expressively.</p> <p>Recognising, naming and explaining the function of the interrelated dimensions of music.</p> <p>Creating and performing a group composition within a given structure using</p>	<p>In this unit, the pupils will be...</p> <p>Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique.</p> <p>Recognising the use and development of motifs in music.</p> <p>Creating a motif-based composition and notating this using roman mosaic artwork.</p>	<p>In this unit, the pupils will be...</p> <p>Singing in two parts with expression and dynamics.</p> <p>Performing a vocal ostinato as part of a layered ensemble.</p> <p>Using musical vocabulary to describe the detailed features of a piece of music.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>In this unit, the pupils will be...</p> <p>Improvise and develop rhythmic and melodic material when composing.</p> <p>Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same.</p> <p>Combine a variety of musical elements when composing using</p>

	<p>Creating body percussion rhythms.</p> <p>Creating a melody loop on tuned percussion.</p>			both melodic and rhythmic instruments.		Creating a rhythmic ostinato.	staff and other musical notations.
Vocab	<p>Inspiration, Keyboard, Melody, Rhythm, Texture, Compose, Loop, Melody, Pitch, Tempo, Structure, Contrast, Higher, Lower, Boom, Clap, Snap, Pitter, Patter, Raindrop, Clapping, Clicking, Body percussion</p>	<p>Romans, Pitch, Temp, Motif, Repeating pattern, Riff, Quaver, Beat, Minim, Dotted minim, Semibreve, Transposing, Rhythm, Flat, Sharp, Repeating pattern, Riff, Loop, Ostinato, Composition</p>	<p>Rock and Roll, Hand jive, 1950's, Tempo, Dynamic, Notation, Style</p>	<p>Hanami, Cherry blossom, Pitch, Sound, Glissando, Pizzicato, Composer, Sound, Composition, Col legno, Haiku, Syllables, Melody, Dynamics, Tempo</p>	<p>Brazil, Carnival, Samba, Batucada, Bateria, Cowbell, Agogo, Chocalho, Ganza, Caixa, Surdo, Tambourim, Repinique, Rhythm, Texture, Dynamic, Structure, Off beat, Pulse, Syncopation, Carnival</p>	<p>A Capella, Breathing, Dynamics, Harmony, Listen, Texture, Tempo, Ostinato, Percussion, Layer</p>	

Year Group	<b>A1 - Composing notation: Egyptians</b>	<b>A2 - Composition to represent the festival of colour: Holi</b>	<b>SP1 - Looping and remixing: Dance music (digital music)</b>	<b>SP2 - South and West Africa</b>	<b>S1 - Blues</b>	<b>S2 - Musical theatre</b>	<b>World Music Day (June) with a focus on composition.</b>
Unit description	Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation.	Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing a musical composition to represent Holi.	Learning how dance music is created, focusing particularly on the use of loops, and learn to play a well-known song before putting a dance music spin to it.  (digital music)	Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum).	Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music.	Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.	<a href="https://www.literacyshed.com/dreamgi-ver.html">https://www.literacyshed.com/dreamgi-ver.html</a>
Year 5	<p>In this unit, the pupils will be...</p> <p>Performing accurately from graphic notation using voices and instruments.</p> <p>Identifying how the key features of music are written down, by following a score whilst listening.</p> <p>Creating a sound story using voices and instruments, and notate it using hieroglyphs.</p>	<p>In this unit, the pupils will be...</p> <p>Participating in a class performance.</p> <p>Representing a known piece of music using a graphic score.</p> <p>Creating vocal compositions based on a picture and a colour.</p>	<p>In this unit, the pupils will be...</p> <p>Playing their own composition in time with a backing rhythm.</p> <p>Hearing loops or sections of music within remixes.</p> <p>Creating their own remix using fragments of a known song.</p>	<p>In this unit, the pupils will be...</p> <p>Singing a traditional African song unaccompanied.</p> <p>Playing a chord progression on tuned percussion.</p> <p>Recognising the stylistic features of south and west African music.</p> <p>Composing an eight beat rhythmic break.</p> <p>Learning how music evolved in different traditions.</p>	<p>In this unit, the pupils will be...</p> <p>performing the blues scale on a tuned percussion instrument.</p> <p>Hearing when songs play the 12 bar blues. Improvising a blues performance.</p> <p>Understanding how this genre of music came to be.</p>	<p>In this unit, the pupils will be...</p> <p>Participating in a group performance to tell a story.</p> <p>Performing a vocal ostinato as part of a layered ensemble.</p> <p>Identify the features of songs from musical theatre.</p> <p>Composing an original piece or using familiar songs to tell a story.</p> <p>Understanding what musical theatre looked and sounded like across decades.</p>	<p>In this unit, the pupils will be...</p> <p>Improvise and develop a wider range of rhythmic and melodic material when composing.</p> <p>Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT.</p>



	<p><b>Performing</b> a rhythmic canon as a class by clapping.</p> <p><b>Performing</b> a composition by following their own notation.</p> <p><b>Notating</b> a song by listening to the pulse.</p> <p><b>Identifying</b> the difference between pulse and rhythm.</p> <p><b>Constructively</b> critique compositions, using musical vocabulary.</p> <p><b>Improvising</b> and composing rhythms using the Kodaly Method.</p> <p><b>Using</b> knowledge of rhythm to compose a simple rhythm.</p> <p><b>Learning</b> about different method for teaching music</p>	<p><b>Singing</b> a war-time favourite with expression and dynamics.</p> <p><b>Improving</b> accuracy in pitch using the Solfa Scale.</p> <p><b>Singing</b> different parts to create a harmony. Performing a melody from a notated score.</p> <p><b>Recognising</b> the stylistic features of the music of WW2.</p> <p><b>Identifying</b> pitch changes in music.</p> <p><b>Understanding</b> what war-time music sounded like in WW1 and WW2.</p>	<p><b>Following</b> a conductor to perform. Improvising as a group and class to create wave sounds featuring changes in dynamics, texture and pitch.</p> <p><b>Appraising</b> the work of a classical composer.</p> <p><b>Characterising</b> music using language.</p> <p><b>Notating</b> ideas to create a wave composition using dynamics, pitch and texture.</p>	<p><b>Performing</b> a soundtrack to a film scene as a group.</p> <p><b>Discussing</b> the features of film music.</p> <p><b>Identifying</b> different instruments and composing techniques.</p> <p><b>Interpreting</b> emotions in film music using graphic scores.</p> <p><b>Creating</b> and notating a composition which uses sounds to represent a given theme.</p>	<p><b>Keeping</b> the pulse when performing a rhythm.</p> <p><b>Performing</b> rhythms using the Kodaly method.</p> <p><b>Identifying</b> the sounds of different instruments.</p> <p><b>Recalling</b> sounds with increasing aural memory.</p> <p><b>Relating</b> music to art.</p> <p><b>Composing</b> a rhythmic theme and present it as different variations.</p> <p><b>Developing</b> an understanding of how the orchestra is put together.</p>	<p><b>Improvising</b> over and singing known melodies to a 4-chord backing track.</p> <p><b>Singing</b> in an ensemble with 2 or more independent parts.</p> <p><b>Performing</b> a song as a class with accuracy, fluency, control and expression.</p> <p><b>Identifying</b> the way that the features of a song can complement one another to create a coherent overall effect.</p> <p><b>Using</b> musical vocabulary correctly when describing the features of a piece of music.</p> <p><b>Writing</b> song lyrics within a given structure.</p> <p><b>Composing</b> a melody within a given structure.</p>	<p>Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing.</p> <p>Can compose for different moods and use dynamic levels such as accents (sudden loud or sudden quiet notes).</p>
Vocab	<p>kodaly, rhythm, TA, TITI, TWO, SH, syllables, crotchets, quavers, notation, pulse, chant, melody, unison, rhythmic</p>	<p>music, moral, Britain, troops, frontline, Vera Lynn, contrast, tempo, diaphragm, melody, phrase, graphic score, pitch, Do Re Mi Fa So</p>	<p>audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practising, group work, ensemble</p>	<p>accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, convey, crescendo, descending, dynamics, emotion, imagery, improvise,</p>	<p>3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver,</p>	<p>allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood,</p>	

	elements, music critic, compose, beat, practise	La Ti, counter-melody, harmony, Solfa		interpret, interval, major, melodic, minor, modulate, orchestral, pitch, sequence, solo, soundtrack, symbol, timpani	rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind	musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse	
Gospel Project	<p>Autumn One - Establishing</p> <ul style="list-style-type: none"> <li>Warming up the voice</li> <li>Recapping basic musical terms and skills (scale, octave, tempo, dynamics, pitch, rhythm, beat).</li> <li>Singing in unison and 3 part rounds.</li> <li>Following direction from a conductor.</li> <li>Learning by ear via call &amp;</li> </ul>	<p>Autumn Two - Establishing</p> <ul style="list-style-type: none"> <li>Teaching Christmas material in preparation for performance in school.</li> <li>Stage presence and microphone technique.</li> <li>Solo and ensemble singing.</li> <li>What is gospel singing?</li> <li>How singing is linked to health.</li> <li>Develop aural awareness through call and response phrases</li> </ul>	<p>Spring One - Developing</p> <ul style="list-style-type: none"> <li>How to control dynamics through correct breathing and support</li> <li>Develop aural awareness through more complex call and response phrases</li> <li>Improvisation skills</li> <li>Develop ensemble skills</li> <li>Looking at some of the key people involved in the elimination of slavery and</li> </ul>	<p>Spring Two - Developing</p> <ul style="list-style-type: none"> <li>Prepare for Easter performance and rehearse pieces with an emphasis on ensemble skills, accurate rhythm, pitch, and with attention to phrasing.</li> <li>Identify G &amp; T pupils for more advanced parts and consider continuation options available</li> </ul>	<p>Summer One - Embedding</p> <ul style="list-style-type: none"> <li>Identify soloists for end of year performance Interpretation and performance focus</li> <li>The importance of understanding words and context as being key to a convincing and effective interpretation of a song</li> </ul>	<p>Summer Two - Embedding</p> <ul style="list-style-type: none"> <li>Perfecting material in preparation for performances both in and out of school.</li> <li>Stage presence and mic technique.</li> </ul>	



	response						
	Key Vocabulary: <ul style="list-style-type: none"><li>● Improvisation</li><li>● Question and Answer</li><li>● Timbre</li><li>● Tempo</li><li>● Crescendo</li><li>● Dynamics: forte / piano</li><li>● Unison</li><li>● Harmony</li><li>● Texture</li><li>● Structure</li><li>● Intro, outro, verse, chorus, break</li><li>● Diaphragm</li></ul>			Activities will include: <ul style="list-style-type: none"><li>● Call and Response</li><li>● Breathing exercises</li><li>● Rhythmic Rounds</li><li>● ‘Watch the Conductor’ - Responding to hand signals</li><li>● Changing tempo and dynamics mid-piece in response to conductor</li><li>● Identifying similarities and differences when comparing different performances of the same song</li><li>● Unison and part singing</li><li>● Vocal improvisation</li><li>● Microphone technique</li></ul>			
	End of year expectations: <ul style="list-style-type: none"><li>● Sing Gospel repertoire in a variety of styles, accurately pitching the voice and following directions</li><li>● To have a grounded knowledge of musical terms as apply to Gospel singing and an understanding of its structure</li><li>● To have a general knowledge of gospel music, its origins and how it should be interpreted and performed.</li><li>● Perform actions confidently and in time to a range of songs</li><li>● Perform repertoire with small and large leaps and in parts to introduce harmony</li><li>● Sing rounds in duple, triple and quadruple time</li><li>● Sing from an extended repertoire with a sense of ensemble and performance, observing phrasing, and with accurate pitch and in an appropriate style</li><li>● Demonstrate an awareness and understanding of microphone technique</li><li>● Perform in assemblies, school-based events and those on a larger scale</li><li>● Understand the importance of teamwork and actively demonstrate this when performing.</li><li>● To perform ten gospel songs with confidence incorporating singing and movement simultaneously: accurately pitching the voice and following directions</li></ul>						