Music Overview

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

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	
Personal, social and emotional	 Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' 'worried'. 	 Show resilience and perseverance in the face of challenge. Express their feelings and the consider the feelings of others. 	 Managing Self Be confident to try new ac perseverance in the face c
Personal, and emo			 Self-Regulation Show an understanding of regulate their behaviour a
Understanding the World	 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. 	 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. 	 People, Culture and Comr Know some similarities an communities in this count read in class. Explain some similarities a other countries, drawing cappropriate) maps.
Expressive art and design	 Listen with increased attention to sound Respond to what they have heard, expressing their thoughts ar feelings. Play instruments with increasing control to express their feeling and ideas. 	Watch and talk about dance and performance art, expressing	 Being Imaginative and Exp Invent, adapt and recount Perform songs, rhymes, po try to move in time with m

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

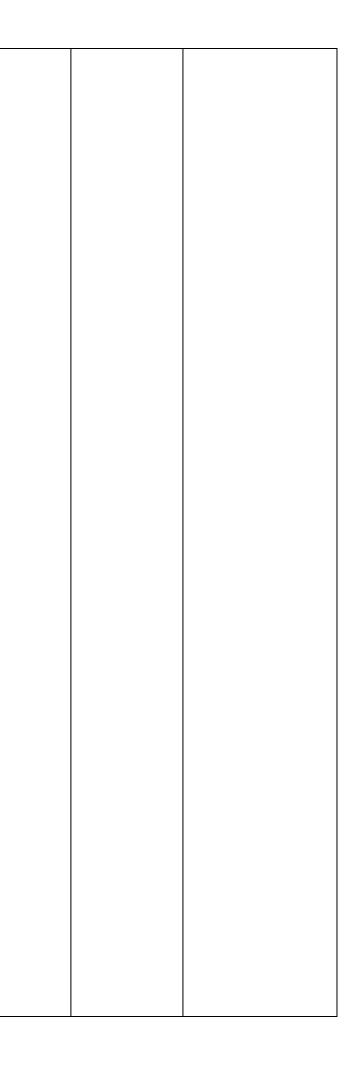
ELG

activities and show independence, resilience and of challenge.
of their own feelings and those of others, and begin to accordingly.
nmunities
nd differences between different religious and cultural htry, drawing on their experiences and what has been
and differences between life in this country and life in on knowledge from stories, non-fiction texts and (when

Expressive

int narratives and stories with peers and their teacher. poems and stories with others, and (when appropriate) n music.

Begin to sing with control of pitch (e.g. following the shape of the melody).	Why do we cover the holes on a	The tempo is how fast or slow the		
Follow pitch movements with their hands and use high, low and middle	recorder?	music is.		
voices.				
Sing with an awareness of other	Possible Misconcep	Possible Misconceptions:		
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.				
<u>Recorders</u>				
Play instruments in different ways and				
create sound effects.				
Handle and play instruments with control.				
Identify different groups of instruments.				
identity uncreate 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.				
then own and others work.	1			



Oracy							
opportunities for							
Autumn term	Pupils should be taught to use	Singing songs with control and using	 What is the song	Because of the way	Performance	Who are	Charanga
Spring	their voices expressively and	the voice expressively.	about?	we breathe, it's	Expressive	musicians and	Charanga
Eco-warriors	creatively by singing songs and			much easier to sing	Melody	what instruments	Bradford Schools music
	speaking chants and rhymes.	To find their singing voice and use their	What did we do	standing up than		do they play? -	
In the Groove	They will play tuned and untuned	voices confidently.	well in our	sitting down.		Aspirations.	Instruments
	instruments musically. Pupils will listen with concentration and	Sing a melody accurately at their own pitch.	performance?	Singers rely on lung			
Round and	understanding to a range of high-	Sing with a sense of awareness of pulse	How can we	capacity (the			
Round	quality live and recorded music.	and control of rhythm.	improve our	amount of air they			
		Recognise phrase lengths and know	performance?	can get into their			
		when to breathe. Sing songs		lungs), to help with			
		expressively. Follow pitch movements with their hands and use high, low and		their performance.			
		middle voices.	 Possible Misconcep	tions:			
		Begin to sing with control of pitch (e.g.					
		following the shape of the melody).					
		Sing with an awareness of other performers.					
		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 well-defined musical features					
		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.					
		Performance skills					
		Perform together and follow instructions that combine the musical					
		elements.					
		Descurieur					
		<u>Recorders</u>					
	1	1					<u> </u>

			Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments. Evaluating and appraising Choose sounds and instruments carefully and make improvements to their own and others' work.				
Oracy opportunities for spring term							
Summer Incredible India Your Imagination Reflect, Rewind and Replay	Pupils should be to their voices expre- creatively by sing speaking chants a They will play tun- instruments musi- listen with concer- understanding to quality live and re-	essively and ing songs and and rhymes. The and untuned ically. Pupils will ntration and a range of high-	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.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 featuresPerform together and follow instructions that combine the musical elements.RecordersPlay instruments in different ways and	Can you name any instruments? How do we play different instruments? Possible Misconcept	Frans Brüggen (1934 – 2014), the most famous recorder player in the world. tions:	Compose Composition	

	Charanga
	Bradford Schools music

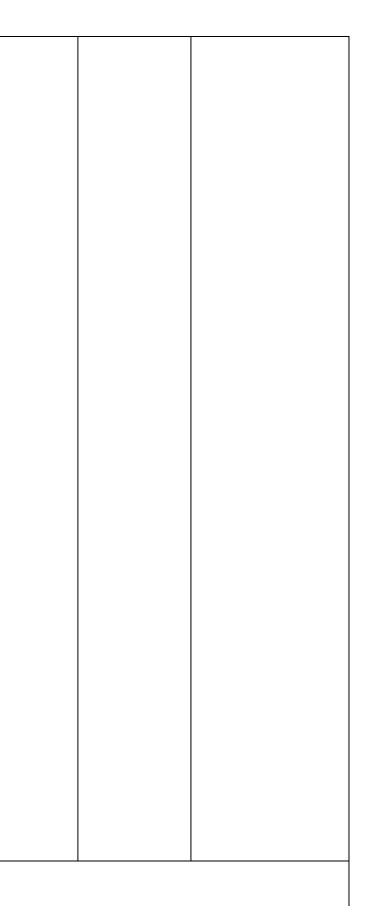
	c	Handle and play instruments with control. dentify different groups of instruments.			
	C c	Evaluating and appraising Choose sounds and instruments carefully and make improvements to cheir own and others' work.			
	c	Composition Contribute to the creation of a class composition.			
Oracy opportunities for summer term					

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 Hands, Feet, Heart Ho, Ho, Ho	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. 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. Controlling pulse and rhythm Identify the pulse in different pieces of music. 		How can you control the pitch? Can you identify the pulse of the music? Can you identify the rhythm of the music? Possible Misconcep	There are three main parts of a recorder which are: The head section, which is a whistle mouthpiece. The middle section, which consists of 7 finger-holes.	The foot section, which featured only one hole for the thumb. Mouthpiece Whistle	Singers- how do I become a singer? - aspirations		Charanga Bradford Schools music Emma Jane's Aeroplane I am Amelia Earhart Taking Flight: How Wright Brothers Conquered the Skies Whoever heard of a flying bird Cherry Blossom and Paper Planes Kites

	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.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.Perform together and follow instructions that combine the musical elements.Evaluating and appraising Choose sounds and instruments	
	Choose sounds and instruments	
	carefully and make improvements to their own and others' work.	
	I Their own and others' work	1

Autumn Term		1				1		
Spring	Pupils should be taught to use their	Singing songs with control and		What is an	Listening to music	Orchestra	Creating musical	Charanga
	voices expressively and creatively by	using the voice expressively.		orchestra?	uses your entire	Sequences	instruments-	
I Wanna Play in a	singing songs and speaking chants				brain.		vegetable	Bradford Schools music
Band	and rhymes.	To find their singing voice and use		What types of			instruments	
Dana	They will play tuned and untuned	their voices confidently.		vegetables can I				Seeds of friendship
	instruments musically. Pupils will	Sing a melody accurately at their		use to make			Watching The	
7	listen with concentration and	own pitch.		instruments?			Vegetable	Invisible
Zootime	understanding to a range of high-	Sing with a sense of awareness of					Orchestra	
	quality live and recorded music.	pulse and control of rhythm.	Γ	Possible Misconcept	ions:			All Through the Night
		Recognise phrase lengths and know						
	Experiment with, create, select and	when to breathe.						Small City, Big Clty
	combine sounds using the inter-	Sing songs expressively.						
	related dimensions of music.	Begin to sing with control of pitch						Beegu
		(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.						

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		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 well-defined musical features				
		leatures				
		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.				
		Performance skills				
		Perform together and follow				
		instructions that combine the				
		musical elements.				
		<u>Recorders</u>				
		Play instruments in different ways				
		and create sound effects.				
		Handle and play instruments with				
		control.				
		Identify different groups of				
		instruments.				
		Evaluating and appraising				
		Choose sounds and instruments				
		carefully and make improvements to				
		their own and others' work.				
Oracy	Discussion: Do instruments have to be	made out of wood?				
opportunities for						
spring Term			1	1		
Summer	Pupils should be taught to use their	Singing songs expressively.	How can we make	Playing music	Evaluate	
	voices expressively and creatively by		the performance	improves your	Coordination	
	singing songs and speaking chants	To find their singing voice and use	better?	memory		
Friendship Song	and rhymes.	their voices confidently.				
	They will play tuned and untuned	Sing a melody accurately at their	How do the	Playing an		
	instruments musically. Pupils will	own pitch.	performances	instrument		



Charanga
Bradford Schools music
Little Turtle and the Sea

Reflect, Rewind and Replay	listen with concentration and understanding to a range of high- quality live and recorded music.	Sing with a sense of awareness of pulse and control of rhythm.	compare with each other?	improves your coordination	
	To experiment with, create, select and combine sounds using the inter- related dimensions of music.	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 IRecall 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 Perform together and follow instructions that combine the musical elements. Evaluating and appraising Choose sounds and instruments	Possible Misconcept	ions:	
		carefully and make improvements to their own and others' work.			

Theme	National Curriculum	Progression in Skills	Disciplinary	Key Questions	Key Facts	Key Vocab	Drivers & 50	British Values	Schemes/Resources/
			Concepts				things	& Protective	Texts
								Characteristics	

The Big Book of The Blue One World Dolphin Boy		The Storm Whale
		The Big Book of The Blue
Dolphin Boy		One World
		Dolphin Boy

Autumn Ukulele: Identify melodic phrases and play them by ear. What are the and play them by ear. A kuluele is a small features of a ukulele? A capella Aspirations – playing a musical instrument Glockenspiel 1 play and perform in solo and ensemble contexts, using their vacuracy, fluency, control and expression Select instruments to describe visual images. Select instruments on the basis of internalised sounds. Do you like the song? What can you hear? Notation Notation Use and understand staff and other musical notations Identify ways sounds are used to accompany a song. Chord Improvise Chord Appleid of the musical other musical notations Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Analyse and comment on play by ear Melodic phrases Music teacher: improvise and compose musicafor of use and compose musicafor of different parts. Perform in different ways, exploring the way the performs are a musical resource. Perform is inferent ways, exploring the way the performs are a musical resource. Possible Misconceptions: Possible Misconceptions:	Charanga Diocese of Leeds School singing programme
Let your spirit Fly ensemble contexts, using their works and playing musical instruments with increasing accuracy, fluency, control ad expression Select instruments to describe visual images. What are the strings called? of Hawaitian origin. Dynamics instrument Glockenspiel 1 Select instruments to describe visual images. Select instruments to describe visual images. Do you like the song? What can you hear? What is the style of music? Notation Improvise Charanga: Charanga: song. Identify ways sounds are used to accompany a song. What are dynamics? What is the style of music? Melodic phrases What are dynamics? what is pitch? Play by ear Play by ear What is pitch? What is pitch? Play by ear What is pitch? What is pitch? Play by ear What is pitch? What is pitch? Play by ear What is pitch? What is pitch? Play by ear	School singing
Called? Singing is good for your mental health Notation Glockenspiel 1 instruments with increasing accuracy, fluency, control and expression Select instruments to describe visual images. Called? Singing is good for your mental health Notation Use and understand staff and other musical notations Choose instruments on the basis of internalised sounds. Do you like the song? What is the style of music? Conductor Conductor Analyse and company a song. identify ways sounds are used to accompany a song. Song in the dynamics? What is the style of music? Melodic phrases What is pitch? Analyse and comment on how sounds are used to create different moods. Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. Perform with awareness of different parts. Perform with awareness of different parts.	School singing
Glockenspiel 1 voices and playing musical instruments with increasing accuracy, fluency, control and expression describe visual images. Singing is good for your mental health Notation Glockenspiel 1 choose instruments on the basis of internalised sounds. Choose instruments on the basis of internalised sounds. Do you like the song? What is the style of music? Notation Improvise Charanga: identify ways sounds are used to accompany a song. Identify ways sounds are used to accompany a song. What is the song put together? Chord Chord What are dynamics? What are dynamics? What is themo? Melodic phrases Play by ear gpreciate 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 in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. Perform with awareness Perform with awareness	
accuracy, fluency, control and expression Choose instruments on the basis of internalised sounds. Do you like the song? Improvise use and understand staff and other musical notations Identify ways sounds are used to accompany a song. Do you like the song? What can you hear? Charanga: song. How is the song put used to accompany a song. Chord Chord appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians Analyse and comment on how sounds are used to create different moods. What is pitch? Play by ear Perform in different history of music. Perform with awareness of different parts. Perform with awareness of different parts. Persible Miscorgentions: Improvise	
se and understand staff and other musical notations sounds. What is the style of music? Conductor Charanga: song. How is the song put used to accompany a song. Khat are dynamics? Melodic phrases Play by ear Play by ear Play by ear Identify mays. Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. Perform with awareness of different parts. Descible Microprentioner:	
other musical notations Identify ways sounds are used to accompany a song. How is the song put together? Chord Appreciate and understand a wide range of high-quality live and recomment on how sounds are used to accented music drawn from great composers and musicians Analyse and comment on how sounds are used to accentent moods. What are dynamics? What is tempo? What is cempo? What is pitch? Play by ear What is pitch? Play by ear What is pitch? Play by ear Music teacher: Perform with awareness of different parts. Music teacher: Perform with awareness of different parts.	
Charanga: song. Melodic phrases appreciate and understand a wide Analyse and comment on what are dynamics? range of high-quality live and how sounds are used to What is tempo? recorded music drawn from create different moods. Play by ear different traditions and from Perform in different ways, exploring the way develop an understanding of the history of music. Perform with awareness Music teacher: perform with awareness of different parts.	
appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians Analyse and comment on how sounds are used to create different moods. What is tempo? What is pitch? Play by ear develop an understanding of the history of music. Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. Perform with awareness of different parts. Persible Misconcentions:	
range of high-quality live and recorded music drawn from great composers and musicians develop an understanding of the history of music. Music teacher: improvise and compose music for	
recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. Music teacher: improvise and compose music for	
develop an understanding of the history of music. ways, exploring the way the performers are a musical resource. Music teacher: perform with awareness of different parts.	
develop an understanding of the history of music. the performers are a musical resource. Music teacher: improvise and compose music for of different parts. Perform with awareness of different parts.	
history of music. musical resource. Music teacher: Perform with awareness improvise and compose music for of different parts.	
improvise and compose music for of different parts.	
a range of purposes using the	
inter-related dimensions of music Recognise how music can reflect different	
listen with attention to detail and intentions. recall sounds with increasing aural memory	
Recognise rhythmic patterns.	
Perform a repeated pattern to a steady pulse.	
Identify and recall rhythmic and melodic patterns.	
Identify repeated patterns used in a variety of music. (Ostinato).	
Sing with confidence using a wider vocal range.	
Sing in tune.	
Oracy	
opportunities	
for Autumn	
term	
Spring Ukulele: Explore and perform What is a melodic The timbre is the Phrases	Charanga
play and perform in solo and ensemble contexts, using theirdifferent types of accompaniment.pattern?distinctive quality of a piece of music	

Three Little Birds	voices and playing musical		How are sounds used		Timbre		Diocese of Leeds
THEE LILLE DIUS	instruments with increasing	Explore and select	to create different	Learning to paly an	TITIble		School singing
The Dragon Song	accuracy, fluency, control and	different melodic	moods?	instrument helps you	Dynamics		programme
The Dragon Song	expression	patterns.		to focus in your other	D y namico		p. 68. s
				school work	Vocal effects		
	use and understand staff and	Recognise and explore			Vocar cricets		
	other musical notations	different combinations of					
		pitch sounds	Possible Misconceptio	ns:		-	
	Charanga:						
	appreciate and understand a wide	Analyse and comment on					
	range of high-quality live and	how sounds are used to					
	recorded music drawn from	create different moods.					
	different traditions and from						
	great composers and musicians	Sing with awareness of					
	great composers and musicians	pulse and control of					
	develop an understanding of the	rhythm.					
	history of music.	inytim.					
		Recognise simple					
	Music teacher:						
		structures. (Phrases).					
	improvise and compose music for	Sing expressively with					
	a range of purposes using the inter-related dimensions of music	Sing expressively with awareness and control at					
		the expressive elements.					
	liston with attention to detail and	-					
	listen with attention to detail and	E.g. timbre, tempo,					
	recall sounds with increasing	dynamics.					
	aural memory	C					
	aurarmenory	Sing songs and create					
	aurarmenory	Sing songs and create different vocal effects.					
Oracy							
Oracy							
opportunities							
opportunities for spring term		different vocal effects.	How do we create	How could you		Achirations	Charanga
opportunities	Ukulele:	different vocal effects. Recognise and explore	How do we create	How could you	Music is a way of	Aspirations	Charanga
opportunities for spring term Summer	Ukulele: play and perform in solo and	different vocal effects. Recognise and explore different combinations of	How do we create textures in music?	change the mood of a	Music is a way of	Aspirations	
opportunities for spring term Summer Bringing us	Ukulele: play and perform in solo and ensemble contexts, using their	different vocal effects. Recognise and explore	textures in music?	-	communicating and	Aspirations	Diocese of Leeds
opportunities for spring term Summer	Ukulele: play and perform in solo and ensemble contexts, using their voices and playing musical	different vocal effects. Recognise and explore different combinations of pitch sounds	textures in music? How do we express	change the mood of a		Aspirations	Diocese of Leeds School singing
opportunities for spring term Summer Bringing us	Ukulele: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	different vocal effects. Recognise and explore different combinations of pitch sounds Create textures by	textures in music?	change the mood of a	communicating and	Aspirations	Diocese of Leeds
opportunities for spring term Summer Bringing us	Ukulele: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and	different vocal effects. Recognise and explore different combinations of pitch sounds Create textures by combining sounds in	textures in music? How do we express emotions in music?	change the mood of a	communicating and expressing yourself	Aspirations	Diocese of Leeds School singing
opportunities for spring term Summer Bringing us Together Reflect, Rewind,	Ukulele: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	different vocal effects. Recognise and explore different combinations of pitch sounds Create textures by	textures in music? How do we express emotions in music? Why does music	change the mood of a piece of music?	communicating and	Aspirations	Diocese of Leeds School singing
opportunities for spring term Summer Bringing us Together	Ukulele: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	different vocal effects. Recognise and explore different combinations of pitch sounds Create textures by combining sounds in different ways.	textures in music? How do we express emotions in music? Why does music make us feel different	change the mood of a piece of music? Music can make	communicating and expressing yourself Improvise	Aspirations	Diocese of Leeds School singing
opportunities for spring term Summer Bringing us Together Reflect, Rewind,	Ukulele: 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	different vocal effects. Recognise and explore different combinations of pitch sounds Create textures by combining sounds in different ways. Create music that	textures in music? How do we express emotions in music? Why does music	change the mood of a piece of music? Music can make different people feel	communicating and expressing yourself	Aspirations	Diocese of Leeds School singing
opportunities for spring term Summer Bringing us Together Reflect, Rewind,	Ukulele: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	different vocal effects. Recognise and explore different combinations of pitch sounds Create textures by combining sounds in different ways. Create music that describes contrasting	textures in music? How do we express emotions in music? Why does music make us feel different	change the mood of a piece of music? Music can make	communicating and expressing yourself Improvise	Aspirations	Diocese of Leeds School singing
opportunities for spring term Summer Bringing us Together Reflect, Rewind,	Ukulele: 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	different vocal effects. Recognise and explore different combinations of pitch sounds Create textures by combining sounds in different ways. Create music that	textures in music? How do we express emotions in music? Why does music make us feel different things?	change the mood of a piece of music? Music can make different people feel different things	communicating and expressing yourself Improvise	Aspirations	Diocese of Leeds School singing
opportunities for spring term Summer Bringing us Together Reflect, Rewind,	Ukulele: 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:	different vocal effects. Recognise and explore different combinations of pitch sounds Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions.	textures in music? How do we express emotions in music? Why does music make us feel different	change the mood of a piece of music? Music can make different people feel different things	communicating and expressing yourself Improvise	Aspirations	Diocese of Leeds School singing
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	improvise and compose music for	Create descriptive music			
	a range of purposes using the	in pairs or small groups.			
	inter-related dimensions of music				
		Perform long and short			
	listen with attention to detail and	sounds in response to			
	recall sounds with increasing	symbols.			
	aural memory				
	,				
		Perform in different			
		ways, exploring the way			
		the performers are a			
		musical resource.			
		Perform with awareness			
		of different parts.			
		or unrerent parts.			
		Recognise how music can			
		reflect different			
		intentions.			
		intentions.			
		Analyse and comment on			
		how sounds are used to			
		create different moods.			
		Understand how mouth			
		shapes can affect voice			
		sounds.			
		sounds.			
		Internalise sounds by			
		singing parts of a song 'in			
		their heads.'			
		then neads.			
		Create sequences of			
		movements in response			
		to sounds.			
Oracy				I	
opportunities					
for summer					
term					

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	Ukulele	Identify melodic phrases		What is the intention of	Music builds	Steady pulse			Charanga
	play and perform in solo and	and play them by ear.		this piece of music?	teamwork				Diocese of Leeds
Mamma Mia!	ensemble contexts, using their	Select instruments to		How can you change the					School singing
Glockenspiel 2	voices and playing musical instruments with increasing	describe visual images.		intention of this music?	Intention				programme
Glockenspiel 2									

		Characteristic in the second sec	l	Describle and the state			1
	accuracy, fluency, control and	Choose instruments on		Possible Misconceptio	ns:		
	expression	the basis of internalised					
		sounds.					
	use and understand staff and						
	other musical notations	Identify ways sounds are					
		used to accompany a					
	Charanga	song.					
	appreciate and understand a wide	Analyse and comment on					
	range of high-quality live and recorded music drawn from	how sounds are used to create different moods.					
	different traditions and from	create different moods.					
	great composers and musicians	Perform in different					
	great composers and musicians	ways, exploring the way					
	develop an understanding of the	the performers are a					
	history of music.	musical resource.					
	history of music.	musical resource.					
	Music teacher	Perform with awareness					
		of different parts.					
	improvise and compose music for						
	a range of purposes using the	Recognise how music can					
	inter-related dimensions of music	reflect different					
		intentions.					
	listen with attention to detail and						
	recall sounds with increasing aural						
	memory	Recognise rhythmic					
		patterns.					
		Perform a repeated					
		pattern to a steady pulse.					
		Identify and recall					
		rhythmic and melodic					
		patterns.					
		Identify repeated					
		patterns used in a variety					
		of music. (Ostinato).					
		Sing with confidence					
		using a wider vocal range.					
		Sing in tune.					
Oracy							
opportunities							
for Autumn							
Term							
Spring	Ukulele	Explore and perform		What is the meter of	The word ukulele	Meter	
		different types of		a piece of music?	translates to		
Stop	play and perform in solo and	accompaniment.			"jumping flee"	Syncopation	
	ensemble contexts, using their			What do we mean by			
Lean on Me	voices and playing musical	Explore and select		syncopation?	When we're singing,		
	instruments with increasing	different melodic			sound comes out of		
	accuracy, fluency, control and	patterns.			our mouths at around		
	expression				750 miles per hour		

	Charanga
	Diocese of Leeds School singing programme

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

	Charanga Diocese of Leeds School singing programme

ГТ	المحادية والمعادية المعادية والمتركبة			I		
	listen with attention to detail and	Perform long and short				
	recall sounds with increasing aural					
	memory	symbols.				
		Perform in different				
		ways, exploring the way				
		the performers are a				
		musical resource.				
		Perform with awareness				
		of different parts.				
		Recognise how music can				
		reflect different				
		intentions.				
		intentions.				
		Analyse and comment on				
		how sounds are used to				
		create different moods.				
		Understand how mouth				
		shapes can affect voice				
		sounds.				
		sounds.				
		Internalise sounds by				
		singing parts of a song 'in				
		their heads.'				
		Create sequences of				
		movements in response				
		to sounds.				
Oragy			1			
Oracy						
opportunities						
for summer						
Term						

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
Autumn 1 – Living on a Prayer Autumn 2 – Classroom Jazz 1	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	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

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

	and recorded music drawn from	m	What are the style	Hip hop music, also		
	different traditions and from	Explore, select combine	indicators of Hip Hop	known as rap music, is		
	great composers and musicians		music?	a genre of popular		
		different sounds to		music developed in the		
	Develop an understanding of tl	he compose a soundscape.	Who are some popular	US by inner-city African		
	history of music.		Hip Hop artists	Americans and		
		Write lyrics to a known	currently?	Caribbean Americans		
		song.				
			What instruments are	Typical instruments in		
		Compose a short song to	typically used in Hip	hip hop music include		
		own lyrics based on	Hop songs?	rapping, singing,		
		everyday phrases.		turntables, DJ mixing,		
			What is a synthesizer?	drum machines, music		
		Compose music	What are the main	sequencers,		
		individually or in pairs	differences between	synthesizers and		
		using a range of stimuli	Pop Ballads and Hip	keyboards.		
		and developing their	Hop music genres?			
		musical ideas into a		Some of the best-		
		completed composition.	Do you prefer pop	selling rappers and hip-		
			ballads or hip hop	hop artists of all time		
		Sing with expression and	music? Why?	(according to music		
		rehearse with others		sales) include Eminem,		
				Drake, Kanye West, Jay-		
		Sing a round in two parts		Z and Nicki Minaj.		
		and identify the melodic	Possible Misconceptions	:		
		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				
Oracy						
opportunities for						
spring Term						
Summer						
1	Guitar	Perform using notation as	What is a bass guitar?	The Bass Guitar Was	Motown music has a	Charanga
	Guitar Play and perform in solo and	Perform using notation as a support.	What is a bass guitar?	The Bass Guitar Was Created in the 1930s	Motown music has a distinctive musical style	Charanga
		a support.	What is a bass guitar? How is a bass guitar		1 1	Charanga Bradford school
Summer 1 –	Play and perform in solo and ensemble contexts, using their	a support.			distinctive musical style	
Summer 1 –	Play and perform in solo and ensemble contexts, using their voices and playing musical	a support.	How is a bass guitar	Created in the 1930s	distinctive musical style with tambourines,	Bradford school
Dancing in the	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	a support. Sing songs with staff	How is a bass guitar different to a standard	Created in the 1930s The standard base	distinctive musical style with tambourines, driving base lines, and	Bradford school
Dancing in the Street	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and	a support. Sing songs with staff	How is a bass guitar different to a standard	Created in the 1930s The standard base guitar has 4 metal	distinctive musical style with tambourines, driving base lines, and gospel-influenced vocal	Bradford school
Dancing in the Street Summer 2 –	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	a support. Sing songs with staff notation as support.	How is a bass guitar different to a standard guitar?	Created in the 1930s The standard base guitar has 4 metal	distinctive musical style with tambourines, driving base lines, and gospel-influenced vocal	Bradford school
Dancing in the Street Summer 2 – Reflect, Rewind,	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	a support. Sing songs with staff notation as support. Present performances	How is a bass guitar different to a standard guitar? Where and why did	Created in the 1930s The standard base guitar has 4 metal strings.	distinctive musical style with tambourines, driving base lines, and gospel-influenced vocal harmonies.	Bradford school
Dancing in the Street Summer 2 –	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	a support. Sing songs with staff notation as support. Present performances effectively with	How is a bass guitar different to a standard guitar? Where and why did Motown music	Created in the 1930s The standard base guitar has 4 metal strings. Motown music is the	distinctive musical style with tambourines, driving base lines, and gospel-influenced vocal harmonies. Motown is also a	Bradford school
Dancing in the Street Summer 2 – Reflect, Rewind,	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	a support. Sing songs with staff notation as support. Present performances effectively with awareness of audience,	How is a bass guitar different to a standard guitar? Where and why did Motown music originate?	Created in the 1930s The standard base guitar has 4 metal strings. Motown music is the defining sound of 1960s	distinctive musical style with tambourines, driving base lines, and gospel-influenced vocal harmonies. Motown is also a record company and is	Bradford school
Dancing in the Street Summer 2 – Reflect, Rewind, Replay	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	a support. Sing songs with staff notation as support. Present performances effectively with awareness of audience,	How is a bass guitar different to a standard guitar? Where and why did Motown music originate? What is the importance	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	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	Bradford school
Dancing in the Street Summer 2 – Reflect, Rewind, Replay	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	a support. Sing songs with staff notation as support. Present performances effectively with awareness of audience, venue and occasion.	How is a bass guitar different to a standard guitar? Where and why did Motown music originate? What is the importance of Motown important	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	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	Bradford school
Dancing in the Street Summer 2 – Reflect, Rewind, Replay	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	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	How is a bass guitar different to a standard guitar? Where and why did Motown music originate? What is the importance of Motown important	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	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	Bradford school
Dancing in the Street Summer 2 – Reflect, Rewind, Replay	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	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.	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?	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	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	Bradford school
Dancing in the Street Summer 2 – Reflect, Rewind, Replay	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	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.	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	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	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	Bradford school
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	Identify different moods	How did Motown	Gaye, William "Mickey"	
Develop an understanding of the	and textures.	impact music and music	Stevenson and Ivy Jo	
history of music.		history?	Hunter. It first became	
	Identify how a mood is		popular in 1964 by	
	created by music and	What are some	Martha and the	
	lyrics.	similarities and	Vandellas. The track	
		differences between	was recorded on the	
	Listen to longer pieces of	Motown and Jazz	Motown record label	
	music and identify	genres of music?	and became one of its	
	features.		signature songs.	
		What is a vocal	Soul	
	Sing with expression and	harmony?	Groove	
	rehearse with others		Bass line	
			Brass section	
	Sing a round in two parts		Harmony	
	and identify the melodic		Hook	
	phrases and how they fit			
	together	Possible Misconceptions:		
	Sing confidently in class,			
	in small groups and alone,			
	and begin to begin to			
	have an awareness of			
	improvisation with the			
	voice			
Oracy Debat	e: What is the best music genre of all tim	le?	·	
opportunities for	5			
summer Term				

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
Autumn 1 – Happy Autumn 2 – Classroom Jazz 2	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	Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Identify different speeds of pulse		What are the style indicators a Jazz song? What instruments are commonly used in Jazz? Do you like Jazz? Why? Possible Misconception	Jazz first became popular in the 1910s. Most jazz is very rhythmic, which is called "swing," and uses "blue" notes. Blue notes is referred as a musical term in blues.	Blue notes		Race: Nina Simone	Charanga Bradford school music team
	musicians	(tempo) by clapping and moving.							

Oracy	develop an understanding of the history of music.	Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.					
opportunities for							
Autumn Term Spring Spring 1 – A New Year Carol Spring 2 – You've Got A Friend	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.	Identify and control different ways percussion instruments make sounds.Play accompaniments with control and accuracy.Create different effects using combinations of pitched sounds.Identify different starting points or composing 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.	What are the style indicators a soft rock song? What instruments are commonly used in soft rock? Do you like soft rock? Why? Possible Misconceptions	"You've Got a Friend" is a 1971 song written by American singer- songwriter Carole King "You've got a Friend" won a Grammy award for Best Song of the Year	Soft rock	Female artists	Charanga Bradford school music team

Oracy		Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.					
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? Possible Misconceptions	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
Oracy opportunities for summer Term	Discussion: How can music help y	you to express yourself?					L