



Ashdene Primary School – Music Progression Map EYFS –Y6

Purpose of Study	<ul style="list-style-type: none">Music is a universal language that embodies one of the highest forms of creativity. It offers life-long opportunities for the development of pupils' imagination, sensitivity, creativity, risk-taking and enjoyment. Taking part in activities involving composing, performing, listening and responding develops pupils' self-confidence, sense of achievement and helps to foster a love and appreciation of music.					
Aims	<ul style="list-style-type: none">To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of the great composers and musicians.To learn to sing and use their voices creatively and with increasing confidence.To explore ways of using sound and composing with appropriate technology, the voice and a widening range of musical instruments.To understand and explore how music is created, produced and communicated showing an awareness of the musical elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.					
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Musical Rhymes Autumn	Creating Sounds	Rhythm and Pulse	Pitch and Timbre	Showcase	Showcase
Year 1	Exploring Sounds and Duration	Birds and Sea Creatures	The Right Note units 5, and 6	The Right Note units 7 and 8	The Right Note unit 9	Stories, Play and Movement
Year 2	Let's Begin Halloween Sounds	Dancing Donkeys Christmas	The Right Note units 7 & 8	The Sea	Medieval Music	The Rainforest
Year 3	The Romans	The Romans	Music Around the World	Music Around the World	Ancient Egypt	Performance and Composition
Year 4	Ancient Greece	China	Recorder Skills	Recorder Skills	Space	Water
Year 5	Graphic Scores	African Music	The Great Composers	The Great Composers	The Great Composers	Pop Music
Year 6	Ukulele Skills	Blues and Jazz	Electronic Music	Film Music	Samba	Songwriting



EYFS Autumn Term 1

Topic: Musical Rhymes, Autumn

Links to Prior Learning: Teach nursery rhymes, practise pitch matching and teach greeting and action songs for daily routines. Teach and encourage sitting quietly, listening and looking at the teacher. Encourage solo singing.

Attainment Targets

Performing	Composing	Listening and Responding
<p>Perform songs e.g. greeting songs, nursery rhymes, <i>The Bluebell Railway</i>, <i>The Farmer Has an Orchard</i>, <i>The Witch Rides</i>, <i>Witch Song One, Two, Three, Four, Five Little Witches</i>.</p> <p>Produce a pulse action</p> <p>Play a simple tune or un-tuned instrument with care and use it as part of a piece</p> <p>Clap a simple rhythm e.g tick tick whilst singing <i>Hickory Dickory Dock</i>.</p>	<p>Devise actions to accompany songs</p> <p>Compose music to describe the moon</p> <p>Imitate the sounds of spooky creatures on Halloween night</p> <p>Compose vocal sounds to accompany songs/stories</p> <p>Compose verses to songs using different actions and different instruments.</p>	<p>Explore different ways of using the voice: whispering, talking, shouting and singing.</p> <p>Feel the pulse in <i>The Grand Old Duke of York</i> and <i>Stepping over Stepping Stones</i></p> <p>Move imaginatively to <i>The Witch Rides</i></p> <p>Mark high and low pitch. e.g. in <i>Rockets and Parachutes</i> and <i>Blast Off</i></p> <p>Respond to music with expressive body movement and learn to sit quietly and listen carefully.</p> <p>Discuss whether music makes you feel happy or sad.</p>
<p><u>Key Vocabulary</u></p> <p>Pulse/beat, rhythm, pitch (high and low), tempo (fast, slow), dynamics (loud and soft), timbre (creating different vocal sounds and comparing different instrument sounds), pattern, actions.</p> <p>Listening extracts: <i>The Sorcerer's Apprentice</i> (music to tell a story and experience emotion), <i>March Militaire</i>, <i>The Clog Dance</i>, Trad. Irish folk music,</p>	<p><u>Resources</u></p> <p><i>Dancing to Music</i>, <i>Listening to Music Elements</i>, <i>Music at KS1</i>, <i>Early Years Music</i>, <i>Voiceplay</i>, <i>Hello Children</i>, <i>Singing Games and Rhymes for Early Years</i>, puppets, toys, dog's bone, tennis ball.</p> <p>Songs/rhymes: Little Red Hen, Doggy, Doggy, Hands Can Hold, Clap Your Hands (LG), Cuckoo, Starlight, Star bright, See-Saw Margery Daw, It's Raining, Arms High, Let's Make a Pie, Rain is Falling Down, Swing Me Over the Water, Pumpkin, I Can Bow to You, Here Comes a Bluebird, This Old Man, Five Little Monkeys, Ring a Ring a Roses, Cobbler.</p> <p>Rhymes with actions: Chop Chop, Criss Cross, Up Like a Rocket, Here is the Sea, Here's a Cup, Pat your Head, Mother and father and U. John, Apple Tree, Clap Hands, Finger People, Wind the Bobbin Up, Roly Poly, Miss Polly.</p> <p>GAMES: Find the instrument, name that tune, Are you watching? Paint a picture with your vices, Follow my leader, Are you listening? Conducting game (to understand high/low and loud/soft). Switch, Stick Patterns, Happy Bee, Rockets and Parachutes, Blast Off, Which Instrument is Behind the Door? Mr Tickly Monkey.</p>	



Year 1 Autumn Term 1

Units 1 and 2: *Clocks and Halloween*

No. of lessons: 7

Links to Prior Learning: Re-cap nursery rhymes and songs covered in Reception and the difference between high and low-pitched sounds and fast and slow tempo.

Attainment Targets

Performing	Composing	Listening and Responding
<p>Unit 1: September <i>Clocks</i></p> <ul style="list-style-type: none">Learn songs: Shake My Sillies Out, Clocks, The Cuckoo ClockAdd as percussion part to <i>Clocks</i><i>The Cuckoo Clock</i>: recognise and perform a regular beat from pictorial symbols <p>Unit 2: October <i>Halloween</i></p> <ul style="list-style-type: none">Learn songs/chants: There Was an Old Witch, Witch, Witch! Halloween's Coming, Pumpkin, Pumpkin, Criss Cross.Add a percussion accompaniment to illustrate certain words in the song <i>There Was an Old Witch</i>	<ul style="list-style-type: none">Compose additional verses to the song <i>Clocks</i>Compose an Autumn soundscape using vocal sounds (e.g. gusts of wind, rustling leaves, splashing puddles, squelching mud, migrant geese arriving etc.)	<p><i>The Syncopated Clock</i> by Leroy Anderson - recognise a steady beat, copy movements and actions in time to the music, identify the 'tick tock' of the woodblock in the music, recognise when the 'tick tock' becomes unsteady</p> <p><i>Harry's Theme</i> by John Williams - discuss the atmosphere created by music, respond imaginatively to the music through movement, draw a picture in response to the music.</p> <ul style="list-style-type: none">Recognise the difference between male and female voices in the chant Witch, Witch!Identify familiar sounds in the environmentClassify sounds into daytime and night-time sounds.
<p>Key Vocabulary</p> <p>Pulse/beat, rhythm, pattern, pitch, tempo, dynamics (loud and soft), timbre (creating different vocal sounds and comparing different instrument sounds). Listening extracts: <i>Harry's Theme, The Syncopated Clock, In the Hall of the Mountain King.</i></p> <p>GAMES: Find the instrument, Name that Tune, Are you watching? Paint a picture with your voices, Follow my leader, Are you listening? Conducting game, Switch, Happy Bee, Rockets and Parachutes. Which Instrument is Behind the Door? I have got the ball. Mr Tickle Monkey.</p>	<p>Resources</p> <p><i>Sing Up, Dancing to Music, Singing Games and Rhymes for Early Years, Early Years Music Workshop, The Right Note Junior and Senior Infants, Voiceplay, Moving to Music</i> videos, classroom instruments, finger puppets/toys.</p> <p>Songs/rhymes: Shake My Sillies Out, Clap Your Hands (LG), Hands Can Hold, Doggy Doggy, Somebody's Walking, Clap Clap Your Hands, (LG), Sally Go Round the Sun, Cuckoo, Starlight, Star Bright, See-Saw, It's raining, Let's Make a Pie, Rain is Falling Down, Swing Me Over the Water, Pumpkin Pumpkin, I Can Bow to You, Here Comes a Bluebird, Wind the Bobbin Up, Roly Poly, This Old Man, Goodbye Everyone, Hello Hands, Baa Baa Black Sheep, Twinkle, Twinkle,.</p> <p>Rhymes with actions: Chop Chop, Criss Cross, Up Like a Rocket, Here is the Sea, Here's a Cup, Pat your Head, Mother Father and Uncle John, I Went Up an Apple Tree, Clap, Clap Hands, Finger People, Miss Polly, 30 Purple Birds.</p>	



Year 2 Autumn Term 1

Let's Begin and Halloween Sounds

Number of lessons: 8

Links to Prior Learning: Review singing skills and musical elements including tempo, rhythm, pulse, duration, pitch, dynamics and mood. Review and re-cap Knowledge and understanding of musical vocabulary and crotchets, quavers and rests.

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Learn and perform the songs <i>I Can't Stop Tapping my Feet, Shake, Shake, Shake, E-Ku-Ay Ooh-Oh and Dipido</i></p> <p>Recognise the rhythm pattern ta ta ti-ti ta in picture symbols in the songs E-ku-ay Ooh-oh and Dipido</p> <p>Become familiar with stick notation</p> <p>Use soh and mi hand signs with the song Dipido</p> <p>Write and recognise soh and mi on a two-line stave</p> <p>Learn the songs <i>Winnie the Witch, The Witch Goes, When I Go to Bed, Gobbolino the Witch's Cat</i></p> <p>Use instruments to show the pulse and rhythm of <i>Winnie the Witch</i>.</p>	<p>Use a pattern of welcoming phrases to create a piece of music</p> <p>Use pictures and symbols to record the pattern</p> <p>Use instruments to suggest Halloween sounds</p> <p>Create a visual representation (graphic score) of sounds performed</p> <p>Explore structure in music by inventing music in sections</p> <p>Compose music for the song <i>Winnie the Witch</i></p> <p>Create sounds using the body or instruments to accompany a story in pictures.</p>	<p>Explore timbre through voice stretching exercises</p> <p><i>The Arrival of the Queen of Sheba</i> by Handel <i>The Arrival of the Queen of Sheba in Galway</i> by De Dannan:</p> <ul style="list-style-type: none">Follow music with busy and restful actionsDiscuss how the style of the music suggests the places the Queen visited <p>Show the contour of the song <i>Winnie the Witch</i></p> <p>Write and recognise soh, lah and mi on a two-line stave</p> <p>Use the voice to make sounds in the environment</p> <p><i>Danse Macabre</i> by Saint Saens:</p> <ul style="list-style-type: none">Respond to the music through drawing and movement
<u>Key Vocabulary</u> Pitch, rhythm, tempo, dynamics, duration, pattern, round, timbre, structure, silence, expression, ostinato, graphic score, composer, conductor, crotchet, quavers, rest.	<u>Resources</u> The Right Note 1 st Class, moving to music video bundle, Danse Macabre folder of resources, Listening extracts: <i>The Arrival of the Queen of Sheba</i> by Handel , <i>The Arrival of the Queen of Sheba in Galway</i> by De Dannan, <i>Danse Macabre</i> by Saint Saens.	



Year 3 Autumn Term 1

The Romans

Number of lessons: 15

Links to Prior Learning: Review skills in singing, musical vocabulary e.g. tempo, timbre, rhythm, pulse, dynamics, structure (verse/chorus).

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Perform songs e.g. <i>Roman Armies Marching</i> singing tunefully in unison and two parts.</p> <p>Learn and perform the 'Warring Romans Rap' adding simple percussion parts.</p> <p>Perform simple musical patterns from memory or by reading notation e.g. <i>Mattachins</i> in 2 parts</p> <p>Perform an accompaniment to <i>Latin Lingo</i> as part of an ensemble and with an awareness of other performers.</p>	<p>To explore and organise musical ideas within a simple structure e.g. using notation or a graphic score.</p> <p>Learn how symbols can represent sounds exploring and selecting ideas using a Roman mosaic as a stimulus.</p> <p>Explore and organise musical ideas within a simple structure e.g. using notation.</p> <p>Compose music to convey a mood and suit a purpose e.g. marching.</p> <p>Compose a fanfare and perform in 2 parts.</p> <p>https://www.youtube.com/watch?v=LZc_bj0K3b0</p>	<p>Describe a range of musical extracts referring to pitch, pulse, rhythm, dynamics, mood and timbre.</p> <p>Understand how the combined inter-related dimensions can represent a scene or idea.</p> <p>Discuss and evaluate their own work.</p> <p>Respond to music using expressive body movements.</p> <p>Recognise and identify musical instruments used in Roman times and discuss their similarities with modern-day instruments.</p> <p>Understand the importance of music in Roman culture.</p>
<u>Key Vocabulary</u> <p>Round, rhythm, tempo, beat, pulse, timbre, melody, crotchet, quaver, accompaniment, rap, unison, graphic score, structure, notation/notes. Roman Gods e.g. Jupiter, Apollo, Neptune, Mars, Venus, Juno, Minerva.</p> <p>Cornu, panpipes, cymbals, castanets, horn, tympanum, tuba, lyre, sistrum, organ, trumpet.</p>	<u>Resources</u> <p><i>Danse Royale</i>, Rip-Roaring Rounds, <i>Latin Lingo</i>, <i>Just Like a Roman</i>, <i>Caesar</i> warm up, Roman Music PowerPoints, AfL cards, laminated Roman musical instrument and mosaic cards.</p> <p>Listening extracts: Ancient Roman Lyre music: https://www.youtube.com/watch?v=COpe-Nq6QaY <i>Pomp & Circumstance</i> - Elgar, <i>Triumph March</i>- Verdi, <i>Marche Mongroise</i>- Berlioz, Harry Christopher's Sixteen- <i>Song For Athene</i>) <i>Roman Carnival</i> - Berlioz, Gregorian Chants, Holst's Planet Suite – <i>Mars Bringer of War</i> https://www.youtube.com/watch?v=PyBkzZoMYN4</p> <p>Roman soldiers: https://www.youtube.com/watch?v=TC6Lc78Pu_s</p>	



Links to Prior Learning: Review singing skills and pulse, rhythm, dynamics, timbre and other vocabulary: crotchets, quavers, minims, semibreve, rests.

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Follow the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Sing or play from memory in tune with confidence and expression.</p> <p>Perform solos or as part of an ensemble.</p> <p>Maintain a part within a round.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Perform a traditional Greek dance.</p>	<p>Compose a graphic score, in groups, about the contest between Poseidon and Athene using vocal sounds and instruments.</p> <p>Compose rhythm patterns to match letters from the Greek alphabet and perform in groups.</p> <p>Compose and perform a short piece in groups about Midas using vocal sounds and instruments that suggest a magical quality.</p> <p>Use drones and melodic ostinato (based on the pentatonic scale) to compose a piece of music about the Parthenon (once a Greek temple).</p>	<p>Listen to recordings of group/class work and evaluate and discuss referring to the inter-related dimensions.</p> <p>Draw a simple storyboard based on the story of Midas discussing his personality to influence ideas.</p> <p>Understand the importance of music in Ancient Greece (religious festivals, marriages, funeral rites and banquets).</p>
<p><u>Key Vocabulary</u></p> <p><i>Rhythmos</i> 'muses' and <i>melos</i> - Greek words for rhythm, music and melody. <i>Demotika</i>- name for trad Greek folk music, <i>Kithara</i>- plucked stringed instrument, <i>Lyre</i>- Stringed instrument, <i>Aulos</i>- double reed instrument like a very early oboe. Zeus, Apollo, Hermes and Orpheus (closely associated with development of rhythms, songs, instruments and musical festivals according to Greek mythology. Pulse, rhythm, tempo, structure, dynamics, ostinato, graphic score, conductor.</p>	<p><u>Resources</u></p> <p>Rip-Roaring Rounds - <i>What Did the Greeks Do For Us?</i>, <i>The Midas Touch</i>, <i>Icarus</i>. <i>Zorba</i> (dance), <i>Creating Music Around the World</i> (pages 29+), Images of Athena, Poseidon Greek God & Temple, Greek Instruments (in iPhoto), Greek alphabet, graphic score (in iphoto) https://www.youtube.com/watch?v=7KRnAKzFMhk#t=82 <i>Never on a Sunday</i>, <i>Zorba the Greek</i>- (2 best known bouzouki pieces), <i>Stis Theropolis Ton Kambo</i> (intro by Klarino (like clarinet) & lyra (pear-shaped violin), <i>Forever & Ever</i>, <i>Happy to be on an Island in the Sun</i>- Demis Roussos, <i>The White Roses of Athens</i>, <i>Seasons in the Sun</i>- Nana Mouskouri, <i>When Bouzoukis Played</i>- Vicky Leandros.</p>	



Year 5 Autumn Term 1

Graphic Scores

Number of lessons: 8

Links to Prior Learning: Review previous knowledge of notation and rhythm (crotchets, quavers, minim, semibreve and crotchet rests). Explore singing and listening and appraising skills through weekly songs and warm-ups and focused listening activities.

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Understand, perform and use pulse to create rhythmic ostinatos.</p> <p>Layer and structure rhythmic ostinatos over a pulse.</p> <p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Perform graphic scores following symbols and devised musical signals/cues.</p>	<p>Explore and organise musical ideas within a simple structure e.g using notation and graphic scores.</p> <p>Create musical motifs both rhythmically and freely using the environment as stimulus.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Structure ideas into a piece of music with a definite structure or shape.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Learn the difference between loud and soft, high and low pitched.</p> <p>Learn and apply musical language appropriate to the task.</p>
<u>Key Vocabulary</u> Rhythm, pulse, beat, timing, rest, crotchet, quaver, rest, symbol, conductor, tempo, texture, graphic score.	<u>Resources</u> <i>No Place Like</i> - BBC Ten Pieces, Graphic Scores PowerPoint, Graphic Score Bingo, graphic score templates and stimuli. Listening examples: Flight of the Bumblebee, The Hebrides, The Syncopated Clock, The Firebird Suite, Four Sea Interludes, Lujon (Henry Mancini). https://www.youtube.com/watch?v=bBawmitub64 https://www.youtube.com/watch?v=cZ7tZFigmac	



Year 6 Autumn Term 1

Ukulele Skills

Number of lessons: 8

Links to Prior Learning: Review singing and instrumental skills and knowledge of music theory incorporating songs and warm-ups into weekly lessons.

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Sing tunefully and expressively in unison and two parts.</p> <p>Perform simple songs as part of an ensemble with an awareness of beat and other performers. E.g. Three Little Birds, This is Me, Next to Me, See You Again.</p> <p>Perform with increasing fluency, accuracy and control.</p> <p>Learn and perform basic chords (C, A minor, F, G, E) and how to tune a ukulele.</p>	<p>Explore and organise musical ideas within a simple structure.</p> <p>Improvise sound patterns and combine layers of sound.</p> <p>Compose a song on a theme using a verse and chorus structure.</p>	<p>Evaluate music applying musical vocabulary and suggesting modifications to their own work.</p> <p>Listen to and learn songs from other times and cultures understanding how time and place can influence how music is created, performed and heard.</p> <p>Begin to recall sounds with increasing aural memory using musical vocabulary appropriate to their age group.</p>
<p><u>Key Vocabulary</u></p> <p>Ukulele, chord, bridge, tuning pegs, melody, technique, string, tune, structure, verse, chorus, bridge, middle 8, pitch, rhythm, pattern, tempo, dynamics, duration, texture, timbre, structure, silence, round, performance, ostinato.</p>	<p><u>Resources</u></p> <p>Beginning the Ukulele PPT, How to Play the Ukulele PPT, UKULELE PPT, One Chord Jams PPT (Musical Futures). musical hangman, ukulele flashcards, note stickers, ukulele chord displays, plectrums, GarageBand, Rip Roaring Rounds, SingUp songs/warm-ups, S. Hollingsworth song collection, SingUp, Charanga, tune for uke app, Tyger rhythms. https://www.youtube.com/watch?v=bHpjXv7Obyg</p> <p>https://www.youtube.com/watch?v=pLgJ7pk0X-s – UK ukulele orchestra</p> <p>https://www.youtube.com/watch?v=7iEBer8vLWo (Feng E -young uke player in Taiwan)</p> <p>https://www.youtube.com/watch?v=nwdjQmc_N8</p>	



Links to Prior Learning: Review responding to music through movement, recognising high and low pitch and copying simple patterns.

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Perform the song <i>Einini</i> with sensitivity to dynamics and tempo.</p> <p>Perform a percussion accompaniment to <i>Einini</i>.</p> <p>Accompany the song <i>Baby Beluga</i> with instruments.</p> <p>Use solfa names to sing a familiar melodic pattern.</p> <p>Perform <i>Let's Go Zudio</i> with movement and percussion instruments.</p> <p>Perform <i>Sounds Long or Short</i> to explore duration.</p>	<p>Compose additional verses for song <i>Who Stole My Chickens?</i></p> <p>Compose 4-beat rhythm patterns using ta (crotchet) ti-ti (quavers) and rests.</p> <p>Compose a final verse for the song <i>The Fox</i>.</p> <p>Create sounds using the body or instruments to accompany a story in pictures.</p> <p>Notate a familiar melodic pattern on a stave.</p> <p>Compose a vocal chant on the theme Sea Creatures.</p> <p>Play the <i>Fireworks</i> bingo game and create fireworks sound effects.</p>	<p>Understand and follow the symbol for a one-beat (crotchet) rest in <i>Who Stole My Chickens?</i></p> <p>Respond to <i>Il Gardilino</i> by Vivaldi through movement and developing a sense of structure. Recognise when the full orchestra is playing and solo recorder.</p> <p>Show the shape of a melody through movement.</p> <p>Recognise and identify a familiar melodic pattern in the song <i>Baby Beluga</i>.</p> <p>Reinforce hand signs for doh, re, mi, fa, soh lah.</p> <p>Explore instruments and body sounds to accompany the song <i>Baby Beluga</i>.</p>
<p><u>Key Vocabulary</u></p> <p>Stave, melody, pattern, do, re, mi, fa, soh, lah, duration (long and short), tempo, rhythm, rest, pitch (high and low), dynamics (loud and soft).</p>	<p><u>Resources</u></p> <p>The Right Note, Early Years Music, Singing Games and Rhymes for Early Years, Sing Up, Dancing to Music, Music Express Bk 1 p.16, Banana Splits, Listening to Music Elements, Voice Play, BBC Bring the Noise.</p> <p>Listening extracts: The Quick Brown fox – Graham Lyons Saint Saens's <i>Aquarium</i>. <i>Il Gardilino</i> Vivaldi, <i>Musication</i> Youtube channel, <i>The Snow is Dancing</i>, Country Dance, traditional Finnish Zither music, <i>Music for the Royal Fireworks</i> Handel, Stravinsky's <i>The Firebird Suite</i>, Henry Mancini's <i>Birdbrain</i>.</p>	



Year 2 Autumn Term 2

Hallowe'en Sounds / Weather

Links to Prior Learning: Review work on Saint-Saens and other composers, pitch, rhythm, tempo, dynamics, duration, pattern, round, timbre (instruments learned), structure, silence, expression, ostinato, graphic score, composer, conductor, crotchet, quavers and solfege hand signs.

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Use instruments to show the pulse and rhythm of the song <i>Winnie the Witch</i>.</p> <p>Show the contour of the song <i>Winnie the Witch</i> and a soh lah soh mi contour in the song <i>Puisin Dubh</i>.</p> <p>Write and recognise soh, lah and mi on a two-line stave.</p> <p>Accompany <i>The Rain Song</i> with percussion instruments.</p> <p>Tap the pulse of the song <i>The Lightning Tree</i>.</p> <p>Recognise and notate simple rhythm patterns from the song <i>The Lightning Tree</i>.</p> <p>Perform a piece of music using weather flashcards.</p>	<p>Create visual representation of sounds performed.</p> <p>Compose music in sections showing an understanding of the importance of structure.</p> <p>Compose music for the song <i>Winnie the Witch</i>.</p> <p>Create sounds using the body or instruments to accompany a story in pictures.</p> <p>Create a short piece of music depicting a storm using paper, instruments and voices.</p> <p>Record a body percussion canon using invented symbols.</p>	<p>Use the voice to make sounds in the environment.</p> <p>Use instruments to suggest Hallowe'en sounds.</p> <p>Respond to music (<i>Danse Macabre</i> by Camille Saint-Saens), through drawing and movement.</p> <p>Respond to <i>Storm</i> from <i>William Tell</i> through drawings and discussion showing changes in the music.</p> <p>Identify instruments in listening extracts and discuss timbre, tempo, dynamics, mood and pitch.</p>
<u>Key Vocabulary</u> Woodblock, Indian bells, triange, claves, tambourine, guiro, beat, pulse, rhythm, tempo, pattern, crotchet, quavers, soh, mi, lah, composer, conductor, graphic score, notes, canon.	<u>Resources</u> Weather flashcards, The Right Note books and CDs, Danse Macabre resources and PPT, Sing Up, <i>Music at Key Stage One</i> . Songs: <i>Winnie the Witch</i> , <i>The Witch Goes</i> , <i>When I Go to Bed</i> , <i>Gobbolino</i> , <i>the Witch's Cat</i> , <i>Oiche Shamhna</i> , <i>Puisin Dubh</i> .	



Links to Prior Learning: Re-cap graphic scores and rhythm (crotchets, quavers, minims, rests) and inter-related dimensions covered so far.

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Sing tunefully and expressively in unison and 2 parts.</p> <p>Perform a dragon dance.</p> <p>Perform rhythm patterns in time to a beat and with an awareness of other performers.</p> <p>Perform a graphic score to describe the journey of the Yellow River.</p> <p>Perform <i>Hokkien Bay</i> adding a simple accompaniment on percussion instruments.</p> <p>Sing and perform the dragon song on glockenspiels.</p>	<p>Explore and select sounds to create or scene or idea.</p> <p>Compose music using the C pentatonic scale.</p> <p>Compose and perform a graphic score to describe the journey of the Yellow River.</p> <p>Compose simple pentatonic patterns in small groups and as a whole class.</p> <p>Compose music to describe a dragon.</p>	<p>Understand more about how composers combine elements to create moods and effects.</p> <p>Respond to music with expressive body movements.</p> <p>Discuss and evaluate their own and others' work.</p> <p>Understand how music is used for a particular purpose and as an important part of Chinese culture.</p> <p>Play Rhythm bingo.</p>
<p><u>Key Vocabulary</u></p> <p>Chinese New Year, rhythm, beat, tempo, timbre, duration, dynamics, pentatonic scale, traditional, guanzo, erhu, beat, tea (crotchet), coffee (quavers), chime bars, glockenspiel, chime bars, notes, rests, bar.</p>	<p><u>Resources</u></p> <p>Sing Up, Charanga, rhythm flashcards & bingo, Chinese NY and Dragon Dance PPTs, Music Express Y3, dragon mask, Chinese NY Rhythm sheets, Yellow River graphic score. Songs: Hokkien Bay, Mo li Hua (Jasmine flower), Mama Will You Buy..? Recordings: <i>Yellow River Concerto</i>, Apple Music playlist e.g Mu Min Xin Ge</p> <p>http://mandarin.about.com/od/chineseculture/a/newyear.htm</p> <p>https://www.youtube.com/watch?v=-EXypmkfhhE New Year Flower Drum Song</p> <p>https://www.youtube.com/watch?v=ipvjaV9qcJw Hong Kong Chinese NY performance</p> <p>https://www.youtube.com/watch?v=7TcVJVISksY Music from Chinese Sizhu</p>	



Links to Prior Learning: Review tempo, pitch, dynamics, texture, rhythm, structure, graphic scores and re-cap skills in singing and performing as an ensemble.

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Sing and perform from memory with confidence and expression. Maintain a part within a round.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Perform a traditional African dance responding to music using expressive body movements.</p> <p>Perform <i>Mavuto Megamix</i> on glockenspiels in time to a beat understanding the rhythm and note values of crotchets, quavers and semibreves.</p> <p>Perform <i>Hippos and Drummers</i> on instruments using cyclic rhythms and call and response.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Compose a percussion piece in groups using cyclic patterns, call and response, solos and polyrhythms.</p> <p>Invent cues when composing and performing an African drumming piece exploring structure, timbre and dynamics.</p>	<p>Listen to a wide range of musical extracts to accurately describe and appraise music commenting on structure, dynamics, rhythm, pitch, timbre, texture, tempo and mood.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Listen critically to their own work, suggesting modifications and applying musical vocabulary.</p> <p>Traditional dance & music group-djembe rhythms:</p> <p>https://www.youtube.com/watch?v=LOS0kA_O6lQ</p> <p>9 year-old djembe player:</p> <p>https://www.youtube.com/watch?v=iZhAxbAx72U</p>
<p><u>Key Vocabulary</u></p> <p>Miam, improvisation, master drummer, solo, djembe (bass, tone, slap, flam), dundun, talking drum, cabasa, rain stick, conga, calabash, cue, break, silence, call and response, ostinato, syncopation, rhythm, beat, pulse, polyrhythm, cyclic rhythms, drone, dynamics, timbre, texture, structure, mood, chant.</p>	<p><u>Resources</u></p> <p>African Drumming PPTs, Beat it! AFRICAN DANCES, Teach and Play African Drums, African percussion and djembes, claves, <i>Singing Sherlock</i> Bk 2, Music Express Extra – World Beats p.14. Songs: Juba, Nanuma, Halima Pakasholo, Obwisana, Maleezweh, Tyger, Tyger, Oleo, Twende, Senwa Dedende, Pass the Pebble On. Listening extracts: <i>Obaa Sima</i> by Ata Kak, <i>Kungo Sogoni</i> by Nahawa Doumbia, <i>Okavango</i> performed by Backbeat</p> <p>https://www.youtube.com/watch?v=effY71ss7As - African dance. 4 African drumming warm ups:</p> <p>https://curiosity.com/videos/how-to-play-djembe-warm-up-exercises-african-drums-howcast/</p> <p>African song and dance -https://www.youtube.com/watch?v=ZI09VtjlrI4</p>	



Year 6 Autumn Term 2

Blues and Jazz

Number of lessons: 7

Links to Prior Learning: Review singing skills, knowledge and awareness of rhythm, pulse, duration, pitch, dynamics and mood. Re-cap musical vocabulary.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Sing or play from memory in tune with confidence and expressionMaintain a part within a round (e.g. <i>The Human Drumkit</i>, <i>Ken And Barbie Beatbox Groove</i>)Perform a solo improvising melodic patterns and phrases using the pentatonic scale and other given notes or scales (E.g <i>Classroom Jazz 2</i>)Use and understand traditional notation (E.g perform <i>Arriba</i> and <i>Boosey's Blues</i> as part of an ensemble exploring improvisationPerform <i>Caribbean Rhythm Round</i> on untuned percussion instruments to piano accompaniment.	<ul style="list-style-type: none">Compose and arrange a 12-bar blues song with verses and a chorusCompose an ostinato to accompany a 12-bar blues pieceUse the standard musical notation of quavers, crotchet, minim and semibreve to indicate how many beats to playCompose rhythm patterns to <i>Caribbean Rhythm Round</i> and perform accurately in time.	<ul style="list-style-type: none">Listen to a wide range of musical extracts to accurately describe and appraise music (commenting on pitch, duration, dynamics, tempo, timbre, texture and structure).Describe how lyrics often reflect the cultural context of music and have social meaning.Listen critically to their own work, suggesting modifications and applying musical vocabulary.To begin to recognise jazz as a popular genre of music and its main style indicators.
<p><u>Key Vocabulary</u> New Orleans, Jazz, improvisation, instruments, James Brown, Ella Fitzgerald, Louis Armstrong, Duke Ellington, imitation, verse, chorus, structure, timbre, tempo, dynamics, texture, duration, pitch, lyrics, ostinato, scat, syncopation, melody, repetition, solo, duet, round, rap.</p> <p>MUSIC: James Brown, Quincy Jones/Henry Mancini, Count Basie, Wayne Shorter, Miles Davis, Duke Ellington, Herbie Hancock, Louis Armstrong's 'Hot Five', <i>Linus & Lucy</i>, Dave Brubeck, John Coltrane, Charlie Parker Yardbird Suite My Old Flame, Janelle Monae <i>Tightrope</i>, Prince <i>U Got The Look</i>, J.R Walker & the Allstars (I'm a) Roadrunner, KING <i>The Story</i>, Amy Winehouse <i>Valerie</i>, CHIC.</p>	<p><u>Resources</u></p> <p>Charanga (<i>Classroom Jazz 2</i>), Music Express Book 6, Jazz in the Classroom (<i>Boosey's Blues</i>, <i>Arriba</i>), Caribbean Rhythm Round, The Human Drumkit, Blue Moon sheet music, Ella Fitzgerald 'Blue Moon', Arrangement of 'Cute', Baa Baa Black Sheep (jazz chords), Charanga resources, Creative Jazz Education Opus 2 (p.35+), How do you write blues lyrics? & Evaluation sheets, 12 bar blues sheets, Rhythm blocks/ RHYTHM HEARTBEATS sheets, Jamey Aebersold backing tracks, Bessie Smith <i>Thinkin' Blues</i> listening activity.</p> <p>Warm ups: In the Zone, Funky Chicken, 1, 1,2,1, Make it Me-Sized, Boom Chicka Boom, copycat, I Hear the Band...', The Human Drumkit, Save Our Trees, Sweet Harmony (Rip.R.R), Let's Start, Everywhere We Go (call & response), Ken & Barbie Beatbox Groove</p> <p>Songs: Be Cool, I Got Rhythm, Do Anything But Throw it Away, I Wanna Sing Scat, Don't Call Us, Engine, Engine, Ain't She Sweet, Oh When the Saints, Shakespeare's Swingtime, Basin Blues.</p>	



EYFS Spring Term

Spring

Number of lessons: 12

Links to Prior Learning: Review singing skills and understanding of the musical elements e.g. rhythm (crotchet and quaver), pulse, duration, pitch, dynamics and mood. Re-cap instrumental skills e.g. how to hold a beater correctly and dynamic control (soft/loud), exploring different timbres of instruments.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform songs linking with the theme of Spring e.g. 'Spring Chicken' and 'The Seed Song'Improvise new answers to given melodic patterns e.g. singing conversations 'How are you?' — 'Fine, thank you!'Perform songs to help tell a story e.g. 'The Wolf's Tale'Perform action songs, nursery rhymes and playground/street songs e.g. 'Old MacDonald' and 'Let's Go Zudio'.	<ul style="list-style-type: none">Use instruments, body percussion or vocal sounds to represent a bear, frog, fairyUse sound effects to accompany games, stories, poemsCompose and perform short, simple musical pieces with some control of musical elements fast/slow (tempo), loud/soft (dynamics), long/short (rhythm), knowing when to start and stop (structure)Compose music to convey an atmosphere e.g. the circus.Compose music to represent a 'baddie' e.g. the giant in Jack and the Beanstalk	<ul style="list-style-type: none">Recognise and perform simple rhythm patterns from pictorial symbolsShow a steady pulse or beat (e.g. marching, tapping, clapping)Begin to develop a sense of structure understanding 'start' and 'stop'Listen to, identify and imitate familiar sounds in the immediate environmentrespond imaginatively to short pieces of music through movement clapping, skipping, marching, waving etc.
<p>Key Vocabulary</p> <p>Pulse, rhythm, beat, pitch, dynamics, melody, tempo, song, chant, rap, pattern, mood.</p> <p>LISTENING: Contredanse, Circus music, The Snow is Dancing (Dancing to Music), 'Dance of the Sugar Plum Fairy', 'March of the Toy Soldiers' from 'The Nutcracker Suite', Flight of the Bumblebee, The Carnival of the Animals, Bach's Siciliano, 'Hello, Dolly' (L. Armstrong), 'Golliwog's Cakewalk' by Debussy, <i>Spring</i> by Vivaldi.</p>	<p>Resources</p> <p>Dancing to Music pages 14-17, 18- 21 and 50 – 53 use photocopied giant cards. The Right Note (pages 10, 11 and 12 in the pupil's bk), Moving to Music videos on school's OneDrive, Singing Games and Rhymes for Early Years, everything's Growing, SingUp and Out of the Ark websites.</p> <p>SONGS: Spring Chicken and The Seed Song (Out of the Ark), Each Little Blade of Grass, Mister Sunflower, Yellow Daffodils (Everything's Growing bk), Clap Your Hands and Bananas (from Banana Splits), Goodbye, Think of Someone, What Shall I Find? Sit By Me, Lula's Lullaby, Roll a Ball, Round, Round Round, Barney Bear, I Live in the City, The Wolf's Tale, I Have a Puppy (Voiceplay), Let's Go Zudio (Dancing to Music).</p>	



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Year 2 Spring Term 1

The Right Note: Units 7 & 8

Number of lessons: 6

Links to Prior Learning: Review singing skills and knowledge and understanding of musical elements (rhythm, pulse, duration, pitch, dynamics, structure and mood).
Re-cap musical vocabulary, notes on the musical stave and tonic sol-fah notes.

Attainment Targets

Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform the song <i>Freedom Train</i> as a canonIdentify the rests in <i>Freedom Train</i> and learn the symbol for $\frac{1}{2}$ beat (quaver) restReinforce the hand signals for doh, re, mi, soh and lahUse solfa to sing a familiar melodic patternSing a familiar pattern from a 3-line stavePerform the songs <i>Baby Beluga</i>, <i>Ni Maith le hEinne Me</i>, <i>Pesky Seals</i> and <i>An Octopus's Garden</i>	<ul style="list-style-type: none">Use rhythm patterns to create a short piece of music depicting a train journeyWrite familiar melodic patterns from the song <i>Morningtown Ride</i> on a 3-line staveCreate sounds using body percussion or instruments to accompany a story in picturesCompose an accompaniment for <i>Rainbow Girl</i> using a rhythmic and melodic ostinatoExplore instruments and sounds to accompany the song <i>Baby Beluga</i>	<ul style="list-style-type: none">Reinforce a rocking rhythm through movementExperiment with vocal and body sounds to be used in rest beatsDraw the shape of the opening line of <i>Rainbow Girl</i>Recognise and identify a familiar melodic pattern in <i>Baby Beluga</i> <p><i>The Little Train of the Caipira</i> by Villa-Lobos</p> <ul style="list-style-type: none">Identify what the music is depictingRecognise and illustrate through movement the changes in tempo in the music.
<p><u>Key Vocabulary</u></p> <p>Beat, pattern, crotchet, quavers, rest, soh, reh, mi, soh, lah, composer, conductor, graphic score, notes, canon, texture, timbre, pulse, pitch, structure, rhythm, tempo, dynamics.</p> <p>Songs: <i>Freedom Train</i>, <i>Engine</i>, <i>Engine Number Nine</i>, <i>Going By Train</i>, <i>Morningtown Ride</i>, <i>Rainbow Girl</i>, <i>The Change Train</i> (Sing Up), <i>Hey You in the Middle</i> (Out of the Ark).</p>	<p><u>Resources</u></p> <p>Villa-Lobos PowerPoint, https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr</p> <p>See individual teaching plans in The Right Note 1st and 2nd Class Teacher's bk and photocopies of pages 68 - 76 of pupil's book. <i>You Are My Sunshine</i> sheet music</p> <p>Listening extracts: <i>An Octopus's Garden</i> by the Beatles, <i>Groovy Train</i> by the Farm, <i>Chatanooga Choo Choo</i> recorded by Glenn Miller, <i>The Mine Car Chase</i> (from Indiana Jones Temple of Doom by John Williams https://www.youtube.com/watch?v=2PcGnTtn-OU The Little Train of the Caipira listening activity PDF (from Music Express Year 3).</p>	




Links to Prior Learning: Review singing skills, rhythm, pulse, duration, pitch, dynamics and mood. Re-cap musical vocabulary and notes on the stave.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Learn <i>The Bare Necessities</i> song reinforcing a sense of pulsePerform <i>The Rainforest Song</i> adding actions and performing an accompaniment on percussion instruments.Learn a traditional Japanese folk song 'Sakura'Perform cyclic patterns on djembe drums following cues andPerform <i>Nanuma</i> in 2 parts with djembe accompanimentPerform <i>Maleezweh</i> with actions	<ul style="list-style-type: none">Experiment with vocal sounds to create jungle sounds and compose a jungle chant.Create sounds using the body and/or instruments to accompany a story in picturesCompose patterns on music using notes of the C pentatonic scaleCompose an accompaniment to the song <i>Sakura</i> on carefully selected instruments of choiceCompose a call and response piece on djembe drums using tone and bass timbres	<p><i>Royal March of the Lion</i> from The Carnival of the Animals by Saint-Saens</p> <ul style="list-style-type: none">Identify rising and falling melodic patterns and imitate rhythm patternsDraw the shape of the lion's roar identifying the no. of lion roarsIdentify orchestral instruments <p>Listen to traditional Japanese gagaku music commenting on the musical elements and mood- https://youtu.be/5OA8HFUNfik</p> <ul style="list-style-type: none">Perform a traditional African danceRecognise strong and weak-beat patterns, illustrating them through gesturesidentify six-eight time in moving to traditional Irish music <p>Experience dotted rhythms or syncopation in familiar tunes through gestures and movement in Caribbean music</p>
<p><u>Key Vocabulary</u></p> <p>Djembe, call and response, chant, pulse, beat, rhythm, pulse, structure, texture, tempo, dynamics, mood, round, time signature.</p>	<p><u>Resources</u></p> <p>Unit 10 in the Right Note 2nd Class bk, Music Express Year 5 (African dance and Nanuma backing track)</p> <p>Songs: Nanuma, Tongo, The Rainforest Song, Sakura, Big Sing Up Mambo (Sing Up), Hello to the Children of the World - https://www.youtube.com/watch?v=JD0weQAg8ew Maleezweh and Amani Utupe (Singing Sherlock bk)</p> <p>Listening extracts: Royal March of the Lion, 'Planxty Irwin', 'The Irish Washerwoman', 'Yellow Bird', 'Junkanoo', 'Day-O', 'John Brown's Body', 'Phil the Fluter's Ball'.</p>	



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Number of lessons: 12

Recorder Skills

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none"> Sing tunefully with an awareness of melodic shape Imitate patterns on percussion instruments and recorders Perform as part of an ensemble with an awareness of beat, structure, phrasing and dynamics Perform a song in 2 parts e.g. <i>Sing a Little Song, Tongo</i> Perform pieces e.g. <i>Hot Cross Buns, Two at Twilight</i> following traditional notation understanding notes G to D on the stave 	<ul style="list-style-type: none"> Compose a melody using graphic symbols and notes B, A and G (crotchets, quavers, minims)  Compose an accompaniment to a song Explore how the tone colours of the recorder can suggest various sounds e.g. twittering birds falling or sliding, raindrops etc Compose rhythmic and melodic ostinatos in 4 groups 	<ul style="list-style-type: none"> Describe listening extracts e.g. <i>'The Manchester Welcome'</i> and class performances referring to the elements of music e.g. dynamics, tempo, texture Suggest modifications and improvements to their own compositions and performances. Recognise AB (binary) form e.g. <i>Greensleeves</i> and ABA (ternary) form
<p>Key Vocabulary</p> <p>Descant recorder, stave, treble clef, time signature, beat, note, finger holes, pitch, melody, rhythm, tempo, dynamics, tone, ensemble, duration, texture, timbre, structure, silence, phrase expression, breathing, composition, accompaniment, ostinato, crotchet, quaver, rest, minim.</p>	<p>Resources Recorder Stages 1 & 2 PowerPoints (Twinkl), Charanga and Sing Up websites, recorder fingering charts.</p> <p>Songs/chants: Boom Chicka Boom, <i>'Sing a Little Song'</i>, <i>Have You Ever?</i> TV Tantrum, <i>Tong</i>, <i>Make up your own ostinato</i>, <i>Jungle Sounds</i> (from Banana Splits) <i>'Engine, Engine Number Nine'</i> (S. Hollingsworth A4 booklet) <i>In the Zone</i>, <i>Wiggle Jiggle</i>, <i>Sitting in the Classroom</i> (Sing Up). <i>Every Brand New Day</i>, <i>Life is a Wonderful Thing</i> (Out of the Ark).</p> <p>Sheet music: Mattachins, Hot Cross Buns, Cowboy's Swing (Heather Hammond Flute bk 1) Two at Twilight, The Really Easy Recorder Book, Microjazz for Recorder, Simple Samba, Recorder books (in hall cupboard). Sarah Watts book and cd.</p> <p>Listening: <i>'The Manchester Welcome'</i>- https://www.youtube.com/watch?v=cGXWxMBQ0ao <i>Ah Vous Dirai-Je Maman'</i> by Mozart, <i>'Fantasia on Greensleeves'</i> by Vaughan Williams, <i>'The Moldau'</i> from <i>'Má Vlast'</i> by Smetana <i>'Young Person's Guide to the Orchestra'</i> by Britten, <i>'The Brendan Voyage'</i> by Shaun Davey, <i>'The Children of Lir'</i> by Brian O'Reilly, <i>'Swinging Tripes and Trillibubkins'</i> by Gerald Barry, <i>'Chatanooga Choo Choo'</i> recorded by Glenn Miller.</p>	




Year 5 Spring Term 1

The Great Composers

Number of lessons: 6

Links to Prior Learning: Review musical elements; rhythm, tempo, texture, duration, pitch, dynamics and mood. Re-cap musical vocabulary and notes on the staff.

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Sing and play instruments focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</p> <p>Use arms and bodies to conduct in a meter of 2.</p> <p>Use body percussion and perform rhythm patterns using ti and ti-ka, or eighth notes and sixteenth notes: </p> <p>Perform a rhythm while others keep the beat and vice versa.</p> <p>Use chime bars and glockenspiels to perform melody and accompaniment parts as an ensemble.</p> <p>Perform the rhythm of 'In the Hall of the Mountain King' using body percussion and non-pitched percussion instruments.</p>	<p>Arrange rhythm patterns by selecting different body percussion or instruments.</p> <p>Compose rhythm patterns using crotchets, quavers, semi-quavers, minims and rests.</p> <p>Notate the rhythm of 'In the Hall of the Mountain King'.</p>	<p>Respond and perform actions to fit the beat, meter, and form of the music in different ways</p> <p>Begin to identify the major periods, genres, composers and instruments used in the development of Western music</p> <p>Reflect on a variety of live or recorded music performances.</p> <p>Listen to and perform music from the great composers focusing on the historical and cultural significance of the works.</p> <p>Evaluate their own and others' work suggesting modifications and explaining personal preferences using musical vocabulary.</p> <p>Compare and contrast a jazz arrangement of 'In the Hall of the Mountain King' https://www.youtube.com/watch?v=021-dj-NJ4</p>
<p>Key Vocabulary</p> <p>Conductor, concerto, composer, arranger, beat/pulse, chamber music, tone colour, timbre, concerto grosso, chamber orchestra, Baroque, ensemble, solo, pitch, rhythm, melody, harmony, texture, dynamics, beat, meter, form, arrangement, ABA form, Coda.</p>	<p>Resources</p> <p>Moving to Music bundle – Grieg video, Instruments of the orchestra PowerPoint, lesson plans which include biography info on composers.</p> <p>https://www.classicsforkids.com/downloads/grieg/Grieg%20Lesson%20Plans%203-5.pdf</p> <p>https://www.classicsforkids.com/downloads/bach/Bach_LessonPlans3-6_1b.pdf</p>	



Year 6 Spring Term 1


You've Got a Friend

Number of lessons: 6

Links to Prior Learning: Review singing skills and re-cap musical vocabulary, elements of music and knowledge and understanding of traditional notation.

Attainment Targets		
Performing	Composing	Listening and Responding
<p>Perform <i>You've Got a Friend</i> singing in 2 parts and performing on classroom and personal instruments following notation.</p> <p>Copy and perform musical riffs by ear and following notation.</p> <p>Improvise a riff on an instrument in <i>You've Got a Friend</i></p> <p>Perform rhythm and pitch copy back warm-up activities (see Charanga website Year 6 summer 1)</p>	<p>Compose an instrumental section for <i>You've Got a Friend</i> using 3 or 5 notes (minims, semibreves, dotted minims and crotchets).</p> <p>Work in groups to compose and perform an 8-bar composition using block or formal notation and standard pop song structure.</p>	<p>Find and move to the pulse in bronze, silver and gold warm-up challenges (Charanga).</p> <p>Respond to songs through expressive movement.</p> <p>Evaluate their own and others' work suggesting areas for improvement and taking into consideration audience and purpose.</p> <p>Discuss musical extracts in terms of style indicators e.g. popular song structure (verse, chorus, bridge, middle 8), melodic shape and use of riff.</p> <p>Compare and contrast original and cover versions of Carole King songs e.g. Lady Gaga's <i>You've got a Friend</i> cover.</p>
<u>Key Vocabulary</u>	<u>Resources</u>	
<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, hook, riff, solo, civil rights, gender equality, unison, harmony, notation, crotchet, minim, dotted minim, semibreve, coda.</p>	<p>Year 6 'You've Got a Friend' unit overview and lesson plans (Charanga website). Out of the Ark and Sing Up websites for songs/warm-ups. Classroom percussion instruments and recorders, ukuleles and keyboards.</p> <p>Listening and appraising: <i>You've Got a Friend</i> by Carole King, <i>The Loco-Motion</i> by Little Eva, <i>One Fine Day</i> sung by The Chiffons, <i>Up on the Roof</i> sung by The Drifters, <i>Will You Still Love Me Tomorrow</i>, <i>(You Make Me Feel Like) A Natural Woman</i>. All written by Carole King.</p>	



Links to Prior Learning: Review singing skills, knowledge and understanding of the elements of music, rhythms learned  and how to draw them on a stave.

Attainment Targets

Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform the song <i>Gotta Build a House</i> adding a percussion partPerform <i>The Wise Man and the Foolish Man</i> adding a percussion partPerform <i>When I was One</i> with invented actions and <i>Over in the Meadow</i>Recognise and perform a regular beat from pictorial symbols whilst performing the song <i>One, Two Three, Four</i>Perform <i>The Midnight Chant</i>Perform the <i>Midnight</i> number line with instrumentsPerform <i>The Kitten Climbed the Steps, See Saw</i> and <i>How Do You Like to Go Up in a Swing?</i> Recognising a regular beat and performing simple rhythm patterns from pictorial symbols (cats and kittens)	<ul style="list-style-type: none">Select percussion instruments to create a simple sound picture based on the theme of building – record and appraiseInvent graphic symbols to represent sound effectsCompose additional verses to the song <i>Over in the Meadow</i>Singing conversations – improvising new answers to given melodic patternsSelect percussion instruments to illustrate the nursery rhyme <i>Hickory Dickory Dock</i> (and record and appraise).	<ul style="list-style-type: none">Listen to and identify familiar sounds at home assigning sounds to different parts of the housePlay <i>Pass the Beanbag Round and Round</i> to explore and discuss the sounds made by different percussion instruments <p><i>March Past of the Kitchen Utensils</i> by Vaughan Williams:</p> <ul style="list-style-type: none">Recognise and understand the difference between loud and quiet sounds in the music <p><i>Haste to the Wedding</i>:</p> <ul style="list-style-type: none">Clap and play instruments to the steady beat of the musicRespond to the music through movement <p>Saint Saens' <i>The Elephant</i>, Tchaikovsky's <i>Dance of the Sugar Plum Fairy</i>:</p> <ul style="list-style-type: none">Recognise and understand the difference between high and low pitchRespond imaginatively to music through movement
Key Vocabulary Chorus, verse, melody, tune, structure, rhythm (crotchet, quaver, ta, ti-ti), pulse, beat, texture, dynamics, timbre, pitch, body percussion, canon, round, pattern, notation, stave, score.	Resources Listening to Music Elements p.11+, The Right Note 1st & 2 nd Class page 92+ and cds and pupil book. Out of the Ark and Sing Up websites. Singing Sherlock books, Everything is Growing. Warm-ups: H.E.L.L.O, Monkey Memory, Warm Up and Stomp, The Grandma rap, Four White Horses (all Sing Up) The Penguin Song, Keep Fit Calypso (Singing Sherlock), Shake My Sillies Out.	








Year 2 Spring Term 2

The Sea

Number of lessons: 6

Links to Prior Learning: Review singing skills, rhythm, pulse, duration, pitch, dynamics and mood. Re-cap musical vocabulary and notes on the staff.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Sing songs with increasing vocal control and confidence e.g. <i>Down there Under the Sea</i>Perform a round in two or more parts e.g. <i>The Moon and the Tides</i> and <i>Drip, Drip</i>Perform a pentatonic arrangement of the sea shanty <i>Bobby Shaftoe</i> on chime bars and glocksPerform sea shanties with actions e.g. <i>Haul Away Joe</i>Perform <i>The Shark Song</i> with actions.Perform <i>The Big Ship Sails</i> whilst clapping the pulse.	<ul style="list-style-type: none">Explore ways of making sounds using body percussion in pairs and small groups e.g. sounds of the sea: vocal sounds for waves crashing on the shore/lapping softly on sand, seagulls screeching etc.Explore ways to make sounds using instruments e.g. fish swimming in the sea (glissando on chime bars)Compose music to describe big fish chasing small fishCompose a short piece of music describing the tide coming in and going out using appropriate vocal sounds, percussion and notationCompose an ostinatoCreate and perform a graphic score in groups, describing the contrasting moods of the sea (calm and stormy).Create vocal improvisations and chants based on fish of the sea e.g. cod-fish  plaice  periwinkle  crab  sha-----rk! 	<ul style="list-style-type: none">Understand how the combined musical elements can represent a scene or ideaComment on and evaluate their own and others' work applying musical vocabularyDescribe and discuss pieces of music, giving preferences, applying musical vocabulary and referring to the musical elementsRespond to pieces of music using imaginative body movements (e.g. swimming or sailing)Show the steady beat in listening to a variety of music through clapping, marching, tapping.
Key Vocabulary Beat, pattern, crotchet, quavers, rest, solfa sounds, ostinato composer, conductor, graphic score, notes, canon, texture, timbre, pulse, pitch, structure, rhythm, tempo, dynamics, verse, chorus, pulse, pentatonic scale.	Resources Storm at Sea graphic score template, <i>Rip Roaring Rounds</i> bk, image of a beach, Irish Music Curriculum p.44+45, <i>Adventures in Music</i> book 4 (p.20), <i>Bobby Shaftoe</i> (Kodaly book), Sea Pictures (calm and stormy) graphic score template, rainbow fish template. Listening extracts: <i>Aquarium</i> by Saint Saens, <i>La Mer</i> by Debussy, Benjamin Britten <i>Storm</i> from Peter Grimes – BBC Ten Pieces, Handel's <i>Water Music</i> , <i>Surfin' USA</i> by The Beach Boys, <i>By the Sea</i> from Sweeney Todd, <i>The Wicker Man</i> Soundtrack- Summer is Icumen, <i>Pirates of Penzance</i> by Gilbert & Sullivan (<i>Adventures in music</i> p.26), <i>Jaws</i> by John Williams, <i>Back to the Sea</i> by Barrott, <i>Ma Vlast</i> by Smetana. Songs: <i>Haul Away Joe</i> , <i>The Big Ship Sails</i> , <i>The Sea is Always Moving</i> , <i>Down there Under the Sea</i> , <i>A Sailor Went to Sea</i> , <i>The Moon and the Tides</i> , <i>Drip, Drip</i> , 'She sells seashells on the sea shore and the shells she sells are pretty I'm sure' (chant), <i>The Shark Song</i> .	



Links to Prior Learning: Review singing skills, rhythm, pulse, duration, pitch, dynamics and mood. Re-cap musical vocabulary and notes on the staff.

Attainment Targets

Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Sing and play melody using Indian Drum SyllablesPerform a drone (on low D)Improvise a solo using notes of the raga (D, E, F#, G, A, Bb, C, D)Perform call and response phrases in groupsPerform a Coda on pitched and unpitched percussion instruments.	<ul style="list-style-type: none">Improvise a soloCompose two-note patternsCompose a CodaStructure sections of music into a pieceCompose call and response phrases using D and A.	<p>Ravi Shankar Symphony Finale:</p> <ul style="list-style-type: none">Listen with attention to detail and recall sounds with increasing aural memoryAppreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of musicLearn about drones and ragasLearn about call and responseResearch orchestral instruments and the sitar.
<p><u>Key Vocabulary</u></p> <p>Call and response, Coda, drone, improvise, pitched/unpitched percussion, Indian ragas, structure, pulse, beat, tempo, dynamics, rhythm, timbre, pitch, pattern, ostinato, symphony, concerto, sitar, improvisation, conductor.</p>	<p><u>Resources</u></p> <p>Creating Music Around the World book page 46+</p> <p>Listening: Listen to examples of North Indian (Hindustani) classical music here e.g. the tabla and Rag desh:</p> <p>https://www.bbc.co.uk/bitesize/guides/zsydwmn/revision/1</p> <p>https://www.bbc.co.uk/teach/ten-pieces/classical-music-ravi-shankar-symphony-finale/znk8bdm</p> <p>Lesson plans:</p> <p>https://www.bbc.co.uk/teach/ten-pieces/symphony-finale-by-ravi-shankar-ks2-lesson-plans/zbhdri6</p>	



Year 5 Spring Term 2

The Great Composers (continued)

Number of lessons: 6

Links to Prior Learning: Re-cap Grieg and Bach and the children's knowledge and understanding of musical structures and terminology relating to the Romantic and Baroque eras. To further musical development, children are encouraged to compose and perform on instruments they may already be learning in or outside school.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform a 'hunting call' in groupsPerform contrasting episodes to the 'hunting call' (or A section)Perform a rondoPerform a whole piece as part of an ensemble with increasing fluency, accuracy, control and expression.Sing and perform a melody with increasing aural memory.	<ul style="list-style-type: none">Compose a 'hunting call'Use Mozart's motifs to create a short piece of musicCompose contrasting pieces of musicStructure sections of music to create a rondoCompose a cadenzaCompose a coda using voices and instrumentsCreate a frozen landscapeCompose new versions of Stravinsky's melodyCompose a character 'signature tune' (leitmotif).	<ul style="list-style-type: none">Listen and describe Mozart's Horn Concerto and recall sounds with increasing aural memoryWatch an orchestral performance and discuss structure, instrumentation, tempo, timbre etc.Analyse the structure of Horn Concerto No 4Develop an understanding of the history of musicLearn musical language appropriate to the taskComment on your own and others' work using technical terminologyListen to and analyse Stravinsky's music.
<u>Key Vocabulary</u> Improvisation, cadenza, coda, concerto, movement, musicologist, pitched/unpitched percussion, rondo, trill, crotchet, quaver, minim, semibreve, rest, bar, beat, pulse, rhythm, conductor, melody, tune, timbre, tempo, pitch dynamics, texture, structure, drone, leitmotif, ostinato.	<u>Resources</u> Listening: Mozart's Horn Concerto No 4 Movement 3, The Firebird Finale by Stravinsky, perform other clarinet pieces by Mozart: Divertimentos (No 3, 4 & 5), Adagio, Concerto in A, Divertimento No.2 and play other pieces which feature a cadenza (e.g. A. Messager's Solo De Concours). https://www.bbc.co.uk/programmes/p02b5dmz https://www.bbc.co.uk/programmes/p02b5dyd	



Links to Prior Learning: Review knowledge and understanding of notation and the elements of music.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform simple musical patterns from memory or reading notationPerform musical pieces as part of an ensemble using voices and instruments e.g. a scene from <i>Rubato</i>Perform a graphic score in groupsImprovise musical ideas using the voice and instruments.	<ul style="list-style-type: none">To explore and organise musical ideas within a simple structure using notationTo learn how symbols can represent sounds and compose a graphic scoreDevelop ideas for composing a character motifCompose music to accompany a story in pictures based on the animation <i>Rubato</i>.	<ul style="list-style-type: none">Understand how the combined musical elements can represent a scene or ideaListen to a wide range of musical extracts and accurately describe and appraise them referring to the musical elementsEvaluate their own work and the work of othersLearn about John Williams and the role of a film composerUnderstand what a character motif is and how it used in filmsUnderstand how music can be used to help tell a story.
<u>Key Vocabulary</u> Pitch, rhythm, beat, pulse, tempo, dynamics, pitch, duration, texture, timbre, structure, silence, ostinato, soundtrack, genre, mood, crescendo, improvisation, rubato, metronome.	<u>Resources</u> John Williams and Film PowerPoints, composition sheets, character device cards, character images sheet, composition templates, musical cliches guidance, rhythm cards, Rubato images, John Williams listening activity sheets, Rubato listening activity sheet https://www.teachingideas.co.uk/video/Rubato Listening: <i>Star Wars</i> , <i>Superman</i> , <i>E.T</i> and <i>Jaws</i> , <i>Hedwig's Theme</i> by John Williams, <i>Tubular Bells</i> by Mike Oldfield, Halloween theme by John Carpenter, <i>Gabriel's Oboe</i> and <i>The Good, the Bad and the Ugly</i> by Morricone, <i>As Time Goes By</i> from Casablanca. Other cello works to link with Rubato: Bach (Cello Suite No. 1) or Brahms (Cello Sonata No. 1).	



EYFS Summer Term 1

Units 6, 7 and 8: Teddy Bears, Birds, Horses and Ponies

No. of lessons: 6

Links to Prior Learning: Review singing skills and understanding of the musical elements e.g. rhythm (crotchet and quaver), pulse, duration, pitch, dynamics and mood. Re-cap instrumental skills and dynamic control.

Attainment Targets

Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Learn and perform the number song <i>The Three Bears</i> with actionsLearn and clap the number rhyme <i>Three Bowls of Porridge</i>Learn and perform the number rhyme <i>Five Little Ducks</i> with actionsLearn and perform the number rhyme <i>See, See, See</i>Perform the song <i>Jig-a-Jog Jig</i> tapping the word rhythms and accompanying with two-tone woodblocks and clavesLearn the song <i>My Pony</i> recognising the difference between fast and slow speeds.	<ul style="list-style-type: none">Select vocal sounds to illustrate the story <i>Peace at Last</i>Explore vocal sounds to imitate various birdsPerform bird sounds using high, low or medium voicesSelect vocal sounds to illustrate the different birds in the story <i>Chicken Licken</i>Explore sounds to imitate the 'clip clop' of horses' hooves using two-tone woodblocks and claves.	<p><i>Peace at Last</i> by Jill Murphy:</p> <ul style="list-style-type: none">Discuss the sounds in the storyInvent vocal sounds to imitate the sounds <p><i>The Teddy Bears' Picnic</i> (brass band arrangement) and <i>The Aviary</i> by Saint Saens:</p> <ul style="list-style-type: none">Identify the happy mood of the musicRecognise and understand the difference between high and low pitch in musicExplore percussion instrumental sounds to the songs <i>Pass the Beanbag</i> and <i>Round and Round</i> <p><i>Horse and Buggy</i> by Leroy Anderson:</p> <ul style="list-style-type: none">Recognise the difference between fast and slow speeds in musicMove to a slow steady beat which gradually increases in speed.
<p>Key Vocabulary</p> <p>Pulse, rhythm, beat, pitch (high/low), dynamics (loud/soft), melody, tempo (fast/medium/slow), song, pattern, mood.</p>	<p>Resources</p> <p>The Right Note Junior and Senior Infants p.38+, Moving to Music videos, Singing Games and Rhymes for Early Years, Out of the Ark and SingUp website, beanbags, soft toys, books, dog's bone, tennis/foam ball, PowerPoint with song lyrics, pictures.</p>	



Year 1 Summer Term 1

Units 8 - 10 Fast/Slow, It's a Wonderful World and The Sea

No. of Lessons: 6

Links to Prior Learning: Review singing skills, rhythm, pulse, duration, pitch, dynamics and mood. Re-cap musical vocabulary and notes on the stave.

Attainment Targets

Performing

- Perform *Who Built the Ark*, *Katie Beardie's Circus* and the *Please Mr Noah* rap adding a percussion accompaniment
- Recognise and perform simple rhythm patterns from pictorial symbols
- Perform *Marvellous Things* adding actions and percussion accompaniment.
- Perform *I Sent a Letter* as a circle game using a beanbag.
- Perform *Hokey Pokey* adding actions and differentiating between left and right
- Perform *Apusky Dussky* adding a percussion accompaniment
- Perform *Jackie the Sailor* with actions.

Composing

- Select vocal sounds, actions and percussion instruments to accompany the rap *Please Mr Noah*
- Devise a percussion accompaniment for *Marvellous Things*
- Compose a percussion accompaniment to accompany the chorus in *Katie Beardie's Circus*

Listening and Responding

Flight of the Bumblebee by Rimsky-Korsakov, *Tortoises* by Saint-Saens:

- Recognise and understand the difference between fast and slow tempo in music
- Respond imaginatively to music through movement

Zip-A-Dee-Doo-Dah, *Under the Sea* and *Part of Your World* (both from *The Little Mermaid*):

- Recognise the happy and sad qualities in music
- Respond imaginatively to music through movement
- Revise the concepts of fast and slow (tempo) and high and low (pitch)
- Recognise and identify male and female voices describing their pitch and timbre

Key Vocabulary

Mood, vocal, chorus, verse, melody, tune, structure, rhythm (crotchet, quaver, ta, ti-ti), pulse, beat, texture, dynamics, timbre, pitch, body percussion, pattern, notation, stave, score.

Resources

The Right Note Units 8-10 page 103+ cds and pupil book photocopies, maracas, drums, claves, sleigh bells, guiros, woodblocks and other percussion instruments, beanbags, bumblebee finger puppet and other soft toys and music themed story books.




Year 2 Summer Term 1

Units 5 'Cats' and 6 'Food'

Number of lessons: 6

Links to Prior Learning: Review singing and instrumental skills, rhythm, pulse, tempo, duration, pitch, dynamics and mood. Re-cap musical vocabulary and crotchet and quaver rhythms. Reinforce hand signs for doh, re, mi, fa, soh and lah.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Recognise and classify sounds in <i>I Bought Me a Cat</i>Perform a simple phrase on chime barsRecognise soh, mi and doh on a simple staveFollow the beat in <i>Everybody Wants to be a Cat</i>Perform rhythm pattern ti-ti ta ta-aa on instrumentsUse percussion instruments to show the beat or rhythm in <i>Mango Walk</i>Use body percussion to show the steady beat in <i>Super-Supper March</i>Draw the rhythm pattern ti-ti ti-ti ta ta ta ta Perform songs with actions e.g. <i>The Seed Song</i>	<ul style="list-style-type: none">Select sounds to illustrate a cat's dayCreate a class composition based on a picture of the cat's day.Invent simple rhythmic and melodic patterns using voices, body percussion and instrumentsUse sounds to illustrate a street marketUse invented symbols to show the sequence of soundsCreate sounds using the body or instruments to accompany a story in pictures	<ul style="list-style-type: none">Make animal sounds on instruments and using voicesExplore the speech rhythm of selected words and phrasesMake sounds from the song <i>Mango Walk</i> <i>I Bought Me a Cat</i> by Aaron Copeland, <i>The Cat's Duet</i> by RossiniFollow each voice in the piece with actionsMake a line score showing the solo/duet structure of the piece <i>Tahiti Trot</i> by ShostakovichFollow the changing timbre and character of the music
<u>Key Vocabulary</u> Pulse, beat, rhythm, pitch, tempo, dynamics, structure, timbre, pattern, actions, melody, note, crotchet (ta), quavers (ti-ti), soh, mi and doh LISTENING: <i>I Bought Me a Cat</i> by Aaron Copeland, <i>The Cat's Duet</i> by Rossini, <i>The Syncopated Clock</i> by L. Anderson, <i>Spring</i> by Vivaldi.	<u>Resources</u> The Right Note 1 st and 2 nd Class (Teacher and pupil books), Singing Games and Rhymes for Early Years, SingUp and Out of the Ark websites, Dancing to Music, Voiceplay, Banana Splits. SONGS: The Seed Song and Spring Chicken (Out of the Ark), I Bought me a Cat, The Cat's Duet, Mango Walk, Super-Supper March (The Right Note), Each Little Blade of Grass, Yellow Daffodils and Mister Sunflower (Everything's Growing), Goodbye Everyone, the Goodbye Song.	



Year 3 Summer Term 1

The Rainforest

Number of lessons: 6

Links to Prior Learning: Review singing skills, rhythm, pulse, duration, pitch, dynamics and mood. Re-cap musical vocabulary and notes on the staff.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform <i>Pass the Pebble On</i> using claves/beanbags to a steady beatPerform action singing games:<ol style="list-style-type: none">A sailor went to SeaHave you Ever?Perform <i>Old MacDonald Had a Glock</i>Perform <i>The Rainforest</i> song adding devised movement/actionsPerform rainforest rhythms in groups with an awareness of beat and other performersPerform <i>Hey Dumba</i> based on the sound of the water in the Amazon rainforestPerform a rap about the rainforest adding body percussion.	<ul style="list-style-type: none">Compose layers of music to accompany a picture (carefully considering mood, texture, dynamics and duration)Work out the melody of <i>Old MacDonald</i> by ear and notate it using notes of the C pentatonic scaleCompose a piece of music based on rainforest sounds exploring the musical elements such as texture, timbre and durationCompose crotchet and quaver rhythm patterns based on animals and creatures of the rainforestAdd an accompaniment to <i>Hey Dumba</i> using glocks, xylophones, rainsticks, boomwhackers, bongos and other appropriate percussion instrumentsCompose a rap about the rainforest.	<ul style="list-style-type: none">Discuss The Perpetuum Jazzile choir performing a rainstorm with their hands, discussing texture, structure, timbre and dynamics.Discuss the mood and instrumentation of <i>Rain</i> from <i>Desperately Seeking Susan</i>Assess their rainforest piece applying musical vocabulary and highlighting successes and areas for developmentRespond to music using expressive body movementsShow an understanding of song structure, lyrical content and mood through discussionListen critically to the rainforest sounds in the bingo game to identify the different creatures/sound effects.Listen critically to your own and others' work.
<u>Key Vocabulary</u> Pentatonic, call and response, melody, verse, chorus, timbre, pitch, duration, texture, dynamics, structure, rhythm, crescendo, diminuendo, ensemble, tuned/untuned percussion.	<u>Resources</u> Music Express Year 3 pages 32+, 52, 56, The Rainforest PowerPoint and laminated bingo cards, rap backing track, Earth, Sea and Sky Lin Marsh (The Rainforest Song), Hey Dumba sheet music, Sing Up website, tuned and untuned percussion. https://www.youtube.com/watch?v=BC8re5HvOGI -Perpetuum Jazzile choir performing a rainstorm, https://www.youtube.com/watch?v=anwtJ9EOF-M – rainforest sounds.	



Links to Prior Learning: Review singing skills and knowledge and understanding of the musical elements. Re-cap musical vocabulary and notes on the stave.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform <i>Zoom Zoom</i> on glockenspiels and chime bars following traditional notationPerform the song <i>Moon Snow</i>Perform instrumental parts for <i>Moon Snow</i> on chime barsPerform a piece of music which describes a journey through spacePerform <i>The Planets Rap</i> in time to a beat and with an awareness of other performersPerform <i>Space Oddity</i> with an awareness of melodic shape and song structure.	<ul style="list-style-type: none">Compose a short piece of music inspired by planet earthProduce a piece of music using sustained (long) soundsExplore clusters with voicesCompose parts for a moonscape composition (the space ship, an astronaut moonwalking, outer space, stars)Compose a graphic score based on space understanding how symbols can represent sounds.	<ul style="list-style-type: none">Listen to and discuss the use of clusters and sounds heard in the extract from <i>Atmospheres</i> by Gyorgy Ligeti referring to the elements of musicAs a class assess the effects of the group performance of clusters compared with <i>Atmospheres</i>. Record and listen abck discussing the differences between listening back to a recording and performing liveListen to <i>Depart</i> by Wolfgang Rihm discussing how the composition differs to <i>Atmospheres</i> <p><i>The Planets Suite</i> by Gustav Holst</p> <p><i>Thus Spake Zarathrustra</i> by Johann Strauss from 2001 Space Odyssey</p> <p><i>Star Wars Suite</i> and <i>Close Encounters of the Third Kind</i> by John Williams:</p> <ul style="list-style-type: none">Understand how music is used to describe a place or character.
<p>Key Vocabulary</p> <p>Electric, acoustic, conductor, cluster, pentatonic, melody, verse, chorus, timbre, pitch, duration, texture, dynamics, structure, rhythm, crescendo, diminuendo, ensemble, tuned/untuned percussion, theme, composer.</p>	<p>Resources</p> <p>Listening: <i>Doctor Who</i> (original theme) by Delia Derbyshire https://www.youtube.com/watch?v=jjhOtnsA5pA <i>Star Trek</i> theme https://www.youtube.com/watch?v=hdjL8WXjIGI <i>Rocket Man</i> by Elton John, Compare Bowie's version of <i>Space Oddity</i> to King's cover https://www.youtube.com/watch?v=YIUfiyexUFI</p> <p>https://www.youtube.com/watch?v=sEneq8fKpQw&list=RDdydhAi0A3E&index=21 BBC Philharmonic playing Imperial March, Music Express Year 5 – <i>Journey Into Space</i> page 26+, video clips of moon landing and listening activities. Space Oddity sheet music and backing track (Sing Up).</p>	



Year 5 Summer Term 1

The Great Composers: Elgar

Number of lessons: 6

Links to Prior Learning: Review knowledge and understanding of notation, the elements of music and composers explored during this topic. Further develop instrumental skills in terms of performing in solo and ensemble contexts with increasing accuracy, fluency, control and expression.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform rhythm patterns using crotchets, quavers and rests clapping and using body percussionLearn and perform a melody following notationPerform a drone on APerform on unpitched instruments maintaining the pulsePerform the piece to an audience.	<ul style="list-style-type: none">Compose musical motifs and put them together to make a pieceCompose an ending to a given melody and orchestrate itDevelop a theme and structure musical motifs around itStructure all ideas into a piece.	<p>Elgar's <i>Enigma Variations</i></p> <ul style="list-style-type: none">Listen and describe music using words and picturesWatch the film about Elgar's music and discussUse technical terminology where appropriate when listening to and reviewing your own and others' workListen to James MacMillan 'As Others See Us' making comparisons with Elgar's <i>Enigma Variations</i>.
<p><u>Key Vocabulary</u></p> <p>Drone, motif, pitched/unpitched percussion, theme and variation, crotchet, quaver, minim, rest, bar, stave, rhythm, melody, texture, pitch, harmony, duration, dynamics, timbre, brass, strings, woodwind, conductor, orchestra, composer, classical era.</p>	<p><u>Resources</u></p> <p>Elgar's <i>Enigma Variations</i> – BBC Ten Pieces, PowerPoint and plans, whiteboards and pens, paper and pencils, pitched and unpitched percussion instruments (and instruments of children learning in/outside school), laminated pictures of Elgar's friends for display,</p> <p>https://www.bbc.co.uk/programmes/articles/xFHT9GvfKjBbtw28pgDgyG/enigma-variations-theme-enigma-variations-11-6-7-by-edward-elgar</p> <p>https://www.youtube.com/watch?v=d578E1WMpms - James Macmillan <i>Henry VIII</i></p>	



Year 6 Summer Term 1

Samba

Links to Prior Learning: Review singing skills, rhythm, pulse, duration, pitch, dynamics and mood. Re-cap musical vocabulary and notes on the stave.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform a samba batucadaSing from memory in tune with confidence and expression e.g. <i>Hey Dumba</i>Perform a solo on samba percussionMaintain a part within a roundPerform as part of a class samba bandRead and understand box rhythmClap an individual part within a group settingClap and say different rhythms at the same time as a classPerform warm-ups and songs as an ensemble e.g. <i>Hot Potato, Shabuya! Tyger Rhythms</i>.	<ul style="list-style-type: none">Compose rhythm patterns and perform them from memory on samba percussion instrumentsConvert box rhythms to notationNotate words/phrases with the appropriate rhythm patternsExplore rhythm through samba instrumentsCompose and perform a Samba piece as a group.	<ul style="list-style-type: none">Understand and become familiar with polyrhythm and other samba vocabulary e.g. break, cue, main grooveExplore the differences between samba and European instrumentsLearn about the history of samba and its importance in Brazilian cultureEvaluate your own and others' work taking into consideration maintaining your part, achieving smooth transitions, leading or following other performers, performing breaks accurately in time.
<u>Key Vocabulary</u> Pitch, rhythm, tempo, dynamics, duration, texture, timbre, structure, silence, round, performance, expression, call and response, ostinato, agogo, apito, tambourim, surdo, ganza, repinique, cuica, caixa, reco-reco, frigideira, cue, break, solo, improvisation, semibreve, semiquaver, quaver, crotchet, rest, minim, bar, phrase, 'escola de samba' (a samba school), intro, main groove.	<u>Resources</u> Samba project booklets, GarageBand, class set of samba percussion instruments, SingUp samba songs and warm ups, Samba music PowerPoints, grid notation PowerPoint, Samba instruments quiz, samba rhythm cards, samba whistle, Youtube video clips of Brazilian carnival performances https://www.youtube.com/watch?v=4Wc_wb5EkU8 https://www.youtube.com/watch?v=jQLvGghaDbE	



EYFS Summer Term 2

Units 9 and 10: Fairy Tales and Animal Sounds

Number of lessons: 6

Links to Prior Learning: Review singing skills, rhythm, pulse, duration, pitch, dynamics and mood. Re-cap musical vocabulary and notes on the staff.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform songs and raps based on a fairy tale theme:<ol style="list-style-type: none">1. <i>There was a Princess</i>2. <i>Little Red Riding Hood</i>3. <i>The Little Red Hen</i>Perform songs linked to animal sounds:<ol style="list-style-type: none">4. <i>Listen</i> (with selected percussion instruments to illustrate various animals)5. <i>One Elephant Went out to Play</i>6. <i>I am a terrible Tiger</i>7. <i>Duckling Duckling Will You Grow? Tiny Little Fingernails</i> (with actions)	<ul style="list-style-type: none">Select percussion instruments to accompany the song <i>There Was a Princess</i>Create a pattern of animal sounds in various locations e.g. the farm, the jungle, the pet shop etc.Revise body and vocal soundsCreate loud and quiet sounds using the voice and body percussion	<ul style="list-style-type: none">Imitate the sounds made by the farm animals in <i>The Little Red Hen</i>Identify farm animal soundsIdentify loud and quiet sounds in the environment <ol style="list-style-type: none">1. <i>Lullaby</i> by Johannes Brahms2. <i>Sabre Dance</i> by Aram Khachaturian <ul style="list-style-type: none">Recognise the quiet/gentle or loud/angry mood in music <ol style="list-style-type: none">3. <i>Little Red Riding Hood</i> <ul style="list-style-type: none">Recognise the difference between the sound of the wolf's gruff voice and Red Riding Hood's voice <ol style="list-style-type: none">4. <i>The Royal March of the Lion and Kangaroos</i> by Saint Saens <ul style="list-style-type: none">Recognise the difference between loud and quiet musicMove appropriately to music
<u>Key Vocabulary</u> Mood (quiet, gentle, calm, angry, happy, fierce), tempo (fast/slow), pitch (high/low), beat, pulse, rhythm, melody, tune, chant, rap, song, chorus, verse, dynamics (loud/soft), duration (long/short).	<u>Resources</u> Little Red Riding Hood PowerPoint, rap, backing track and character flashcards, The Right Note Junior and Senior Infants p49+, Voiceplay, Everything's Growing p.25.	



Year 1 Summer Term 2

Stories, Play and Movement

Number of lessons: 6

Links to Prior Learning: Review singing skills, rhythm, pulse, duration, pitch, dynamics and mood. Re-cap musical vocabulary and notes on the stave.


Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Perform <i>Little Red Riding Hood Rap</i> chanting in time to a beatPerform <i>The Wolf's Tale</i> (Voiceplay)Perform songs tunefully as a class: <i>Mummy's Tummy, Duckling, Duckling, You Will Grow, Balloon, Two Birds, Singing a Song for Me</i>Perform <i>Thunder Storm</i> *(Everything's Growing) and <i>I Live in the City</i> (Voiceplay) on percussion instrumentsPerform <i>The Early Birds Poem</i> **Perform song <i>Together Now</i> (Voiceplay) to establish routines e.g. tidying away instrumentsPerform warm-ups to reflect on feelings, help children feel valued etc. <i>Think of Someone</i> (V.play)Perform <i>Barney Bear</i> with movement and instruments.	<ul style="list-style-type: none">Compose rhythm patterns linked to the story of Little Red Riding HoodExperiment with different timbres and dynamics when performing the <i>The Wolf's Tale</i>Experiment with using different voices e.g. in <i>Copy Kitten</i> (Voiceplay)Suggest movements for <i>Barney Bear</i> and instruments to accompany the story.	<p>Respond to songs with actions (e.g. <i>Mummy's Tummy, Duckling, Duckling You Will Grow</i> and <i>Balloon</i>)</p> <p><i>I Live in the City and America</i> by L. Bernstein:</p> <ul style="list-style-type: none">Reflect on our needs for each otherLearn about valuing people in our communitiesReinforce a steady beat by stamping, clapping, tapping <p><i>The Wolf's Tale</i>:</p> <ul style="list-style-type: none">Help creative developmentPlay with a story and explore emotionsHelp with understanding other people's views <p><i>Barney Bear</i>:</p> <ul style="list-style-type: none">Help develop social awareness, awareness of beat and physical development.
Key Vocabulary Pitch (high/low), beat, pulse, rhythm, timbre, dynamics (loud/soft), phrase (musical sentence), echo, pattern, duration (long/short), mood (quiet, gentle, calm, angry, happy, fierce).	Resources Everything's Growing (Early Birds Poems at end of bk), Little Red Riding Hood rhythm flashcards and characters, Red Riding Hood rap lyrics and story PowerPoint, <i>Voiceplay</i> bk, piano accompaniments for <i>I Live in the City, Barney Bear</i> and <i>The Wolf's Tale</i> , percussion instruments and beaters, toys and puppets, a ball, beanbag. * <i>Four Sea Interludes</i> by B Britten – II. The Storm ** <i>The Lark Ascending</i> by Williams, <i>On Hearing the First Cuckoo in Spring</i> by Delius	



Year 2 Summer Term 2

Unit 7 and 8: Weather and Feet

Number of lessons: 6

Links to Prior Learning: Review singing skills, knowledge and understanding of the elements of music, rhythms learned  and how to draw them on a stave.

Attainment Targets

Performing	Composing	Listening and Responding
<ul style="list-style-type: none">Learn <i>The Rain Song</i> and accompany with percussion instrumentsLearn and perform a body percussion patternPerform body percussion as a canonLearn <i>The Lightning Tree</i> song clapping the rhythm of the 1st line revising <i>ta</i> and <i>ti-ti</i> rhythms (crotchets and quavers).Learn and perform the song <i>Orange Feet</i> using invented actions.Perform <i>Orange Feet</i> on chime bars and glockenspiels	<ul style="list-style-type: none">Recognise and note simple rhythm patterns from <i>The Lightning Tree</i>Explore sounds made from a piece of paperRecord the body percussion canon using invented symbolsCreate a short piece of music depicting a storm using paper, instruments and the voiceDraw notes from the song <i>Orange Feet</i> on a 3-line staveInvent and shape sounds from a variety of sources to illustrate the way a chosen animal movesCreate sounds using the body and/or instruments to accompany a story in pictures	<ul style="list-style-type: none">Tap the beat of the song <i>The Lightning Tree</i>Identify percussion instruments played to accompany <i>The Rain Song</i>Show the beat of <i>Orange Feet</i> using body percussion. <p><i>Storm</i> from <i>William Tell</i> by Rossini:</p> <ul style="list-style-type: none">Respond to the music through drawing and discussionShow changes in the music <p><i>The Swan</i> from <i>Carnival of the Animals</i>:</p> <ul style="list-style-type: none">Respond to the music through movementRecognise and follow the timbre of the celloDiscuss how the music represents the way swans move
<u>Key Vocabulary</u> Melody, structure, rhythm (crotchet, quaver, <i>ta</i> , <i>ti-ti</i>), pulse, beat, texture, dynamics, timbre, pitch, body percussion, canon, round, pattern, notation, stave, score.	<u>Resources</u> Warm-ups: H.E.L.L.O, Monkey Memory, Juba, Sitting in the Classroom, Wiggle Jiggle, In the Zone, Warm Up and Stomp, The Grandma rap, Four White Horses (all Sing Up) The Penguin Song, Keep Fit Calypso (Singing Sherlock), Songs: Peace Like a River, Shake My Sillies Out, Mister Sunflower, The Rain Song, The Lightning Tree, Mr Sun, Orange Feet, Feet.	



Links to Prior Learning: Developing confidence in singing and knowledge of the musical elements. Re-cap musical vocabulary and notes on the stave.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">• Sing <i>Mamma Mia</i> with expression and dynamic control• Perform <i>Mama Mia</i> as an ensemble following notation• Perform a riff on tuned percussion• Perform simple musical patterns as part of an ensemble with an awareness of beat and other performers.	<ul style="list-style-type: none">• Compose a riff adding a simple accompaniment• Compose a pop song using the verse chorus structure• Compose rhythm patterns using crotchets, quavers and rests.	<p><i>Mamma Mia, Dancing Queen, Waterloo, I'm Still Standing, Uptown Funk, Happy, Stayin' Alive,</i></p> <ul style="list-style-type: none">• Describe listening extracts referring to structure, the stylistic features of pop and the musical elements• Identify popular musical instruments of pop music• Comment on, modify and evaluate their own work using musical vocabulary• Respond to music using expressive body movements
<p><u>Key Vocabulary</u></p> <p>Guitar, keyboard/synthesizer, drumkit, bass guitar, melody, hook, riff, verse, chorus, bridge, middle 8, lyrics, structure, dynamics, tempo, rhythm, call & response.</p>	<p><u>Resources</u></p> <p>https://charanga.com/scheme/1312062-year-4/1312291-mamma-mia</p> <p>Sing Up website songs/warm-ups (<i>Wiggle Jiggle, In the Zone, Sitting in the Classroom, Shabuya!, Let's Start to Sing, Big Sing Up Mambo, Rockstar, I'm Still Standing, Ain't No Mountain, Name Rhythms Game, Chilled Out Clap Rap</i>) Charanga <i>Mamma Mia</i> instrumental parts, ABBA PowerPoint, The Beatles PowerPoint, GarageBand, TES pop PowerPoint, Sing Up pop song backing track and chords, rhythm flashcards, https://www.singup.org/music/the-elements-of-music-song-collection, https://www.youtube.com/results?search_query=dancing+queen+video+original</p>	



Year 6 Summer Term 2

Songwriting

Number of lessons: 6

Links to Prior Learning: Re-cap part-singing, musical vocabulary, knowledge and understanding of the elements of music and traditional notation.

Attainment Targets		
Performing	Composing	Listening and Responding
<ul style="list-style-type: none">• Sing from memory with attention to phrasing and dynamics• Sing a song in two parts from memory, keeping the high notes strong and in tune• Play a sequence of major and minor chords on tuned percussion or pitched instruments• Chant a rhyme (<i>Shabuya</i>) accurately using different dynamics and actions, and adding sounds• Perform a piece for untuned percussion using rhythms from the chant.	<ul style="list-style-type: none">• Compose a short song based on a pentatonic scale• Create and perform a rhythmic backing using technology or untuned percussion• Compose words for a song using major and minor keys• Compose a short melodic fragment to words from the song• Compose a protest song as a class exploring global warming as a theme• Compose melody lines in different moods and rhythms.	<p><i>We Are the Champions</i> – Queen, <i>Wonder</i> – Emil Sande, <i>Shake it Off</i> – Taylor Swift, <i>Children of Africa</i> (Music Express 5), <i>Ocean of Mystery</i> (Music Express 5).</p> <ul style="list-style-type: none">• Discuss the social context of songs (apartheid) and when/where it might have been performed and the audience• Listen to performance tracks marking the pulse• Listen to and echo phrases without accompaniment• Discuss the lyrical meaning and message of song lyrics and the use of rhyming words and phrases• Identify how many pitches are used in the verse phrases of <i>Wonder</i> and the change of pitch in the bridge.
<p><u>Key Vocabulary</u></p> <p>Duration: syncopation, quavers, crotchets, pitch: pentatonic scale, melody, harmony, major, structure: repetition, verse, chorus, bridge, phrase, call-and-response, coda, phrase tempo: four-beat rhythm, bar, pulse, beat, texture: unison, accompaniment, harmony, a cappella, two-part, three-part, solo timbre: smooth, metal, pizzicato.</p>	<p><u>Resources</u></p> <p>Sing Up lesson plans (including warm-ups and assessment notes). <i>Shabuya</i> backing track, <i>We Are the Champions</i> and <i>Wonder</i> backing and performance tracks, untuned percussion including drums, glockenspiels and chime bars, keyboards, ukuleles (with chord diagrams for G, C, D, G minor and D minor).</p> <p>Music Express Year 5 'songwriter' p.34+- melody maker photocopiable (p.36).</p>	



Ashdene Primary School

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