



Music Curriculum Overview 2024 - 2025

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Values Year A Year B	Compassion Generosity	Thankfulness Perseverance	Forgiveness Trust	Truthfulness Respect	Service Friendship	Justice Courage
Nursery	<p>Expressive Arts and Design</p> <ul style="list-style-type: none">● Listen with increased attention to sounds.● Respond to what they have heard, expressing their thoughts and feelings.● Remember and sing entire songs.● Sing the pitch of a tone sung by another person ('pitch match').● Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.● Create their own songs or improvise a song around one they know.● Play instruments with increasing control to express their feelings and ideas.● Explores the different sounds of instruments. <p>Physical development:</p> <ul style="list-style-type: none">● Use large-muscle movements to wave flags and streamers, paint and make marks. <p>Communication and language:</p> <ul style="list-style-type: none">● Sing a large repertoire of songs. <p>Nursery Rhymes Learnt in Nursery: Twinkle, twinkle little star, Baa, Baa Black Sheep, Row Row Row your Boat, Wind the Bobbin Up, Head, Shoulders, Knees and Toes, Zoom, Zoom, Zoom, 5 Little Ducks, 5 Little Elephants, 5 Little Men in a flying saucer, 2 Little Dickie Birds, Yellow Bird, Incy Wincy Spider, 1,2,3,4,5 Once I caught a Fish Alive, Humpty Dumpty, Jack and Jill</p> <p>Key Vocabulary: Sing, Sounds, Loud, Quiet, Slow, Fast</p> <p>Enrichments Opportunities: Christmas Nativity Performance</p>					
Reception	<p>Expressive Arts and Design:</p> <ul style="list-style-type: none">● Children sing a range of well-known nursery rhymes and songs.● Children perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.● Children represent their own ideas, thoughts, and feelings through music.					

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	<p>Unit 1: Charanga: My Stories Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none">● I’m A Little Teapot● The Grand Old Duke of York● Ring O’ Roses● Hickory Dickory Dock● Not Too Difficult● The ABC Song	<p>Unit 2: Charanga: Everyone Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none">● Wind The Bobbin Up● Rock-a-bye Baby● Five Little Monkeys Jumping on The Bed● Twinkle, Twinkle Little star.● If You're Happy and You Know It● Head, Shoulders, Knees, and Toes	<p>Unit 3: Big Bear Funk</p> <ul style="list-style-type: none">● Listen and appraise a different piece of Funk music each week/step● Explore and create using voices and classroom instruments● Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs● Share and Perform	<p>Charanga: Rewind and Reflect Consolidate your learning and perform:</p> <ul style="list-style-type: none">● This Unit of Work consolidates the learning that has occurred during the year.● All the learning is focused on revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
	<p>Music learning focus:</p> <ul style="list-style-type: none">● Listening and responding to different styles of music● Embedding foundations of the interrelated dimensions of music● Learning to sing or sing along with nursery rhymes and action songs.● Improvising leading to playing classroom instruments● Share and perform the learning that has taken place.● Listen and appraise.● Play instruments with songs.● Share and perform learning that has taken place. <p>Key Vocabulary: Beat, Chant, Follow, High, Low, Repeat, Rhythm, Instrument, Slow, Fast – tempo.</p>			
<p>Enrichment opportunities EYFS:</p>	<p>Christmas Nativity Church visit Share and perform to school Music in forest school UKS2 performance</p>			
<p>KS1 National Curriculum</p>	<p>Key Stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none">● Use their voices expressively and creatively by singing songs and speaking chants and rhymes.● Play tuned and untuned instruments musically.			

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Expectation	<ul style="list-style-type: none">Listen with concentration and understanding to a range of high-quality live and recorded music.Experiment with, create, select, and combine sounds using the inter-related dimensions of music.			
Year 1	Charanga: Hey, you! Old School Hip Hop Unit Theme: How pulse, rhythm, and pitch work together	Charanga: Rhythm in the way we walk Reggae Unit theme: You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing. Christmas Play Unit Theme: Festive and religious music	Charanga: In the Groove Blues, Baroque, Latin, Bhangra, Folk, and Funk. Unit Theme: The dimensions of music (pulse, rhythm, pitch, tempo etc.), singing and playing instruments in different styles of music.	Charanga: Reflect, Rewind & Replay Classical Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.
Knowledge: Listen and appraise: <ul style="list-style-type: none">To know 5 songs by heart.To know what the songs are about.To know and recognise the sound and names the instruments they are playing. Games: <ul style="list-style-type: none">To know that music has a steady pulse, like a heartbeat.To know that we can create rhythms from words, our names, favourite food, colours, and animals. Singing: <ul style="list-style-type: none">To confidently sing or rap five songs from memory. Playing: <ul style="list-style-type: none">Learn the names of the notes in their instrumental part from memory or when written down.Learn the names of the instruments they are playing. Improvisation: <ul style="list-style-type: none">To know that improvising means making up a tune on the spot.		Skills: Listen and appraise: <ul style="list-style-type: none">To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Games: <ul style="list-style-type: none">To learn Warm-up Games and Challenges that embed pulse, rhythm, and pitch. Singing: <ul style="list-style-type: none">Learn about voices, singing notes of different pitches (high and low).Learn that they can make different types of sounds with their voices – you can Rap or say words in rhythm.Learn to start and stop singing when following a leader. Playing: <ul style="list-style-type: none">Treat instruments carefully and with respectPlay a tuned instrumental part with the song they perform.Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).Listen to and follow musical instructions from a leader. Improvisation: <ul style="list-style-type: none">Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).		



	<ul style="list-style-type: none">To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.To know that everyone can improvise. <p>Composition:</p> <ul style="list-style-type: none">To know that composing is like writing a story with music.To know that everyone can compose. <p>Performance:</p> <ul style="list-style-type: none">To know that a performance is sharing music with other people, called an audience.	<ul style="list-style-type: none">Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.Improvise! – Take it in turns to improvise using one or two notes. <p>Composition:</p> <ul style="list-style-type: none">Help to create a simple melody using one, two or three notes.Learn how the notes of the composition can be written down and changed if necessary. <p>Performance:</p> <ul style="list-style-type: none">Record the performance and say how they felt about it.Choose a song they have learnt and perform it adding their ideas to the performance.		
Key Vocabulary in Year 1: (as EYFS plus) beat, beater, cymbal, drum, high (sound), improvise, listen, loud, low (sound), perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice, performance, audience.				
Year 2	<p>Charanga: Hands, Feet, Heart Afropop Unit Theme: South African Music Christmas Play Unit Theme: Festive and religious music</p>	<p>Charanga: I Wanna Play in a Band Rock Unit Theme: Playing together in a band</p>	<p>Charanga: Friendship song Popular music Unit theme: listen, sing and appraise songs about being friends.</p> <ul style="list-style-type: none">Count On Me by Bruno MarsWe Go Together (from Grease soundtrack)You Give A Little Love from Bugsy MaloneThat's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton JohnYou've Got A Friend In Me by Randy Newman	<p>Charanga: Playing in an orchestra Classical Unit Theme: This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>
<p>Knowledge: Listen and appraise:</p> <ul style="list-style-type: none">To know 5 songs by heart.To know what the songs are about.To know and recognise the sound and names the instruments they are playing. <p>Games:</p> <ul style="list-style-type: none">To know that music has a steady pulse, like a heartbeat.		<p>Skills: Listen and appraise:</p> <ul style="list-style-type: none">To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p>Games:</p> <ul style="list-style-type: none">To learn Warm-up Games and Challenges that embed pulse, rhythm, and pitch. <p>Singing:</p>		

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	<ul style="list-style-type: none"> To know that we can create rhythms from words, our names, favourite food, colours, and animals. <p>Singing:</p> <ul style="list-style-type: none"> To confidently sing or rap five songs from memory. <p>Playing:</p> <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. <p>Improvisation:</p> <ul style="list-style-type: none"> To know that improvising means making up a tune on the spot. To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that everyone can improvise. <p>Composition:</p> <ul style="list-style-type: none"> To know that composing is like writing a story with music. To know that everyone can compose. <p>Performance:</p> <ul style="list-style-type: none"> To know that a performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can Rap or say words in rhythm. Learn to start and stop singing when following a leader. <p>Playing:</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. <p>Improvisation:</p> <ul style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. <p>Composition:</p> <ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. <p>Performance:</p> <ul style="list-style-type: none"> Record the performance and say how they felt about it. Choose a song they have learnt and perform it adding their ideas to the performance.
	<p>Key Vocabulary in Year 2: (as Year 1 plus) accompany, body, percussion, chorus, chime bar, chord, claves, compose, duration, phrase, pitch, rhythm, performance, pulse.</p>	
<p>KS1 Enrichment opportunities</p>	<p>Singing Worship Harvest Festival Service at the Church- All children to sing and perform Harvest Festival Songs Christmas Nativity Performances Christingle service Recorder club (lunchtime SC, MB, JH)) Visiting secondary school musicians</p>	



KS2 National Curriculum Expectation	Key Stage 2 pupils should be taught to: <ul style="list-style-type: none"> ● Sing and play musically with increasing confidence and control. ● Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. ● Improvise and compose music for a range of purposes using the inter-related dimensions of music. ● Listen with attention to detail and recall sounds with increasing aural memory. ● Use and understand staff and other musical notations. ● Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ● Develop an understanding of the history of music. 			
Year 3	Charanga: Lean on Me Gospel and Soul Unit Theme: Soul/Gospel music and helping one another. Violins (first access)	Charanga: Mamma Mia Disco Unit Theme: Music from the 70's	Charanga: Spooky story Yu Studio Unit Theme: Create a Spooky Story composition, featuring a drum beat, melody and bassline. They will also learn how to underscore their work, preparing them for further exploration in story-writing, music composition and production	Charanga: Playing in a band Range of musical styles Unit Theme: Listening, Singing, Playing Composing and Performing.
	Knowledge: Listen and appraise: <ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: Its lyrics: what the song is about. Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, and pitch). Identify the main sections of the song (introduction, verse, chorus etc.). Name some of the instruments they heard in the song. Games: <ul style="list-style-type: none"> ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm, and pitch work together to create a song. 		Skills: Listen and appraise: <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen respectfully to other people's thoughts about the music. Games: <ul style="list-style-type: none"> ● To learn Warm-up Games and Challenges that embed pulse, rhythm, and pitch. Singing: <ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To enjoy exploring singing solo 	



<ul style="list-style-type: none"> Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. <p>Singing:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir. Leader or conductor is the person who the choir or group follows. Songs can make you feel different things e.g. happy, energetic, or sad. To know why you must warm up your voice. <p>Playing instruments:</p> <ul style="list-style-type: none"> To know and be able to talk about the instruments used in class: violin, ukulele. <p>Improvisation:</p> <ul style="list-style-type: none"> To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. <p>Composition:</p> <ul style="list-style-type: none"> To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) <p>Performance:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience. A performance can be a special occasion and involve an audience including people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts, and ideas about the song/music. 				
<ul style="list-style-type: none"> To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing <p>Playing instruments:</p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. <p>Improvisation:</p> <ul style="list-style-type: none"> Improvise using instruments in the context of the song they are learning to perform. <p>Composition:</p> <ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics, and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol. <p>Performance:</p> <ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To record the performance and say how they were feeling, what they were pleased with, what they would change and why. 				
<p>Key Vocabulary Year 3: (as Year 2 plus) names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, dynamics, violin, ukulele, lyrics, melody, orchestra, ostinato, round, scale, structure, unison, woodblock, xylophone</p>				
Year 4	<p>Charanga: Three Little Birds Reggae Unit Theme: Reggae and animals Sing Up: Three little birds Ukulele</p>	<p>Charanga: Blackbird Popular music Unit Theme: The Beatles, equality, and civil rights</p>	<p>Charanga: Compose in a band Range of music options Unit Theme: Compose, play and improvise</p>	<p>Charanga: Hip Hop Yu Studio Unit Theme: arrange and mix their own Hip Hop compositions</p>



<p>Knowledge:</p> <p>Listen and appraise:</p> <ul style="list-style-type: none">● To know a variety of songs from memory and who sang them or wrote them.● To know a variety of song styles.● To choose one song and be able to talk about some of the style indicators of that song (musical characteristics that give the song its style), the lyrics, what the song is about, and any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, and pitch).● To identify the main sections of the song (introduction, verse, chorus etc) and name some of the instruments they heard in the song. <p>Games:</p> <ul style="list-style-type: none">● How pulse, rhythm and pitch work together.● How to keep an internal pulse. <p>Singing:</p> <ul style="list-style-type: none">● To know that singing in a group is called a choir.● To be able to talk about aspects of singing: choir, conductor, warm-up.● To know how a solo singer makes a thinner texture than a larger group. <p>Playing instruments:</p> <ul style="list-style-type: none">● To know and be able to talk about the instruments used in class: a glockenspiel, recorder, or ukelele and other instruments they might play or be played in a band or orchestra or by their friends. <p>Improvisation:</p> <ul style="list-style-type: none">● To know and be able to talk about improvisation.● To know that you can use some of the riffs you have heard in the challenges in your improvisations. <p>Composition:</p> <ul style="list-style-type: none">● To know and be able to talk about a composition: music that is created by you and kept in some way and different ways of recording compositions (letter names, symbols, audio etc.) <p>Performance:</p> <ul style="list-style-type: none">● Performing is sharing music with other people, an audience.	<p>Skills:</p> <p>Listen and appraise:</p> <ul style="list-style-type: none">● To confidently identify and move to the pulse.● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).● Talk about the music and how it makes them feel.● Listen carefully and respectfully to other people's thoughts about the music.● When talking about music try to use musical vocabulary. <p>Games:</p> <ul style="list-style-type: none">● To learn Warm-up Games and Challenges that embed pulse, rhythm, and pitch. <p>Singing:</p> <ul style="list-style-type: none">● To sing in unison and in simple two-parts.● To demonstrate a good singing posture.● To follow a leader when singing.● To enjoy exploring singing solo.● To sing with awareness of being 'in tune'.● To rejoin the song if lost.● To listen to the group when singing. <p>Playing instruments:</p> <ul style="list-style-type: none">● To treat instruments carefully and with respect.● Play one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part within the context of the Unit song.● To listen to and follow musical instructions from a leader.● To experience leading the playing by making sure everyone plays in the playing section of the song. <p>Improvisation:</p> <ul style="list-style-type: none">● Improvise using instruments in the context of a song they are learning to perform. <p>Composition:</p> <ul style="list-style-type: none">● Help create at least one simple melody using one, three or all five different notes.
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	<ul style="list-style-type: none"> A performance can be a special occasion and involve an audience including people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts, and ideas about the song/music. 	<ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics, and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Performance:</p> <ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with, what they would change and why.
	<p>Key Vocabulary Year 4: (as Year 3 plus) harmony, improvise, leaping (large interval between two notes), pulse, recorder, score, tuned percussion, untuned percussion, volume</p>	

Year 5	<p>Sing Up: What shall we do with a drunken sailor? Unit Theme: Sea shanties</p>	<p>Charanga: Grime Yu Studio Unit Theme: Create a Grime track from scratch. Their compositions will feature an original drumbeat, a bassline, melody, chords, sound effects and audio samples.</p>	<p>Charanga: The Fresh Prince of Bel-Air (Old-School Hip Hop) Unit Theme: Old-School Hip Hop</p>	<p>Sing Up: Madina Tun Nabi Unit theme: Islamic music Modern Nasheed (Islamic song) with a chorus in two parts. Pupils will learn to sing the song, develop their own accompaniment with a drone, chords, and improvisation, and play together with a percussion backing track.</p>
		<p>Sing up: Rosewood gratitude Unit Theme: Balafon music of West Africa. Rhythm and harmony sound world of <i>Rosewood gratitude</i>, whilst exploring a range of percussive techniques on tuned instruments</p>		

**Knowledge:****Listen and appraise:**

- Five songs from memory, who sang or wrote them, when they were written and, if possible, why?
- The style of the five songs and to name other songs from the Units in those styles.
- To know about the style of the songs so you can represent the feeling and context to your audience

Games:**Singing:**

- The main features and textures in singing.

Playing instruments:

- Staff notations, notes on a treble stave.

Improvisation:**Composition:****Performance:**

- To choose two or three other songs and be able to talk about: style indicators in songs, lyrics, musical dimensions, sections of a song, and instruments.

Skills:**Listen and appraise:**

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities, and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk, try to use musical vocabulary.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel.

Games:**Singing:**

- To sing in unison and to sing backing vocals.
- To enjoy exploring singing solo. To listen to the group when singing.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune

Playing instruments:

- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

Improvisation:

- Improvise using instruments in the context of a song to be performed.
- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.

Composition:

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			<ul style="list-style-type: none">Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) <p>Performance:</p> <ul style="list-style-type: none">To choose what to perform and create a programme.To communicate the meaning of the words and clearly articulate them.To talk about the venue and how to use it to best effect.To record the performance and compare it to a previous performance.To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
	Key Vocabulary Year 5: (as Year 4 plus) accent, bass, notation, texture, timbre, texture		
Year 6	<p>Sing Up: The Real Thing – you to me are everything. 1970’s soul Unit Theme: Moving to music.</p> <p>Charanga: Composing Yu Studio Unit theme: Children to compose a layered piece using Yu Studio, based on 1970’s soul</p>	<p>Sing Up: Exploring identity through song Unit theme: Using songs to link to PSHE and our own and other’s identity.</p> <ul style="list-style-type: none">Small town boy (Bronski Beat)Say my name – Destiny’s childChosen family – Rina Sawayama	<p>Sing Up: Ame sau vala Bollywood (link with dance in PE) Unit Theme: <i>Ame sau vala tara bal</i> is a Gujarati devotional song with a melody based on the bhairavi raga. During this unit, in addition to singing the song, pupils will learn about a variety of styles of Indian music, focussing on three in particular – bhangra, Bollywood, and classical – as well as composing their own rhythmic piece for percussion instruments.</p> <p>End of year 6 performance Unit theme: Musical genre, singing, ensemble, solo.</p>
	<p>Knowledge:</p> <ul style="list-style-type: none">To know five songs from memory, who sang or wrote them, when they were written and why?To know the style of the songs and to name other songs from the Units in those styles.To choose three or four other songs and be able to talk about the style indicators of the songs. <p>Know and be able to talk about:</p> <ul style="list-style-type: none">How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or musicHow to keep the internal pulse		<p>Skills:</p> <ul style="list-style-type: none">To identify and move to the pulse with ease.To think about the message of songs.To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.Listen carefully and respectfully to other people’s thoughts about the music.Use musical words when talking about the songs.To talk about the musical dimensions working together in the Unit songs.Talk about the music and how it makes you feel, using musical language to describe the music.To sing in unison and to sing backing vocals.

Learning, Loving, Living in God’s Family

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	<ul style="list-style-type: none"> ▪ Musical Leadership: creating musical ideas for the group to copy or respond to ▪ To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ▪ To know about the style of the songs so you can represent the feeling and context to your audience ▪ To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice ▪ To know and be able to talk about: <ul style="list-style-type: none"> ▪ Different ways of writing music down – e.g. staff notation, symbols ▪ The notes C, D, E, F, G, A, B + C on the treble stave ▪ The instruments in an orchestra ▪ To know and be able to talk about improvisation: <ul style="list-style-type: none"> ▪ Improvisation is making up your own tunes on the spot ▪ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ▪ To know that if you improvise using the notes you are given, you cannot make a mistake ▪ To know three well-known improvising musicians ▪ A composition: music that is created by you and kept in some way. It's like writing a story. ▪ Notation: recognise the connection between sound and symbol ▪ To know that performing is sharing music with an audience. 	<ul style="list-style-type: none"> ▪ To demonstrate a good singing posture. ▪ To follow a leader when singing. ▪ To listen to each other and be aware of how you fit into the group. ▪ To sing with awareness of being 'in tune'. ▪ Play a musical instrument with the correct technique within the context of the Unit song. ▪ Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ▪ To rehearse and perform their part within the context of the Unit song. ▪ To listen to and follow musical instructions from a leader. ▪ To lead a rehearsal session. ▪ Improvise using instruments in the context of a song to be performed ▪ Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) ▪ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ▪ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ▪ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ▪ To choose what to perform and create a programme. ▪ To communicate the meaning of the words and clearly articulate them. ▪ To talk about the venue and how to use it to best effect. ▪ To record the performance and compare it to a previous performance. ▪ To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
	<p><u>KS2 Enrichment opportunities</u></p> <p>Singing Worship</p> <p>Harvest Festival Service at the Church- All children to sing and perform Harvest Festival Songs</p> <p>KS2- Christmas Carol Service at the Church</p> <p>Christingle service</p> <p>Year 3 First Access group violin lessons and Performance to parents and school</p> <p>Year 4,5, 6 individual Violin lessons</p>	



St Nicholas C of E (VA) Primary School and Nursery

	<p>School Choir – Perform in Church at special worships and a performance at the School Christmas Fayre. The School Choir also performs at Gordon Craig Theatre’s Stevenage Festival, International Sing Up day</p> <p>Year 6 – End of Year Church Service</p> <p>Year 6 - End of year musical performance to parents and the school</p> <p>Royal Albert Hall festival</p> <p>Peri lesson taster sessions</p> <p>Visiting secondary school musical presentation (Thomas Alleyne’s)</p> <p>Ukulele lunch club</p>
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