



Music medium term overview 2024-25



Reception

TERM	AUTUMN Term 1.1 – Me (Variety of Music styles) Term 1.2 - My Stories (Variety of Music styles)		SPRING Term 2.1 – Everyone (Variety of Music styles) Term 2.2 – Our World (Variety of Music styles)		SUMMER Term 3.1 – Big Bear Funk (Funk) Term 3.2 – Reflect, Rewind & Replay (Variety of Music styles)	
National Curriculum coverage	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music 		<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 		<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	
Lesson Objectives	<p><u>Me!</u></p> <p>Variety of musical styles</p> <p><u>Songs that will be taught:</u></p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song Things For Fingers</p> <p><u>Listen & Respond</u></p> <p>To explore high and low sounds</p> <p><u>Explore & Create</u></p> <p>To copy basic rhythm patterns of single words & short</p>	<p><u>My Stories</u></p> <p>Variety of musical styles</p> <p><u>Songs that will be taught:</u></p> <p>The Grand Old Duke Of York Ring O’ Roses</p> <p>Hickory Dickory Dock Not Too Difficult</p> <p>The ABC Song</p> <p><u>Listen & Respond</u></p> <p>To begin to identify the pulse of the music.</p> <p><u>Explore & Create</u></p> <p>To find different ways to keep the pulse.</p>	<p><u>Everyone!</u></p> <p>Variety of musical styles</p> <p><u>Songs that will be taught:</u></p> <p>Wind The Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping On The Bed</p> <p>Twinkle Twinkle</p> <p>If You're Happy And You Know It</p> <p>Head, Shoulders, Knees And Toes</p> <p><u>Listen & Respond</u></p> <p>To explore high pitch and low pitch in the context of the songs.</p> <p><u>Explore & Create</u></p>	<p><u>Our World</u></p> <p>Variety of musical styles</p> <p><u>Songs that will be taught:</u></p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p><u>Listen & Respond</u></p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p><u>Explore & Create</u></p> <p>To invent a pattern using one pitched note.</p> <p>To keep the pulse throughout with a single note.</p>	<p><u>Big Bear Funk</u></p> <p>Variety of musical styles</p> <p><u>Song that will be taught:</u></p> <p>Big bear Funk</p> <p><u>Listen & Respond</u></p> <p>To learn that music can touch your feelings.</p> <p><u>Explore & Create</u></p> <p>To begin to create simple 2-note patterns to accompany the song.</p> <p>To add a 2-note melody to the rhythm of the words.</p> <p>To play with two pitched notes to invent musical patterns.</p> <p><u>Singing</u></p> <p>To sing or rap nursery rhymes and simple songs from memory.</p> <p><u>Share & Perform</u></p> <p>To perform any of the nursery rhymes by singing and adding actions and dance.</p>	<p><u>Reflect, Rewind & Replay</u></p> <p>Variety of musical styles</p> <p><u>Composing</u></p> <p>To use a range of sounds and notes to compose my own music.</p> <p>To use my own graphic notation to record my composition.</p> <p>To sound design a piece of music.</p> <p>To listen to others’ compositions.</p> <p><u>Extended project:</u></p> <p>Making instruments that produce different dynamics.</p>

	<p>phrases from the songs.</p> <p><u>Singing</u></p> <p>To sing along with a pre- recorded song.</p> <p><u>Share & Perform</u></p> <p>To perform nursery rhymes by singing.</p>	<p><u>Singing</u></p> <p>To sing along with a pre-recorded song and add actions.</p> <p><u>Share & Perform</u></p> <p>To perform any of the nursery rhymes by singing and adding actions</p> <p>To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D & E.</p>	<p>To listen to high-pitched & low- pitched sounds on a glockenspiel.</p> <p>To explore high and low using voices and sounds of characters in the songs.</p> <p><u>Singing</u></p> <p>To sing along with the backing track.</p> <p><u>Share & Perform</u></p> <p>To perform nursery rhymes by singing and adding actions and dance.</p> <p>To perform any nursery rhymes or songs adding a simple instrumental part using the keys: D, E, G & A.</p>	<p><u>Singing</u></p> <p>To identify different sections of a song.</p> <p><u>Share & Perform</u></p> <p>To perform any of the nursery rhymes by singing and adding actions and dance.</p> <p>To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D, E, F, G & A.</p>	<p>To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D, E.</p>	
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Year 1						
TERM	AUTUMN Term 1.1 – Hey You (Old School Hip-Hop) Term 1.2 - Rhythm in The Way We Walk/ Banana Rap (Reggae)		SPRING Term 2.1 – In the groove (Blues, Baroque, Latin, Bhangra, Folk, Funk) Term 2.2 – Round and Round (Bossa Nova)		SUMMER Term 3.1 – Your Imagination (Pop) Term 3.2 – Exploring Sound (Stories through sound-classical Peter wolf)	
National Curriculum coverage	<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select, and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select, and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select, and combine sounds using the inter-related dimensions of music. 	
Learning Objectives	<p><u>Hey You!</u> Old School Hip-Hop Percussion instrument: Glockenspiel Listen & Respond To be able to say what the style of music is To identify the pulse of the music. Singing To learn to sing the song “Hey You!” To sing in time with the music Playing</p>	<p><u>Rhythm In The Way We Walk / Banana Rap</u> Reggae Wind instrument: voice Listen & Respond To identify the style of the music To begin to recognise instruments I can hear in a song. Singing To sing the song: Rhythm In The Way We Walk.</p>	<p><u>In The Groove</u> Blues, Baroque, Latin, Bhangra, Folk, Funk Percussion instrument: Glockenspiel Listen & Respond To identify the style of the music To begin to recognise instruments I can hear in a song. To move in different ways to the pulse. Singing To sing the song: In The Groove</p>	<p><u>Round And Round</u> Bossa Nova Percussion instrument: Glockenspiel Listen & Respond To begin to identify voices I can hear in the song. Singing To sing the song: Round & Round To sing in time with the music Playing</p>	<p><u>Your Imagination</u> Pop Percussion instrument: Glockenspiel Listen & Respond To identify the style of music To recognise instruments that are used in different songs. Singing To sing the song: Your Imagination. To sing in time with the music Playing To use 1 or 2 notes: C or C & G to play along with the song.</p>	<p><u>Exploring Sound</u> (Stories through sound-classical Peter wolf) Composing To use a range of sounds and notes to compose my own music. To use my own graphic notation to record my composition. To sound design a piece of music. To listen to others’ composition and say what I like about it. To state the purpose of their composition.</p>

<p>To use a percussion instrument to play repeated patterns</p> <p>To use 1 or 2 notes; C or C & G to play along with the song.</p> <p><u>Improvisation</u></p> <p>To understand what improvise means</p> <p>To create my own 4 beat rhythm using claps.</p> <p><u>Composition</u></p> <p>To compose a simple melody using rhythm on percussion instrument</p> <p>To use simple rhythms choosing from the notes C & D or C, D & E.</p>	<p>To sing in time with the music</p> <p>To rap the song: Banana Rap.</p> <p>To sing 'Banana Rap' with growing confidence</p> <p>.</p>	<p>To sing in time with the music</p> <p><u>Playing</u></p> <p>To use 1 or 2 notes: C or C & D to play along with a song.</p> <p><u>Improvisation</u></p> <p>To improvise with claps.</p> <p><u>Composition</u></p> <p>To compose a simple melodic using simple rhythms choosing from the notes C & D or C, D & E.</p>	<p>To use up to 3 notes: D or D, F, C & D to play along with the song.</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes D & E.</p>	<p><u>Improvisation</u></p> <p>Improvise with claps, and voice using notes C & D.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes C & D or C, D & E.</p>	<p>Extended project: making instruments that produce different timbres.</p>
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Year 2					
TERM	AUTUMN Term 1.1 /Term 1.2- Recorder course 1	SPRING Term 2.1 – Hands, Feet, Heart (African pop) Term 2.2 – I wanna Play in a Band (Rock)		SUMMER Term 3.1-Friendship Song (Pop) Term 3.2 – Exploring Sound (Classical- Vivaldi)	
National Curriculum coverage	<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select, and combine sounds using the inter-related dimensions of music. 				
Learning Objectives	<p>Recorder Course Part 1 (Recorder suggested pathway)</p> <p>Wind instrument: recorder</p> <p>To hold the recorder correctly and stand in the correct position.</p> <p>To make a clear sound on the note B.</p> <p>To breathe at the correct time when playing.</p> <p>To explain what the word rhythm means and copy back different rhythms on the note B.</p> <p>To keep the pulse when playing the recorder.</p> <p>To identify and draw the time signature, bar lines, treble clef and note B on a score.</p> <p>To play the note A.</p>	<p>Hands, Feet, Heart</p> <p>Afropop, South African</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics)</p> <p>To identify the style of music</p> <p>To identify the pulse of the music.</p> <p>To identify the tempo and dynamics of the music</p> <p>Singing</p> <p>To sing the song: Hands, Feet, Heart</p> <p>To sing in time with the music</p>	<p>I Wanna Play In A Band</p> <p>Rock</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics)</p> <p>To identify the style of music</p> <p>To name instruments I can hear in the song</p> <p>To identify the pulse, tempo and dynamics of the music</p> <p>Singing</p> <p>To sing the song: I Wanna Play in a Band</p>	<p>Friendship Song</p> <p>Pop</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics)</p> <p>To identify the style of music</p> <p>To identify different movements, I can use to find the pulse of the music</p> <p>To identify the dynamics and tempo of the song</p> <p>Singing</p> <p>To sing the song: Friendship Song</p>	<p>Exploring Sound</p> <p>Focus on texture</p> <p>Composition</p> <p>To use a range of sounds and notes to compose my own music.</p> <p>To use my own graphic notation to record my composition.</p> <p>To sound design a piece of music.</p> <p>To listen to others' compositions and give their opinion.</p> <p>To listen and adapt their own composition.</p> <p>To consider the purpose of their composition.</p>

		<p><u>Playing</u></p> <p>To use up to three notes – G or G, A & C to play with a song</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes C & D</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms, choosing from the notes C & D or C, D & E.</p>	<p>To sing in time with the music</p> <p><u>Playing</u></p> <p>To use up to 3 notes; F or F, D & C to play along with the song</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes F and G</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms, choosing from the notes F & G or F, G & A.</p>	<p>To sing in time with the music</p> <p>To sing with confidence and clarity; accurately, fluently.</p> <p><u>Playing</u></p> <p>To play instruments using up to three notes – C or E and G.</p> <p><u>Improvisation</u></p> <p>To improvise with claps, voice and notes C, D.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms, choosing from the notes C & D or C, D or E.</p>	<p>To be able to state the purpose of their composition</p> <p>Extended project: making instruments that produces different textures.</p>
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Year 3						
TERM Topic	AUTUMN Term 1.1 – Let Your Spirit Fly Term 1.2 – Mamma Mia		SPRING Term 2.1 – Three Little Birds (Reggae) Term 2.2 – The Dragon Song (Pop)		SUMMER Term 3.1 – Bringing Us Together (Disco) Term 3.2 – Exploring Sounds	
National Curriculum coverage	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 					
Learning Objectives	<p><u>Let Your Spirit Fly</u></p> <p>Wind instrument: recorder</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, structure)</p> <p>To identify the style of music</p> <p>To identify the pulse of the music.</p> <p>To name instruments I can hear in the song</p> <p>To describe the tempo, dynamics, pitch and structure of a music</p> <p>Singing</p>	<p><u>Mamma Mia</u></p> <p>Wind instrument: recorder</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, structure)</p> <p>To identify the style of music</p> <p>To identify the pulse, tempo and dynamic of the music.</p> <p>To name instruments I can hear in the song</p> <p>To describe the tempo, dynamics, pitch and structure of a music</p>	<p><u>Three Little Birds</u></p> <p>Reggae</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, structure)</p> <p>To identify the style of music</p> <p>To identify the pulse of the music.</p> <p>To begin to identify the structure of a song.</p> <p>To describe the tempo, dynamics and pitch of a music</p> <p>Singing</p>	<p><u>The Dragon Song</u></p> <p>A pop song that tells a story</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, structure)</p> <p>To identify the style of music</p> <p>To name instruments I can hear in the song.</p> <p>To begin to describe what the song might be about.</p> <p>To describe the tempo, dynamics, pitch and structure of a music</p>	<p><u>Bringing Us Together</u></p> <p>Disco</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, structure)</p> <p>To identify the style of music</p> <p>To name voices I can hear in the song.</p> <p>To describe what the song might be about.</p> <p>To describe the tempo, dynamics, pitch and structure of a music</p> <p>Singing</p>	<p><u>Exploring Sound</u></p> <p>Focus on rhythm</p> <p>Composition</p> <p>To use a range of sounds and notes to compose my own music.</p> <p>To use my own or known graphic notation to record my composition.</p> <p>To sound design a piece of music.</p> <p>To listen to others' compositions and explain their opinion.</p> <p>To listen and adapt their own composition to improve it.</p> <p>To create a composition for a purpose.</p>

	<p>To sing the song: Let your Spirit Fly</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p><u>Playing</u></p> <p>To play instrumental parts with the song from notation using up to 3 notes – C, D & E.</p> <p><u>Improvisation</u></p> <p>To improve using the notes C, D & E.</p> <p><u>Composition</u></p> <p>To compose a simple melody using the notes C, D & E.</p>	<p><u>Singing</u></p> <p>To sing the song: Mamma Mia</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p><u>Playing</u></p> <p>To lay and recognise semibreves (four beat notes) and minims (two beat notes)</p> <p>To play instrumental parts with the song from notation using the notes – A and G.</p> <p><u>Improvisation</u></p> <p>To improve using the notes B, G and A.</p> <p><u>Composition</u></p> <p>To compose a simple melody using the notes B, G and A.</p>	<p>To sing the song: Three Little Birds.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p><u>Playing</u></p> <p>To play instrumental parts with the song from notation using up to 3 notes – C, D & E.</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes C, D & E.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes C, D & E or C, D, E, F & G.</p>	<p><u>Singing</u></p> <p>To sing the song: The Dragon Song.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p><u>Playing</u></p> <p>To play instrumental parts with the song from notation using up to 3 notes – G, A & B.</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice using notes G, A and B.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes G, A & B or D, E, G, A & B. (Pentatonic scale)</p>	<p>To sing the song: Bringing Us Together.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p><u>Playing</u></p> <p>To play instrumental parts with the song from notation using up to 3 notes – C, A & G</p> <p><u>Improvisation</u></p> <p>To improvise with claps, instruments and voice using notes C & A.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes G, A & G or C, D, E, G & A. (Pentatonic scale)</p>	<p>To be able to explain the purpose of their composition.</p>
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Year 4 (Led by a music specialist teacher)					
AUTUMN Term 1.1 – An introduction to Music Term 1.2 – Developing skills for a concert performance		SPRING Term 2.1 – Music in Media Term 2.2 – Musical notation		SUMMER Term 3.1 – Pop Music Term 3.2 – Pop Music	
<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 					
<p>Term 1:1</p> <p align="center">An Introduction to music</p> <p>Instrument: Steel pans</p> <p>1 – Exploring and recognising the key elements of Music (Dynamics, Tempo, Pitch)</p> <p>2 – The Steel Pan</p> <ul style="list-style-type: none"> • What type of instrument is it? (Tuned percussion) • How many notes does it have? (Eight, based upon the G Maj scale) • What type of sound does it make? (Timbre) • What is the 	<p>Term 1:2</p> <p align="center">Performance techniques (Christmas Music)</p> <p>Instrument: Steel pans</p> <p>1 – Improving the skills and techniques from 1.1 for solo and ensemble presentation.</p> <p>2 – Exploring a particular Music genre (Christmas music)</p> <ul style="list-style-type: none"> • Developing aural skills through slowly learning a Christmas themed melody on the Steel Pan • Whole class ensemble vocal 	<p>Term 2:1</p> <p align="center">Music in Media</p> <p>Instrument: Keyboards</p> <p>1 – Correct techniques for keyboard playing</p> <ul style="list-style-type: none"> • Using chord shape patterns and fingers independently when playing scales • Left- and Right-hand technique collectively • Understanding the keyboard layout • Exploring different sounds available on a keyboard <p>2 – Exploring the importance of Music in TV and Film</p> <ul style="list-style-type: none"> • Identifying appropriate music for the type of film • Discussing how it stimulates all emotions • How does it help to make 	<p>Term 2:2</p> <p align="center">Musical notation</p> <p>Instrument: Keyboards</p> <ul style="list-style-type: none"> • Recognising notes and identifying note values (Crotchets, quavers, minims) • The stave and its components (Treble clef, bar lines) • Note placement on the stave • Composing and notating patterns using the C Maj scale • Transferring all these skills to the keyboard 	<p>Term 3:1</p> <p align="center">Pop Music</p> <p>Instrument: steel pans, keyboards, glockenspiel, non-tuned percussion</p> <p>1 - Compositional skill : Pupils explore 'Ostinato' (or riffs) and how a repeated pattern can be used effectively over a chord progression. Pupils create their own 2 bar Ostinato on their chosen instrument and are accompanied by a music specialist teacher on the guitar.</p> <p>2 – To continue with our work on musical notation, pupils will write their compositions using crotchets, quavers and minims, covered during the previous term.</p>	<p>Term 3:2</p> <p align="center">Pop Music</p> <p>Instrument: steel pans, keyboards, glockenspiel, non-tuned percussion</p> <p>To round off the year, pupils will use all their learning to complete a final performance based on Pop music. Work will also include:</p> <ul style="list-style-type: none"> • Listening activities: Pupils hear examples of different styles that encompass the 'Pop' genre, such as the influence of blues, jazz, classical, disco, rap etc. • Identifying instrumentation: Pupils are encouraged to suggest the various instruments featured within each song. • Song structure, reiterating the need to identify verse, chorus, solos etc. • Whole class instrumental performances of chosen songs,

<p>appropriate technique when playing? (Ping the centre of the note, use the beater carefully, don't hold the pan)</p> <p>3 – Introduction to singing</p> <p>and how we sing. Why important? (Exploring stories found in songs)</p> <p>e (Warming our voices, our voices correctly, different sounds we make, sounds)</p>	<p>performances of set Christmas songs</p> <p>3 – Understanding what makes a good performance</p> <ul style="list-style-type: none"> • Children will also learn correct posture, concentration, singing / playing from memory where possible, entering the performance area quietly and appropriately. 	<p>the story more believable?</p>			<p>such as 'Fields of Gold' by Sting</p> <ul style="list-style-type: none"> • Whole class vocal ensemble of chosen songs such as 'Stand By Me' by Ben E King and 'Sitting On The Dock Of The Bay' by Otis Redding.
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Year 5					
TERM Topic	AUTUMN Term 1.1 Lean on Me Term 1.2 Beginners keyboard course		SPRING Term 2.1 – Beginners keyboard course (continued) Term 2.2 – Livin’ on a prayer		SUMMER Term 3.1 – Make you feel my love (Pop Ballad) Term 3.2 -Fresh prince of Bel Air (Hip Hop)
National Curriculum coverage	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 				
Learning Objectives	<p><u>Lean On Me</u></p> <p>Soul / Gospel</p> <p>Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, rhythm, form, texture, structure)</p> <p>To identify the genre of the music</p> <p>To identify the pulse of the music.</p> <p>To begin to identify the structure of a song.</p> <p>To describe the tempo, dynamics, pitch and rhythm of a music</p>	<p><u>Beginners Keyboard course</u></p> <p>Percussion instrument: keyboards</p> <p>To understand the purpose of percussion instruments in music</p> <p>To position their hands on a middle C to play the keyboard.</p> <p>To develop the right hand position.</p> <p>To play a range of music.</p> <p>To identify a range of notation and length of notes and rests.</p> <p>To play a piece of music with a range of note lengths.</p> <p>To play a range of music with different tempos.</p> <p>To be able to play A, B, C, D, E, F, F# and G</p> <p>To be able to play a piece of music with four or six different notes.</p>	<p><u>Livin’ On A Prayer</u></p> <p>Rock</p> <p>Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, rhythm, form, texture, structure)</p> <p>To identify the genre of the music</p> <p>To identify the dynamics, tempo and texture of the song.</p> <p>To describe the tempo, dynamics, pitch and rhythm of a music</p> <p><u>Singing</u></p>	<p><u>Make You Feel My Love</u></p> <p>Pop Ballad</p> <p>Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, rhythm, form, texture, structure)</p> <p>To identify the genre of the music</p> <p>To identify the dynamics, tempo, pitch and texture of the song.</p> <p>To identify the structure of a song.</p> <p><u>Singing</u></p> <p>To sing the song “Make You Feel My Love.”</p>	<p><u>Fresh Prince of Bel-Air</u></p> <p>Hip Hop</p> <p>Percussion instrument: Glockenspiel</p> <p><u>Listen & Respond</u></p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, rhythm, form, texture, structure)</p> <p>To identify the genre of the music</p> <p>To identify the dynamics, tempo, pitch and texture of the song.</p> <p>To identify the instruments I can hear in the song.</p> <p><u>Singing</u></p>

<p>Singing</p> <p>To sing the song “Lean on Me.”</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in unison</p> <p>Playing</p> <p>To play instrumental parts with the song from notation using up to 4 notes – C, E F & G.</p> <p>Improvisation</p> <p>To improvise with claps and voice using notes F, G and A.</p> <p>Composition</p> <p>To compose a simple melody using simple rhythms choosing from the notes F, G & A or D, E, F, G & A.</p>	<p>To sing the song “Livin’ On A Prayer.”</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in unison</p> <p>Playing</p> <p>To play instrumental parts with the song from notation using the notes; G, A + B or D, E, F# + G.</p> <p>Improvisation</p> <p>To improvise with claps and voice using notes G, A and B.</p> <p>Composition</p> <p>To compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale)</p>	<p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in unison.</p> <p>Playing</p> <p>To play instrumental parts with the song by ear or from notation using the 3 notes – C, D & E.</p> <p>Improvisation</p> <p>To improvise with claps and voice using notes C, D and E.</p> <p>Composition</p> <p>To compose a simple melody using simple rhythms choosing from the notes C, D, E, F & G.</p>	<p>To sing the song “Fresh Prince of Bel Air.”</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing or rap in unison.</p> <p>Playing</p> <p>To play instrumental parts with the song by ear or from notation using the 3 notes – CD G and A.</p> <p>Improvisation</p> <p>To improvise with claps and voice using notes; D, E and F.</p> <p>Composition</p> <p>To compose a simple melody using simple rhythms choosing from the notes D, E & F or D, E, F, G & A.</p>
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Year 6						
TERM	AUTUMN Term 1.1 – Term 2.1 – Happy (Pop) Term 1.2 - Dancing in the Street (Motown)		SPRING Term 2.1-Blackbird (Folk) Term 2.2- Classroom Jazz 1 (Jazz)		SUMMER Term 3.1 – You’ve Got a friend (Pop) Term 3.2 -Music and Me (Inspirational female artists)	
National Curriculum coverage	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 					
Learning objectives	<p><u>Happy</u> Pop</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, rhythm, form, texture, structure)</p> <p>To identify the genre of the music</p> <p>To identify the instruments used to create a piece of music.</p> <p>To identify if the music has a story or communicate a message.</p>	<p><u>Dancing In The Street</u> Motown</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, rhythm, form, texture, structure)</p> <p>To identify the genre of the music</p> <p>To identify the dynamics, tempo and texture of the song.</p> <p>To identify the structure of a song.</p> <p>To identify the instruments used to create a piece of music.</p>	<p><u>Blackbird</u> A Beatles’ song about civil rights</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, rhythm, form, texture, structure)</p> <p>To identify what style indicators, I can hear.</p> <p>To describe the structure of the song.</p> <p>Singing</p> <p>To sing the song: Happy.</p>	<p><u>Classroom Jazz 1</u> Jazz</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, rhythm, form, texture, structure)</p> <p>To identify the genre of the music</p> <p>To identify the instruments used to create a piece of music. To identify the structure of a piece of music.</p> <p>To describe the musical dimensions.</p>	<p><u>You’ve Got A Friend</u> Pop</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, rhythm, form, texture, structure)</p> <p>To identify the genre of the music</p> <p>To identify what style indicators, I can hear.</p> <p>To describe the structure of the song.</p> <p>Singing</p>	<p><u>Music And Me</u> Inspirational female artists – a variety of music styles</p> <p>Percussion instrument: Glockenspiel</p> <p>Listen & Respond</p> <p>To describe the different elements of a music (pulse, tempo, dynamics, pitch, rhythm, form, texture, structure)</p> <p>To identify the dynamics, tempo and texture of the song.</p> <p>To identify the structure of a song.</p> <p>Explore and Create</p>

	<p><u>Singing</u></p> <p>To sing the song: Happy.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in unison</p> <p><u>Playing</u></p> <p>To play instrumental parts with the song by ear or from notation using the notes A, G and B.</p> <p><u>Improvisation</u></p> <p>To improvise with claps, instruments and voice using notes; A, G and B.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes A, G & B or C, E, G, A & B.</p>	<p>To know the history of Motown</p> <p><u>Singing</u></p> <p>To sing the song: Dancing In The Street.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in 2 parts.</p> <p><u>Playing</u></p> <p>To play instrumental parts accurately and in time with the music.</p> <p>To play instrumental parts using G, A, B & C.</p> <p><u>Improvisation</u></p> <p>To improvise using voice, clapping and notes C or C & D or C, D & E.</p> <p><u>Composition</u></p> <p>To compose a melody using simple rhythms and use it as part of the performance choosing from notes C, D & E or C, D, E, F & G.</p>	<p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in 2 parts.</p> <p><u>Playing</u></p> <p>To play instrumental parts accurately and in time with the music.</p> <p>To play instrumental parts using G, A, B & C.</p> <p><u>Improvisation</u></p> <p>To improvise using voice, clapping and notes C or C & D or C, D & E.</p> <p><u>Composition</u></p> <p>To compose a melody using simple rhythms and use it as part of the performance choosing from notes C, D & E or C, D, E, G & A. (Pentatonic scale)</p>	<p><u>Playing</u></p> <p>Play instrumental parts with the music by ear using the notes G, A & B and D, E, G, A & B.</p> <p><u>Improvisation</u></p> <p>To improvise in a Bossa Nova style using the notes G, A & B. To improvise in a swing style using the notes D, E, G, A & B.</p> <p><u>Share & Perform</u></p> <p>To begin to identify different ways to introduce a musical performance.</p> <p>To reflect on a performance and identify my strengths and weaknesses.</p>	<p>To sing the song: You've got a friend.</p> <p>To sing with confidence and clarity; accurately, fluently and in time.</p> <p>To sing in unison.</p> <p><u>Playing</u></p> <p>To play instrumental parts with the song by ear or from notation using up to 4 notes – B, A & G and C, D, E & F.</p> <p><u>Improvisation</u></p> <p>To improvise with claps, instruments and voice using notes; A, G and E.</p> <p><u>Composition</u></p> <p>To compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.</p>	<p>To work collaboratively.</p> <p>To identify suitable lyrics</p> <p>To be able to write suitable lyrics for a song or rap.</p> <p>To create and practise melodies in the music explorer composition tool.</p> <p><u>Share & Perform</u></p> <p>To sing or rap in unison.</p>
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Resource Base		
TERM	AUTUMN Term 1.1 – Dancing in the Street	SPRING Term 2.1- Let your Spirit Fly
National Curriculum coverage	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music 	
Learning objectives	<p><u>Dancing in the Street</u></p> <p>Instrument- Body percussion</p> <p><u>Listen & Respond</u></p> <p>To identify the style of music</p> <p>To identify the pulse of the music.</p> <p>To name instruments I can hear in the song</p> <p><u>Singing</u></p> <p>To sing the song: Dancing in the Street</p> <p>To sing with confidence and in time.</p> <p><u>Playing</u></p> <p>To rehearse a short rhythm using body percussion</p> <p><u>Improvisation</u></p> <p>To improvise a short rhythm using body percussion</p> <p><u>Composition</u></p> <p>To compose a short rhythm using body percussion</p>	<p><u>Let Your Spirit Fly</u></p> <p>Percussion instruments</p> <p><u>Listen & Respond</u></p> <p>To identify the style of music</p> <p>To name instruments I can hear in the song</p> <p>To begin to describe what the song might be about.</p> <p><u>Singing</u></p> <p>To sing the song: Let Your Spirit Fly</p> <p>To sing with confidence and in time.</p> <p><u>Playing</u></p> <p>To play a short rhythm using claps and voice</p> <p><u>Improvisation</u></p> <p>To improvise with claps and voice</p> <p><u>Composition</u></p> <p>To compose a simple rhythm using claps and voice</p>