

## Music Whole School Overview

The **Charanga** scheme is used by Years 1-6. Each Unit of Work comprises of strands of musical learning. These include – Listening and Appraising, Singing, Playing Instruments, Improvisation, Composition and Performing. All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

The children develop these skills which form part of the learning spiral. Over time, children both develop new musical skills and concepts, and re-visit established musical skills and concepts in order to master them. Charanga enables children to understand these concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities and in relation to different styles of music enables a more secure, deeper learning and mastery of musical skills.

The skills and knowledge progress in a number of ways, including, but not limited to the increase in complexity of songs and the discussions around these when appraising. They also progress through an increase in notes used and more complex rhythm patterns when following notation, composing and improvising. For example: In Year 1 the children compose by adding notes to an existing piece of music which they have previously appraised. In Year 6, the children learn about inspirational females in the music industry. They learn about identity and compose their own music to represent their identities.

Within Early Years, the children will listen and appraise various pieces of music linked to the topic each half term, whilst developing key musical skills. The children will be taught through the 'Tune into Talking' scheme.

All children are expected to contribute to a performance by singing, playing an instrumental part, improvising or by performing a composition on multiple occasions throughout the year. Performances are recorded and children are encouraged to reflect on these, discussing their thoughts and feelings towards it and how it may be improved.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Myself  <u>Singing</u> Begin to experience the use of pitch, volume and intonation. <u>Performing</u> Experience and begin to engage with non-verbal	Colour and Light  <u>Singing</u> Continue to experience the use of pitch, volume and intonation. <u>Performing</u> Begin to engage with non-verbal rules of communication.	Winter  <u>Singing</u> Experience and explore the use of pitch, volume and intonation. <u>Performing</u> Engage with non-verbal rules of communication.	Space  <u>Singing</u> Experiment with and explore the use of pitch, volume and intonation. <u>Performing</u> Engage with non-verbal rules of communication.	Growth and Lifecycles  <u>Singing</u> Begin to sing the pitch of a tone sung by another person. Begin to sing the melodic shape of familiar songs. <u>Performing</u> Engage with non-verbal rules of communication.	Animals  <u>Singing</u> Begin to sing the pitch of a tone sung by another person. Begin to sing the melodic shape of familiar songs. <u>Performing</u>

	<p>rules of communication including looking, listening and turn taking.</p> <p><u>Composing</u> Begin to explore the sounds instruments and various objects make.</p> <p><u>Appraising</u> Listen with increasing attention to sounds Begin to remember and sing entire songs.</p>	<p><u>Composing</u> Continue to explore the sounds instruments and objects make.</p> <p><u>Appraising</u> Listen with increasing attention to sounds Begin to remember and sing entire songs</p>	<p><u>Composing</u> Continue to explore the sounds instruments make.</p> <p><u>Appraising</u> Listen with increasing attention to sounds Remember and sing entire songs.</p>	<p><u>Composing</u> Begin to play instruments with increasing control.</p> <p><u>Appraising</u> Listen with increasing attention to sounds Remember and sing entire songs.</p>	<p><u>Composing</u> Continue to explore the sounds instruments make. Begin to play instruments with increasing control.</p> <p><u>Appraising</u> Listen with increasing attention to sounds Remember and sing entire songs with confidence.</p>	<p>With more accuracy, engage with non-verbal rules of communication.</p> <p><u>Composing</u> Continue to explore the sounds instruments make. Continue to play instruments with increasing control.</p> <p><u>Appraising</u> Listen with increasing attention to sounds Remember and sing entire songs with confidence.</p>
Reception	<p>Where do I live?</p> <p><u>Singing</u> Begin to explore the use of their voices in different ways. Experience and begin to sing a range of well-known rhymes and songs. Begin to copy a so-mi pattern.</p> <p><u>Performing</u> To begin to attempt to move in time to the music. Begin to perform rhymes, poems, stories and songs. Experience unison and 2-part textures. Begin to copy simple rhythms.</p> <p><u>Composing</u> Begin to listen to and appreciate the difference between sounds made with instruments.</p>	<p>Celebrations</p> <p><u>Singing</u> Begin to explore the use of their voices in different ways. To begin to sing a range of well-known rhymes and songs. Begin to copy a so-mi pattern. Begin to respond to obvious changes in pitch.</p> <p><u>Performing</u> To attempt to move in time to the music. Begin to perform rhymes, poems, stories and songs. Experience unison and 2-part textures. Experience changes in tempo and pitch when playing instruments and vocally. Begin to copy simple rhythms.</p>	<p>Weather</p> <p><u>Singing</u> Continue to explore the use of their voices in different ways. To begin to sing a range of well-known rhymes and songs. Begin to copy a so-mi pattern. Continue to respond to obvious changes in pitch.</p> <p><u>Performing</u> To attempt to move in time to the music. Continue to perform rhymes, poems, stories and songs. Experience unison and 2-part textures. Begin to recognise and broadly control changes in tempo and pitch when playing</p>	<p>Children in our EYFS will work towards the Early Learning Goals for Expressive Arts and Design (Being Imaginative and Expressive). Children will be taught through the 'Tune into Talking' scheme and skills will be revisited each half term. This section will be updated in due course.</p>		

	<p>Begin to experiment with, and change sounds.</p> <p><u>Appraising</u> Begin to listen to a piece of music and respond physically when led. To begin to aurally recognise the sounds of a small range of classroom instruments. Begin to use a wide vocabulary to discuss sounds instruments make. Begin to respond to obvious changes in tempo and dynamics.</p>	<p>Begin to remember patterns of sound.</p> <p><u>Composing</u> Begin to recognise and broadly control changes in timbre when playing instruments and vocally. Listen to and appreciate the difference between sounds made with instruments. Begin to experiment with, and change sounds.</p> <p><u>Appraising</u> Begin to listen to a piece of music and respond physically when led. To begin to aurally recognise the sounds of a small range of classroom instruments. Begin to use a wide vocabulary to discuss sounds instruments make. Begin to respond to obvious changes in tempo and dynamics. Begin to recognise loud and quiet sounds using voice, body percussion and instruments.</p>	<p>instruments and vocally.</p> <p>Continue to copy simple rhythms. Begin to remember patterns of sound.</p> <p><u>Composing</u> Continue to recognise and broadly control changes in timbre when playing instruments and vocally. Continue to listen to and appreciate the difference between sounds made with instruments. Begin to experiment with, and change sounds.</p> <p><u>Appraising</u> Continue to listen to a piece of music and respond physically when led. To continue to aurally recognise the sounds of a small range of classroom instruments. To use a wide vocabulary to discuss sounds instruments make. Begin to respond to obvious changes in tempo and dynamics. Recognise loud and quiet sounds using voice, body percussion and instruments.</p>	
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<p>Year 1</p>	<p>Hey You! <b>Style:</b> Old-School Hip Hop</p> <p><u>Singing:</u> Rap and sing in time to the music.</p> <p><u>Performing:</u> Pulse March in time with the pulse. Define what a performance is. Name instruments they are playing. Add ideas to a performance. Rhythm Copy back rhythms they hear. Clap name rhythms. Create own basic rhythms. <u>Composing:</u> Improvise Improvise using notes C and G. Compose Compose a simple melody using simple rhythms using notes C, D and E. Play instrumental parts Play instrumental parts accurately and in time using notes C and G. <u>Appraising:</u> Listening Recognise and name two or more instruments within a piece of music.</p>	<p>Rhythm in the way we walk and Banana Rap <b>Style:</b> Reggae, Hip Hop</p> <p><u>Singing:</u> Rap and sing in time to the music. Begin to understand that pitch is high and low sounds. <u>Performing:</u> Pulse March in time with the pulse. Rhythm Copy back the rhythms they hear. Clap the rhythm of their name and create their own rhythms. <u>Appraising:</u> Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>In the Groove <b>Style:</b> Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p><u>Singing:</u> Ensemble Sing as part of a group and in time to the music in more than one style. <u>Performing:</u> Pulse March/move in time with the pulse. Rhythm Clap rhythms and create their own rhythms. Play instrumental parts Play an instrument accurately and in time using notes C and D. <u>Composing:</u> Improvise Improvise using notes C and D. Compose Compose a simple melody using simple rhythms using notes C, D and E. <u>Appraising:</u> Identify five different musical styles. Reflect on a recorded class performance.</p>	<p>Round and Round <b>Style:</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p><u>Singing:</u> Sing a song together with the actions. <u>Performing:</u> Pulse March/move in time with the pulse. Rhythm Clap rhythms and create their own rhythms. Play an instrument accurately and in time using notes D, F, C and D. <u>Composing:</u> Improvise Improvise using notes D and E. <u>Appraising:</u> Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Your Imagination <b>Style:</b> Pop</p> <p><u>Singing:</u> Ensemble Sing in unison and in two parts. <u>Performing:</u> Pulse Find the pulse (body percussion). Rhythm Copy back the rhythms they hear. Clap rhythms and create their own rhythms. <u>Composing:</u> Improvise Improvise using notes C and D. Improvise through clapping and singing. <u>Appraising:</u> Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Reflect, Rewind and Replay <b>Style:</b> Classical</p> <p><u>Singing:</u> Rap and sing in time to the music. Understand that pitch is high and low sounds. Ensemble Sing in unison and in two parts. <u>Performing:</u> Pulse Find the pulse (instrument). Rhythm Create own rhythms (body percussion). Play instrumental parts Play instrumental parts accurately and in time. <u>Composing:</u> Compose Compose with First Composer using glockenspiels. <u>Appraising:</u> Recognise and name two or more instruments within a piece of music. Begin to use musical vocabulary including pulse, rhythm, beat, pitch and tempo. Verbalise responses to music.</p>
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	Reflect on a recorded class performance.					
Year 2	<p>Hands, Feet, Heart <b>Style:</b> South African</p> <p><u>Singing:</u> Ensemble Recognise that songs sometimes have a question and answer section and a chorus. <u>Performing:</u> Pulse March in time with the pulse. Pitch Know that we alter our pitch when singing and playing instruments. Rhythm Know that rhythm is different to the pulse. Clap rhythms (including long and short sounds) whilst marching to the pulse. Create simple rhythms. Play instrumental parts Play instrumental parts accurately and in time using notes G, A and C. <u>Composing:</u> Improvise Improvise using notes C and D. Compose</p>	<p>Ho Ho Ho <b>Style:</b> Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p><u>Singing:</u> Ensemble Sing and rap together and in time. Sing in groups. <u>Performing:</u> Pitch Be aware of the varied pitch we add to the pulse and rhythm when we sing/play an instrument. Pulse Freestyle finding the pulse. Rhythm Clap rhythms (including long and short sounds) whilst marching to the pulse. Play instrumental parts Play instrumental parts accurately and in time using notes G, A and B. <u>Composing:</u> Improvise Improvise using words. <u>Appraising:</u> Understand that songs have a musical style e.g. rap.</p>	<p>I Wanna Play in a Band <b>Style:</b> Rock</p> <p><u>Singing:</u> Sing and dance together and in time. <u>Performing:</u> Pulse Freestyle finding the pulse. Rhythm Clap rhythms (including long and short sounds) whilst marching to the pulse. Play instrumental parts Play instrumental parts accurately and in time using notes D and C or G, F and C. <u>Composing:</u> Improvise Improvise using notes F and G. Compose Compose a melody using simple rhythms using notes F, G and A. <u>Appraising:</u> Understand that songs have a musical style e.g. rock. Recognise and name some of the</p>	<p>Zootime <b>Style:</b> Reggae</p> <p><u>Singing:</u> Sing and dance together and in time. <u>Performing:</u> Rhythm Copy and create rhythms (including long and short sounds) whilst marching to the pulse. Pitch Define pitch. Play instrumental parts Play instrumental parts accurately and in time using notes C and D. <u>Composing:</u> Improvise Improvise using notes C and D. Compose Compose a melody using simple rhythms using notes C, D and E. <u>Appraising:</u> Understand that songs have a musical style e.g. reggae. Recognise and name some of the instruments within a piece of music.</p>	<p>Friendship Song <b>Style:</b> Pop</p> <p><u>Singing:</u> Ensemble Sing in two parts. <u>Performing:</u> Pulse Freestyle finding the pulse. Rhythm Copy and create rhythms (including long and short sounds) whilst marching to the pulse. Play instrumental parts Play instrumental parts accurately and in time using notes E and G. <u>Composing:</u> Improvise Improvise using notes C and D. Compose Compose a melody using simple rhythms using notes E, G, A and B. <u>Appraising:</u> Understand that songs have a musical style e.g. pop. Recognise and name two or more of the instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Reflect, Rewind and Replay <b>Style:</b> Classical</p> <p><u>Singing:</u> Sing and rap together and in time. Sing and dance together and in time. Ensemble Recognise that songs sometimes have a question and answer section and a chorus. Sing in two parts. <u>Performing:</u> Pulse Freestyle finding the pulse (instrument). Rhythm Know that rhythm is different to the pulse. Pitch Define pitch. Play instrumental parts Play instrumental parts accurately and in time (Revisit previous songs). <u>Composing:</u> Compose Compose with First Composer using glockenspiels. <u>Appraising:</u></p>

	<p>Compose using notes C, D and E.</p> <p><u>Appraising:</u> Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Reflect on a recorded class performance.</p>		<p>Recognise and name two or more of the instruments within a piece of music. Understand that songs have a musical style. Reflect on a recorded class performance</p>
Year 3	<p>Let Your Spirit Fly <b>Style:</b> R&amp;B, Western Classical, Musicals, Motown, Soul</p> <p><u>Singing:</u> Solo Pitch copy back - Listen and sing back Ensemble Sing in two parts</p> <p><u>Playing an Instrument:</u> Play instrumental parts accurately and in time using notes E, F, G, A, B and C by ear and from notation. Rhythm Copy back rhythmic and melodic patterns Copy back with instruments with and without notation and with notation using notes C and D. <u>Composing:</u> Improvise Improvise using notes C and D. Compose</p>	<p>Glockenspiel Stage 1</p> <p><u>Playing an Instrument:</u> Read and play the notes C, D, E and F. Perform a number of tunes using the notes above. Perform Perform including one or more of the following: improvisation, instrumental performance, composition and reflect on the performance</p> <p><u>Composing:</u> Improvise Improvise using notes C and D. Compose Compose using notes C, D, E and F.</p> <p><u>Appraising:</u> Listen and Appreciate Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song.</p>	<p>Three Little Birds <b>Style:</b> Reggae</p> <p><u>Singing:</u> Ensemble In unison</p> <p><u>Playing an Instrument:</u> Copy back, play and invent rhythmic and melodic patterns. Play instrumental parts accurately and in time using notes G, A and C. Copy back with instruments with and without notation using notes C and D. Contribute to a performance by singing, playing an instrumental part, improvising or by performing the composition</p> <p><u>Composing:</u> Compose a melody using simple rhythms using the notes C, D, E, G and A. <u>Appraising:</u> Listen and Appreciate</p>	<p>The Dragon Song <b>Style:</b> Funk and music from around the world</p> <p><u>Singing:</u> Ensemble Sing in two parts</p> <p><u>Playing an Instrument:</u> Copy back, play and invent rhythmic and melodic patterns. Play instrumental parts accurately and in time using note G by ear. Copy back with instruments with and without notation using notes C and D.</p> <p><u>Composing:</u> Improvise Improvise using notes G, A and B. Compose Compose a melody using simple rhythms. <u>Appraising:</u> Listen and Appreciate Identify the themes: Kindness, respect,</p>	<p>Bringing Us Together <b>Style:</b> Disco</p> <p><u>Singing:</u> Ensemble Sing in two parts</p> <p><u>Playing an Instrument:</u> Copy back, play and invent rhythmic and melodic patterns. Play instrumental parts accurately and in time using notes G, A and C. Copy back with instruments with and without notation using notes C and A.</p> <p><u>Composing:</u> Compose a melody using simple rhythms using the notes C, D, E, G and A.</p> <p><u>Appraising:</u> Listen and Appreciate Find the pulse while listening. Identify rhythms, tempo changes, dynamics Identify the instruments/voices including keyboard, drums, bass, a female singer</p>	<p>Reflect, Rewind and Replay <b>Style:</b> Western Classical Music</p> <p><u>Singing:</u> Solo Pitch copy back Ensemble Sing in two parts Sing in unison <u>Playing an Instrument:</u> Use untuned instruments to perform pieces composed by self and others Rhythm Grid – explore rhythm and beat <u>Composing:</u> Compose using technology <u>Appraising:</u> Listen and Appreciate Find the pulse while listening. Identify rhythms, tempo changes, dynamics Explore and use musical vocabulary – pulse, duration, staves, clefs, rhythm, crotchet, crotchet rest, treble clef, pitch, time signatures, minim, minim</p>

	<p>Compose a melody using simple rhythms using notes C, D, E, F and G.</p> <p><u>Appraising:</u> Listen and Appreciate Identify the piece's structure: Introduction, verse, chorus Identify the instruments/voices including Male/female voices, bass, drums, guitar, keyboard, synthesizer Find the pulse while listening. Identify rhythms, tempo changes, dynamics.</p>		<p>Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals Find the pulse. Know the difference between pulse and rhythm.</p>	<p>friendship, acceptance and happiness Identify the instruments/voices: Keyboard, drums, bass, a female singer Explain how the words of the song tell a story Know the difference between pulse and rhythm.</p>	<p>Explain how the words of the song tell a story. Know how pulse, rhythm and pitch work together to create a song.</p>	<p>rest, tempo, dynamics, bar lines Identify the instruments/voices Know how pulse, rhythm and pitch work together to create a song.</p>
Year 4	<p>Mamma Mia <b>Style:</b> Pop</p> <p><u>Singing:</u> Ensemble Sing in unison</p> <p><u>Playing an Instrument:</u> Know the difference between pulse and rhythm and be able to keep the internal pulse. Create musical ideas for the group to copy or respond to. Copy back, play and invent rhythmic and melodic patterns using and reading notes G and A. <u>Composing:</u> Improvise Improvise using notes G and A.</p>	<p>Glockenspiel Stage 2</p> <p><u>Playing an Instrument:</u> Know the difference between pulse and rhythm and be able to keep the internal pulse. Create musical ideas for the group to copy or respond to. Revise, play and read the notes C, D, E, F and G and use these when performing a number of songs. <u>Composing:</u> Compose a melody using more complex rhythms using notes C, D, E, F and G. <u>Appraising:</u> Listen and Appreciate Identify the pulse and rhythm and use musical</p>	<p>Stop! <b>Style:</b> Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p><u>Singing:</u> Ensemble Sing and rap in unison and in parts <u>Playing an Instrument:</u> Know the difference between pulse and rhythm and be able to keep the internal pulse. Create musical ideas for the group to copy or respond to. Copy back, play and invent rhythmic and melodic patterns using and reading notes C and D. <u>Composing:</u></p>	<p>Lean on Me <b>Style:</b> Gospel</p> <p><u>Singing:</u> Ensemble Sing in unison <u>Playing an Instrument:</u> Know the difference between pulse and rhythm and be able to keep the internal pulse. Create musical ideas for the group to copy or respond to. Play instrumental parts accurately and in time, as part of the performance using notes E, F and G by ear and from notation. Copy back, play and invent rhythmic and melodic patterns using</p>	<p>Blackbird <b>Style:</b> Pop</p> <p><u>Singing:</u> Ensemble Sing in unison <u>Playing an Instrument:</u> Know the difference between pulse and rhythm and be able to keep the internal pulse. Create musical ideas for the group to copy or respond to. Play instrumental parts accurately and in time, as part of the performance using notes G, A, B and C by ear and from notation. <u>Composing:</u> Improvise Improvise using notes C, D and E.</p>	<p>Reflect, Rewind and Replay <b>Style:</b> Western Classical Music</p> <p><u>Singing:</u> Ensemble Sing and rap in unison and in parts <u>Playing an Instrument:</u> Revisit songs from earlier in the year and perform instrumental parts (glockenspiel) Music Explorer - Play instrumental parts accurately and in time with varied styles, tempos and notes. Play glockenspiels/body percussion to keep the pulse Rhythm Grid – explore rhythm and beat <u>Appraising:</u></p>

	<p><b>Compose</b> Compose a melody using simple rhythms using the notes G, A and B. <u>Appraising:</u> <b>Listen and Appreciate</b> Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums Find the pulse whilst listening. Begin to identify changes in tempo, dynamics and texture.</p>	<p>terminology to describe these. Find the pulse whilst listening and begin to identify changes in tempo, dynamics and texture.</p>	<p><b>Compose lyrics about a chosen topic</b> <u>Appraising:</u> <b>Listen and Appreciate</b> Identify the structure: Intro and 6 rapped verses, each with a sung chorus Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p>	<p>and reading notes F and G. <u>Composing:</u> <b>Improvise</b> <b>Improvise using notes F and G.</b> <u>Appraising:</u> <b>Listen and Appreciate</b> Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p>	<p><b>Compose</b> Compose a melody using simple rhythms using the notes C, D and E. <u>Appraising:</u> <b>Listen and Appreciate</b> Identify the themes: Equality, civil rights Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong Describe the story told by the music and lyrics</p>	<p><b>Listen and Appreciate</b> Identify the themes in music Identify instruments/voices in a piece of music Describe the story told by the music and lyrics Explore and use musical vocabulary – pulse, rhythm, pitch, duration, staves and clefs, time signatures, tempo, dynamics, semibreve, semibreve rest, timbre, texture, treble clef. quaver, quaver rest</p>
Year 5	<p>Music Centre - Guitars <u>Singing:</u> Ensemble Sing in unison</p> <p><u>Playing an Instrument:</u> Play instrumental parts accurately and in time, as part of the performance using notes D, E, F sharp and G by ear and from notation. Rhythm and pitch copy back and question and answer.</p> <p><u>Composing:</u></p>	<p>Music Centre - Guitars <u>Singing:</u> Ensemble Sing in unison</p> <p><u>Playing an Instrument:</u> Play instrumental parts with the music by ear using the notes G, A &amp; B and D, E, G, A &amp; B.</p> <p><u>Composing:</u> <b>Improvise</b> Improvise in a Bossa Nova style using notes G, A and B.</p>	<p>Music Centre - Guitars <u>Singing:</u> Ensemble Sing in unison</p> <p><u>Playing an Instrument:</u> Play instrumental parts accurately and in time, as part of the performance using notes C, D, E, F &amp; G by ear and from notation. Rhythm and pitch copy back and question and answer.</p> <p><u>Composing:</u></p>	<p>Music Centre - Guitars <u>Singing:</u> Ensemble Sing and rap in unison</p> <p><u>Playing an Instrument:</u> Play instrumental parts accurately and in time, as part of the performance using notes G and A by ear and from notation and notes C, D, E, F, G and A by ear and from notation.</p>	<p>Music Centre - Guitars <u>Singing:</u> Ensemble Sing in unison and with backing vocals</p> <p><u>Playing an Instrument:</u> Play instrumental parts accurately and in time, as part of the performance using notes F and G (complex rhythms) by ear and from notation. Rhythm and pitch copy back</p> <p><u>Composing:</u> <b>Improvise</b></p>	<p><b>Music Centre - Guitars</b> <u>Singing:</u> Ensemble Sing in unison</p> <p><u>Playing an Instrument:</u> Play a range of instrumental parts as accurately and in time, as part of the performance using notes D, E, F sharp and G by ear and from notation. Rhythm and pitch copy back and question and answer.</p>



	<p><b>Improvise</b> Improvise in the lessons and as part of the performance using notes G, A and B.</p> <p><b>Compose</b> Compose a melody using simple rhythms and use as part of the performance using notes G, A, B, D and E (pentatonic scale).</p> <p><u>Appraising:</u> Listen and Appreciate Identify the structure of the piece of music. Identify the instruments/voices they can hear. Identify changes in tempo, dynamics and texture.</p>	<p>Improvise in a swing style using the notes D &amp; E, the notes D, E &amp; G and the notes D, E, G, A &amp; B.</p> <p><u>Appraising:</u> Listen and Appreciate Identify the structure of the piece of music including a three note Bossa and a Five note Swing. Identify the instruments/voices they can hear. Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.</p>	<p>Improvise Improvise in the lessons and as part of the performance using notes C, D and E.</p> <p><b>Compose</b> Compose a melody using simple rhythms and use as part of the performance using notes C, D, E, F &amp; G</p> <p><u>Appraising:</u> Listen and Appreciate Identify the structure of the piece of music Identify the instruments/voices they can hear. Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.</p>	<p>Rhythm and pitch copy back and question and answer.</p> <p><u>Composing:</u> Improvise Improvise in the lessons and as part of the performance using notes D, E and F.</p> <p><b>Compose</b> Compose a melody using simple rhythms and use as part of the performance using notes D, E, F, G and A.</p> <p><u>Appraising:</u> Listen and Appreciate Identify the structure of the piece of music Identify the instruments/voices they can hear Identify changes in tempo, dynamics and texture</p>	<p>Improvise using notes D, E and F.</p> <p><b>Compose</b> Compose a melody choosing from the notes C, D, E, F and G.</p> <p><u>Appraising:</u> Listen and Appreciate Identify the structure of the piece of music Identify the instruments/voices they can hear Discuss the tempo, dynamics and texture</p>	<p><u>Composing:</u> Improvise Using Music Explorer Compose Using Music Explorer</p> <p><u>Appraising:</u> Listen and Appreciate Identify the structure of the piece of music Identify the instruments/voices they can hear Identify changes in tempo, dynamics and texture Begin to explore and use musical vocabulary to describe pieces of music – rhythm, pitch, duration, staves, clefs, time signatures, pulse, tempo, dynamics, semibreve, semibreve rest, timbre, texture, treble clef, bass clef, quaver, quaver rest.</p>
Year 6	<p>Happy <b>Style:</b> Pop/Motown <u>Singing:</u> Ensemble Sing in unison</p> <p><u>Playing an Instrument:</u> Play instrumental parts accurately and in time, as part of the performance using notes G, A, B, C, D</p>	<p>Classroom Jazz <b>Style:</b> Jazz, Latin, Blues</p> <p><u>Playing an Instrument:</u> Play instrumental parts accurately and in time, as part of the performance using notes C, D, F, E, G, A, B &amp; C and C, Bb, G, F &amp; C by ear (Meet the Blues)</p>	<p>A New Year Carol <b>Themes:</b> Benjamin Britten's music and cover versions</p> <p><u>Singing:</u> Ensemble Sing in unison Solo</p>	<p>You've Got A Friend <b>Style:</b> The Music of Carole King</p> <p><u>Singing:</u> Ensemble Sing in unison</p> <p><u>Playing an Instrument:</u> Play instrumental parts accurately and in time,</p>	<p>Music and Me <b>Style:</b> Inspirational women in the music industry</p> <p><u>Composing:</u> Compose Discuss and reflect on the planning and writing of their compositions, including external influences and inspiration</p>	<p>Reflect, Rewind and Replay <b>Style:</b> Western Classical Music</p> <p><u>Singing:</u> Ensemble Sing in two parts Sing in unison</p> <p><u>Playing an Instrument:</u></p>

	<p>and E by ear and from notation. Rhythm and pitch copy back and question and answer.</p> <p><u>Composing:</u> Improvise Improvise in the lessons and as part of the performance using notes A, G and B. Compose Compose a melody using simple rhythms and use as part of the performance using notes C, E, G, A and B.</p> <p><u>Appraising:</u> Listen and Appreciate Describe the style indicators and structure of a piece music Identify the instruments/voices they can hear Identify and discuss the musical dimensions used in the song Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.</p>	<p><u>Composing:</u> Improvise Improvise in a Blues style using the notes C, Bb, G, F and C Improvise in Bacharach Anorak using the notes: - C, D - C, D, E - C, D, E, F, G - C, D, E, F, G, A, B + C</p> <p><u>Appraising:</u> Listen and Appreciate Describe the style indicators and structure of a piece music Identify the instruments/voices they can hear Identify and discuss the musical dimensions used in the song Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.</p>	<p>Sing a song in a variety of styles (original and Urban Gospel)</p> <p><u>Playing an Instrument:</u> Clap rhythms found within the song (body percussion)</p> <p><u>Appraising:</u> Listen and Appreciate Describe the style indicators and structure of a piece music Identify the instruments/voices they can hear Identify and discuss the musical dimensions used in the song Identify and describe the mood and story told throughout a piece of music. Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.</p>	<p>as part of the performance using notes C, D, E &amp; F and D, E, F, G, A, B &amp; C by ear and from notation. Rhythm and pitch copy back and question and answer using notes A, G and E.</p> <p><u>Composing:</u> Improvise Improvise in the lessons and as part of the performance using notes A, G and E. Compose Compose a melody using simple rhythms and use as part of the performance using notes E, G &amp; A and E, G, A, C &amp; D.</p> <p><u>Appraising:</u> Listen and Appreciate Describe the style indicators and structure of a piece music Identify the instruments/voices they can hear Identify and discuss the musical dimensions used in the song Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together</p>	<p><u>Appraising:</u> Listen and Appreciate Critically discuss the music of the featured artists Discuss the impact of inspirational female musicians Relate a piece of music to their personal experiences Begin to discuss the impact of an artist's family and culture on their music</p>	<p>Revisit songs from earlier in the year and perform instrumental parts (glockenspiel) Music Explorer - Play instrumental parts accurately and in time with selected styles, tempos and notes. Play glockenspiels/ body percussion to keep the pulse Rhythm Grid – explore rhythm and beat</p> <p><b>Listening</b> Explore and use musical vocabulary to describe pieces of music – rhythm, pitch, duration, staves, clefs, time signatures, pulse, tempo, dynamics, semibreve, semibreve rest, timbre, texture, treble clef, bass clef, quaver, quaver rest. Critically discuss the music of the featured artists Discuss the impact of an artist's family and culture on their music</p>
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