

Expressive Arts and Design						
Little Wrens						
Whole School Theme	Around the World		Wild Isles		Peering into the Past	
What does this mean to me? Why does this matter?						
EYFS Curriculum	<p>N1 Make rhythmical and repetitive sounds. Move and dance to music.</p> <p>N2 Listen with increased attention to sounds.</p>		<p>N1 Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Move and dance to music.</p> <p>N2 Remember and sing entire songs. Sing the pitch of a tune sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>		<p>N1 Explore a range of sound-makers and instruments and play them in different ways. Move and dance to music.</p> <p>N2 Create their own songs, or improvise a song around on they know. Play instruments with increasing control to express their feelings and ideas.</p>	
EYFS Links	Use N1 and N2 progression documents for links with Communication and Language, PSED, Physical Development, Literacy and Maths for Autumn, Spring and Summer term.					
Books/Rhyme Links	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dig, dig, digging Colour monster Rosie's Walk Lulu's first day Everybody has feelings	Dear Santa Christopher Pumpkin Billy's firework night Whatever next How to catch a star	Stomp Dinosaur Stomp How to spot a dinosaur Captain Flinn and the pirate's dinosaurs Stompysaurus	Jasper's beanstalk Jack and the beanstalk Oliver's vegetables Ten seeds A seed in need	The very hungry caterpillar Crunching munching caterpillar Rosa explores life cycles	
Prior Learning	Experiences in their home life prior to Little Wrens					
Why this, why now?	Providing children with opportunities to express their creative ideas, allows children to feel safe and valued. Through exploring emotions, linked to 'The Colour Monster' children will gain a sense of self, as well as understanding of their peers.	Our whole school theme is 'Wild Isles' and EYFS are focusing their learning on dinosaurs. This topic will provide children with a range of opportunities, within both indoor and outdoor provision to explore line drawings and expression.		Throughout the year, there has been a key focus on oracy. This term we want to consolidate children's language skills through small world and role play provision activities. Children will be encouraged to talk in longer sentences applying a wide range of new vocabulary.		
Core Learning	N1		N1		Enquiry Question: What happens in your story?	

	<p>To make rhythmical and repetitive sounds using found objects. To explore music and movements from different cultures.</p> <p>N2 To focus attentions to turn into sound.</p>	<p>To sing a variety of nursery rhymes, adding actions. To observe and try a range dance actions to songs.</p> <p>N2 To sing at least 5 nursery rhymes, focusing on pitch and melodic shape.</p>	<p>N1 To play and perform music with different: - dynamics (loud/quiet) - tempo (fast/slow) - pitch (high/low) - rhythms (pattern of sound). To use gross motor movements to explore music and movements.</p> <p>N2 To explore a variety of instruments and sound. To improvise using a known nursery rhyme.</p>
<p>Opportunities for deepening learning <i>Know more and remember more.</i></p>	<p>Use N1 and N2 progression documents for opportunities for deepening learning with Communication and Language, PSED, Physical Development, Literacy and Maths for Autumn, Spring and Summer term.</p>		
<p>Vocabulary</p>	<p><u>Concept Cat</u></p> <p><u>Word Aware</u></p>	<p><u>Concept Cat</u></p> <p><u>Word Aware</u></p>	<p><u>Concept Cat</u></p> <p><u>Word Aware</u></p>
<p>Quick Quiz</p>		<p>What nursery rhymes do you know?</p>	<p>What is this instrument called? Did I play the instrument fast or slow? Which instrument did you like best? Why?</p>
<p>Discussion question/point:</p>			

Music			
Base 1			
<p>Whole School Theme</p>	<p>Around the World</p>	<p>Wild Isles</p>	<p>Peering into the past</p>
<p>What does this mean to me? Why does this matter?</p>			
<p>Unit of Work</p>	<p>My Musical Heartbeat Dance, Sing and Play</p>	<p>Exploring Sound Learning to Listen</p>	<p>Having Fun with Improvisation Let's Perform Together</p>

National Curriculum	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music (Musicianship, improvise and compose with the song) Listen with concentration and understanding to a range of high-quality live and recorded music (Listen and respond) Use their voices expressively and creatively by singing songs and speaking chants and rhymes (Learn to sing) Play tuned and untuned instruments musically (Playing instruments)</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments Add actions and perhaps movement to the musically (Perform the song)</p>					
Additional Focused Children	JB					
Prior Learning	<p>New Learning for EYFS (Previously Little Wrens)</p> <p>In YR, the Y1 children have experienced singing a range of well-known nursery rhymes and songs and perform songs, rhymes poems and stories with others, and – when appropriate – try to move in time with music.</p>					
Why this, why now?	<p>In each unit, children are asked a question related to a theme. Each theme takes and follows them on their musical journey. The unit question evolves as they grow, while encouraging them to be responsible and kind citizens of the world. Please refer back to this question as you move through the lessons and the unit. Perhaps ask the children to talk about it in performances and assessments.</p>					
	Throughout this term children will be exposed to a range of styles of music:		Throughout this term children will be exposed to a range of genres of music:		Throughout this term children will be exposed to a range of genres of music:	
	<p>Unit 1</p> <p>Find the beat – hip hop 1, 2, 3, 4, 5 – Jazz Head, shoulders, knees and toes – Hip hop Shapes – Pop We talk to animals – pop We are together - Gospel</p>	<p>Unit 2</p> <p>Twinkle, twinkle little star – Reggae In the orchestra – 20th/21st Century Orchestral Daisy Bell - 20th/21st Century Orchestral Dancing Dinosaurs – Pop Rock-a-bye baby – Gospel I'm a little teapot - Pop</p>	<p>Unit 3</p> <p>If you're happy and you know it – Pop Sing me a song – Waltz Sparkle – Pop Rhythm in the way we walk – Reggae Big bear funk – funk Baby elephant – Lullaby</p>	<p>Unit 4</p> <p>Day of the week – Jazz/Swing Name song – Pop Cuckoo – Waltz Upside down – Waltz Hush little baby – Lullaby Who took the cookie - Pop</p>	<p>Unit 5</p> <p>Getting dressed – Pop Dress up – Jazz Brush our teeth – pop Get ready – Pop Up and down – Pop Star light, star bright - lullaby</p>	<p>Unit 6</p> <p>The bear went over the mountain – Pop In the sea – 20th/21st Century Orchestral Alice the camel – Jazz Ten green bottles – Country Zoo time – reggae She'll be coming round the mountain - Folk</p>
Core Learning	<p>Unit 1</p> <p>Musical spotlight - Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.</p> <p>Unit 2</p> <p>Musical spotlight - Music is made up of long and short sounds called 'rhythm' and high and low sounds that we</p>		<p>Unit 3</p> <p>Musical spotlight – Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p> <p>Unit 4</p> <p>Musical spotlight - Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?</p>		<p>Unit 5</p> <p>Musical spotlight – Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.</p> <p>Unit 6</p> <p>Musical spotlight - Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.</p>	

	call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together		
Opportunities for deepening learning <i>Know more and remember more.</i>	<p style="text-align: center;"><u>Unit 1</u></p> <p>Cross curricular topics - • Friendship and building relationships • Kindness and helping one another • Responsibility • Families • Communication • Using your imagination • Life in different countries • Nature, the environment • Connections with the past</p> <p style="text-align: center;"><u>Unit 2</u></p> <p>Cross curricular links - History • Entertainment • Storytelling • Folklore • Current events • Society • Connections with the past and how people lived</p>	<p style="text-align: center;"><u>Unit 3</u></p> <p>Cross curricular topics - Social justice • Acceptance • Tolerance • Politics • Respect</p> <p style="text-align: center;"><u>Unit 4</u></p> <p>Cross curricular topics - Personal identity • Communities • Culture • Traditions: festivals, holidays, celebrations • Individuality • Self-expression • Acceptance and tolerance</p>	<p style="text-align: center;"><u>Unit 5</u></p> <p>Cross curricular topics - Interpersonal relationships • Developing morals and ethics • Empathy</p> <p style="text-align: center;"><u>Unit 6</u></p> <p>Cross curricular topics - Environmental protection • Sustainability • Habitats and ecosystems • Our solar system • Looking after the planet</p>
Opportunities for oracy and reading...	<p>Books around key figures</p> <p>I like the music because... The music made me feel... I think the music was... because... I moved my body to the music by... I can hear...</p>	<p>Books around key figures</p> <p>I can remember... I can hear the sparkling sound when... The song is put together by... I can hear the trumpet in... The style of music is...</p>	<p>Books around key figures</p> <p>I like the music because... The music made me feel... I can hear ... voice(s) The instrument ... is playing in this song The beat of this song is...</p>
Key Figures/Artists	<p style="text-align: center;">Ludwig Van Beethoven Classical</p>	<p style="text-align: center;">Louis Armstrong Jazz</p>	<p style="text-align: center;">The Beatles Rock/Pop</p>
Vocabulary	<p>Pulse/Beat, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Reggae, 20th/21st Century Orchestral, Pop and Gospel</p>	<p>Pulse/Beat, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Compose, improvise, symbols, melody, rhythm, backing track, notes, pop, waltz, reggae, funk, lullaby, jazz, swing</p>	<p>Compose, improvise, symbols, melody, rhythm, backing track, notes, ascending, descending, pop, jazz, swing, lullaby, country, reggae, folk, 20th/21st Century Orchestral,</p>
Quick Quiz	<p>End of year quiz for unit 1 and 2</p>	<p>End of year quiz for unit 3 and 4</p>	<p>End of year quiz for unit 5 and 6</p>
Discussion question/point:	<p>Unit 1 - How Can We Make Friends When We Sing Together? Unit 2 - How Does Music Tell Stories About the Past?</p>	<p>Unit 3 - How Does Music Make the World a Better Place? Unit 4 - How Does Music Help Us to Understand Our Neighbours?</p>	<p>Unit 5 - What Songs Can We Sing to Help Us Through the Day?</p>

			Unit 6 - How Does Music Teach Us About Looking After Our Planet?
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Music					
Base 2					
Whole School Theme	Around the World		Wild Isles		Peering into the past
What does this mean to me? Why does this matter?					
Unit of Work	Pulse, Rhythm and Pitch Playing in an Orchestra		Inventing a Musical Story Recognising Different Sounds		Exploring Improvisation Our Big Concert
National Curriculum	use their voices expressively and creatively by singing songs and speaking chants and rhymes (Learn to sing, perform the song) Play tuned and untuned instruments musically (Playing instruments, perform the song) Listen with concentration and understanding to a range of high-quality live and recorded music (Listen and respond) Experiment with, create, select and combine sounds using the inter-related dimensions of music. (Musicianship, improvise, compose)				
Prior Learning	As Above (Key Stage 1 NC)				
Why this, why now?	In each unit, children are asked a question related to a theme. Each theme takes and follows them on their musical journey. The unit question evolves as they grow, while encouraging them to be responsible and kind citizens of the world.				
	Throughout this term children will be exposed to a range of styles of music:		Throughout this term children will be exposed to a range of genres of music:		Throughout this term children will be exposed to a range of genres of music:
	Unit 1 Music is in my soul – Soul Hey Friends! – Jazz Hello! - Pop	Unit 2 Sparkle in the sun – Jazz Listen – Pop The orchestra song – 20 th /21 st century orchestral	Unit 3 Rainbows – Pop Hands, Feet, Heart – Kwela All around the world - Pop	Unit 4 Helping each other – Pop The music man – Marching band Let's sing together - Gospel	Unit 5 I wanna play in a band – Rock Music is all around – Jazz Saying sorry - Calypso
Core Learning	<p style="text-align: center;">Unit 1</p> <p>Musical spotlight - Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p style="text-align: center;">Unit 2</p>		<p style="text-align: center;">Unit 3</p> <p>Musical spotlight – Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.</p>		<p style="text-align: center;">Unit 5</p> <p>Musical spotlight – Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!</p> <p style="text-align: center;">Unit 6</p> <p>Musical spotlight - Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.</p>

	<p>Musical spotlight - Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p>	<p>Unit 4</p> <p>Musical spotlight - When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?</p>	
<p>Opportunities for deepening learning</p> <p><i>Know more and remember more.</i></p>	<p>Unit 1</p> <p>Cross curricular topics - Friendship and building relationships • Kindness and helping one another • Responsibility • Families • Communication • Using your imagination • Life in different countries • Nature, the environment • Connections with the past</p> <p>Unit 2</p> <p>Cross curricular links - History • Entertainment • Storytelling • Folklore • Current events • Society</p>	<p>Unit 3</p> <p>Cross curricular topics - Social justice • Acceptance • Tolerance • Politics • Respect</p> <p>Unit 4</p> <p>Cross curricular topics - Personal identity • Communities • Culture • Traditions: festivals, holidays, celebrations • Differences • Respect • Society</p>	<p>Unit 5</p> <p>Cross curricular topics - Interpersonal relationships • Developing morals and ethics • Empathy • Caring for/respecting others</p> <p>Unit 6</p> <p>Cross curricular topics - Environmental protection • Sustainability • Habitats and ecosystems • Our solar system • Looking after the planet</p>
<p>Opportunities for oracy and reading...</p>	<p>Books based on key figures</p> <p>The notes played in the music sound...</p> <p>The tempo is...</p> <p>I remember a ... rhythm</p> <p>The music is... (minor/major)</p> <p>The style of this song is...</p> <p>The music is in... time</p> <p>The texture of this music is...</p>	<p>Books based on key figures</p> <p>I think the composers intentions were...</p> <p>The tempo is...</p> <p>The style of the song is...</p> <p>I moved my body to the music by...</p> <p>The music made me feel...</p> <p>The beat is...</p> <p>The dynamics are...</p> <p>The music is put together by...</p>	<p>Books based on key figures</p> <p>The music is...</p> <p>The type of voice is...</p> <p>The rhythm is...</p> <p>The type of instrument used is...</p> <p>The instrument is making a Sound</p> <p>The music makes me feel...</p> <p>The musical features are...</p>
<p>Key Figures/Artists</p>	<p>Ludwig Van Beethoven</p> <p>Classical</p>	<p>Louis Armstrong</p> <p>Jazz</p>	<p>The Beatles</p> <p>Rock/Pop</p>
<p>Vocabulary</p>	<p>Beat, pulse, tempo, andante, time signature, key signature, rhythmic pattern, minims, crochet, quavers, c major, notes, sharp, flat, compose, improvise, major, pop, soul, jazz, 20th/21st century orchestral</p>	<p>Beat, pulse, tempo, andante, time signature, key signature, rhythmic pattern, minims, crochet, quavers, G major, notes, sharp, flat, compose, improvise, major, pop, kwela, marching band, gospel</p>	<p>Beat, pulse, tempo, andante, time signature, key signature, rhythmic pattern, minims, crochet, quavers, F major, notes, sharp, flat, compose, improvise, major, Rock, Jazz, Calypso, pop, reggae</p>
<p>Quick Quiz</p>	<p>End of year quiz for unit 1 and 2</p>	<p>End of year quiz for unit 3 and 4</p>	<p>End of year quiz for unit 5 and 6</p>

Discussion question/point:	Unit 1 – How does music help us make friends? Unit 2 – How does music teach us about the past?	Unit 3 – How does music make the world a better place? Unit 4 – How does music teach us about our neighbourhood?	Unit 5 – How does music make us happy? Unit 6 – How does music teach us about looking after our planet?
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Music					
Base 3					
Whole School Theme	Around the World		Wild Isles		Peering into the past
What does this mean to me? Why does this matter?					
Unit of Work	Writing down the music Playing in band		Compose using your imagination More musical styles		Enjoying improvisation Opening night
National Curriculum	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Perform the song) improvise and compose music for a range of purposes using the inter-related dimensions of music (Improvise with the song, compose with the song) Listen with attention to detail and recall sounds with increasing aural memory (Musicianship, listen and respond, learn to sing) Use and understand staff and other musical notations (Musicianship, learn to sing, compose with the song) 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. 				
Prior Learning	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes (Learn to sing, perform the song) Play tuned and untuned instruments musically (Playing instruments, perform the song) Listen with concentration and understanding to a range of high-quality live and recorded music (Listen and respond) Experiment with, create, select and combine sounds using the inter-related dimensions of music. (Musicianship, improvise, compose) 				
Why this, why now?	In each unit, children are asked a question related to a theme. Each theme takes and follows them on their musical journey. The unit question evolves as they grow, while encouraging them to be responsible and kind citizens of the world.				
	Throughout this term children will be exposed to a range of styles of music:		Throughout this term children will be exposed to a range of genres of music:		Throughout this term children will be exposed to a range of genres of music:
	Unit 1 Home is where the heart is – Country Let’s work it out together – Pop Please be kind - Pop	Unit 2 Love what we do – Disco When the saints go marching in – New Orleans Jazz	Unit 3 Your imagination – Pop You’re a shining star – Pop: Ballad Music makes the world go round - Musical	Unit 4 Friendship song – Pop Family – Rock Come on over - Soul	Unit 5 He’s got the whole world in his hands – Gospel Why does music make a difference? – Jazz Extravaganza – Hip hop

		My Bonnie lies over the ocean – Folk – Sea Shanty			
Core Learning	<p align="center">Unit 1</p> <p>Musical spotlight - Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play.</p> <p align="center">Unit 2</p> <p>Musical spotlight - Playing together in a band is fun and exciting! In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music.</p>	<p align="center">Unit 3</p> <p>Musical spotlight – Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p> <p align="center">Unit 4</p> <p>Musical spotlight - Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes ‘dynamics’. Loud sounds are called ‘forte’ and quiet sounds are called ‘piano’.</p>	<p align="center">Unit 5</p> <p>Musical spotlight – Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. In this unit, you will improvise over a section of the song.</p> <p align="center">Unit 6</p> <p>Musical spotlight - Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p>		
Opportunities for deepening learning <i>Know more and remember more.</i>	<p align="center">Unit 1</p> <p>Cross curricular topics - Friendship and building relationships • Kindness and helping one another • Connecting and interacting with others • Responsibility • Families, your place in your family • Making friends and understanding each other, communication • Using your imagination • Life in different countries • Nature, the environment • Connections with the past and the way people lived</p> <p align="center">Unit 2</p> <p>Cross curricular links - History • Entertainment • Storytelling • Folklore • Current events</p>	<p align="center">Unit 3</p> <p>Cross curricular topics - Social Justice • Acceptance • Tolerance • Politics • Respect • History</p> <p align="center">Unit 4</p> <p>Cross curricular topics - Personal Identity • Communities • Culture • Traditions: festivals, holidays, celebrations • Self-expression • Individuality</p>	<p align="center">Unit 5</p> <p>Cross curricular topics - Interpersonal relationships • Developing morals and ethics • Empathy • Respect • Acceptance and tolerance</p> <p align="center">Unit 6</p> <p>Cross curricular topics - Environmental protection • Sustainability • Habitats and ecosystems • Our solar system • Caring for the planet</p>		
Opportunities for oracy and reading...	<p>Books based on key figures</p> <p>I music is in ... time I can identify ... in the music The texture of the music is... The style of the song is... The dynamics of the song is... The memorable part of the melody is...</p>	<p>Books based on key figures</p> <p>I think the composers intentions were... The tempo is... The style of the song is... I moved my body to the music by... The music made me feel... The beat is...</p>	<p>Books based on key figures</p> <p>The music is... The type of voice is... The rhythm is... The type of instrument used is... The instrument is making a ... Sound The music makes me feel...</p>		

	The notes played sounded... The tempo is...	The dynamics are... The music is put together by...	The musical features are...
Key Figures/Artists	Ludwig Van Beethoven Classical	Louis Armstrong Jazz	The Beatles Rock/Pop
Vocabulary	Tempo, time signature, G major, rhythmic patterns, minims, crochets, quavers, notes, flat, sharp, country, pop, ensemble, choir, pop, soul, jazz, disco, sea shanty	Beat, pulse, tempo, andante, time signature, key signature, rhythmic pattern, minims, crochet, quavers, G major, F Major, notes, sharp, flat, compose, improvise, major, pop, kwela, rock, soul, dynamics, ballad, musical	Beat, pulse, tempo, andante, time signature, key signature, rhythmic pattern, minims, crochet, quavers, F major, notes, sharp, flat, compose, improvise, major, Rock, Jazz, Calypso, gospel, pop, hip hop
Quick Quiz	End of year quiz for unit 1 and 2	End of year quiz for unit 3 and 4	End of year quiz for unit 5 and 6
Discussion question/point:	Unit 1 – How does music bring us closer together? Unit 2 - Unit 2 - What Stories Does Music Tell Us About the Past?	Unit 3 – How does music make the world a better place? Unit 4 - How does music help us to get to know our community?	Unit 5 – How does music make a difference to us every day? Unit 6 - How does music connect us with our planet?

Music			
Base 4			
Whole School Theme	Around the World	Wild Isles	Peering into the past
What does this mean to me? Why does this matter?			
Unit of Work	Musical Structures (Y4) Sing and Play in Different Styles (Y5)	Compose with Your Friends (Y4) Enjoying Musical Styles (Y5)	Expression and Improvisation (Y4) Battle of the Bands (Y5)
National Curriculum	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Perform the song) improvise and compose music for a range of purposes using the inter-related dimensions of music (Improvise with the song, compose with the song) Listen with attention to detail and recall sounds with increasing aural memory (Musicianship, listen and respond, learn to sing) Use and understand staff and other musical notations (Musicianship, learn to sing, compose with the song) 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. 		
Prior Learning	As above (KS2 NC)		

Why this, why now?	In each unit, children are asked a question related to a theme. Each theme takes and follows them on their musical journey. The unit question evolves as they grow, while encouraging them to be responsible and kind citizens of the world. Please refer back to this question as you move through the lessons and the unit. Perhaps ask the children to talk about it in performances and assessments.					
	Throughout this term children will be exposed to a range of styles of music:		Throughout this term children will be exposed to a range of genres of music:		Throughout this term children will be exposed to a range of genres of music:	
	<p>Unit 1 Hoedown – 20th/21st century orchestral I'm always there – Soul ballad Martin Luther King – R&B</p>	<p>Unit 2 The sparkle in my life – Pop Dreaming of mars – 20th/21st century orchestral Get on board - Gospel</p>	<p>Unit 3 Bring us together – Disco Old Joe Clark – Folk Dance with me – 20th/21st century orchestral</p>	<p>Unit 4 Erie Canal – Reggae Heroes – Pop Happy to be me – 20th/21st century orchestral</p>	<p>Unit 5 Train is a-coming – Gospel Oh happy day – Gospel A world full of sound – 20th/21st century orchestral</p>	<p>Unit 6 You and me – Pop A bright sunny day – 20th/21st century orchestral You belong with me – R&B</p>
Core Learning	<p>Unit 1 Musical spotlight - Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p> <p>Unit 2 Musical spotlight - Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.</p>		<p>Unit 3 Musical spotlight – When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.</p> <p>Unit 4 Musical spotlight - There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.</p>		<p>Unit 5 Musical spotlight – Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p> <p>Unit 6 Musical spotlight - Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts.</p>	
Opportunities for deepening learning <i>Know more and remember more.</i>	<p>Unit 1 Cross curricular topics - Friendship and building relationships ● Kindness and helping one another ● Connecting and interacting with others ● Responsibility ● Families, your place in your family ● Making friends and understanding each other, communication ● Using your imagination ● Life in different countries ● Nature, the</p>		<p>Unit 3 Cross curricular topics - Social Justice ● Acceptance ● Tolerance ● Politics ● Respect</p> <p>Unit 4 Cross curricular topics - Personal identity ● Communities ● Culture ● Traditions: festivals, holidays, celebrations ● Self-expression ● Individuality</p>		<p>Unit 5 Cross curricular topics - Interpersonal relationships ● Developing morals and ethics ● Empathy</p> <p>Unit 6 Cross curricular topics - Environmental protection ● Sustainability ● Habitats and ecosystems ● Our solar system ● Looking after the planet</p>	

	environment • Connections with the past and the way people lived Unit 2 Cross curricular links - History • Entertainment • Storytelling • Folklore • Current events		
Opportunities for oracy and reading...	Books based on key figures The tempo is... The music is in ... time I can hear... The style of the music is... The beat is... The music is put together by...	Books based on key figures The beat is... The tempo is... The style of music is... The music makes me feel... The structure is... The form is...	Books based on key figures The dynamics are.. The beat is... The texture is... The rhythm goes like this... The style of the music is... The music is put together by...
Key Figures/Artists	Ludwig Van Beethoven Classical	Louis Armstrong Jazz	The Beatles Rock/Pop
Vocabulary	Soul, R&B, 20 th /21 st century orchestral, gospel, pop, beat, pulse, tempo, andante, time signature, key signature, rhythmic pattern, minims, crochet, quavers, G major, F Major, notes, sharp, flat, compose, improvise, major	Disco, Folk, 20 th /21 st century orchestral, C major, beat, tempo, structure, form, minims, dotted crochets, crochet, quaver, G major, tempo, time, D major, F major, E major, reggae, pop	Gospel, 20 th /21 st century orchestral, pop, R&B, C major, G major, A minor, flat, sharp, tempo, time, note, minims, dotted crochets, crochet, quavers, semiquavers, E minor, D major
Quick Quiz	End of year quiz for unit 1 and 2	End of year quiz for unit 3 and 4	End of year quiz for unit 5 and 6
Discussion question/point:	Unit 1 – How does music bring us together? Unit 2 – How does music connect us with our past?	Unit 3 – How does music improve our world? Unit 4 – How does music teach us about our community?	Unit 5 – How does music shape our way of life? Unit 6 – How does music connect us with the environment?

Music			
Base 5			
Whole School Theme	Around the World	Wild Isles	Peering into the past
What does this mean to me? Why does this matter?			

Unit of Work	Melody and Harmony in Music (Y5) Developing Ensemble Skills (Y6)	Composing and Chords (Y5) Musical Styles Connect Us (Y6)	Freedom to Improvise (Y5) Farewell Tour (Y6)
National Curriculum	<p>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.</p> <p>Pupils should be taught to:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Perform the song)</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music (Improvise with the song, compose with the song)</p> <p>Listen with attention to detail and recall sounds with increasing aural memory (Musicianship, listen and respond, learn to sing)</p> <p>Use and understand staff and other musical notations (Musicianship, learn to sing, compose with the song)</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>		
Prior Learning	As above (KS2 NC)		
Why this, why now?	<p>In each unit, children are asked a question related to a theme. Each theme takes and follows them on their musical journey. The unit question evolves as they grow, while encouraging them to be responsible and kind citizens of the world. Please refer back to this question as you move through the lessons and the unit. Perhaps ask the children to talk about it in performances and assessments.</p>		
	Throughout this term children will be exposed to a range of styles of music:	Throughout this term children will be exposed to a range of genres of music:	Throughout this term children will be exposed to a range of genres of music:
	<p>Unit 1</p> <p>Ghost Parade – 20th/21st century orchestral</p> <p>Words can hurt – 20th/21st century orchestral</p> <p>Joyful, joyful - Gospel</p>	<p>Unit 2</p> <p>My best friend – Soul</p> <p>Singing swinging star – Jazz: swing</p> <p>Roll Alabama - Rock</p>	<p>Unit 3</p> <p>Freedom is coming – South African Pop</p> <p>All over again – 20th/21st century orchestral</p>
		<p>Unit 4</p> <p>Let’s rock – Rock</p> <p>Simple gifts – Folk</p> <p>Friendship should never end - Pop</p>	<p>Unit 5</p> <p>Look into the night – Pop</p> <p>Breathe – 20th/21st century orchestral</p> <p>Keeping time - Funk</p>
			<p>Unit 6</p> <p>Heal the earth – Reggae</p> <p>Let’s go sufin’ – Pop</p> <p>So amazing - Soul</p>
Core Learning	<p>Unit 1</p> <p>Musical spotlight - A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?</p> <p>Unit 2</p> <p>Musical spotlight - You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, and read a notated instrumental part. Make sure you listen to one</p>	<p>Unit 3</p> <p>Musical spotlight – If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords</p> <p>Unit 4</p> <p>Musical spotlight - Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p>	<p>Unit 5</p> <p>Musical spotlight – Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An ‘interval’ in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p> <p>Unit 6</p> <p>Musical spotlight - It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!</p>

	another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting.		
Opportunities for deepening learning <i>Know more and remember more.</i>	<p style="text-align: center;"><u>Unit 1</u></p> <p>Cross curricular topics - Friendship and building relationships • Kindness and helping one another • Connecting and interacting with others • Responsibility • Families, your place in your family • Making friends and understanding each other, communication • Using your imagination • Life in different countries • Nature, the environment • Connections with the past and the way people lived</p> <p style="text-align: center;"><u>Unit 2</u></p> <p>Cross curricular links - History • Entertainment • Storytelling • Folklore • Current events</p>	<p style="text-align: center;"><u>Unit 3</u></p> <p>Cross curricular topics - Social justice • Acceptance • Tolerance • Politics • Respect</p> <p style="text-align: center;"><u>Unit 4</u></p> <p>Cross curricular topics - Personal identity • Communities • Culture • Traditions: festivals, holidays, celebrations • Self-expression • Individuality</p>	<p style="text-align: center;"><u>Unit 5</u></p> <p>Cross curricular topics - Interpersonal relationships • Developing morals and ethics • Empathy</p> <p style="text-align: center;"><u>Unit 6</u></p> <p>Cross curricular topics - Environmental protection • Sustainability • Habitats and ecosystems • Our solar system • Looking after the planet</p>
Opportunities for oracy and reading...	<p>Books based on key figures</p> <p>I can hear... The tempo is... The melody is... The style of the music is... The rhythm is...</p>	<p>Books based on key figures</p> <p>The lyrics tell me that... The hook of the song is... The structure of the song is... The style of the music is... The tempo is... The melody is...</p>	<p>Books based on key figures</p> <p>The tempo is... The style of the music is... The beat is... The music is put together... The dynamics are... I can hear...</p>
Key Figures/Artists	<p style="text-align: center;">Ludwig Van Beethoven Classical</p>	<p style="text-align: center;">Louis Armstrong Jazz</p>	<p style="text-align: center;">The Beatles Rock/Pop</p>
Vocabulary	<p>Melody, tune, 20th/21st century orchestral, gospel, A minor, C minor, G major, C major, minims, dotted crochets, crochets, quavers, dotted quavers, semiquavers, beat, bar, tempo, harmony, sharp, flat, key, soul, rock, jazz, swing</p>	<p>Dotted minims, minims, dotted crochets, crochets, quavers, F major, E major, C major, flat, sharp, chords, bar, tempt, south African pop, 20th/21st century orchestral, pop, rock, folk</p>	<p>20th/21st century orchestral, funk, pop, dotted minims, minims, crochets, quavers, semiquavers, tempo, beat, note, flat, sharp, soul, reggae</p>
Quick Quiz	<p>End of year quiz for unit 1 and 2</p>	<p>End of year quiz for unit 3 and 4</p>	<p>End of year quiz for unit 5 and 6</p>

Discussion question/point:	Unit 1 – How does music bring us together? Unit 2 – How does music connect us to our past?	Unit 3 – How does music improve our world? Unit 4 – How does music teach us about our community?	Unit 5 – How does music shape our way of life? Unit 6 – How does music connect us to our environment?
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