



Music Whole School Progression

Parish Church of England Primary School

Nursery						
	Autumn Term		Spring Term		Summer Term	
Topic	Rhymes and Action Songs	Rhymes and Action Songs	Rhymes and Action Songs	Rhymes and Action Songs	Big Bear Funk (Rhymes and Action Songs).	Perform and Celebrate to Influence Aspirations (Traditional Rhyme Performance).
	<u>Expressive Arts and Design</u>					
Non- Statutory Curriculum Guidance for Early Years (Development Matters)	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>					
Milestone Knowledge (Listen and Respond)	<p>To listen with increased attention to sounds.</p> <p>To respond to what they have heard, expressing their thoughts and feelings.</p>			<p>I can listen when I need to.</p> <p>I can complete a listening challenge.</p> <p>I can tell you about what I heard.</p> <p>I can tell you what I think about what I heard.</p>		
Milestone Knowledge (Musical Activities- Explore and Create, Singing)	<p><u>Explore and Create</u></p> <p>To create own songs or improvise a song around one they know.</p>			<p><u>Skills</u></p> <p>I can create a new song.</p> <p>I can play an instrument along to a song or a story.</p> <p>I can play an instrument loud.</p> <p>I can play an instrument quietly.</p>		
	<p><u>Singing</u></p> <p>To sing nursery rhymes and simple songs from memory.</p> <p>To sing the melodic shape of familiar songs.</p> <p>To sing the pitch of a tone sung by another person ('pitch match')</p>			<p><u>Skills</u></p> <p>I can sing a simple song from memory.</p> <p>I can sing loud.</p> <p>I can sing quietly.</p>		
Milestone Knowledge (Share and Perform)	<p>To add an action, dance or instrumental part to the performance of a familiar nursery rhyme.</p>			<p><u>Skills</u></p> <p>I can clap or tap or play an instrument to the pulse of a song.</p>		

Reception						
	Autumn Term		Spring Term		Summer Term	
Topic	Rhymes and Action Songs	Rhymes and Action Songs	Rhymes and Action Songs	Rhymes and Action Songs	Big Bear Funk (Rhymes and Action Songs).	Perform and Celebrate to Influence Aspirations (Traditional Rhyme Performance).
Non- Statutory Curriculum Guidance for EYFS (Development Matters)	<u>Expressive Arts and Design</u> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.					
Statutory Framework for the Early Years Foundation Stage	<u>Expressive Arts and Design</u> ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - 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.					
Milestone Knowledge (Listen/Respond)	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.			I can move my body in a variety of ways to a song I like. I can listen to a variety of music. I like to listen to different styles of music.		
Milestone Knowledge (Musical Activities- Explore and Create, Singing)	<u>Explore and Create</u> To know that we can move with the pulse of the music. To explore and engage in music making and dance, performing solo or in groups.			<u>Skills</u> I can move my body in a variety of ways to a song I like. I can use enhancements to extend my pretend play. I can create or ask for enhancements to extend my imaginative play. I can engage in music and follow a story map creating a musical accompaniment.		
	<u>Singing</u> To sing in a group or on their own, increasingly matching the pitch and following the melody. To sing a range of well-known nursery rhymes and simple songs from memory. To know that songs have sections.			<u>Skills</u> I can sing in tune. To sing along with a pre-recorded song and add actions. To sing along with the backing track. I can sing in a group making it sound nice.		
Milestone Knowledge (Share and Perform)	To know that a performance is sharing music. To perform songs, rhymes, poems and stories with others. To try to move in time with the music when performing solo or in groups.			<u>Skills</u> I can watch a performance with enjoyment. I can tell you about the show I watched and discuss. I can perform any of the nursery rhymes by singing and adding actions or dance. I can perform any nursery rhymes or songs by adding a simple instrumental part. I can talk about my performance.		

Year 1						
	Autumn Term		Spring Term		Summer Term	
Topic	Hey You! (Hip Hop).	Rhythm in the Way we Walk and Banana Rap (Reggae, Hip Hop).	In the Groove (Blues, Latin, Folk, Funk, Baroque, Bhangra).	Round and Round (Latin, Big Band, Jazz).	Your Imagination (Pop, Musicals).	10 Pieces (BBC Ten Pieces: Classical Music for KS1).
National Curriculum Coverage	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music 					
Enhancement to Model Music Curriculum			Taught by specialist teacher			Taught by a specialist teacher
Milestone Knowledge (Listen and Appraising)	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Clap back a rhythm.</p> <p>Find the pulse.</p>			<p><u>Skills</u></p> <p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>		
Milestone Knowledge (Musical Activities- Singing, Playing Instruments, Improvisation, Composition).	<p><u>Singing</u></p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader</p>			<p><u>Skills</u></p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Listen and Sing back</p>		
	<p><u>Playing Instruments</u></p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p>			<p><u>Skills</u></p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical</p>		

		challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	
	<u>Improvisation</u> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	<u>Skills</u> Clap & Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise - Take it in turns to improvise using one or two notes.	
	<u>Composition</u> Composing is like writing a story with music. Everyone can compose.	<u>Skills</u> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	
Milestone Knowledge (Performing)	A performance is sharing music with other people, called an audience.	<u>Skills</u> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	
Aspirational Musical Figures	<u>Alicia Keys</u>	<u>A.R. Rahman</u> [Jai Ho]	<u>Andrea Bocelli</u>
Key Facts to know	<ul style="list-style-type: none">— American singer/songwriter— Classically trained pianist— Started composing at 12 years old— Signed by Columbia Records at 15 years old— Genres: R&B, Soul, Hip Hop, Pop	<ul style="list-style-type: none">— Indian record producer/film composer— Began learning the piano at 4 years old— Joined the orchestra at 11 years old— Instruments: Vocals, keyboard, guitar— Particularly interested in the synthesizer	<ul style="list-style-type: none">— Italian opera tenor and multi-instrumentalist— Born with an eye condition and became blind at the age of 12 after a football accident— Sold over 75 million records worldwide— Genres: classical/pop

Year 2						
	Autumn Term		Spring Term		Summer Term	
Topic	<u>Hands, Feet, Heart</u> (African).	<u>Ho Ho Ho</u> (Big Band, Motown).	<u>I Wanna Play in a Band</u> (Rock)	<u>Zootime</u> (Reggae)	<u>Friendship Song</u> (Pop, Soul, Musicals).	<u>Perform and Celebrate to Influence Aspirations</u> (Celebration Performance).
National Curriculum Coverage	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
Enhancement to Model Music Curriculum			<u>Taught by specialist teacher</u>			<u>Taught by specialist teacher</u>
Milestone Knowledge (Listen and Appraising)	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.			<u>Skills</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.		
Milestone Knowledge (Musical Activities- Singing, Playing Instruments, Improvisation, Composition).	<u>Singing</u> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.			<u>Skills</u> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.		
	<u>Playing Instruments</u> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.			<u>Skills</u> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.		
	<u>Improvisation</u> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.			<u>Skills</u> Improvise using the three challenges: 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).		

	Everyone can improvise, and you can use one or two notes.		2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise using one or two notes.	
	<u>Composition</u> Composing is like writing a story with music. Everyone can compose.		<u>Skills</u> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	
Milestone Knowledge (Performing)	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.		<u>Skills</u> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	
Aspirational Musical Figures	Soweto Gospel Choir [The Lion Sleeps Tonight]. <ul style="list-style-type: none"> - The choir was formed in November 2002 - Their first album was released in December 2002 and went straight to no.1 in the charts. - They have collaborated with lots of famous artists including U2, Diana Ross and John Legend. - They work closely with many charities. 	Queen <ul style="list-style-type: none"> - British Rock band formed in London in 1970. <ul style="list-style-type: none"> - Lead singer - Freddie Mercury - Bohemian Rhapsody was no.1 in the charts for 9 weeks. - They have won many awards including The Grammy Lifetime Achievement Award. 	Bruno Mars <ul style="list-style-type: none"> - American singer - born in Hawaii - He performs a wide variety of musical genres including Funk, R&B, Reggae, Soul, Disco, Pop and Disco. - His band is called The Hooligans. - He has sold over 130 million records worldwide. 	

Year 3						
	Autumn Term		Spring Term		Summer Term	
Topic	<u>Recorder Tuition</u>	<u>Glockenspiel Stage 1</u>	<u>Three Little Birds</u> (Reggae).	<u>The Dragon Song</u> (Asian Traditional Music)	<u>Bringing Us Together</u> (Disco).	<u>10 Pieces</u> (Florence Joseph Bologne, and Chevalier de Saint-Georges).
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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - develop an understanding of the history of music. 					
Enhancement to Model Music Curriculum	Taught by specialist teacher			Taught by specialist teacher		
Milestone Knowledge (Listen and Appraising)	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> o Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song			<u>Skills</u> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music		
Milestone Knowledge (Musical Activities- Singing, Playing Instruments, Improvisation, Composition).	<u>Singing</u> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice			<u>Skills</u> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.		
	<u>Playing Instruments</u> The instruments used in class (a glockenspiel, a recorder)			<u>Skills</u> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song.		

	<p><u>Improvisation</u></p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before.</p> <p>It is not written down and belongs to them</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>To listen to and follow musical instructions from a leader.</p> <p><u>Skills</u></p> <p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>Children will complete the Bronze, Silver or Gold Challenges:</p> <p>Bronze Challenge:</p> <p>Copy Back - Listen and sing back</p> <p>Play and Improvise - Using instruments, listen and play your own answer using one note.</p> <p>Improvise! - Take it in turns to improvise using one note.</p> <p>Silver Challenge:</p> <p>Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</p> <p>Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! - Take it in turns to improvise using one or two notes.</p> <p>Gold Challenge:</p> <p>Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</p> <p>Play and Improvise - Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! - Take it in turns to improvise using three different notes.</p>
	<p><u>Composition</u></p> <p>A composition: music that is created by you and kept in some way.</p> <p>It's like writing a story.</p> <p>It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p><u>Skills</u></p> <p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>
<p>Milestone Knowledge (Performing)</p>	<p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p>	<p><u>Skills</u></p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>

	<p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>		
Aspirational Musical Figures	<p>Marvin Gaye</p> <ul style="list-style-type: none"> - Born in 1939, USA. - He helped to shape the sound of Motown in the 1960s. - His hits include 'Heard it through the Grapevine and How Sweet It Is (to be loved by you). - He was awarded many honours after his death in 1984 including the Grammy Lifetime Achievement Award. 	<p>Bob Marley</p> <ul style="list-style-type: none"> - Born in Jamaica (1945) - Reggae singer with the band The Wailers - He recorded 12 studio albums with his band. - He went on to become a solo artist <ul style="list-style-type: none"> - He moved to London in 1976. - Hits include One Love and Three Little Birds. 	<p>Sister Sledge: We Are Family</p> <ul style="list-style-type: none"> - American vocal group formed in 1971 (USA). - Hits include We are Family, Lost in Music and He's the Greatest Dancer. - Musical genres include R&B, Disco and Soul. - In 2015 they performed for Pope Francis at the World Festival of Families.

Year 4						
	Autumn Term		Spring Term		Summer Term	
Topic	Glockenspiel Stage 2. <u>Clarinet Tuition</u>	<u>Clarinet Tuition</u>	<u>Clarinet Tuition</u>	Blackbird (Pop). <u>Clarinet Tuition</u>	<u>Clarinet Tuition</u>	Perform and Celebrate to Influence Aspirations (Clarinet Performance).
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 <ul style="list-style-type: none"> - 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 <p>develop an understanding of the history of music.</p>					
Enhancement to Model Music Curriculum	Taught by specialist teacher			Taught by specialist teacher		
Milestone Knowledge (Listen and Appraising)	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.			<u>Skills</u> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.		
Milestone Knowledge (Musical Activities- Singing, Playing Instruments, Improvisation, Composition).	<u>Singing</u> Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. Texture: How a solo singer makes a thinner texture than a large group. To know why you must warm up your voice.			<u>Skills</u> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.		
	<u>Playing Instruments</u> The instruments used in class (a glockenspiel, recorder or xylophone).			<u>Skills</u> To treat instruments carefully and with respect.		

	Other instruments they might play or be played in a band or orchestra or by their friends.	<p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>
	<p><u>Improvisation</u></p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p><u>Skills</u></p> <p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Bronze Challenge:</p> <p>Copy Back – Listen and sing back melodic patterns</p> <p>Play and Improvise – Using instruments, listen and play your own answer using one note.</p> <p>Improvise! – Take it in turns to improvise using one note.</p> <p>Silver Challenge:</p> <p>Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Gold Challenge:</p> <p>Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>
	<p><u>Composition</u></p> <p>A composition: music that is created by you and kept in some way.</p> <p>It's like writing a story.</p> <p>It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p><u>Skills</u></p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>

Milestone Knowledge (Performing)	Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music			Skills To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Aspirational Musical Figures	The Beatles <ul style="list-style-type: none">- Formed in 1960 in Liverpool (English Rock band)- The four band members were: Ringo Starr, George Harrison, John Lennon and Paul McCartney.- They are regarded as the most influential band of all time.- The first song released was Love Me Do in 1962.	The Beatles <ul style="list-style-type: none">- Lennon and McCartney were the songwriters of the band.- Beatlemania was the name given to the intense fan frenzy.- Their film debut was A Hard Day's Night, in 1964.- The group split up in 1970 and all 4 members went on to have success as solo artists.	The Beatles The Beatles are the best-selling music act of all time. <ul style="list-style-type: none">- They hold the record for most number one albums on the UK album chart (15 albums) and the most singles sold in the U.K. 21.9 million).-	

Year 5						
	Autumn Term		Spring Term		Summer Term	
Topic	<u>Liwin' on a Prayer</u> (Rock).	<u>Classroom Jazz 1</u> (Jazz).	<u>Make You Feel My Love</u> (Pop)	<u>Ukulele Tuition</u>	<u>Dancing in the Street</u> (Motown)	<u>10 Pieces</u> (Hans Zimmer - Earth).
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 <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory <ul style="list-style-type: none"> 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. 					
Enhancement to Model Music Curriculum		Taught by specialist teacher			Taught by specialist teacher	
Milestone Knowledge (Listen and Appraising)	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) <ul style="list-style-type: none"> The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time?			Skills To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.		
Milestone Knowledge (Musical Activities- Singing, Playing Instruments, Improvisation, Composition).	Singing To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice			Skills To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.		

	<p><u>Playing Instruments</u></p> <p>To know and be able to talk about:</p> <p>Different ways of writing music down - e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble staff</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<p><u>Skills</u></p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>
	<p><u>Improvisation</u></p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>	<p><u>Skills</u></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <p>Bronze - Copy back using instruments. Use one note.</p> <p>Silver - Copy back using instruments. Use the two notes.</p> <p>Gold - Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes:</p> <p>Bronze - Question and Answer using instruments. Use one note in your answer.</p> <p>Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>Bronze - Improvise using one note.</p> <p>Silver - Improvise using two notes.</p> <p>Gold - Improvise using three notes.</p> <p>Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
	<p><u>Composition</u></p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p>	<p><u>Skills</u></p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p> <p>Record the composition in any way appropriate that recognises the connection between</p>

	sound and symbol (e.g. graphic/pictorial notation).		
Milestone Knowledge (Performing)	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>		
Aspirational Musical Figures	<p>Bon Jovi</p> <ul style="list-style-type: none"> - Rock band from New Jersey, USA - Formed in 1983 - Lead singer - Jon Bon Jovi (Bonjovi) - Music combined Heavy Rock and Pop. - Livin' on a Prayer and Runaway are 2 of their most popular songs. 	<p>Adele</p> <ul style="list-style-type: none"> - British singer/songwriter - Born in London 1988 - Debut album '19' was released in 2008 - Adele's accolades include 15 Grammy Awards and 9 Brit Awards. - Songs include Chasing Pavements and Hello. 	<p>The Jackson 5</p> <ul style="list-style-type: none"> - Musical Motown family band founded in 1964. - They performed in talent contest shows before signing a record contract. - Songs included I Want You Back, ABC and I'll Be There. - Family members went on to have solo careers - Most famously - Michael Jackson and Janet Jackson.

Year 6						
	Autumn Term		Spring Term		Summer Term	
Topic	Happy (Pop, Motown).	Classroom Jazz 2 (Jazz, Latin, Blues).	A New Year Carol (Classical Music, Gospel, Bhangra).	You've Got a Friend (Rock, Pop, Soul).	Djembe Tuition	Perform and Celebrate to Influence Aspirations (Leaver's Service).
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 <ul style="list-style-type: none"> - 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 <p>develop an understanding of the history of music.</p>					
Enhancement to Model Music Curriculum		<u>Taught by specialist teacher</u>			<u>Taught by specialist teacher</u>	
Milestone Knowledge (Listen and Appraising)	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <p>The style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used in the songs</p> <p>The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Know and talk about that fact that we each have a musical identity</p>			<p><u>Skills</u></p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>		
Milestone Knowledge (Musical Activities- Singing, Playing Instruments, Improvisation)	<p><u>Singing</u></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p>			<p><u>Skills</u></p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p>		

Composition).	<p>Its main features</p> <ul style="list-style-type: none"> ○ Singing in unison, the solo, lead vocals, backing vocals or rapping <p>To know what the song is about and the meaning of the lyrics</p> <ul style="list-style-type: none"> ○ To know and explain the importance of warming up your voice 	To sing with awareness of being 'in tune'.
	<p><u>Playing Instruments</u></p> <p>To know and be able to talk about:</p> <p>Different ways of writing music down - e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<p><u>Skills</u></p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session</p>
	<p><u>Improvisation</u></p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>	<p><u>Skills</u></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <p>Bronze - Copy back using instruments. Use one note.</p> <p>Silver - Copy back using instruments. Use the two notes.</p> <p>Gold - Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes:</p> <p>Bronze - Question and Answer using instruments. Use one note in your answer.</p> <p>Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>Bronze - Improvise using one note.</p> <p>Silver - Improvise using two notes.</p> <p>Gold - Improvise using three notes.</p> <p>Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
	<p><u>Composition</u></p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p>	<p><u>Skills</u></p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p>

	<p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p>		<p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
<p>Milestone Knowledge (Performing)</p>	<p>Performing is sharing music with an audience with belief</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>		<p><u>Skills</u></p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>
<p>Aspirational Musical Figures</p>	<p>Pharrell Williams</p> <ul style="list-style-type: none"> - Born in 1973. - American record producer, rapper, singer, songwriter and entrepreneur. - Released debut solo album in 2006. - In 2013 his single 'Happy' was the lead song on the soundtrack for Despicable Me 2. - Featured on Daft Punk's single Get Lucky which won the award of Record of the Year in 2013. 	<p>Carole King</p> <ul style="list-style-type: none"> - Carole King Klein was born in 1942. - She is an American singer/songwriter - She has written/co-written 118 songs as well as 65 songs which charted in the U.K. - Her own success as a singer came in the 1970s after she had had success as a songwriter in the 1960s. - Her second album, Tapestry, was her most successful album and stayed in the US charts for 6 years. - You've Got a Friend is one of her most famous songs. 	<p>Stormzy</p> <ul style="list-style-type: none"> - Stormzy (Michael Ebenezer Kwadjo Omari Owuo Jr) was born in 1993. - He is a British rapper who won best Grime act at the 2014 and 2015 MOBO Awards. - His debut album was the first Grime album to reach No.1 in the UK Album Chart. - Songs include Blinded By Your Grace.