



MUSIC MEDIUM TERM PLAN

Year group						
R	<p>BEING IMAGINATIVE AND EXPRESSIVE ELG Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 					
1	<p style="text-align: center;">Superheroes</p> <p style="text-align: center;">Hey You! – Unit 1</p> <p>1 – Listening: Hey You! The children can:</p> <ul style="list-style-type: none"> • Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. • Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks. <p>2 – Musical Activities</p> <p>Find the pulse</p> <ul style="list-style-type: none"> • March in time with the pulse. • Be an animal finding the pulse. <p>Clap rhythms</p> <ul style="list-style-type: none"> • Copy back the rhythms they hear. • Clap the rhythm of their name over the track. • Create their own rhythm for others to copy <p>Sing</p> <ul style="list-style-type: none"> • Rap and sing in time to the music • Lead the groups that are rapping and singing. <p>Play instrumental parts</p> <ul style="list-style-type: none"> • Play accurately and in time as part of the performance. • Most will play C. • Some will play C + G. <p>Improvise</p> <ul style="list-style-type: none"> • In the lessons and as part of the performance. • Most will use C. • Some will play C + G. <p>Compose</p> <ul style="list-style-type: none"> • A simple melody using simple rhythms, and use as part of the performance. • Most will use C + D. • Some will play C, D + E <p>3 – Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p> <p>(Greater Depth)</p>	<p style="text-align: center;">Splendid Skies</p> <p style="text-align: center;">Rhythm In The Way We Walk & Banana Rap – Unit 2</p> <p>1 – Listening: Rhythm In The Way We Walk & Banana Rap The children can:</p> <ul style="list-style-type: none"> • Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. • Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. <p>2 – Musical Activities</p> <p>Find the pulse</p> <ul style="list-style-type: none"> • March to the pulse. • Copy back the rhythms they hear. • Be an animal and keep the pulse. <p>Clap rhythms</p> <ul style="list-style-type: none"> • Copy and clap back rhythms. • Clap the rhythm of your name. • Clap the rhythm of your favourite colour. • Make up your own rhythm <p>Sing</p> <ul style="list-style-type: none"> • Rap and sing in time to the music. • Start to understand that pitch is high and low sounds. <p>3 – Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p style="text-align: center;">Moon Zoom</p> <p style="text-align: center;">In the Groove – Unit 3</p> <p>1 – Listening: In The Groove The children can:</p> <ul style="list-style-type: none"> • Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. • Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. • Dance to each style or move to the pulse – be “In The Groove!” <p>2 – Musical Activities</p> <p>Find the pulse</p> <ul style="list-style-type: none"> • March to the pulse. • Copy the actions on-screen. • Choose an animal and keep the pulse <p>Clap rhythms</p> <ul style="list-style-type: none"> • Copy back the rhythms they hear. • Clap the rhythm of their name. • Clap the rhythm of their favourite food. • Make up their own rhythms. <p>Sing</p> <ul style="list-style-type: none"> • Together and in time, in all the different styles. <p>Play instrumental parts</p> <ul style="list-style-type: none"> • Play accurately and in time as part of the performance. • Most will play C. • Some will play C + D <p>Improvise</p> <ul style="list-style-type: none"> • In the lessons and as part of the performance. • Most will use C. • Some will play C + D. <p>Compose</p> <ul style="list-style-type: none"> • A simple melody using simple rhythms, and use as part of the performance. • Most will use C + D. • Some will use C, D + E. <p>3 – Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p style="text-align: center;">Paws claws and whiskers</p> <p style="text-align: center;">Round And Round – Unit 4</p> <p>1 – Listening: Round And Round The children can:</p> <ul style="list-style-type: none"> • Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. • Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. <p>2 – Musical Activities</p> <p>Find the pulse</p> <ul style="list-style-type: none"> • March to the pulse. • Copy the actions on-screen. • Use their imagination to find the pulse. <p>Clap rhythms</p> <ul style="list-style-type: none"> • Copy back the rhythms they hear. • Clap the rhythm of their name. • Clap the rhythm of their favourite animal. • Make up their own rhythms. <p>Sing</p> <ul style="list-style-type: none"> • The song together with the actions <p>Play instrumental parts</p> <ul style="list-style-type: none"> • Play accurately and in time as part of the performance. • Most will play D, F, C + D. Improvise • In the lessons and as part of the performance. • Most will use D. • Some will use D + E. <p>3 – Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p style="text-align: center;">Bright lights, big city</p> <p style="text-align: center;">Your Imagination – Unit 5</p> <p>1 – Listening: Your Imagination The children can:</p> <ul style="list-style-type: none"> • Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. • Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer. <p>2 – Musical Activities</p> <p>Find the pulse</p> <ul style="list-style-type: none"> • Be a pop star finding the pulse. • Use their imagination to find the pulse. <p>Clap rhythms</p> <ul style="list-style-type: none"> • Copy and clap back rhythms. • Clap the rhythm of their name. • Clap the rhythm of their favourite animal. • Clap the rhythm of their favourite colour. • Make up their own rhythms. <p>Sing</p> <ul style="list-style-type: none"> • In unison and in two parts. <p>Play instrumental parts</p> <ul style="list-style-type: none"> • Play accurately and in time as part of the performance. • Most will play C. • Some will play C + D <p>3 – Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p style="text-align: center;">Rio De Vida</p> <p style="text-align: center;">Reflect, Rewind and Replay</p>

Land Ahoy	Street Detectives	Messy Mixtures	Healthy Living	Scented Garden	Beachcomber
<p>1 - Listening: Hands, Feet, Heart The children can:</p> <ul style="list-style-type: none"> Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. Recognise all or many of the instruments they can hear. <p>2 – Musical Activities Find a pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> March in time with the pulse. Be an animal finding the pulse. <p>Clap rhythms (long + short sounds whilst marching to the pulse)</p> <ul style="list-style-type: none"> Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of their name. Create simple rhythms themselves. <p>Singing in groups</p> <ul style="list-style-type: none"> Recognise that songs sometimes have a question and answer section and a chorus. <p>Play instrumental parts</p> <ul style="list-style-type: none"> Play accurately and in time Expected to play: G, A + C. Greater depth: play G, A, B + C. <p>Improvise</p> <ul style="list-style-type: none"> In the lessons and the performance. Most will use C. Some will play C -r D. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using simple rhythms, and use as part of the performance. Most will use C + D. Some will use C, D + E or C, D, E, F + G. <p>3 – Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>1 – Listening: Ho, Ho, Ho (A fun song about Christmas) The children can:</p> <ul style="list-style-type: none"> Find the pulse Understand that songs have a musical style. This song has a rap in it - spoken word. Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. <p>2 – Musical Activities Find a pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> March and find the pulse. Be a rapper and find the pulse. Freestyle finding the pulse. <p>Clap rhythms (long + short sounds whilst marching to the pulse)</p> <ul style="list-style-type: none"> Copy and clap back rhythms. Clap the rhythm of your name. Clap the rhythm of your favourite colour. Create their own rhythms for the class to copy back. <p>Pitch</p> <ul style="list-style-type: none"> High and low sounds we add to the pulse and rhythm when we sing/play an instrument. <p>Play instrumental parts</p> <ul style="list-style-type: none"> Play accurately and in time Most will play G, A + B <p>Sing and rap together in time</p> <p>Improvise using words</p> <p>3 – Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>1 – Listening: I Wanna Play In A Band The children can:</p> <ul style="list-style-type: none"> Find the pulse and know that this unit is about rock music. Others will understand that songs have a musical style. Recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear. <p>2 – Musical Activities Find the pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> March and find the pulse. Be a rockstar finding the pulse. Freestyle finding the pulse. <p>Clap rhythms (long + short sounds whilst marching to the pulse)</p> <ul style="list-style-type: none"> Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back. <p>Sing and dance together, in time and using actions.</p> <p>Play instrumental parts</p> <ul style="list-style-type: none"> Play accurately and in time. Most will play D + C. Some will play G, F + C. <p>Improvise</p> <ul style="list-style-type: none"> In the lessons and the performance. Most will use F. Some will use F + G. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using rhythms, and use as part of the performance. Most will use F, G + A. <p>3 – Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>1 - Listening: Zootime The children can:</p> <ul style="list-style-type: none"> Find the pulse and know that this unit is about reggae music. Others will understand that songs have a musical style. Recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear. <p>2 – Musical Activities Find the pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> Be an animal of your choice. <p>Clap rhythms (long + short sounds)</p> <ul style="list-style-type: none"> Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back. <p>Pitch</p> <ul style="list-style-type: none"> High and low sounds we add to the pulse and rhythm when we sing/play an instrument. <p>Sing and dance together, in time and using actions.</p> <p>Play instrumental parts</p> <ul style="list-style-type: none"> Play accurately and in time. Some will use C. Most will use C + D. <p>Improvise</p> <ul style="list-style-type: none"> In the lessons and the performance. Some will use C. Most will use C + D. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using rhythms, and use as part of the performance. Most will use C + D. Some will use C, D + E. <p>3 – Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>1 – Listening: Friendship Song The children can:</p> <ul style="list-style-type: none"> Find the pulse and know that this unit is about being friends. Others will understand that songs have a musical style. Recognise and name some of the instruments they hear: keyboard, drums, bass, female singer, glockenspiel. Others will recognise all or many of the instruments they can hear. <p>2 – Musical Activities Find the pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> Decide how to find the pulse. <p>Clap rhythms (long + short sounds)</p> <ul style="list-style-type: none"> Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back. <p>Sing: in two parts.</p> <p>Play instrumental parts</p> <ul style="list-style-type: none"> Play accurately and in time. Most play E + G. Some will play C. <p>Improvise</p> <ul style="list-style-type: none"> In the lessons and as part of the performance. Most will use C. Some will use C + D. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using rhythms, and use as part of the performance. Most will use E + G. Some will use E, G, A + B. <p>3 – Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>Reflect, Rewind and Replay</p>

3	Urban Pioneers	Predator	Tremors	Gods and Mortals	Flow	Tribal Tales
	LET YOUR SPIRIT FLY	GLOCKENSPIEL	THREE LITTLE BIRDS	THE DRAGON SONG	BRINGING US TOGETHER	REFLECT REWIND AND REPLAY
	1 Listen & Appraise:	1 Musical Activities using Glocks	Listen & Appraise:	1 Listen and Appraise:	1 Listen and Appraise:	1 Listen and Appraise:
	<ul style="list-style-type: none"> Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening Improvise in the lessons and as part of the performance Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. 	<ul style="list-style-type: none"> Learn to play and read the notes C, D, E + F. Learn to play these tunes: • Easy E • Strictly D • Play Your Music • Drive • Dee Cee's Blues • What's Up • D-E-F-initely • Roundabout • March of the Golden Guards • Portsmouth Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F. 	<ul style="list-style-type: none"> Three Little Birds (Reggae) Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. Find the pulse and identify funky rhythms, tempo changes and dynamics. Teacher Assessment – Three Little Birds – Year 	<ul style="list-style-type: none"> The Dragon Song (Pop) Identify the themes: Kindness, respect, friendship, acceptance and happiness. Identify the instruments/voices: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story? 	<ul style="list-style-type: none"> Bringing Us Together (Disco) Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics. Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story? 	<ul style="list-style-type: none"> Consolidate your learning and perform This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
	2 Musical Activities:	2 Perform & Share	Musical Activities using glocks and/or recorders.	2 Musical Activities using glocks and/or recorders	2 Musical Activities using glocks and/or recorders	2 Musical Activities using glocks and/or recorders
	<ul style="list-style-type: none"> Using Glocks and/or recorders copy back, play, invent rhythmic and melodic patterns. Singing in 2 parts. Play instrumental parts accurately and in time, as part of the performance. 	<ul style="list-style-type: none"> 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. Did they enjoy it? The performance will include one or more of the following: Improvisations, Instrumental performances and Compositions 	<ul style="list-style-type: none"> Warm-up Games copy back, play, invent rhythmic and melodic patterns. rhythm patterns. C, sometimes with D and reading notes. Singing in unison. Play instrumental parts accurately and in time, as part of the performance. G + A. Improvise in the lessons and as part of the performance Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. 	<ul style="list-style-type: none"> Warm-up Games copy back, play, invent rhythmic and melodic patterns. Singing in 2 parts. Play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms and use as part of the performance. 	<ul style="list-style-type: none"> Warm-up Games copy back, play, invent rhythmic and melodic patterns. Rhythm patterns C and sometimes A and reading notes Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms. and use as part of the performance Using the notes: C, A + G. 	<ul style="list-style-type: none"> Musical learning focus: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
3 Perform & Share	Perform & Share	Perform & Share	3 Perform & Share	3 Perform & Share	3 Perform & Share	
<ul style="list-style-type: none"> Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. 	<ul style="list-style-type: none"> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? 	<ul style="list-style-type: none"> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? 	<ul style="list-style-type: none"> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? 	<ul style="list-style-type: none"> Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it. Did they enjoy it? 	<ul style="list-style-type: none"> Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it. Did they enjoy it? 	

4	Autumn 1: I Am Warrior	Autumn 2: Burps, Bottoms & Bile	Spring 1: Traders & Raiders	Spring 2: Potions	Summer 1: Misty Mountain	Summer 2: Blue Abyss
	<p>Mamma Mia</p> <p>1 – Listen & Appraise: Mamma Mia (Pop, Abba’s Music) The children can:</p> <ul style="list-style-type: none"> Identify the piece’s structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. <p>2 – Musical Activities using glocks and/or recorders. Warm-up Games copy back, play, invent rhythmic and melodic patterns. Singing in unison. Play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance Compose a simple melody using simple rhythms and use it as part of the performance. 3 – Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p>Glockenspiel Stage 2</p> <p>1 – Musical Activities using glocks The child can learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play these tunes:</p> <ul style="list-style-type: none"> Mardi Gras Groovin’ Two-Way Radio Flea Fly Rigadoon Mamma Mia <p>Revisit these tunes from Stage 1:</p> <ul style="list-style-type: none"> Portsmouth Strictly D Play Your Music Drive <p>Compose using the notes C, D, E, F + G</p> <p>2 – Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p>Stop!</p> <p>1 – Listen & Appraise: Stop! (Grime) The children can:</p> <ul style="list-style-type: none"> Identify the structure: Intro and 6 rapped verses, each with a sung chorus. Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture <p>2 – Musical Activities using glocks and/or recorders. Warm-up Games copy back, play, invent rhythmic and melodic patterns. Singing and rapping in unison and in parts. Compose own rapped lyrics about bullying or another topic or theme that you decide as a class.</p> <p>3 – Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p>Lean on Me</p> <p>1 – Listen & Appraise: Lean On Me (Soul/Gospel) The children can:</p> <ul style="list-style-type: none"> Identify the piece’s structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ. Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture <p>2 – Musical Activities using glocks and/or recorders. Warm-up Games copy back, play, invent rhythmic and melodic patterns. Singing in unison. Play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms and use it as part of the performance.</p> <p>3 – Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p>Blackbird</p> <p>1 – Listen & Appraise: Blackbird (Pop) The children can:</p> <ul style="list-style-type: none"> Identify the themes: Equality, civil rights. Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words tell a story? Does the music create a story in your imagination? What story? <p>2 – Musical Activities using glocks and/or recorders. Warm-up Games copy back, play, invent rhythmic and melodic patterns. Singing in unison. Play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms and use it as part of the performance.</p> <p>3 – Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	<p>Reflect, Rewind and Replay</p> <p>Consolidation of the Y4 music curriculum.</p>
5	<p>Pharaohs</p> <p>1 – Listen & Appraise: Livin’ On A Prayer (Rock) The children can:</p> <ul style="list-style-type: none"> Identify the piece’s structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard. Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. <p>2 – Musical Activities using glocks and/or recorders Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. Warm-up Games: Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: G. Silver Challenge: G + A and reading notes. Gold Challenge: G, A + B and reading notes. Singing in unison. Play instrumental parts accurately and in time as part of the performance. The easy part G, A + B by ear and from notation. The medium part D, E, F sharp + G by ear and from notation. Improvise in the lessons and as part of the performance. Bronze Challenge: G. Silver Challenge: G + A. Gold Challenge: G, A + B. Compose a melody using simple rhythms and use as part of the performance. Using the</p>	<p>Stargazers</p> <p>1 – Listen & Appraise: The Three Note Bossa & Five Note Swing The children can:</p> <ul style="list-style-type: none"> Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. Identify instruments/voices: Piano, bass, drums, glockenspiel. <p>2 – Musical Activities using glocks and/or recorders The children can play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes: G, A + B. Improvise in a swing style using the notes: D + E, D, E, G, D, E, G, A + B. 3 – Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p>Peasants, Princes and Pestilence</p> <p>1 – Listen & Appraise: Make You Feel My Love (Pop) Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Identify the instruments/voices: Strings, piano, guitar, bass, drums. Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? 2 – Musical Activities using glocks and/or recorders Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: C. Silver Challenge: C + D and reading notes. Gold Challenge: C, D + E and reading notes. Singing in unison. Play instrumental parts accurately and in time as part of the performance. The easy part C, D + E by ear and from notation. The medium part C, D, E, F + G by ear and from notation. Improvise in the lessons and as part of the performance. Bronze Challenge: C. Silver Challenge: C + D. Gold Challenge: C, D + E. Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D + E. Using the notes: C, D, E, F + G 3 – Perform & Share</p>	<p>Beast Creator</p> <p>1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop) The children can</p> <ul style="list-style-type: none"> Identify the piece’s structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. <p>2 – Musical Activities using glocks and/or recorders Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: D. Silver Challenge: D + E and reading notes. Gold Challenge: D, E + F and reading notes. Singing/rapping. Play instrumental parts accurately and in time as part of the performance. The easy part: D + A by ear and from notation. The medium part: G + A by ear and from notation. The harder part: C, D, E, F, G, A by ear and from notation. Improvise in the lessons and as part of the performance. Bronze Challenge: D. Silver Challenge: D + E. Gold Challenge: D, E + F. Compose a melody using simple rhythms and</p>	<p>Scream Machine</p> <p>1 – Listen & Appraise: Dancing In The Street (Motown) The children can</p> <ul style="list-style-type: none"> Identify the piece’s structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. <p>2 – Musical Activities using glocks and/or recorders Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: F. Silver Challenge: F + G and reading notes. Gold Challenge: F, G + A and reading notes. Singing in two parts. Play instrumental parts accurately and in time as part of the performance. The easy part: G by ear and from notation. The medium part: G + A by ear and from notation. The harder part: F, G, A, + D by ear and from notation. Improvise in the lessons and as part of the performance. Bronze Challenge: D. Silver Challenge: D + E. Gold Challenge: D, E + F Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D, + E. Using the notes: C, D E, F + G.</p>	<p>Hola Mexico</p> <p>Reflect, Rewind and Replay</p> <p>Consolidation of the Y5 music curriculum.</p>

	<p>notes: G, A + B. Using the notes: G, A, B, D + E (pentatonic scale).</p> <p>3 – Perform & Share</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>		<p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p>use as part of the performance. Using the notes: D, E + F. Using the notes: D, E, F, G + A.</p> <p>3 – Perform & Share</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p>3 – Perform & Share</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	
6	<p>Frozen Kingdom</p> <p>1 – Listen & Appraise: Happy (Pop/Neo Soul)</p> <p>The children can</p> <ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. <p>2 – Musical Activities using glocks and/or recorders</p> <p>Most children can: complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.</p> <p>Warm-up Games - Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: A. Silver Challenge: A + G and reading notes. Gold Challenge: A, G + B and reading notes.</p> <p>Singing in two parts. Play instrumental parts accurately and in time as part of the performance. The easy part: A + G by ear and from notation. The medium part: A, G + B by ear and from notation. The harder part: G, A, B, C, D + E by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance. Bronze Challenge: A. Silver Challenge: A + G. Gold Challenge: A, G + B. Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B. Using the notes: C, E, G, A + B</p> <p>3 – Perform & Share</p> <p>Children can: contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards.</p> <p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p>Revolution</p> <p>1 – Listen & Appraise: Bacharach Anorak and Meet The Blues</p> <p>The children can</p> <ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the songs. <p>2 – Musical Activities using glocks and/or recorders</p> <p>The children can: 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).</p> <p>Improvise in Bacharach Anorak using the notes: C, D, C, D, E, C, D, E, F, G, C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes: C, C, Bb, G, C, Bb, G, F + C.</p> <p>3 – Perform & Share</p> <p>Children can: contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards.</p> <p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p>Tomorrow's World</p> <p>1 – Listen & Appraise: A New Year Carol (The music of Benjamin Britten)</p> <p>The children can:</p> <ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. Describe the mood and story told? <p>2 – Musical Activities using glocks and/or recorders.</p> <p>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 in unison. Sing the song in its original style and the Urban Gospel version.</p> <p>3 – Perform & Share</p> <p>Children can: contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards.</p> <p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p>Darwin's Delights</p> <p>1 – Listen & Appraise: You've Got A Friend (The music of Carole King)</p> <p>The children can:</p> <ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. <p>2 – Musical Activities using glocks and/or recorders</p> <p>Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.</p> <p>Warm-up games - Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: A. Silver Challenge: A + G and reading notes. Gold Challenge: A, G + E and reading notes.</p> <p>Singing in unison. Play instrumental parts accurately and in time as part of the performance. The easy part: G, A + B by ear and from notation. The medium part: C, D, E + F by ear and from notation. The harder part: D, E, F, G, A, B + C by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance. Bronze Challenge: A. Silver Challenge: A + G. Gold Challenge: A, G + E.</p> <p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + E. Using the notes: E, G, A, C + D</p> <p>3 – Perform & Share</p> <p>Children can: contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>Record the performance and discuss their thoughts and feelings towards it afterwards.</p> <p>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p>Child's War</p> <p>1 - Listen & Appraise – Music and Me!</p> <p>The children can:</p> <ul style="list-style-type: none"> Talk about the music of the featured artist Talk about any music connecting with previous knowledge and understanding Explain why they would or would not go to a concert by one of the featured artists Explain which inspirational woman listed on the timeline they would like to meet and why <p>2 – About the Artists</p> <p>Most children:</p> <ul style="list-style-type: none"> Talk about why four female artists were chosen for this unit. Talk about any of the key words from the videos and relate them to themselves. Begin to talk about the impact of the artists family and culture on their music <p>3 – Create</p> <p>Most children will be able to talk about how they planned and wrote their composition in broad terms e.g</p> <ul style="list-style-type: none"> Which options they chose and why The key terms they have used in their lyrics The tools they used The sections they particularly like and dislike and why <p>Some will be able to talk about if and how they were inspired by the featured artists and identify the most important thing about the composition.</p> <p>4 – Perform, Share and Present</p> <p>The children can:</p> <ul style="list-style-type: none"> Present the performance in an interesting and engaging way. Reflect on its strengths and weaknesses Talk about their identity in the music and performance 	<p>ID</p> <p>Reflect, Rewind and Replay</p>