

ALL SAINTS CE JUNIOR ACADEMY
LONG TERM SUBJECT OVERVIEW
MUSIC 2022-23



National Curriculum	Strand	Whole Year			
		Year 3	Year 4	Year 5	Year 6
	Listening and Appraising	Knowledge 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: 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 Skills 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.	Knowledge 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. Skills To confidently identify and move to the pulse.	Knowledge 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) 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	Knowledge • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: ◦ The style indicators of the songs (musical characteristics that give the songs their style) ◦ The lyrics: what the songs are about ◦ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ◦ Identify the structure of the songs (intro, verse, chorus etc.) ◦ Name some of the instruments used in the songs

			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.	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.	○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical Identity 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. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
	Games	Knowledge Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song.	Knowledge Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music	Knowledge Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song	Knowledge Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music

		Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. Skills Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: Find the Pulse Rhythm Copy Back: a. Clap and say back rhythms b. Create your own simple rhythm patterns c. Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes - Bronze: Copy back – 'Listen and sing back' (no notation) - Silver: Copy back with instruments, without then with notation - Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups	Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to Skills Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: Find the Pulse Rhythm Copy Back: Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation	How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to Skills Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm Patterns Silver Challenge Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge Find the pulse Lead the class by inventing rhythms for them to copy back	• How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to Skills Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm Patterns Silver Challenge Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge Find the pulse Lead the class by inventing rhythms for them to copy back
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			c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups	Copy back three-note riffs by ear and with notation Question and answer using three different notes	Copy back three-note riffs by ear and with notation Question and answer using three different notes
	Singing	Knowledge To know and be able to talk about: 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 Skills 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.	Knowledge 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 Skills 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.	Knowledge 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'.	Knowledge To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience 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 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'.

	Playing Instruments	Knowledge To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder) Skills 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. To listen to and follow musical instructions from a leader.	Knowledge To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. Skills To treat instruments carefully and with respect. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	Knowledge To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends Skills Play a musical instrument with the correct technique within the context of the Unit song. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	Knowledge To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends Skills Play a musical instrument with the correct technique within the context of the Unit song. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
	Improvisation	Knowledge To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot	Knowledge To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot	Knowledge To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot	Knowledge To know and be able to talk about improvisation: 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 To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake Skills Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: Bronze Challenge: Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments,	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations Skills 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. Bronze Challenge: Copy Back – Listen and sing back melodic patterns Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note.	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians Skills 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. 1. Play and Copy Back - o Bronze – Copy back using instruments. Use one note. - o Silver – Copy back using instruments. Use the two notes. - o Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes:	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians Skills 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. 1. Play and Copy Back - o Bronze – Copy back using instruments. Use one note. - o Silver – Copy back using instruments. Use the two notes. - o Gold – Copy back using instruments. Use the three notes.
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		listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes.	Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes.	o Bronze – Question and Answer using instruments. Use one note in your answer. o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes. 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)	2. Play and Improvise You will be using up to three notes: o Bronze – Question and Answer using instruments. Use one note in your answer. o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes. 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)
	Composition	Knowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or	Knowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or	Knowledge To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or	Knowledge To know and be able to talk about: 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. Different ways of recording compositions (letter names, symbols, audio etc.) Skills Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Skills Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Skills Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Skills Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
	Performance	Knowledge To know and be able to talk about: 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	Knowledge To know and be able to talk about: 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	Knowledge To know and be able to talk about: 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	Knowledge To know and be able to talk about: Performing is sharing music with an audience with belief 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. 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.	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.	Everything that will be performed must be planned and learned 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 A performance involves communicating ideas, thoughts and feelings about the song/music Skills To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	Everything that will be performed must be planned and learned 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 A performance involves communicating ideas, thoughts and feelings about the song/music Skills To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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National Curriculum	Strand	Term 1			
		Year 3 Let Your Spirit Fly	Year 4 Mamma Mia	Year 5 Livin' On A Prayer	Year 6 Happy
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - 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 interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	Genre	RnB	Pop	Rock	Pop/ Neo Soul
	Theme	RnB and other styles	ABBA's Music	Rock Anthems	Being Happy!
	Listening and Appraising	Structure: Introduction, verse, chorus. Instruments/voices you can hear: Male and female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.	Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse as you are listening.	Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard. Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?	<i>What style indicators can you hear?</i> <i>Describe the structure?</i> <i>What instruments/voices you can hear?</i> <i>Describe the musical dimensions?</i>
	Games	Warm-up games play and copy back using up to 2 notes – C + D. Bronze: no notes Silver: C, sometimes D Gold: C + D challenge. <i>Which challenge did you get to?</i>	Warm-up games play and copy back using up to 2 notes – G + A. Bronze: no notes Silver: G, sometimes A Gold: G + A challenge. <i>Which challenge did you get to?</i>	Warm-up games play and copy back using up to 3 notes – G, A + B. Bronze: G Silver: G + A Gold: G, A + B. challenge. <i>Which challenge</i>	Warm-up games play and copy back using up to 3 notes – A, G + B. Bronze: A Silver: A + G Gold: A, G + B challenge. <i>Which challenge did you get to?</i>
	Singing	Singing in 2 parts.	Singing in unison	Singing in unison.	Singing in 2 parts.

	Playing Instruments	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. <i>Which part did you play?</i>	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. <i>Which part did you play?</i>	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G. <i>Which part did you play?</i>	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B. <i>Which part did you play?</i>
	Improvisation	Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C, sometimes D Gold: C, D + E challenge. <i>Which challenge did you get to?</i>	Improvise using up to 3 notes – G, A + B. Bronze: G Silver: G, sometimes A Gold: G, A + B challenge. <i>Which challenge did you get to?</i>	Improvise using up to 3 notes – G, A + B. Bronze: G Silver: G + A Gold: G, A + B challenge. <i>Which challenge did you get to?</i>	Improvise using up to 3 notes – A, G + B. Bronze: A Silver: A + G Gold: A, G + B challenge. <i>Which challenge did you get to?</i>
	Composition	Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.	Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)	Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).	Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.
	Performance	Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

		The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions
	Reflection and Key Questions	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</i> What are the 'style indicators' of RnB music? <i>How do you know this is RnB music?</i>	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it?</i> <i>Were you proud of yourself, happy or annoyed?</i>	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</i> What are the 'style indicators' of Rock music? <i>How do you know this is Rock music?</i>	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Do you have any strong thoughts or feelings you would to share about it?</i>
	Supporting songs and styles	Let Your Spirit Fly by Joanna Mangona Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals)	ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA	We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry	Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves

		Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	Thank You For The Music by ABBA	I Saw Her Standing There by The Beatles	When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly
Exceeding the National Curriculum	Vocabulary	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody	Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo
	Facts	RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.	ABBA was a Swedish pop group formed in 1972.	Livin' on a Prayer is a Rock song that was released in 1986. The words tell us about life in the 1980's.	Happy is a song written, produced and performed by Pharrell Williams. Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song. What else can you find out?
	Texts				

	Enhancements and enrichment				
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National Curriculum	Strand	Term 2			
		Year 3 Glockenspiel Stage 1	Year 4 Glockenspiel Stage 2	Year 5 Classroom Jazz 1	Year 6 Classroom Jazz 2
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - 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 interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	Genre			Bossa Nova and Swing	Bacharach and Blues
	Theme	Exploring & developing playing skills	Exploring & developing playing skills	Jazz and Improvisation	Jazz, improvisation and composition
	Listening and Appraising			Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated. Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated. Instruments/voices you can hear: Piano, bass, drums, glockenspiel	<i>What style indicators can you hear?</i> <i>Describe the structure?</i> <i>What instruments/voices you can hear?</i> <i>Describe the musical dimensions?</i>
	Games				
	Singing				
	Playing Instruments	Learn to play and read the notes C, D, E + F. Learn to play these tunes: - Easy E - Strictly D	Learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play these tunes:	Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.	Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).

		● Play Your Music ● Drive ● Dee Cee's Blues ● What's Up ● D-E-F-inately ● Roundabout ● March of the Golden Guards ● Portsmouth	● Mardi Gras Groovin' ● Two-Way Radio ● Flea Fly ● Rigadoon ● Mamma Mia Revisit these tunes from Stage 1: ● Portsmouth ● Strictly D ● Play Your Music ● Drive		
	Improvisation	Improvise with Dee Cee's Blues using the notes C + D.		Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B. <i>Did you play both? Which notes did you use?</i>	Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C. <i>Did you do both? Which notes did you use?</i>
	Composition	Compose using the notes C, D, E + F.	Compose using the notes C, D, E, F + G.		
	Performance	Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:	Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

		Improvisations • Instrumental performances • Compositions	Improvisations • Instrumental performances • Compositions	The performance will include one or more of the following: Improvisations • Instrumental performances	The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions
	Reflection and Key Questions	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it?</i> <i>Were you proud of yourself, happy or annoyed?</i>	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it?</i> <i>Were you proud of yourself, happy or annoyed?</i>	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</i> What are the 'style indicators' of Bossa Nova and Swing? <i>How do you know this is Bossa Nova or swing music? Can you find out more about Bossa and Swing?</i>	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Do you have any strong thoughts or feelings you would to share about it?</i> <i>Can you find out more about these styles of music?</i>
	Supporting songs and styles	Easy E Strictly D Drive	Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito	Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster	Take The 'A' Train by Duke Ellington Speaking My Peace by H. Parlan

		D-E-F-initely Roundabout March of the Golden Guards Portsmouth	Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive	5 Note Swing by Ian Gray Perdido by Woody Herman	Back 'O'Town Blues by Earl Hines One 'O' Clock Jump by Count Basie
Exceeding the National Curriculum	Vocabulary	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo
	Facts			Bossa Nova originated in South America. Swing became popular in the 1940s.	Bacharach AnorakI has a Latin American groove. Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.
	Texts				
	Enhancements and enrichment		Time to Dance		

National Curriculum	Strand	Term 3			
		Year 3 Three Little Birds	Year 4 Stop!	Year 5 Make You Feel My Love.	Year 6 A New Year Carol
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - 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 interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	Genre	Reggae	Grime	Pop Ballads	Classical or Urban Gospel
	Theme	Reggae and Animals	Antibullying; Writing lyrics linked to a theme	Pop Ballads	Benjamin Britten's music and cover versions
	Listening and Appraising	Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals. Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.	Structure: Intro and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums. Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.	Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Instruments/voices you can hear: Strings, piano, guitar, bass, drums. Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?	<i>What style indicators can you hear?</i> <i>Describe the structure?</i> <i>What instruments/voices you can hear?</i> <i>Describe the musical dimensions?</i> <i>Mood and story told?</i>
	Games	Warm-up games play and copy back using up to 2 notes – C + D. Bronze: no notes Silver: C, sometimes D Gold: C + D challenge. <i>Which challenge did you get to?</i>	Warm-up games play and copy back using up to 2 notes – C + D. Bronze: no notes Silver: C, sometimes D Gold: C + D challenge. <i>Which challenge did you get to?</i>	Warm-up games play and copy back using up to 3 notes – C, D + E. Bronze: C Silver: C + D Gold: C, D + E challenge. <i>Which challenge did you get to?</i>	Warm-up games pulse, rhythm and pitch games: - Learn to clap some of the the rhythms used in the song - Learn some musical phrases that you will sing in the song

					Did you try the extension rhythm and pitch game?
	Singing	Singing in unison.	Singing and rapping in unison and in parts.	Singing in unison.	Singing in unison. Sing the song in its original style, and the Urban Gospel version.
	Playing Instruments	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. <i>Which part did you play?</i>		Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. <i>Which part did you play?</i>	
	Improvisation	Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C + D Gold: C, D + E challenge. <i>Which challenge did you get to?</i>		Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C + D Gold: C, D + E challenge <i>Which challenge did you get to?</i>	
	Composition	Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.	Compose your own rapped lyrics about bullying or another topic or theme that you decide.	Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

	Performance	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations • - Compositions • - Rapped lyrics that you composed	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	
	Reflection and Key Questions	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it?</i> <i>Were you proud of yourself, happy or annoyed?</i> What are the 'style indicators' of Reggae music?	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</i> What are the 'style indicators' of a Pop ballad? <i>How do you know this is a Pop ballad?</i>	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Do you have any strong thoughts or feelings you would to share about it?</i> <i>What cover version are there of this song?</i>

		<i>How do you know this is Reggae music?</i>			
	Supporting songs and styles	Jamming by Bob Marley Small People by Ziggy Marley 54-46 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky March by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)	Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett Love Me Tender by Elvis Presley	I Mun Be Married on Sunday Fishing Song
Exceeding the National Curriculum	Vocabulary	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel
	Facts	Bob Marley is one of the most famous	Stop! is a song/rap written in a Grime style	Make You Feel My Love is a Pop ballad – a	

		performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.	for you to compose your own lyrics.	gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.	
	Texts				
	Enhancements and enrichment		Time to Dance		

National Curriculum	Strand	Term 4			
		Year 3 The Dragon Song	Year 4 Lean On Me	Year 5 Fresh Prince of Bel-Air	Year 6 You've Got a Friend
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - 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 interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	Genre	A Pop song that tells a story	Gospel	Hip Hop	70s Ballad/Pop
	Theme	Music from around the world, celebrating our differences and being kind to one another	Soul/Gospel music and helping one another	Old School Hip-Hop	The music of Carole King
	Listening and Appraising	Themes: Kindness, respect, friendship, acceptance and happiness. Instruments/voices you can hear: Keyboard, drums, bass, a female singer. <i>Do the words of the song tell a story? Does the music create a story in your imagination? What story?</i>	Structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Instruments/voices you can hear: Male vocal, backing vocal, piano, bass, drums, organ. <i>Can you find the pulse as you are listening?</i> Dance, clap, sway, march, be an animal or a pop star.	Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. <i>Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?</i>	<i>What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?</i>
	Games	Warm-up games play and copy back using up to 3 notes – G + A. Bronze: no notes Silver: G, sometimes A Gold: G + A challenge.	Warm-up games play and copy back using up to 2 notes – F + G. Bronze: no notes Silver: F, sometimes G Gold: F + G challenge.	Warm-up games play and copy back using up to 3 notes – D, E + F. Bronze: D Silver: D + E Gold: D, E + F challenge.	Warm-up games play and copy back using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge.

		<i>Which challenge did you get to?</i>	<i>Which challenge did you get to?</i>	<i>Which challenge did you get to?</i>	<i>Which challenge did you get to?</i>
	Singing	Singing in 2 parts.	Singing in unison.	Singing /rapping in unison.	Singing in unison.
	Playing Instruments	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. <i>Which part did you play?</i>	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G. <i>Which part did you play?</i>	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A. <i>Which part did you play?</i>	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. <i>Which part did you play?</i>
	Improvisation	Improvise using up to 3 notes – G, A + B. Bronze: G Silver: G + A Gold: G, A + B challenge. <i>Which challenge did you get to?</i>	Improvise using up to 3 notes – F, G + A. Bronze: F Silver: F + G Gold: F, G + A challenge. <i>Which challenge did you get to?</i>	Improvise using up to 3 notes – D, E + F. Bronze: D Silver: D + E Gold: D, E + F challenge. <i>Which challenge did you get to?</i>	Improvise using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge. <i>Which challenge did you get to?</i>
	Composition	Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)	Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.	Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.	Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.
	Performance	Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt	Decide how your class will introduce the performance. Tell your audience how you learnt this song	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your

		this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions
	Reflection and Key Questions	<i>This song will help you to think about many things, including the respect we must have for each other and the environment.</i> <i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</i>	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</i>	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</i> What are the 'style indicators' of Hip Hop? <i>How do you know this is Hip Hop?</i> <i>Are there other hip hop artists do you know or like listening to? Any young female rappers?</i>	<i>What did you like best about this Unit? Why?</i> <i>Was there anything you didn't enjoy about it? Why?</i> <i>Do you have any strong thoughts or feelings you would to share about it?</i>
	Supporting songs and styles	Birdsong – Chinese Folk Music	He Still Loves Me by Walter Williams and Beyoncé	Me Myself and I by De La Soul Ready or Not by Fugees	Listen to 5 other songs written by Carole King: The Loco-Motion sung by Little Eva

		Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan	Shackles by Mary Mary Amazing Grace by Elvis Presley Ode To Joy Symphony No 9 by Beethoven Lean On Me by The ACM Gospel Choir	Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer	One Fine Day sung by The Chiffons Up On The Roof sung by The Drifters Will You Still Love Me Tomorrow (You Make Me Feel Like) A Natural Woman sung by Carole King
Exceeding the National Curriculum	Vocabulary	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, Melody	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony
	Facts	This song tells the story of Lesley the Dragon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own	Lean On Me is a soul song written by Bill Withers in 1972. The song has been covered and interpreted as a Gospel song because of its lyrics.	The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.	You've Got A Friend was a song written by Carole King in 1971. It was first recorded by Carole and featured on her famous album, Tapestry. In the 1960s, Carole King was employed to write pop songs for artists to perform.

		performance of the song.			
	Texts				
	Enhancements and enrichment				

National Curriculum	Strand	Term 5			
		Year 3 Bringing Us Together	Year 4 Blackbird	Year 5 Dancing in the Street	Year 6 Music and Me
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - 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 interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	Genre	Disco	The Beatles/Pop	Motown	Create your own music inspired by your identity and women in the music industry
	Theme	Disco, friendship, hope and unity	The Beatles, equality and civil rights	Motown	
	Listening and Appraising	Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. Instruments/voices you can hear: Keyboard, drums, bass, a female singer. Do the words of the song tell a story? Does the music create a story in your imagination? What story?	Themes: Equality, civil rights. Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words of the song tell a story? Does the music create a story in your imagination? What story?	Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?	As you listen to each of the featured artists, think about: <i>What could you hear? Did you recognise any instrumental sounds or voices?</i> <i>Did you like the music? Why? Or why not?</i> <i>Did anything stand out to you about any of the pieces you listened to?</i>
	Games	Warm-up games play and copy back using up to 3 notes – C + A. Bronze: no notes Silver: C + A Gold: C + A	Warm-up games play and copy back using 2 notes – C + D. Bronze: no notes Silver: C Gold: C, sometimes D challenge.	up to 3 notes – F, G + A. Bronze: F Silver: F + G Gold: F, G + A challenge. <i>Which challenge did you get to?</i>	You will write your own music using ‘Music and Me’ (‘Identity’) as your theme. From the list below, which options and

		Challenge. <i>Which challenge did you get to?</i>	<i>Which challenge did you get to?</i>		which tools did you choose? Did you work alone? Or in a group? Which ‘beat’ did you use? Music Explorer An instrument Write a rap Write lyrics for a song Use ‘Quickbeats’ A combination of the above Interview each other
	Singing	Singing in 2 parts.	Singing in unison.	Singing in unison. And with backing vocals	
	Playing Instruments	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G. <i>Which part did you play?</i>	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. <i>Which part did you play?</i>	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). <i>Which part did you play?</i>	
	Improvisation	Improvise using up to 2 notes – C + A. Bronze: C Silver: C, and sometimes A Gold: C + A challenge. <i>Which challenge did you get to?</i>	Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C, and sometimes D Gold: C, D + E challenge. <i>Which challenge did you get to?</i>	Improvise using up to 3 notes – D, E + F. Bronze: D Silver: D + E Gold: D, E + F challenge <i>Which challenge did you get to?</i>	
	Composition	Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)	Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).	Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G.	
	Performance	Decide how you going to perform this song. It tells an important	Decide how you going to perform this song. It tells an important	Decide how your class will introduce the performance. Perhaps	Decide how your group will introduce your composition and how

		story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations • - Instrumental performances • - Compositions	much you will tell your audience about it. How did you put your identity into the music and the performance? Record the performance and talk about it afterwards.
	Reflection and Key Questions	<i>What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</i> What are the 'style indicators' of Disco music? <i>How do you know this is Disco music?</i>	<i>What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</i>	<i>What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?</i> <i>Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</i> What are the 'style indicators' of Motown? <i>How do you know this is Motown?</i>	<i>What are you most proud of about the music you have written?</i> <i>Do you have any strong thoughts or feelings you would to share about it?</i> <i>What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?</i>
	Supporting songs and styles	Good Times by Nile Rodgers Ain't Nobody by Chaka Khan	Yellow Submarine Hey Jude Can't Buy Me Yesterday Let It Be	I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops	Anna Meredith - Something Helpful. Anna is a British composer and

		We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce		I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder The Tracks of My Tears sung by Smokie Robinson	performer of Electronic and Acoustic music. Shiva Feshareki - O and V-A-C Moscow. Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent. Eska Mtungwazi - Heroes & Villains and Shades Of Blue. Eska is a London-born UK singer-songwriter and multi-instrumentalist. Afrodeutsche - And! and The MiddlebMiddle. Afrodeutsche is a British-born Ghanaian/ Russian/ German composer, producer and DJ based in Manchester. Listen to and find out about 6 other artists from the Inspirational Women's Timeline.
Exceeding the National Curriculum	Vocabulary	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics,	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.

			texture structure, compose, improvise, hook, riff, melody, solo		
	Facts	Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.	The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr. In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement – led by Martin Luther King Jr. – challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in	Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.	The videos will introduce each artist, who will talk about themselves and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music. Questions to think about in this unit: <i>How do they each go about creating music?</i> <i>How has creating music helped them to build their confidence?</i> <i>How do you know that making music and performing makes them happy?</i> <i>What do they say about themselves through their music?</i>

			support of the Black Power Movement.		
	Texts				
	Enhancements and enrichment			DCAT Enriched Term 6	

National Curriculum	Strand	Term			
		Year 3	Year 4	Year 5	Year 6
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - 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 interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	Genre				
	Theme				
	Listening and Appraising				
	Games				
	Singing				
	Playing Instruments				
	Improvisation				
	Composition				
	Performance				
	Reflection and Key Questions				
	Supporting songs and styles				

Exceeding the National Curriculum	Vocabulary				
	Facts				
	Texts				
	Enhancements and enrichment				