

Music Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Personal, social and emotional	<ul style="list-style-type: none"> Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Express their feelings and the consider the feelings of others. 	<p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Understanding the World	<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
Expressive art and design	<ul style="list-style-type: none"> Listen with increased attention to sound Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Castles Hey You! Rhythm in the Way we Walk and Banana Rap	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically. Pupils will listen with concentration and understanding to a range of high-quality live and recorded music.	<p>Singing songs with control and using the voice expressively.</p> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively.		What is pulse? What is rhyme? What is a chorus? What is a verse? What instruments can you hear in the song?	The pitch of a sound is how high or low the sound is. A high sound has a high pitch and a low sound has a low pitch. A rhythm is a repeated pattern or beat.	Rhythm Tempo Pitch Verse Chorus Pulse Rhyme Chorus Verse Chant Tuned instrument Untuned instrument	Aspirations: What do singers do?		Charanga Bradford Schools music

Begin to sing with control of pitch (e.g. following the shape of the melody). Follow pitch movements with their hands and use high, low and middle voices.
Sing with an awareness of other performers.

Controlling pulse and rhythm

Identify the pulse in different pieces of music.
Identify the pulse and join in getting faster and slower together.
Identify long and short sounds in music.
Perform a rhythm to a given pulse.
Begin to internalise and create rhythmic patterns.
Accompany a chant or song by clapping or playing the pulse or rhythm.

Listening, Memory and Movement

Recall and remember short songs and sequences and patterns of sounds.
Respond physically when performing, composing and appraising music.
Identify different sound sources.

Performance skills

Perform together and follow instructions that combine the musical elements.

Recorders

Play instruments in different ways and create sound effects.
Handle and play instruments with control.
Identify different groups of instruments.

Reading and writing notation

Perform long and short sounds in response to symbols.
Create long and short sounds on instruments.
Play and sing phrase from dot notation.
Record their own ideas.
Make their own symbols as part of a class score.

Evaluating and appraising

Choose sounds and instruments carefully and make improvements to their own and others' work.

Why do we cover the holes on a recorder?

The tempo is how fast or slow the music is.

Possible Misconceptions:

<p>Oracy opportunities for Autumn term</p> <p>Spring</p> <p>Eco-warriors</p> <p>In the Groove</p> <p>Round and Round</p>	<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically. Pupils will listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Singing songs with control and using the voice expressively.</p> <p>To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.</p> <p>Controlling pulse and rhythm Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.</p> <p>Listening, Memory and Movement Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify well-defined musical features</p> <p>Exploring sounds, melody and accompaniment. To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.</p> <p>Performance skills Perform together and follow instructions that combine the musical elements.</p> <p>Recorders</p>		<p>What is the song about?</p> <p>What did we do well in our performance?</p> <p>How can we improve our performance?</p>	<p>Because of the way we breathe, it's much easier to sing standing up than sitting down.</p> <p>Singers rely on lung capacity (the amount of air they can get into their lungs), to help with their performance.</p>	<p>Performance Expressive Melody</p>	<p>Who are musicians and what instruments do they play? - Aspirations.</p>		<p>Charanga</p> <p>Bradford Schools music</p> <p>Instruments</p>
<p>Possible Misconceptions:</p>									

		<p>Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments.</p> <p>Evaluating and appraising Choose sounds and instruments carefully and make improvements to their own and others' work.</p>							
Oracy opportunities for spring term									
<p>Summer</p> <p>Incredible India</p> <p>Your Imagination</p> <p>Reflect, Rewind and Replay</p>	<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>They will play tuned and untuned instruments musically. Pupils will listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Singing songs with control and using the voice expressively.</p> <p>To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.</p> <p>Controlling pulse and rhythm Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.</p> <p>Listening, Memory and Movement Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features</p> <p>Performance skills Perform together and follow instructions that combine the musical elements.</p> <p>Recorders</p> <p>Play instruments in different ways and create sound effects.</p>		<p>Can you name any instruments?</p> <p>How do we play different instruments?</p>	<p>Frans Brüggen (1934 – 2014), the most famous recorder player in the world.</p>	<p>Compose Composition</p>			<p>Charanga</p> <p>Bradford Schools music</p>
				Possible Misconceptions:					

		<p>Handle and play instruments with control. Identify different groups of instruments.</p> <p>Evaluating and appraising Choose sounds and instruments carefully and make improvements to their own and others' work.</p> <p>Composition Contribute to the creation of a class composition.</p>							
Oracy opportunities for summer term									

Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<p>Autumn</p> <p>Hands, Feet, Heart</p> <p>Ho, Ho, Ho</p>	<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>They will play tuned and untuned instruments musically. Pupils will listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Singing songs with control and using the voice expressively.</p> <p>To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.</p> <p>Listening, Memory and Movement. Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify well-defined musical features.</p> <p>Controlling pulse and rhythm Identify the pulse in different pieces of music.</p>		<p>How can you control the pitch?</p> <p>Can you identify the pulse of the music?</p> <p>Can you identify the rhythm of the music?</p>	<p>There are three main parts of a recorder which are:</p> <p>The head section, which is a whistle mouthpiece.</p> <p>The middle section, which consists of 7 finger-holes.</p>	<p>The foot section, which featured only one hole for the thumb. Mouthpiece Whistle</p>	<p>Singers- how do I become a singer? - aspirations</p>		<p>Charanga</p> <p>Bradford Schools music</p> <p>Emma Jane's Aeroplane</p> <p>I am Amelia Earhart</p> <p>Taking Flight: How Wright Brothers Conquered the Skies</p> <p>Whoever heard of a flying bird</p> <p>Cherry Blossom and Paper Planes</p> <p>Kites</p>

		<p>Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.</p> <p>Reading and writing notation Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.</p> <p>Performance skills Perform together and follow instructions that combine the musical elements.</p> <p>Evaluating and appraising Choose sounds and instruments carefully and make improvements to their own and others' work.</p>						
Oracy opportunities for Autumn Term								
Spring								
I Wanna Play in a Band	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically. Pupils will listen with concentration and understanding to a range of high-quality live and recorded music.	Singing songs with control and using the voice expressively. To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.		What is an orchestra? What types of vegetables can I use to make instruments?	Listening to music uses your entire brain.	Orchestra Sequences	Creating musical instruments-vegetable instruments Watching The Vegetable Orchestra	Charanga Bradford Schools music Seeds of friendship Invisible All Through the Night Small City, Big City Beegu
Zootime	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Controlling pulse and rhythm Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns.		Possible Misconceptions:				

		<p>Accompany a chant or song by clapping or playing the pulse or rhythm.</p> <p>Listening, Memory and Movement Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify well-defined musical features</p> <p>Exploring sounds, melody and accompaniment. To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.</p> <p>Performance skills ☑ Perform together and follow instructions that combine the musical elements.</p> <p>Recorders</p> <p>Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments.</p> <p>Evaluating and appraising Choose sounds and instruments carefully and make improvements to their own and others' work.</p>							
Oracy opportunities for spring Term	Discussion: Do instruments have to be made out of wood?								
Summer Friendship Song	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically. Pupils will	<p>Singing songs expressively.</p> <p>To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch.</p>		<p>How can we make the performance better?</p> <p>How do the performances</p>	<p>Playing music improves your memory</p> <p>Playing an instrument</p>	Evaluate Coordination			<p>Charanga</p> <p>Bradford Schools music</p> <p>Little Turtle and the Sea</p>

Reflect, Rewind and Replay	listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music.	Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers. Controlling pulse and rhythm Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm. Listening, Memory and Movement ☑ Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features Performance skills Perform together and follow instructions that combine the musical elements. Evaluating and appraising Choose sounds and instruments carefully and make improvements to their own and others' work.		compare with each other?	improves your coordination					The Storm Whale The Big Book of The Blue One World Dolphin Boy
				Possible Misconceptions:						
Oracy opportunities for summer Term										

Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
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<p>Autumn</p> <p>Let your spirit Fly</p> <p>Glockenspiel 1</p>	<p>Ukulele:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p> <p>Charanga:</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> <p>Music teacher: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Select instruments to describe visual images.</p> <p>Choose instruments on the basis of internalised sounds.</p> <p>Identify ways sounds are used to accompany a song.</p> <p>Analyse and comment on how sounds are used to create different moods.</p> <p>Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Perform with awareness of different parts.</p> <p>Recognise how music can reflect different intentions.</p> <p>Recognise rhythmic patterns.</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Identify and recall rhythmic and melodic patterns.</p> <p>Identify repeated patterns used in a variety of music. (Ostinato).</p> <p>Sing with confidence using a wider vocal range.</p> <p>Sing in tune.</p>		<p>What are the features of a ukulele? What are the strings called?</p> <p>Do you like the song? What can you hear? What is the style of music? How is the song put together?</p> <p>What are dynamics? What is tempo? What is pitch?</p>	<p>A ukulele is a small four-stringed guitar of Hawaiian origin.</p> <p>Singing is good for your mental health</p>	<p>Acapella</p> <p>Dynamics</p> <p>Notation</p> <p>Improvise</p> <p>Conductor</p> <p>Chord</p> <p>Melodic phrases</p> <p>Play by ear</p>	<p>Aspirations – playing a musical instrument</p>		<p>Charanga</p> <p>Diocese of Leeds School singing programme</p>
<p>Oracy opportunities for Autumn term</p>									
<p>Spring</p>	<p>Ukulele:</p> <p>play and perform in solo and ensemble contexts, using their</p>	<p>Explore and perform different types of accompaniment.</p>		<p>What is a melodic pattern?</p>	<p>The timbre is the distinctive quality of a piece of music</p>	<p>Phrases</p>			<p>Charanga</p>

<p>Three Little Birds</p> <p>The Dragon Song</p>	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p> <p>Charanga: 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> <p>Music teacher: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Explore and select different melodic patterns.</p> <p>Recognise and explore different combinations of pitch sounds</p> <p>Analyse and comment on how sounds are used to create different moods.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Sing songs and create different vocal effects.</p>		<p>How are sounds used to create different moods?</p>	<p>Learning to play an instrument helps you to focus in your other school work</p>	<p>Timbre</p> <p>Dynamics</p> <p>Vocal effects</p>			<p>Diocese of Leeds School singing programme</p>
<p>Possible Misconceptions:</p>									
<p>Oracy opportunities for spring term</p>									
<p>Summer</p> <p>Bringing us Together</p> <p>Reflect, Rewind, Replay</p>	<p>Ukulele: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p> <p>Charanga: 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> <p>Music teacher:</p>	<p>Recognise and explore different combinations of pitch sounds</p> <p>Create textures by combining sounds in different ways.</p> <p>Create music that describes contrasting moods/emotions.</p> <p>Improvise simple tunes based on the pentatonic scale.</p> <p>Compose music in pairs and make improvements to their own work.</p> <p>Create an accompaniment to a known song.</p>		<p>How do we create textures in music?</p> <p>How do we express emotions in music?</p> <p>Why does music make us feel different things?</p>	<p>How could you change the mood of a piece of music?</p> <p>Music can make different people feel different things</p>	<p>Music is a way of communicating and expressing yourself</p> <p>Improvise</p> <p>Textures (music)</p>	<p>Aspirations</p>		<p>Charanga</p> <p>Diocese of Leeds School singing programme</p>
<p>Possible Misconceptions:</p>									

	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Create descriptive music in pairs or small groups.</p> <p>Perform long and short sounds in response to symbols.</p> <p>Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Perform with awareness of different parts.</p> <p>Recognise how music can reflect different intentions.</p> <p>Analyse and comment on how sounds are used to create different moods.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p> <p>Create sequences of movements in response to sounds.</p>						
Oracy opportunities for summer term								

Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Mamma Mia! Glockenspiel 2	Ukulele play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	Identify melodic phrases and play them by ear. Select instruments to describe visual images.		What is the intention of this piece of music? How can you change the intention of this music?	Music builds teamwork Intention	Steady pulse			Charanga Diocese of Leeds School singing programme

	<p>accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p> <p>Charanga</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> <p>Music teacher</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Choose instruments on the basis of internalised sounds.</p> <p>Identify ways sounds are used to accompany a song.</p> <p>Analyse and comment on how sounds are used to create different moods.</p> <p>Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Perform with awareness of different parts.</p> <p>Recognise how music can reflect different intentions.</p> <p>Recognise rhythmic patterns.</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Identify and recall rhythmic and melodic patterns.</p> <p>Identify repeated patterns used in a variety of music. (Ostinato).</p> <p>Sing with confidence using a wider vocal range.</p> <p>Sing in tune.</p>		<p>Possible Misconceptions:</p>					
Oracy opportunities for Autumn Term									
<p>Spring</p> <p>Stop</p> <p>Lean on Me</p>	<p>Ukulele</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Explore and perform different types of accompaniment.</p> <p>Explore and select different melodic patterns.</p>		<p>What is the meter of a piece of music?</p> <p>What do we mean by syncopation?</p>	<p>The word ukulele translates to "jumping flea"</p> <p>When we're singing, sound comes out of our mouths at around 750 miles per hour</p>	<p>Meter</p> <p>Syncopation</p>			<p>Charanga</p> <p>Diocese of Leeds School singing programme</p>

	<p>use and understand staff and other musical notations</p> <p>Charanga</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> <p>Music teacher</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Recognise and explore different combinations of pitch sounds</p> <p>Analyse and comment on how sounds are used to create different moods.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Sing songs and create different vocal effects.</p>		Possible Misconceptions:				
Oracy opportunities for spring Term								
Summer	<p>Ukulele</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p> <p>Charanga</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> <p>Music teacher</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Recognise and explore different combinations of pitch sounds</p> <p>Create textures by combining sounds in different ways.</p> <p>Create music that describes contrasting moods/emotions.</p> <p>Improvise simple tunes based on the pentatonic scale.</p> <p>Compose music in pairs and make improvements to their own work.</p> <p>Create an accompaniment to a known song.</p> <p>Create descriptive music in pairs or small groups.</p>		<p>What is the benefit of playing music with others?</p> <p>What are the benefits of playing music on your own?</p>		<p>Crescendo</p> <p>Soloist</p> <p>Duet</p> <p>Trio</p>		<p>Charanga</p> <p>Diocese of Leeds School singing programme</p>
Blackbird								
Reflect, Rewind, Replay								
				Possible Misconceptions:				

	listen with attention to detail and recall sounds with increasing aural memory	<p>Perform long and short sounds in response to symbols.</p> <p>Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Perform with awareness of different parts.</p> <p>Recognise how music can reflect different intentions.</p> <p>Analyse and comment on how sounds are used to create different moods.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p> <p>Create sequences of movements in response to sounds.</p>						
Oracy opportunities for summer Term								

Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Autumn 1 – Living on a Prayer Autumn 2 – Classroom Jazz 1	<u>Guitar</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations	Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts.		What are the features of a guitar? What are the strings called? What are the style indicators of rock music?	Do you like swing music? Why? Do you prefer Swing or Rock music? Why?	Jazz music originated in the African-American communities of New Orleans, Louisiana in the late 19 th and early 20 th centuries, with its roots in blues and ragtime.			Charanga Bradford school music team

	<p><u>Charanga</u> 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>	<p>Identify phrases through breathing in appropriate places.</p> <p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>Subdivide the pulse while keeping to a steady beat.</p> <p>Sing with expression and rehearse with others</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together</p> <p>Sing confidently in class, in small groups and alone, and begin to begin to have an awareness of improvisation with the voice</p>		<p>Do you like rock music? Why?</p> <p>What instruments are typically used in rock music?</p> <p>What are the style indicators of Bossa Nova and Swing?</p> <p>What instruments are used in Bossa Nova and Swing music?</p>	<p>Rock music originated as 'rock and roll' in the United States in the late 1940s and early 1950s.</p> <p>10% of the world's population have, at one time or another, picked up and played a guitar. Living on a Prayer by Bon Jovi was released in October, 1986. It sold over 5 million copies worldwide.</p>	<p>Popular instruments used in Jazz music include trumpets, saxophone, piano, trombone, clarinet and double bass.</p> <p>Rock Structure Backbeat Bridge Riff Hook Bossa Nova</p>			
<p>Oracy opportunities for Autumn Term</p>									
<p>Spring</p> <p>Spring 1 – Make You Feel My Love Spring 2 – The Fresh Prince of Bell Air</p>	<p><u>Guitar</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p> <p><u>Charanga</u> Appreciate and understand a wide range of high-quality live</p>	<p>Identify and control different ways percussion instruments make sounds.</p> <p>Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds.</p> <p>Identify different starting points or composing music.</p>		<p>What are the style indicators of a Pop Ballad?</p> <p>What instruments are commonly used in a Pop Ballad?</p> <p>What is a typical structure of a Pop Ballad?</p> <p>Do you like Pop Ballads? Why?</p>	<p>The guitar is the world's second most popular instrument to play at home.</p> <p>The oldest guitar-like instruments came from Egypt and Mesopotamia.</p> <p>Pop ballads are typically a slow love song that tells a story.</p>	<p>Ballad Interlude Tag endings Strings Bass Cover Old-school Hip Hop Rap Synthesizer Deck Backing loops Funk Scratching Unison synthesizer</p>	<p>Female artists</p>	<p>Charanga</p> <p>Bradford school music team</p>	

	and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Sing with expression and rehearse with others Sing a round in two parts and identify the melodic phrases and how they fit together Sing confidently in class, in small groups and alone, and begin to begin to have an awareness of improvisation with the voice		What are the style indicators of Hip Hop music? Who are some popular Hip Hop artists currently? What instruments are typically used in Hip Hop songs? What is a synthesizer? What are the main differences between Pop Ballads and Hip Hop music genres? Do you prefer pop ballads or hip hop music? Why?	Hip hop music, also known as rap music, is a genre of popular music developed in the US by inner-city African Americans and Caribbean Americans Typical instruments in hip hop music include rapping, singing, turntables, DJ mixing, drum machines, music sequencers, synthesizers and keyboards. Some of the best-selling rappers and hip-hop artists of all time (according to music sales) include Eminem, Drake, Kanye West, Jay-Z and Nicki Minaj.				
Oracy opportunities for spring Term				Possible Misconceptions:					
Summer Summer 1 – Dancing in the Street Summer 2 – Reflect, Rewind, Replay	Guitar Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Charanga Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Perform using notation as a support. Sing songs with staff notation as support. Present performances effectively with awareness of audience, venue and occasion. Improve their work through analysis, evaluation and comparison. Create dances that reflect musical features.		What is a bass guitar? How is a bass guitar different to a standard guitar? Where and why did Motown music originate? What is the importance of Motown important to black history? What are the style indicators of Motown music?	The Bass Guitar Was Created in the 1930s The standard base guitar has 4 metal strings. Motown music is the defining sound of 1960s pop, R&B and soul music.	Motown music has a distinctive musical style with tambourines, driving base lines, and gospel-influenced vocal harmonies. Motown is also a record company and is one of the most successful black-owned business and one of the most influential independent record companies in American history. Dancing in the Street was written by Marvin			Charanga Bradford school music team

	Develop an understanding of the history of music.	<p>Identify different moods and textures.</p> <p>Identify how a mood is created by music and lyrics.</p> <p>Listen to longer pieces of music and identify features.</p> <p>Sing with expression and rehearse with others</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together</p> <p>Sing confidently in class, in small groups and alone, and begin to begin to have an awareness of improvisation with the voice</p>		<p>How did Motown impact music and music history?</p> <p>What are some similarities and differences between Motown and Jazz genres of music?</p> <p>What is a vocal harmony?</p>		<p>Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 by Martha and the Vandellas. The track was recorded on the Motown record label and became one of its signature songs.</p> <p>Soul Groove Bass line Brass section Harmony Hook</p>			
				Possible Misconceptions:					
Oracy opportunities for summer Term		Debate: What is the best music genre of all time?							

Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resource s/ Texts
<p>Autumn</p> <p>Autumn 1 – Happy</p> <p>Autumn 2 – Classroom Jazz 2</p>	<p>Guitar play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations</p> <p>Charanga 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>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Identify different speeds of pulse (tempo) by clapping and moving.</p>		<p>What are the style indicators a Jazz song?</p> <p>What instruments are commonly used in Jazz?</p> <p>Do you like Jazz? Why?</p>	<p>Jazz first became popular in the 1910s.</p> <p>Most jazz is very rhythmic, which is called "swing," and uses "blue" notes.</p> <p>Blue notes is referred as a musical term in blues.</p>	<p>Swing</p> <p>Blue notes</p> <p>Jazz</p>		Race: Nina Simone	<p>Charanga</p> <p>Bradford school music team</p>
				Possible Misconceptions:					

	develop an understanding of the history of music.	<p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.</p>							
Oracy opportunities for Autumn Term									
Spring	Guitar play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations	<p>Identify and control different ways percussion instruments make sounds.</p> <p>Play accompaniments with control and accuracy.</p> <p>Create different effects using combinations of pitched sounds.</p> <p>Identify different starting points or composing music.</p> <p>Explore, select combine and exploit a range of different sounds to compose a soundscape.</p> <p>Write lyrics to a known song.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p>		<p>What are the style indicators a soft rock song?</p> <p>What instruments are commonly used in soft rock?</p> <p>Do you like soft rock? Why?</p>	<p>"You've Got a Friend" is a 1971 song written by American singer-songwriter Carole King</p> <p>"You've got a Friend" won a Grammy award for Best Song of the Year</p>	Soft rock		Female artists	Charanga Bradford school music team
Spring 1 – A New Year Carol									
Spring 2 – You've Got A Friend	Charanga 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.								
				Possible Misconceptions:					

		Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.							
Oracy opportunities for spring Term									
Summer Year 6 Summer 1 – Music and Me Summer 2 – Reflect, Rewind, Replay	Guitar play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations Charanga 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.	Perform using notation as a support. Sing songs with staff notation as support. Present performances effectively with awareness of audience, venue and occasion. Improve their work through analysis, evaluation and comparison. Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.		What impact did women have on music? What is Shiva Feshareki influential? What instruments does Eska play?	Music can help us to discover things about ourselves Through music we can develop our social and emotional skills	Identity		Sex/Race: Shiva Feshareki Sex/Race: Eska Sex/Race: Mtungwazi, Afrodeutsche Sex: Anna Meredit	Charanga Bradford school music team
				Possible Misconceptions:					
Oracy opportunities for summer Term	Discussion: How can music help you to express yourself?								