

Music

At Norton Community Primary School

At Norton Community Primary School, we make music an enjoyable learning experience and accessible to every child in our school. We aim to develop an awareness and appreciation of many styles and genres of music and teach practical performing skills which help the children to develop their confidence. At Norton CP School we value music because it is a most powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together and through singing it can make children feel positive and happy. Music has a positive impact on a child's wellbeing and resilience. We feel that performing music and learning about the skills involved in reading, composing and describing music can support a child's creativity and allows them to use their imagination to express themselves.

In music lessons, children learn under four main areas: performing (using instruments and singing), composing (making up their own sections of music), transcribing (writing music down) and describing (using the inter-related dimensions of music) The children learn knowledge and skills relevant to their age and they build and develop these skills as they move through the school. We follow the National Curriculum for Music to ensure correct coverage. To develop these areas and allow the children to apply the skills we teach the children how to play musical instruments including the recorder, glockenspiel and Samba Band and allow them to compose their own sections of music on them. The children also develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives.

As well as music lessons, we offer extra-curricular activities such as a choir who take part in different events. We have an external piano teacher who comes into school and 'Music in Schools' offer lessons to children from Years 3-6 in clarinet, flute, saxophone, cornet, trumpet, tenor horn & fife. Additionally, we play a 'music of the week' as the children walk into assembly so that they are exposed to a wide range of composers and styles of music from different years and eras, enabling them to develop an understanding of the history of music. We also hold weekly singing assemblies where children from the different year groups sing together and at Christmas and Easter; we go to the local church to hold services where the children sing songs and the musicians play instruments. We feel that these events help to create a sense of community within the school and allow children from different ages to perform together to create a lovely sound. The Christmas and Easter services are also attended by parents which allows them to appreciate the music and again strengthens the sense of community.

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Year One

Y1 – Can I learn about pulse, rhythm and pitch?

Content

Children will learn about the differences between pulse, rhythm and pitch and learn how to rap and enjoy it in its original form using Hey You! Year One – Unit One – Charanga. As well as learning to sing, play, improvise and compose with this song, children will listen to and appraise other Old-School Hip Hp tunes.

Terminology

Rap, words, lyrics, pulse, beat, rhythm, tempo, fast, slow, pitch, high, low, improvise, compose, names of percussion instruments

Teaching Activities

- Play the warm-up games, choose from the flexible games to suit the needs of the class and learn to sing Hey You!
- Play the games to suit the needs of the children, sing Hey You! and play the instrumental parts
- Play the games to suit the needs of the children, sing Hey You! play the instrument parts and begin to improvise
- Play the games to suit the needs of the children, sing, improvise and start to compose
- Play the games to suit the needs of the children, sing and rehearse compositions
- Play the games to suit the needs of the children, sing, rehearse and perform compositions

Key musical works/books

- Hey You! Joanna Mangona – Charanga
- Me, Myself and I – De La Soul
- Fresh Prince of Bel Air – Will Smith
- Rapper’s Delight – The Sugarhill Gang
- You Can’t Touch This- M C Hammer
- It's Like That – Run DMC

Y1 – Can I learn songs for our Christmas show?

Content

Children will learn to perform songs for the Christmas production showing an awareness of pitch, following simple instructions telling them when to sing, using their voices to produce high, low, loud and quiet sounds and holding the beat of the music. Children will perform to family and friends to enjoy and celebrate music at Christmas.

Terminology

Perform, songs, beat, pulse, listen, pitch, fast, slow, high, low, louder, quieter, start, stop

Teaching Activities

- Learn the songs in class with children singing from memory before rehearsing in the hall for a performance.

Key musical works/books

- The script, backing tracks and song words of the Christmas production

Y1 – Can I make music using pictures?

Content

Children will learn that symbols can represent sounds. They will improvise using a wide range of tuned and untuned percussion, developing visual representations for the sounds they create. They will experiment with the placement of symbols and perform accordingly. They will make their own graphic scores which they will use to perform and

then give to other children to interpret and use. They will appraise the performances to say what was similar and what was different.

Terminology

Symbols, sounds, names of tuned and untuned percussion, long, short, loud, quiet, high, low, start, stop, solo, graphic score

Teaching Activities

- Show a symbol and ask children to choose an instrument that could show what that sound is. Experiment and improvise with different symbols to show different sounds, beginning to follow the symbols to structure a piece of music
- Create symbols for untuned percussion instruments showing changes in dynamics
- Create symbols for tuned percussion showing changes in pitch
- Look at and listen to music performed using graphic scores, expressing likes and dislikes and observations of the music/scores before attempting to perform Towards an Unbearable Lightness - Bergstrøm-Nielsen
- Improvise and create own graphic score
- Rehearse and perform own graphic score before swapping with a partner or them to interpret and play, discussing similarities and differences

Key musical works/books

- Aria – John Cage <https://www.youtube.com/watch?v=Y3tdHbqUsQ>
- Towards an Unbearable Lightness - Bergstrøm-Nielsen <https://www.youtube.com/watch?v=AG5HhnGt-44>
- Stripsody- Cathy Berberian <https://www.youtube.com/watch?v=5NeyfrfB6TU>

Y1 – Can I learn about different styles of music?/Can I get into the groove?

Content

Children will learn that there is a range of different music including blues, baroque, Latin, bhangra, folk and funk using the unit 'Into the Groove' on Charanga. They will learn one song that is the arranged in each style whilst also listening to a well own piece of music written in that style. They will play games continue their understanding of the inter-related dimensions of music, using the vocabulary accordingly. They will improvise and compose using the different styles.

Terminology

Styles, blues, baroque, Latin, bhangra, folk, funk, pitch, high, low, dynamics, loud, quiet, tempo, fast, slow, pulse, beat

Teaching Activities

- Play warm up games and start to learn the song Into the Groove. Listen to and discuss an example of blues music
- Play games appropriate to the needs of the children, play instruments within the song
- Play games, sing the song, use instruments, improvise and listen to a piece of Latin music
- Play games, sing the song, use instruments, begin to compose and listen to a piece of bhangra
- Play games, sing the song, use instruments, continue to compose and listen to a piece of folk
- Play games, sing the song, perform and appraise compositions and listen to a piece of funk

Key musical works/books

- Into the Groove – Joanna Mangona
- How Blue Can You Get? - B B King
- Livin' La Vida Loca - Ricky Martin
- Jai Ho – J R Rahman
- Lord of the Dance – Ronan Hardiman

- Diggin' On - James Brown

Y1 – Can I play games in a Samba Band?

Content

Children will learn to play the different instruments which comprise the Samba Band. They will learn their names and describe the sound that they make, linking vocabulary to the inter-related dimensions of music. They will play a range of games to support and develop their sense of rhythm, pulse and listening skills and begin to play different rhythms in small groups within a larger ensemble.

Terminology

Samba Band, surdo, agogo, shaker, tambourim, claves, whistle, loud, quiet, rhythm, pulse, beat, long, short

Teaching Activities

- Play 'copy me' games, clapping rhythms that the children copy, increasing in complexity and adding body percussion. Children to take the lead role, clapping a rhythm for others to copy within a pulse
- Play 'Pass the Sound' Teacher to send a body percussion sound round the circle, children to pass to each other but must not begin or stop making the sound unless indicated by the child to the left of them. Send different sounds (long/short/quiet/loud) Play Zip Zap Boing to promote listening skills
- Children to improvise with the Samba instruments, creating a rhythm machine (teacher starts with one repeating rhythm, the next child plays their own rhythm within the pulse, the next child adds their rhythm etc until everyone has included a rhythm) Create rhythm machines in small groups using one of each different instrument in each group
- Play 'missing instruments' Teach all the groups of the Samba Band their own rhythm, play as a large group. One child to become the detective (step outside the room while the teacher tells a group not to play) – they must not look at the ensemble but work out which group is not playing. Swap instruments/rhythms/detectives
- Play 8 7 6 5 4 3 2 1 (tapping head, shoulders, knees, toes counting down) Repeat doing a crescendo, diminuendo but maintaining the same pulse. Play rhythms using the Samba Band instruments making decisions about which groups should perform loudly/quietly/get louder/get quieter introducing Italian terms
- Rehearse Samba piece composed as a class in the previous session and perform for the other classes in the Year group to celebrate Samba success! Draw and label their favourite part of the Samba experience (game, instrument, rhythm) as an appraisal of the unit

Key musical works/books

- Samba Percussion – Nicolas Schmied - <https://www.youtube.com/watch?v=XC0yHAW3-8w>

Y1 – Can I use my musical imagination?

Content

Children will learn to perform vocally and with instruments using music to inspire their imagination from films and productions using the unit of work 'Your Imagination' on Charanga. They will play a range of games to promote listening skills, sense of pulse, pitch, rhythm and an awareness of dynamics. They will learn and sing songs, improvise with instruments and compose. They will compete a piece of writing (story) inspired by one of the pieces of music, presenting it for a music display in school to be enjoyed by other children.

Terminology

Voice, instrument names, listening, pulse, pitch, rhythm, dynamics, improvise, compose, story, inspiration, film, production, stage, music to help tell a story, similarities, differences

Teaching Activities

- Play the warm-up games, choose from the flexible games to suit the needs of the class and learn to sing Your Imagination!

- Play the games to suit the needs of the children, sing Your Imagination and play the instrumental parts. Compare similarities and differences between Supercalifragilisticexpialidocious and Pure Imagination
- Play the games to suit the needs of the children, sing songs learnt so far and play the instrument parts and begin to improvise
- Play the games to suit the needs of the children, sing, improvise and compose
- Listen to Daydream Believer and discuss the plot of daydream story inspired by the music. Plan and begin to write
- Complete writing and present for a display before sharing writing and compositions with other children in the class/year group

Key musical works/books

- Your Imagination - Joanna Mangona and Pete Readman
- Supercalifragilisticexpialidocious from Mary Poppins – Richard and Robert Sherman
- Pure Imagination from Willy Wonka and the Chocolate Factory – Leslie Bricusse and Anthony Newley
- Daydream Believer - The Monkeys

Year Two

Y2 – Can I learn about music from South Africa?

Content

Children will learn a song (Hands, Feet, Heart by Joanna Mangona) which will help them revisit their knowledge of the inter-related dimensions of music. They will listen to a range of music from South Africa, using musical vocabulary to appraise it. Children will improvise, compose and perform their own music. Teachers will follow the Hands, Feet, Heart unit of work on Charanga. At the end of the unit, classes will perform their version of the song to each other and the children will complete an appraisal, stating similarities and differences they noticed about the other versions.

Terminology

South Africa, names of instruments, voices, feelings, emotions, pulse, beat, dynamics, pitch, tempo, loud, quiet, fast, slow, high, low, forte, piano, perform, improvise, compose

Teaching Activities

- Play musical games, learn the song Hands, Feet, Heart
- Play musical games appropriate to the children's needs, appraise The Click Song, sing Hands, Feet, Heart adding musical instruments
- Play musical games appropriate to the children's needs, appraise The Lion Sleeps Tonight, sing and play Hands, Feet, Heart beginning to improvise
- Play musical games appropriate to the children's needs, appraise Bring Him Back, sing and play Hands, Feet, Heart developing improvisations to become a composition
- Play musical games appropriate to the children's needs, appraise You Can Call Me Al, sing and play Hands, Feet, Heart rehearsing own compositions within the song developing dynamic changes
- Play musical games, appraise Hlokoloza, rehearse and perform to the other classes in the year group. Complete an appraisal commenting on similarities and differences the children noticed between their version of the song and the other versions

Key musical works/books

- Hands, Feet, Heart – Joanna Mangona
- The Click Song – Miriam Makeba
- The Lion Sleeps Tonight – Soweto Gospel Choir
- Bring Him Back Home – Hugh Masekela
- You Can Call Me Al – Paul Simon
- Hlokoloza - Arthur Mofokate

Y2 – Can I perform in a Christmas production?

Content

Children will learn to use their voices creatively and expressively when singing (accurately following the melody) imitating changes in pitch and following instructions and cues for when to begin and stop when learning and performing the songs for their annual Christmas production. They will take more prominent roles in the performance, acting, speaking, singing and dancing as directed by the staff to demonstrate the children's individual strengths in the performing arts.

Terminology

Perform, songs, beat, pulse, listen, pitch, fast, slow, high, low, louder, quieter, start, stop act, speak, projection, dance, sing, cue

Teaching Activities

- Learn the songs in class with children singing from memory before rehearsing singing, dancing, acting and speaking parts in the hall for a performance.

Key musical works/books

- The script, backing tracks and song words of the Christmas production

Y2 – Can I compose rhythms?

Content

Children will learn to create their own rhythms through improvisation and begin to write them down using non-standard musical notation. They will begin to read rhythms which are displayed in grids and use symbols to interpret sounds including which instrument to play and the dynamics they could be played at. They will use technology – 2Sequence Purple Mash – to create additional compositions and perform their work to their class in a concert at the end of the unit.

Terminology

Rhythm, beat, pulse, body percussion, interpret, dynamics, loud forte, quiet/piano, pitch, high, low, long, short, fast, slow

Teaching Activities

- Listen to a range of pieces each with repeating rhythms, discussing the instruments used, referring to the inter-related dimensions of music and the impact the music has on the children. Begin to explore one cross equals one clap on 4x4 grids
- Develop 4x4 grids, using different symbols to represent different sounds. Play in different orientations. How can changes in dynamics be shown? Play two grids at once with children playing in different groups of instruments/body percussion
- Children create their own grids then join with three other children to structure their piece of music
- Rehearse and perform compositions to the class
- Explore and experiment using 2Sequence on Purple Mash, beginning to create a composition
- Complete and perform compositions, appraising which the children preferred - their grid or using 2Sequence

Key musical works/books

- Music for 18 Musicians – Steve Reich
- We Will Rock You – Queen
- Movement 1 - Symphony No 5- Beethoven

Y2 – Can I learn about Reggae?

Content

Children will learn about reggae music, its origins and listen and appraise different pieces of music inspired by the genre. They will play musical games, improvise, compose and sing using the song 'Zootime' with teachers following the progression of lessons on Charanga. Children will be encouraged to appraise music referring to vocabulary relating to the inter-related dimensions of music.

Terminology

Reggae, origins, inspiration, appraise, inter-related dimensions of music, pitch, high, low, tempo, fast/allegro, slow/andante, dynamics, loud/forte, quiet/piano, names of musical instruments

Teaching Activities

- Play the warm-up games, begin to learn the song 'Zootime' and appraise, learning about the origins and influences of Reggae using the inter-related dimensions of music
- Play games appropriate to the needs of the children, continue learning 'Zootime' and play instrumental parts before appraising Kingston Town – UB40
- Play games appropriate to the needs of the children, perform 'Zootime' and begin to improvise before appraising Shine – ASWAD
- Play games appropriate to the needs of the children, perform 'Zootime' and begin to compose using the song as inspiration before appraising I.G.Y - Donald Fagin

- Play games appropriate to the needs of the children, rehearse compositions and appraise Feel Like Jumping – Marcia Griffiths
- Play games appropriate to the needs of the children, perform compositions to the other classes, comparing similarities and differences between the pieces referring to the inter-related dimensions of music and complete a final appraisal of I Can See Clearly Now – Jimmy Cliff

Key musical works/books

- Zootime – Joanna Mangona
- Kingston Town – UB40
- Shine – ASWAD
- I.G.Y - Donald Fagin
- Feel Like Jumping – Marcia Griffiths
- I Can See Clearly Now – Jimmy Cliff

Y2 – Can I play rhythms in a samba band?

Content

Children will learn rhythms which increase in complexity on the different instruments which form the Samba Band. They will revisit the instrument's names and the techniques used to play them through a variety of games, promoting listening skills and the importance of teamwork when playing in a large ensemble. They will make decisions about how to group instruments together to create a class composition then smaller ensembles. Compositions will be recorded and watched by the children in order to appraise and celebrate their work.

Terminology

Rhythms, Samba Band, whistle, surdo, shakers, claves, agogos, tambourims, loud/forte, quiet/piano, fast/allegro, slow/andante, solo, ensemble, composition, structure, sections

Teaching Activities

- Create a class music machine using body percussion and sounds around the classroom inspired by the Marble Machine video clip. Children to create and sustain their own rhythm that should fit within the pulse
- Create a class music machine using the instruments of the Samba Band, revising names, techniques for how to play and how to vary dynamics
- Develop a call and response class composition making collaborative decisions about which groups should start, when to have a break to vary the texture, adding dynamics and tempo changes before recording using ipads
- Work in smaller groups (one of each instrument of the Samba Band) to create smaller group ensemble compositions. There should be an element of call and response, each child should sustain their own rhythm and variations in dynamics, tempo and texture should be encouraged
- Rehearse and record compositions using ipads
- Share and celebrate the compositions, watching the recordings from the previous week. Children to appraise their compositions stating one thing they liked and one thing they could change in a future composition, illustrating and labelling with instruments and their names (for display)

Key musical works/books

- Marble Machine – Wintergarten <https://www.youtube.com/watch?v=lvUU8joBb1Q>
- Example of call and response – Samba Batucada <https://www.youtube.com/watch?v=PmpwgCDpT8k>

Y2 – Can music help me be a good friend?

Content

Children will learn a variety of songs inspired by friendship. They will appraise songs, using vocabulary relating to the inter-related dimensions of music and play a variety of musical games to support the use of this vocabulary with

teachers basing initial lessons on the unit of work on Charanga. They will improvise and compose music based on a friendship song and use the unit of work to complete a piece of creative writing (poetry) inspired by friendship songs. This will be presented for a display in school to celebrate the success of the children and promote links between the creative arts.

Terminology

Inspiration, songs, lyrics, melody, verse, chorus, pitch, high, low, dynamics, loud/forte, quiet/piano, tempo, fast/allegro, slow/andante, poetry, friendship, personal qualities, emotions

Teaching Activities

- Play musical games, learn and appraise the Friendship Song
- Compare similarities and differences between Count on Me and We Go Together, with a specific focus on the lyrics, improvise to Friendship Song
- Compose using Friendship Song as a structure and appraise You Give A Little Love and That's What Friends Are For beginning to collect vocabulary from the lyrics
- Listen to You've Got a Friend in Me looking at the rhyming pattern before beginning to write a class version individual verses of poetry inspired by friendship
- Complete and present poetry, perform the Friendship Song using musical instruments

Key musical works/books

- Friendship Song – Joanna Mongona and Pete Readman
- Count on Me - Bruno Mars
- We Go Together – Grease
- You Give a Little Love – Buggy Malone
- That's What Friends Are For – Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John
- You've Got a Friend in Me – Randy Newman

Year Three

Y3 – Can I perform on and compose for the glockenspiel using crotchets?

Content

Children will learn to read the notes C, D and E on the staff then perform with accuracy and an awareness of others on the glockenspiel using Charanga – Glockenspiel Stage One as a resource to support teaching. They will learn the symbol for a crotchet and a crotchet rest and understand that they each equal one beat; this will support their understanding of pulse and beat. Children will improvise and create their own short musical phrases using the notes C, D and E (crotchet) in common time. Improvisation will take place in pairs however each child will produce their own composition and transcription.

Terminology

Glockenspiel, crotchet, rest, beat, pulse, improvise, compose, transcribe, common time, bars, blues

Teaching Activities

- Charanga – Glockenspiel Stage One – Step 1 (pulse & learn the songs)
- Charanga – Glockenspiel Stage One – Step 2 (crotchets & learn the songs)
- Charanga – Glockenspiel Stage One – Step 3 (improvisation using DeeCee’s Got The Blues)
- Introduction to Blues music, improvise and compose using DeeCee’s Got The Blues
- Transcribe crotchet phrases in common time
- Perform, record compositions and appraise work

Key musical works/books

- Glockenspiel Stage One- Charanga
- The Thrill Has Gone – B B King - <https://www.youtube.com/watch?v=4fk2prKnYnl>

Y3 – Can I meet families of instruments? (Christmas Music)

Content

Children will learn that instruments are grouped in families and these families have different timbres. They will listen to works by the great composers which demonstrate the instruments separately and when they are playing with their family. All pieces of music listened to will be placed on a musical timeline, so children begin to develop an understanding of when music was written, linking with other key historical events. Children will complete a piece of creative writing – a character description - inspired by one of the instruments. Children will also rehearse for the annual Christmas Music service held in church at the end of term.

Terminology

Instrument names, strings, woodwind, brass, percussion, keyboard instruments, conductor, names of materials, timbre, vocabulary to describe the timbre

Teaching Activities

- Explore the instruments in the string and keyboard families
- Explore the instruments in the woodwind and brass families
- Explore the role of the conductor and plan creative writing
- Complete creative writing inspired by music – character description of an instrument
- Edit, present and share creative writing

Key musical works/books

- The Story of the Orchestra - Robert Levine
- Scherzo – Symphony No. 4 – Tchaikovsky
- Finale – Sonata for Violin – Franck
- The Swan – Carnival of the Animals – Saint Saens
- The Elephant – Carnival of the Animals – Saint Saens
- Danse of the Blessed Spirits – Gluck

- The Aviary – Carnival of the Animals – Saint Saens
- Sinfonia in G Major – Albinoni
- Movement No 3 – Concerto for Clarinet and Orchestra – Mozart
- Bolero – Ravel
- The Sorcerer’s Apprentice – Dukas
- The Floral Danse – Brighouse and Rastrick Brass Band - <https://www.youtube.com/watch?v=y5c5sXpFQIA>
- Fanfare for the Common Man – Copeland - <https://www.youtube.com/watch?v=HKgk6G0lekQ>
- Changing of the Guard – Carmen Suite – Schedrin
- Toccata and Fugue in D Minor – J S Bach
- Moonlight Sonata – Beethoven
- Movement No 3 – Concerto Champetre - Poulenc

Y3 – Can I perform in a Samba Band?

Content

Children will learn about the cultural context of the Samba Band. They will play the individual instruments of the Samba Band in small groups which then play together to create polyrhythms and form a large ensemble. They will rehearse the ‘break’ and understand cues for when to play and rest. Rehearsals will focus on playing with rhythmic accuracy and an awareness of others. Children will make suggestions about dynamics and use Italian terminology accordingly. Children will learn simple rhythms using crotchets, minims and semi breves and transcribe these using a single line, rhythmic stave in common time. The unit of work will culminate in a celebratory performance of the Samba Band for the other children in their year group.

Terminology

Samba Band, Brazil, carnival, surdo, agogo, claves, whistle, tambourim, shakers, polyrhythms, break, dynamics, forte, piano, mezzo forte, mezzo piano, crotchet, minim, semi breve, rhythm, stave, celebration, performance

Teaching Activities

- Listen to and watch the bateria, agree on rules of the class Samba Band, play rhythms on the instruments
- Rehearse Samba rhythms including the break and introduce dynamic terms
- Revisit crotchets and their rest, introduce minims and semi breves and their rests
- Improvise, compose and transcribe rhythms using crotchets, minim and semi breves
- Rehearse the Samba Band, reading and performing children’s rhythms within the ensemble
- Perform, celebrate and appraise Samba Bands to the other classes in the year group

Key musical works/books

- Ensaio Beija-Flor esquentada bateria 2015 <https://www.youtube.com/watch?v=RP5r2wi98aA>

Y3 – Can I produce long and short notes on the recorder (Easter Music)

Content

Children will listen to a range of music from different periods of music, using different performance techniques played on the recorder and place them on a timeline. They will learn how to look after their recorders, hand positions to play with accuracy, respond to cues to start and stop playing, producing sounds with care and an awareness of others and produce long and short notes. Children will also rehearse for the annual Easter service held in church at the end of term.

Terminology

Recorder, hand position, play, rest, cue, sound, care, long, short, notes, technique, pitch, descant, tenor, alto, bass, baroque, contemporary, traditional

Teaching Activities

- Which family is the recorder in? Explore the different kinds of recorders and discuss their pitches. Listen to key works and place on a timeline
- Learn the rules for playing recorders in class and form a good hand position

- Work through relevant initial sections to make sound carefully and developing a good technique for future learning using Charanga – Recorder Course

Key musical works/books

- Andante and Allegro – Sonata in E Minor – J S Bach https://www.youtube.com/watch?v=EDrpMA6_rw4
- Lament - Niel Gow <https://www.youtube.com/watch?v=lo32qBF0xi8>
- Music for a Bird - Hans-Martin Linde <https://www.youtube.com/watch?v=3Zd4cXeGCMk>

Y3 – Can I learn to play pieces on the recorder?

Content

Children will learn to read the notes E G B D F and F A C E on the staff. They will work through the Recorder Course on Charanga, learning B A and G and playing with accuracy on the recorder. Children will have the opportunity to improvise and transcribe short phrases that they have composed using crotchets, minims and semi breves and their corresponding rests.

Terminology

Staff, bars, time signature, common time, pulse, treble clef, E G B D F (Every Good Boy Deserves Football) F A C E, crotchet, minim, semi breve, rests, hand position, technique, improvise, compose, transcribe

Teaching Activities

- Work through Recorder Course – Charanga at a pace appropriate to the class
- Improvise using pieces on the Recorder Course – Charanga
- Revisit the staff, time signature, notes and note values known to the children and extend knowledge to notes on lines and spaces
- Improvise and compose own phrases before recording using ipads
- Transcribe own compositions using known notes on the recorder, crotchets, minims and semi breves
- Perform and evaluate compositions and celebrate favourite pieces from the Recorder Course

Key musical works/books

- Recorder Course - Charanga

Y3 – Can I go on a musical journey around the world?

Content

Children will learn about music written in different musical periods and from different places as they take a virtual journey around the world! They will explore how different instruments are played and how they sound (timbre) exploring vocabulary from the inter-related dimensions of music. Children will learn about the importance of music in celebrations from a range of cultures. The work will culminate in a piece of creative writing (concert review) inspired by their favourite piece of music they have listened to.

Terminology

list of vocabulary here...

Teaching Activities

- Explore tempo using music from Cuba
- Explore pitch using famous operatic music from Italy
- Explore timbre using music from the Gamelan
- Improvise with tempo, pitch and dynamics based on pentatonic scales (China)
- Plan and write a piece of creative writing (concert review) based on their favourite piece
- Edit, present and celebrate concert reviews

Key musical works/books

- De Camino a la Vereda and Pueblo Nuevo – Buena Vistas Social Club
- Mein Herr Marquis - Die Fledermaus - Regula Mühlemann (Laughing Song) J. Strauss

- Nessun Dorma – Turandot – Pavarotti – Puccini <https://www.youtube.com/watch?v=cWc7vYignTs>
- Manuk Anguci (Singing Bird) Bape I Wayan Tembres <https://www.youtube.com/watch?v=UEWCCSuHsuQ>
- Ancient China – Erhu Dizi Pipa <https://www.youtube.com/watch?v=XT0t9YZzvXk>

Year Four

Y4 – Can I learn new notes on the recorder – B A and G & F E and D?

Content

Children will revisit the skills they have already learnt on the recorder, revising what makes a good technique and producing sound with care, accuracy and an awareness of others. Children will also revisit and build on their knowledge of the stave, time signatures (including music in 3/4) note values (including quavers) and their corresponding rests and how to transcribe different pitches. Children will work through the Blown Away Recorder Book One – Charanga and focus on the notes B A G, extending to F E D when their attainment is secure. Improvisation and composition will link to the topic the children are completing for composition to be completed for a specific purpose.

Terminology

Recorder, technique, stave, bars, time signature, common time, waltz, crotchet, minim, semi breve, rests, quaver, pitch, B A G

Teaching Activities

- Revisit favourite pieces learnt from the Recorder Course, ensuring technique is secure
- Work through B A G – Blown Away Recorder Book One – Charanga
- Revisit the stave, note names and where they lie on the stave, note values with the addition of quavers
- Improvise, compose and transcribe an 8-bar section of music for a specific purpose (link to topic work)

Key musical works/books

- Recorder Course – Charanga
- Blown Away Recorder Course Book One- Charanga
- [LINK MUSICAL WORKS TO TOPIC/composition](#)

Y4 – Can I take a musical journey back in history? (Christmas Music)

Content

Children will learn about different periods in musical history – baroque, classical, romantic and the modern/contemporary era. Children will be exposed to a number of the ‘great’ composers and listen to and use the inter-related dimensions of music to appraise the works. Key events in history will be discussed as children place works on a musical timeline to help them broaden their understanding of not only music but key events occurring locally, nationally and globally. Children will plan and write a story inspired by a piece of music from the Romantic era. Children will also rehearse for the annual Christmas Music service held in church at the end of term.

Terminology

Baroque, classical, romantic, modern/contemporary, composers, pitch, tempo, dynamics, timbre, texture, silence, timeline, local, national, global

Teaching Activities

- Focus on Venice, art, architecture, love/tragedy, the monarchy and the importance of the Church when listening to music from the baroque era – J S Bach, Vivaldi
- Explore the life of Beethoven – his life, his inspiration, writing music to explore musical techniques and music theory and that music became accessible to everyone
- Develop and understanding of how music evolved to tell stories and create images during the Romantic era.
- Plan and write a retelling of the story based on Stravinsky’s The Firebird
- Link key words written during the modern/contemporary era to historical events from the last 100 years that the children have an awareness of (e.g. the start of WW1, man landing on the moon)

Key musical works/books

- The Story of the Orchestra – Robert Levine
- The Story Orchestra – Swan Lake – Illustrated by Jessica Courtney-Tickle
- Spring – The Four Seasons – Vivaldi
- St Matthew’s Passion – J S Bach
- Movement No One – Symphony Number 5 – Beethoven
- Pastorale Symphony (No 6) - Beethoven
- Chorus – Symphony No Nine – Beethoven
- Swan Lake – Tchaikovsky
- Ride of the Valkyries - Wagner
- The Firebird – Stravinsky
- Movement No One – Cello Concerto in E Minor – Elgar - 1914 - inspired by watching British troops sail off on ships to France to fight in WW1 – 1914
- Mississippi Goddamn – Nina Simone – 1950s – 1960s – civil rights movement
- 4’ 33” - John Cage - 1952 - experimenting with silence during the post war ‘boom’ time to make people stop and think about every day sounds around them
- Space Oddity – David Bowie – 1969 – The Moon Landings
- Theme from Star Wars – John Williams – 1977 – the importance of film and the interest in sci-fi
- Berlin Mass – Avro Part – 1990 – inspired by the falling of the Berlin Wall
- **Climate change? - FIND MUSIC**

Y4 – Can I compose rhythms for the Samba Band

Content

Children will learn to compose longer rhythms for different instruments of the Samba Band, revisiting and building on their previous leaning of rhythms by adding quavers to their repertoire of notes (crotchets, minims, semi breves) and corresponding rests. They will be encouraged to think about the way silence can be used to create an effect and where this is most effective in the music (focus on the break) They will revisit their knowledge of the Samba Band and focus on Batucada, learning about its influences.

Terminology

Samba Band, surdo, agogo, claves, whistle, tambourim, shakers, whistle, break, Batucada, rhythms, crotchets, minims, semi breves, quavers, rests, rhythms, polyrhythms, layers, texture, silence, tempo (allegro, allegretto, largo, andante, accelerando, ritenuto) dynamics (forte, mezzo forte, mezzo piano, piano, crescendo, diminuendo)

Teaching Activities

- Revisit and revise knowledge of the Samba Band and introduce Batucada, listening to music which has been inspired by Samba
- Build on knowledge of rhythm (note values and rests) introducing quavers
- Improvise and compose 4 bar rhythms for all instruments of the Samba band using appropriate note values for the instrument playing
- Consider musical phrasing, adding standard symbols and directions for dynamics and tempo
- In small Samba groups (one of each instrument per group) rehearse edit and perform compositions with confidence, enjoyment, accuracy and expression (record)
- Evaluate success of the rhythms and transcriptions

Key musical works/books

- Rafa Navarro – Example of Batucada - <https://www.youtube.com/watch?v=jQLvGghaDbE>
- Whenever Wherever – Shakira
- Mas Que Nada – Sergio Mendes

- Samba do Brazil - Bellini

Y4 – Can I write melody and accompaniment for the glockenspiel? (Easter Music)

Content

Children will learn to develop their technique when playing the glockenspiel, revisiting and building upon existing learning. Work will be based on Glockenspiel Stage Two – Charanga where children will apply their knowledge of notes on the stave and note values when performing on a different instrument (other than the recorder) They will write two contrasting melodies (8 bars each) using binary form, with a simple accompaniment (semi breves) for a specific purpose, inspired by the work they are completing in their topic. Children will also rehearse for the annual Easter service held in church at the end of term.

Terminology

Glockenspiel, accuracy, musical phrasing, dynamics, tempo, pulse, stave, time signature, bars, semi breve, minim, crotchet, quaver, rests, E G B D F, F A C E, improvise, compose, melody, accompaniment, tempo (largo, andante, allegro, vivace, allegretto, accelerando, ritenuto) dynamics (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo) binary form

Teaching Activities

- Work through Glockenspiel Stage Two – Charanga
- Improvise and compose two contrasting, 8 bar melodies considering tempo and associated vocabulary
- Improvise and create accompaniment using semi breves
- Rehearse and edit compositions
- Perform, celebrate and appraise work

Key musical works/books

- Glockenspiel Stage Two- Charanga
- [LINK MUSICAL WORKS TO TOPIC/composition](#)

Y4 – Can I play longer pieces of music on the recorder using new notes?

Content

Children will learn to play C and D on the recorder, adding to the notes they have already learnt. Music will increase in complexity and children will have to revisit and apply their knowledge of note names, values and the stave in order to perform with accuracy and phrasing. Children will complete Blown Away Recorder – Book One – Charanga. There will a focus on music theory, with children completing transcription activities to consolidate their learning. The unit will end with a concert for the year group with solo and group performances of favourite songs learnt during the completion of the book.

Terminology

Recorder, technique, E G B D F, F A C E, note values, rests, stave, accuracy, phrasing, dynamics, tempo, transcription, rehearse, perform, concert, solo, ensemble

Teaching Activities

- Complete Blown Away Recorder – Book One - Charanga
- Complete transcription activities to consolidate learning and use as an assessment tool
- Rehearse for a concert – solo or ensemble
- Participate in a concert, enjoying and celebrating success

Key musical works/books

- Blown Away Recorder - Book One- Charanga

Y4 – Can I explain how music makes me feel?

Content

Children will learn to apply vocabulary relating to the inter-related dimensions of music when they are describing music, linking musical references to their own thoughts and emotions for a range of pieces. They will complete a piece of creative writing (description of a journey) based on Little Train of Caipira by Villa-Lobos. They will perform their writing along with the music at a class performance.

Terminology

duration, timbre, pitch, beat, tempo, texture, silence, likes, dislikes, emotions, descriptive vocabulary generated by children

Teaching Activities

- Children to complete a music quiz to show how the music makes them feel, linking their responses to musical vocabulary
- Experiment with different pieces of music and form a consensus based on the inter-related dimensions of music to say which music accompanies a silent film the best
- Use a piece of music to generate vocabulary for descriptive writing, learning about Little train of Caipira by Villa-Lobos (music, composer cultural and geographical context)
- Plan and write a description of a journey based on the music
- Edit and improve writing
- Perform writing with music in a class concert, reflect on work, enjoy and celebrate success

Key musical works/books

- Happy – Pharrell Williams
- Arrival of the Queen of Sheba - Handel
- Ride of the Valkyries – Wagner
- Angus Dei – Barber
- Danse Macabre – Saint Saens
- The Entertainer – Scott Joplin
- Clair de Lune – Debussy
- Adagio in G Minor – Albinoni
- The Sorcerer's Apprentice – Dukas
- Bachianas Brasileiras No. 2 - Little Train of Caipira – Villa-Lobos

Year Five

Y5 – Can I take part in a class carnival?

Content

Children will learn about the celebratory aspect of a Carnival, planning and taking part in their own class carnival. They will decide upon a theme, designing and making costumes (head-dresses) and rehearse using the Samba Band. They will hold a carnival which will be filmed and used as a stimulus for a piece of creative writing which will include as much musical vocabulary linking to the inter-related dimensions of music as possible. Work will be presented and displayed for children in other year groups to celebrate.

Terminology

Carnival, celebration, theme, costumes, head-dress, rehearse, rhythm, surdo, agogo, claves, whistle, tambourim, shakers, whistle, break, Batucada, rhythms, crotchets, minims, semi breves, quavers, rests, rhythms, polyrhythms, layers, texture, silence, tempo (allegro, allegretto, largo, andante, accelerando, ritenuto) dynamics (forte, mezzo forte, mezzo piano, piano, crescendo, diminuendo) expression, phrasing, accompaniment

Teaching Activities

- Describe music performed by a Samba Band using the inter-related dimensions of music, specifically using Italian musical terms with accuracy before applying the terms when performing to add appropriate expression and phrasing
- Design and make costumes for a class carnival
- Perform with accuracy and expression in a class carnival with a 'roving reporter' filming to support the next steps/activities
- Plan, write, edit and present a piece of creative writing (recount) inspired by the class carnival using as much musical vocabulary with accuracy as possible

Key musical works/books

- Music played by 'Portela' - <https://www.bbc.co.uk/bitesize/clips/zxwf9j6>

Y5 – Can I develop my technique on the recorder? (Christmas Music)

Content

Children will learn to add musical phrasing, expression and consider breathing when performing either by themselves or in a larger ensemble when playing the recorder. They will revisit Blown Away Recorder Book One – Charanga to ensure their basic technique is secure before extending their skills to Blown Away Recorder Book Two-Charanga, adding new notes and sharps and flats. Musical symbols for dynamics, tempo changes and to indicate when to take breaths will be added music scores to allow children to make decisions and have ownership of their performances. Children will also rehearse for the annual Christmas Music service held in church at the end of term.

Terminology

Note names, note values, stave, clef, rhythm, time signature, sharp, flat, technique, expression, phrasing, breathing

Teaching Activities

- Revisit Blown Away Recorder Book One – Charanga to ensure that B A G F E D C are all played accurately, note values and rhythms are correct, children are performing with an awareness of others
- Rehearse adding musical phrasing including dynamics, tempo changes, breathing techniques
- Begin to work through Blown Away Recorder Book Two – Charanga at a pace to suit the needs and attainment of the class
- Rehearse favourite pieces either as solo performances or in larger groups for a class concert, including expression, phrasing and breathing aiming for quality of performance. Annotate scores using musical symbols for dynamics, tempo, breaths

- Hold a class concert which will be filmed so that children can appraise their performances and suggest how to improve when work is revisited

Books

- Blown Away Recorder Book One – Charanga
- Blown Away Recorder Book Two - Charanga

Y5 – Can I compose a rap?

Content

Children will learn to identify some of the different sections that comprise a song. They will evaluate the music they listen to, looking carefully at the lyrics and the way the melody changes and the music is performed in order to express them. They will work in small groups to compose verses for their own songs which will be linked to the topic they are studying at the time of the unit. They will transcribe their verses before rehearsing and performing in a concert for their year group.

Terminology

Song, verse, chorus, intro, outro, instrumental, lyrics, melody, accompaniment, melody, expression, pitch, dynamics, tempo, texture, timbre, silence, effect, compose, transcribe, note names and values, stave, clef, time signature, common time, Italian names and markings for dynamics and tempo

Teaching Activities

- Listen to songs that the children are familiar with, identifying the different sections looking at the differences between verses and the chorus. Look carefully at the lyrics and appraise referring to the inter-related dimensions of music
- Compose lyrics using syllable charts and begin to put vocabulary together to write verses in mixed ability groups of four children (teacher to model writing a class chorus which will be used by all groups)
- Complete rhythmic transcriptions of their verses
- Complete compositions and begin to rehearse, adding musical phrasing and expression using Italian terminology and symbols for tempo and dynamics
- Rehearse using recordings to support editing compositions
- Children to perform their songs to the year group, celebrating their success

Key musical works/books

- Help! - The Beatles (song structure)
- Children to suggest appropriate songs to analyse the structure
- Add any appropriate music related to the relevant topic

Y5 – Can I compose a pentatonic piece of music (Easter Music)

Content

Children will learn about music that uses the pentatonic scale, describing the timbre of the music and the way it makes them feel. They will improvise using the pentatonic scale and create their own compositions using ternary form, transcribing longer sections of their music. They will add standard Italian markings to show expression – dynamics and tempo – during rehearsal and perform their work in a class concert to celebrate their success and achievement. Children will also rehearse for the annual Easter service held in church at the end of term.

Terminology

Scale, pentatonic, timbre, expression, dynamics, tempo, mood, atmosphere, emotions, feelings, improvise, compose, ternary form (ABA) transcribe, stave, clef, time signature, bars, crotchets, minims, semi breves, quavers, rests,

accompaniment, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, largo, andante, allegro, allegretto, vivace, rehearse, concert, performance

Teaching Activities

- Listen to and appraise a range of music using the pentatonic scale
- Improvise and begin to compose using the pentatonic scale
- Learn about ternary form and use the structure to compose and begin to transcribe pieces
- Complete transcriptions of compositions. Improvise with a variety of ideas and include accompaniment
- Rehearse adding dynamic and tempo markings
- Perform compositions in a class concert

Key musical works/books

- Fisherman's Song at Dusk (performed on the Zither) <https://www.youtube.com/watch?v=zfgqHwBdsXw>
- Amazing Grace
- Swing Low Sweet Chariot
- My Girl – The Temptations
- Old Macdonald Had A Farm
- Auld Lang Syne – Robert Burns
- Cotton Eyed Joe - Rednex
- Stairway to Heaven – Led Zeppelin

Y5 – Can I begin to use sharps and flats when I play the recorder?

Content

Children will learn that to play more complex pieces of music on any musical instrument, there are variations to the notes they have already learnt using sharps and flats. They will initially look at the white and black notes on a piano keyboard to gain a basic understanding of intervals and that sharps make a note a semi tone higher, flats make notes a semi tone lower, before improvising on glockenspiels. They will then transfer this knowledge to the recorder, learning fingerings to play these new notes and playing a new repertoire of pieces using Blown Away Book Two – Charanga. Favourite pieces will be performed in solos or ensembles in a year group concert.

Terminology

Intervals, tones, semi tones, sharps, flats, higher, lower, pitch

Teaching Activities

- Revisit all known notes on the staff, perform favourite pieces then introduce sharps and flats on a transcription
- Introduce intervals using Do-rei-me etc/elevator song/Twinkle Twinkle Little Star/Happy Birthday to you and by looking at piano keyboards and improvising on glockenspiels. Listen to familiar songs/pieces of music showing interval jumps
- Work through Blown Away Book Two – Charanga learning fingerings for sharps and flats performing with accuracy, an awareness of others, musical phrasing and expression
- Perform favourite pieces either as a solo performer or in ensembles of varying sizes in a year group concert

Key musical works/books

- Star Wars Theme Song – perfect fifth
- Today Was A Fairytale – Taylor Swift – major second
- Bridal March – Wagner – perfect fourth
- Blown Away Book Two - Charanga

Y5 – Why Should Britain be Ashamed of Slavery?

Content

Children will learn about call and response music and the links it has to slavery. They will learn about the structure of the music and how scales and accidentals (sharps and flats) can change the sound of a piece to impact upon the emotion and expression of the music. They will work in groups to create a poem inspired by slavery, focusing on quality of language. This will then be developed into a call and response song; children will make musical decisions about phrasing and expression and the way the piece will be performed. They will use technology to record their rehearsals to allow them to edit their work as they go along before forming to their peers in the year group. They will transcribe a section of their music which will be assessment opportunity.

Terminology

Call and response, slavery, hip hop, R&B, drum and bass, pop, blues, scales, intervals, accidentals, sharps, flats, expression, emotion, timbre, structure, phrasing, dynamics, tempo, rehearsal, editing, performance, impact

Teaching Activities

- Listen to call and response songs, appraising the lyrics and learning the cultural and historical context behind the music. Analyse songs the children currently listen to, finding examples of call and response within them
- Revisit work on scales (including the pentatonic) sharps and flats and appraise the impact a particular sounding scale has on a piece of call and response music
- In groups, use the structure of call and response music to write a poem 'Jambo' using high quality language
- Children work within a group to decide how to structure a piece of music based on their poem
- Children to rehearse their compositions, adding musical phrasing (dynamics and tempo changes) using technology to support the editing process
- All groups to perform their songs to the year group and transcribe a section of the song as an assessment opportunity

Key musical works/books

- Hi De Ho Man – Ella Jenkins – Charanga
- Jambo – Ella Jenkins - Charanga
- Lyrics from the 'Spiritual songs – Ashley Anyew <https://www.ashleydanyew.com/posts/2017/40-call-and-response-songs-and-games-for-childrens-choir>

Year Six

Y6 – Can I compose for the Samba Band?

Content

Children will learn to consolidate their learning of note values and rhythm with their knowledge of Samba to write their own rhythms and create a piece of music for the Samba Band. Children will begin to take ownership of their compositions, making group decisions about how to structure and add phrasing to their music. They will create a score and perform using it. The smaller ensembles will combine and be a part of a larger, whole class Samba Band which will perform to the other classes in the year group. The children will reflect upon their performance and composition, appraising their work.

Terminology

Children will revisit and consolidate all vocabulary relating to Samba, rhythms and note values, transcriptions, structure, phrasing and expression, rehearsals, performance. They will listen to music incorporating aspects of Samba, looking at the structure of the songs to support their own compositions. They will transcribe given rhythms and their own compositions, combining with others to compose a piece for a mini Samba Band. They will rehearse, editing their work to form a structure for their music. All groups will produce a score of their work which another group should be able to perform from. The mini Samba bands will combine in a whole class piece, each with their own solo-ensemble section and perform to the year group in a Samba celebration!

Teaching Activities

- Revisit the instruments of the Samba band, ensuring that the children play and understand the function of each instrument within the ensemble and listen to and analyse the structure of a range of songs which incorporate the Samba style
- Children transcribe rhythms that are played and write their own using rhythmic staves
- Write rhythms for an instrument in the Samba Band before forming mini Samba Bands to combine rhythms, appraising the musical effectiveness during the improvisation
- Combine rhythms and rehearse in a small ensemble to decide upon the structure of the song
- Transcribe rhythms to create a group score and rehearse, adding musical phrasing as appropriate to enhance the performance. Swap with another group, children to provide feedback and appraise success of transcriptions
- Combine mini Samba Bands create a large, class ensemble. Perform to the other classes in the year group. Reflect upon and appraise the compositions

Books

- A Voz da Morro - Zé Kéti - <https://theculturetrip.com/south-america/brazil/articles/the-top-15-brazilian-samba-songs-to-add-to-your-playlist-right-now/>
- Malandro – Elza Soares
- Sorriso Negro- Dona Ivone Lara
- Retrato Cantado de um Amor - Reinaldo

Y6 – Can I perform music with accidentals on the glockenspiel? (Christmas Music)

Content

Children will learn to apply their knowledge of accidentals (sharps and flats) to the glockenspiel. They will learn and play Christmas songs and carols, reading the music and transcribing sections as appropriate. They will make decisions about the quality of their performance, adding musical phrasing. They will play with accuracy and fluency in ensembles of varying sizes as well as performing individually. Children will also rehearse for the annual Christmas Music service held in church at the end of term.

Terminology

Note names and values, rests, sharps, flats, accidentals, glockenspiel, accuracy, expression, fluency, phrasing, dynamics, tempo, ensemble, solo

Teaching Activities

- Revisit intervals, accidentals and the effect a sharp or a flat has upon a note, improvising on glockenspiels
- Work in pairs to read music of increasing complexity, have a go at playing it and identify the Christmas song or carol
- Play the start of Away in a Manger using music and work with a partner to transcribe the missing sections of the music
- Rehearse favourite Christmas songs, adding musical phrasing and expression
- Hold a class concert, performing in groups of different sizes

Key musical works/books

- Away in a Manger
- Hark the Herald
- O Come All Ye Faithful
- All I Want for Christmas is You – Mariah Carey
- Last Christmas - Wham

Y6 – Can I write a song with a chord accompaniment?

Content

Children will learn about additional sections which make up a song, with a focus on the inclusion of a catchy hook and riffs which they will include when they compose their own pieces of music. They will compose a song based upon their topic work in mixed ability groups, writing verses, choruses and concentrating on improvisation to help them develop the melody. Children will look at basic chord structures and add these to their songs as an accompaniment. They will transcribe their music, adding musical phrasing before rehearsing, editing and performing to the year group in a topic song concert!

Terminology

Song, verse, chorus, bridge/middle 8, intro, outro, hook, instrumental, lyrics, melody, accompaniment, melody, expression, pitch, dynamics, tempo, texture, timbre, silence, effect, compose, transcribe, note names and values, stave, clef, time signature, common time, Italian names and markings for dynamics and tempo, chords, tonic, dominant, triad

Teaching Activities

- Analyse songs building on existing knowledge of song structure by adding instruments, hooks, riffs, middle 8, bridge and appraise the effectiveness of the melody and lyrics (how does the songwriter create that feeling?)
- In mixed ability groups, children to write the lyrics for their songs using poetry as a framework, considering how to create a difference between the verses and the chorus
- Improvise on the glockenspiels to create contrasting melodies for their verses and chorus, recording using ipads and making transcriptions
- Investigate basic chord structures looking at the first and fifth notes of major scales (tonic and dominant) and triads before improvising and using these as accompaniment for the songs
- Rehearse, edit and improve songs adding musical phrasing and expression
- Perform songs to the other children in the year group and appraise their success

Key musical works/books

- MmmBop – Hanson (hook)
- Staying Alive – Beegees (hook)
- Smoke on the Water – Deep Purple (riff)
- Le Freak – Chic (riff)
- She Loves You – The Beatles (structure)
- Bad Romance - Lady Gaga (structure)
- Songs the children suggest with catchy hooks and riffs

- Songs which relate to the topic

Y6 – Can I complete the recorder course to perform in a concert? (Easter Music)

Content

Children will learn to perform with fluency, expression, accuracy, musical phrasing and an awareness of others in a concert to celebrate all their learning in recorder playing throughout Key Stage Two. Blown Away Recorder Book Two – Charanga will be completed by the end of this unit. They will invite family and friends to a concert which they will organise (posters, programmes, tickets) and rehearse for, deciding which pieces and ensemble sizes to include. They will be awarded with a certificate of success at the end of the concert to celebrate their achievements. Children will also rehearse for the annual Easter service held in church at the end of term.

Terminology

Concert, invitations, posters, tickets, programmes, solo, ensemble,

Teaching Activities

- Complete Blown Away Recorder – Book Two – Charanga
- Make decisions about the concert – running order, tickets, invitations, posters
- Create programmes for the concert
- Rehearse the programme ensuring that pieces are played with accuracy, expressions, fluidity
- Hold a concert for family and friends and celebrate success

Key musical works/books

- Blown Away Recorder Book Two - Charanga

Y6 – Can I compose a piece of music using technology?

Content

Children will learn to use technology to compose a piece of music for a specific purpose (to be discussed with teachers - a possible idea could be music for their end of year celebration picnic/disco?) They will explore Busy Beats on Purple Mash, understanding the different ways technology can be used to create and manipulate sounds. They will improvise with chord sequences, texture and sounds to structure a composition. Children will be asked to bring in their own headphones from home to use during the lessons.

Terminology

Rippler, ripple, loo, sequencing, sounds, synthesiser, waves, volumes, samples, pitch, higher, lower, tempo, effects, vibrato, spread, distortion, delay, chords, tonic, dominant, scales, arrangement, patches

Teaching Activities

- Investigate Busy Beats – the use of the rippler and ripples, how to add sounds and the effect of moving them on the screen and listen to examples of loops in dance music and orchestral music
- Investigate texture – how to change them using the wave and volume icons and use effects to change the sounds inspired by Steve Reich Phano Phase for modular synth
- Revisit chord structures (tonic and dominant) begin to compose melodies which can be played together in a loop
- Begin to create an arrangement/composition using patches
- Develop chord structures using patches and edit compositions
- Share compositions in a concert, discuss how effective they are and appraise work

Key musical works/books

- Ibiza Classics - Pete Tong, Jules Buckley, The Heritage Orchestra
<https://www.youtube.com/watch?v=8B002QEipNw>
- Piano Phase by Steve Reich <https://www.youtube.com/watch?v=FDJroo15Cl4>
- Short Ride in a Fast Machine – John Adams (loop) <https://www.bbc.co.uk/teach/ten-pieces/KS2-3/zkthsr>

- Connect It – Anna Meredith (BBC Ten Pieces) <https://www.bbc.co.uk/programmes/p02b5cgg>
- Doctor Who Theme Tune – Ron Grainer/Delia Derbyshire

Y6 – Can I put on a performance?

Content

Children will learn to contribute to/perform in their end of primary school production. They will learn and rehearse the music and speaking parts, adding stage directions and acting. Those children who are not confident to take part on stage will provide invaluable support behind the scenes, making the background, props and supporting the performance. The show will be held at the end of the year as part of transition and a final celebration of the pupils at primary school.

Terminology

Production, show, perform, songs, action, speaking, diction, projection, backstage, scenery, props, celebration

Teaching Activities

- Rehearsals to put on the end of year production

Key musical works/books

- Scripts for the production