

# 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 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.

### National Curriculum Link

Play tuned and untuned instruments musically.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key essential skills/knowledge

- I can copy rhythms using body percussion.
- I can copy rhythms using percussion instruments.
- I can name the surdo.
- I can use my body to keep the pulse.
- I know Samba music comes from Brazil.

### Vocabulary

Samba Band, Brazil, surdo, 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 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.

### National Curriculum Link

Use their voices expressively and creatively by singing songs.

### Key essential skills/knowledge

- I can sing high and low notes.
- I can follow visual or counting cues to know when to start and stop singing.
- I can sing loudly or quietly to suit the style of the song.
- I can feel the pulse when I sing.
- I can learn words from memory, using actions to help me perform.

### Vocabulary

Perform, songs, lyrics, beat, pulse, listen, pitch, fast, slow, high, low, louder, quieter, start, stop, cues, tuneful, musical.

### Teaching Activities

- Listen to the songs.
- Repeat short sections of the music.
- Adopt a 'little and often' approach to learning the songs from memory.
- Add actions/dance moves/signs (BSL) to help the children learn the lyrics from memory
- Discuss tempo and performance styles (e.g This is a slow song about the baby being born, should it be loud or quiet? Fast or slow? This is a celebration song, should it be loud or quiet? Fast or slow?)
- Support confidence when performing

### 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.

### National Curriculum Link

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the interrelated dimensions of music.

### Key essential skills/knowledge

- I know a picture shows me when to play.
- I can change pictures to show a sound is louder/quieter or higher/lower.
- I can say why I like/dislike music talking about loud/quiet and high/low sounds.
- I can organise pictures to compose a piece of music.
- I can play someone else's music which is written using pictures.

## Vocabulary

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. Link to materials the instruments are made out of (Science topic)
- 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=Y3tbdHbqUsQ>
- 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?

### 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.

### National Curriculum Link

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Listen with concentration and understanding to a range of high-quality live and recorded music.

### Key essential skills/knowledge

- I know actions can help me remember the words to a song.
- I know music comes from different places.
- I know music was written at different times.
- I know music can make me feel different emotions.
- I understand someone might feel a different emotion to the same piece of music.

## Vocabulary

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 illustrate a story with sound?

### Content

Children will develop their improvisation and composition skills using a well-known/loved story to base their musical phrases upon. They will explore different compositional techniques and work in a team to transcribe a musical phrase with variations initially in rhythm (long and short notes) and then melody and pitch (high and low notes) Their musical phrase will then be performed by a different team with the effectiveness of the transcription evaluated, appraised and edited as necessary. Teams will then collaborate to structure a longer piece of music which will be performed and celebrated at the end of the unit.

### National Curriculum Link

Play tunes instruments musically.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key essential skills/knowledge

- I know pitch means high or low
- I can copy simple sequences of long and short, high and low sounds using instruments
- I can hold the beat/pulse of a tune
- I can improvise and experiment with instruments to create sequences of long and short, high and low, loud and quiet sounds
- I can explore the use of symbols to represent sounds (high and low, long and short, loud and quiet) and use them to help with a performance (eg graphic scores)

### Vocabulary

Glockenspiel, rhythm (fast/slow), melody, pitch (high/low) musical phrase, improvise, rehearse, perform

### Teaching Activities

- Use instruments to improvise sound effects and musical phrases to 'Peace at Last' by Jill Murphy
- Work in a small group to musically illustrate a section of a well-known/loved story
- Children improvise, compose and transcribe with a focus on pitch (glockenspiels)
- Children improvise, compose and transcribe with a focus on rhythm
- Children combine pitch and melody to improvise, compose and transcribe a musical phrase
- Children collaborate to structure and perform a longer piece of music

### Key musical works/books

- Suggested text – Peace at Last by Jill Murphy
- Teachers to choose a well loved story their class enjoys to use as a compositional aid
- Classical music (as chosen by class teachers using the Charanga Listening Centre) to listen to an appraise during lesson warm up

## Y1 – Can I create a piece of music inspired by Stomp?

### Content

Children will develop their sense of rhythm by exploring the musical Stomp. They will improvise using body percussion, percussion instruments and junk orchestras and incorporate movement to choreograph their own 'Stomp' inspired piece of music.

## National Curriculum Link

Play tuned and untuned instruments musically

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.

## Key essential skills/knowledge

- I can find the pulse of a piece of music
- I can copy rhythms
- I can compose my own rhythms
- I can find different ways to create sound
- I can add movement to rhythms to help me

## Vocabulary

Rhythm, pulse, copy, compose, improvise, sound, tempo (fast/slow) pitch (high/low) choreograph, percussion instrument names, structure

## Teaching Activities

- Listen to and watch Stomp – Part Three – Just clap your hands. Create own call and response rhythms using clapping and body percussion. Add ideas together to create longer musical phrases.
- Listen to and watch Stomp – Part one – Brooms. Create own call and response rhythms using tuned and untuned percussion. Begin to put several ideas to create a piece of music.
- Listen to and watch Stomp Plungers. Which objects could we use in our classroom to make music? Add these to the rhythms created using percussion.
- Listen to and watch Stomp – Basketballs. How can we begin to put our body percussion, tuned and untuned percussion and classroom instruments together to make a piece of music? Encourage movement to help children flow between sections.
- Rehearse, make changes, add tempo and dynamic changes. Include/emphasise movement.
- Perform to the rest of Year 1.

## Key musical works/books

- [Stomp Live - Part 3 - Just clap your hands - YouTube](#)
- [Stomp Live - Part 1 - Brooms - YouTube](#)
- [Stomp plungers - YouTube](#)
- [Stomp.live отрезок.wmv - YouTube](#)

## Year Two

### 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.

#### National Curriculum Link

Play tuned and untuned instruments musically.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### Key essential skills/knowledge

- I can use my body or instruments to keep a steady beat
- I can create rhythms which fit in a steady beat
- I can work in a team to order rhythms
- I can change music to add loud/quiet and fast/slow sections
- I can perform my music with confidence

#### Vocabulary

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

#### 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 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.

### National Curriculum Link

Use their voices expressively and creatively by singing songs.

### Key essential skills/knowledge

- I can sing high and low notes tunefully.
- I can follow cues in the music by listening carefully to know when to start and stop singing.
- I can sing loudly or quietly to suit the music.
- I can accurately feel the pulse when I sing.
- I can learn words from memory to perform.

### Vocabulary

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 learn about music from Africa?

### Content

Children learn to sing African and Caribbean songs and play Djembes and other percussion instruments in solo and ensemble contexts. They learn improvising skills, and develop fluency and accuracy through accompanying singing, dancing and storytelling. Rhymes and rhythms are drawn from Africa and the Caribbean, and children are encouraged to invent, develop and perform their own cyclic patterns. There are a limited number of Djembes in school however children will be offered other drums and untuned percussion in order to participate in the lessons. Instruments will be shared throughout the lesson, allowing all children access to the Djembes to develop their technique for performance. This unit will be supplemented by the Djembe Course on Charanga.

### National Curriculum Link

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration and understanding to a range of high-quality live and recorded music

### Key essential skills/knowledge

- I can play rhythms within a pulse
- I can imitate/copy rhythms with accuracy using instruments
- I understand that music can tell stories and can celebrate different events
- I can learn songs from different parts of Africa
- I can create and perform a song taking inspiration from the songs I have learnt

### Vocabulary

Africa, names of counties in Africa – Ghana, , Djembe, names of percussion instruments voices, feelings, emotions, pulse, beat, dynamics, pitch, tempo, loud, quiet, fast, slow, high, low, forte, piano, perform, improvise, compose, purpose, celebration, Creole

## Teaching Activities

- Locate Ghana on a map. Listen to and discuss traditional music from Ghana. Children learn the song Che Che Kule (nonsense words from Ghana) and compare with other action songs they know (eg Heads, Shoulder, Knees and Toes) They add instruments to create a call and response piece of music.
- Discuss countries in West Africa, looking at a map. Listen to Home Again (West Africa) Soldiers used to sing this when returning home from war. Learn the song and add instruments. Improvise and create a class piece about returning home after they have been away. Write lyrics and create two different rhythms to accompany, as in the example.
- Listen to Fire Fire by Ebenezer Calendar. Find Sierra Leone on a map. Learn Saturday Night. Discuss and share songs used for different celebrations (weddings, birthdays, parties, Christmas etc)
- Create own 'game/action' call and response song based on Ranky Tank. [11 Best Hand Clapping Games for Kids \(With Video and Lyrics\) \(fatherly.com\)](#) Discuss how songs can originate in one country however be adopted by other places. Why do you think this song from Africa ended up being popular in the Caribbean?
- Learn and play along with the rhythms in Koko Rio Ko. Discuss Creole and the countries it is spoken in. Create a repeating song using Bonjou and Bonswa (hello and good evening in Creole) with rhythm accompaniment.
- Choose favourite lesson from the unit, rehearse and perform to the other classes in Year 2 to celebrate the work completed. Discuss similarities and differences between compositions and performances.

## Key musical works/books

- [Ghana's Traditional Music Culture - YouTube](#)
- Che Che Kule [African Songs and Drum Beats List – Cumbria Music Service](#)
- [Fire Fire Fire - Ebenezer Calendar - YouTube](#)
- Home Again [African Songs and Drum Beats List – Cumbria Music Service](#)
- Saturday Night [African Songs and Drum Beats List – Cumbria Music Service](#)
- Ranky Tank [African Songs and Drum Beats List – Cumbria Music Service](#)
- Koko Rio Ko [African Songs and Drum Beats List – Cumbria Music Service](#)

## 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.

### National Curriculum Link

Play tuned and untuned instruments musically

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.

### Key essential skills/knowledge

- I can play instruments carefully to repeat rhythms
- I know that symbols/pictures can mean a sound has to be played
- I know improvise means to have a go and see what happens!
- I can keep a steady pulse to play at the same time as someone else
- I know that composing means I am writing my own piece of music

### Vocabulary

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 perform songs and chants about the seaside?

### Content

Children will use their voices to learn and expressively perform songs and chants which link to their Seaside topic. They will play musical games and activities, engage in stories which relate to the music and sing using the BBC Teach: Sun, Sea and Song! series of lessons with teachers choosing the songs to cover according to the needs of their class and time constraints, taking into consideration KS1 SATs. The children will have the opportunity to sing in parts and learn rounds. Children will be encouraged to appraise music referring to vocabulary relating to the inter-related dimensions of music. To conclude the unit of work, the children will perform a song of their choice to the other classes within the year group to celebrate their achievements.

### National Curriculum Link

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

### Key essential skills/knowledge

- I can keep my part in a song with two parts.
- I can copy, sing and play fast and slow rhythms.
- I can keep my part in a round.
- I can sing high and low notes.
- I can perform with confidence.

### Vocabulary

Rests, part, verse, chorus, round, pitch, high, low, tempo, fast/allegro, slow/andante, dynamics, loud/forte, quiet/piano, pulse, rhythm, copy/imitate.

### Teaching Activities

- Learn 'The Big Ship Sails on the Ally, Ally Oh!' with children singing in two parts, counting and clapping the rests during the music to ensure they perform within their group at the correct time.
- Rehearse singing fast and slow rhythms expressively when learning the song 'There's a Hole in the Bottom of the Sea.'
- Children will improvise using their voices and tuned percussion instruments to change their voices to tunefully sing high notes and low notes when learning 'My Ship Rolls Over the Ocean.'
- Children will learn 'Suki Over the Ocean' which will then become a two-part round.
- Children will imitate rhythms using body percussion when they learn the song 'A Sailor Went to Sea, Sea, Sea' noticing that even when a rhythm is fast or a rhythm is slow, the pulse of the music remains the same.

- Children improvise their own rhythms for imitation when they learn the song 'When I Was One I Sucked my Thumb'
- Children will rehearse and perform their favourite song which has been learnt throughout the unit for a Year Two concert at the end of the unit.

### Key musical works/books

- The Big Ship Sails on the Ally-ally-oh!
- There's a Hole in the Bottom of the Sea
- My Ship Rolls Over the Ocean
- Suki Over the Ocean
- A Sailor Went to Sea, Sea, Sea
- When I was One I Sucked my Thumb

## Y2 – Can I begin to learn the recorder?

### Content

Children will have their first experience (in school) learning a musical instrument in a series of structured lessons specific to the recorder. They will complete the first half of the Recorder Course on Charanga, developing a good technique and establishing a learning environment conducive to create high quality music, not only during this unit of work but throughout their remaining years learning the recorder at primary school. They will have an introduction to reading notes on the stave and experiencing how note values are shown.

### National Curriculum Link

Play tuned instruments musically.

### Key essential skills/knowledge

- I know my left hand goes at the top of the recorder.
- I know my right hand goes at the bottom of the recorder.
- I know the fleshy part of my finger needs to completely cover the holes on the recorder.
- I know that I have to blow as gently as possible to produce a good sound.
- I know that if the teacher holds their hands up, I need to stop.

### Vocabulary

Recorder, left hand, right hand, finger, thumb, top, bottom, mouthpiece, blow, gentle, hard, loud, quiet, long short, B, A, crotchet, minim

### Teaching Activities

- Establish rules to create a learning environment conducive to learning the recorder: if the teacher raises two hands in the air, pupils should stop, put their instrument down as quickly and carefully as possible and quietly raise their hands to show they are ready. Pupils should rehearse blowing the recorder as gently as possible to produce a sound. Implement the 'three strikes' rule. Recorder Course – Charanga Step One.
- Recap the rules of the learning environment. Ensure hand position is correct to play (LH at the top, RH at the bottom) and that fingers are covering the holes fully to produce a good sound. Recorder Course – Charanga Step One (recap) and Step Two.
- Recap rules and technique. Recorder Course – Charanga Step Two (recap) and Step Three.
- Recorder Course – Charanga Step Three (recap) and Step Four.
- Recorder Course – Charanga Step Four (recap) and Step Five.
- Choose and rehearse a favourite piece from the Recorder Course to present in a Year 2 concert to celebrate achievement.

### Key musical works/books

- Recorder Course – Charanga – Steps One to Five
- Step One: Hey You & Left Up Rap

- Step Two: Easy B
- Step Three: Take it Easy
- Step Four: Strictly B
- Step Five: Drive

## 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.

#### National Curriculum Link

Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the interrelated dimensions of music.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff and other musical notations.

#### Key essential skills/knowledge

- I know the glockenspiel is tuned percussion.
- I can recognise middle C, D and E on the staff.
- I know that a crotchet equals one beat.
- I can keep the pulse by repeating crotchets.
- I can compose using middle C, D and E and transcribe using crotchets.

#### Vocabulary

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 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.

#### National Curriculum Link

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.

### Key essential skills/knowledge

- I know tempo means how fast or slow music is
- I know pitch means how high or low and instrument is
- I know timbre describes how the music sounds
- I can identify individual instruments playing in music from around the world
- I know music can sound very different depending on where it was written and the traditions of that place

### Vocabulary

Tempo (fast – allegro, slow – andante) pitch (high and low) timbre (the 'colour' of the sound – children to use age related adjectives and descriptive techniques) pentatonic (5 notes to compose a piece) names of musical instruments (drums, guitars, trumpet, double bass, voice – soprano, alto, tenor, bass, Gamelan)

### 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=cWc7vYjgnTs>
- 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>

## Y3 – Can I produce long and short notes on the recorder?

### 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. The Recorder Course – Charanga will be completed during this unit of work.

### National Curriculum Link

Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.

Listen with attention to detail and recall sounds with increasing aural memory.

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.

### Key essential skills/knowledge

- I know the recorder is in the woodwind family.
- I can explain where my hands and fingers go for a good technique.
- I know to blow the recorder gently to produce high quality sound.
- I can play long and short notes with care on the recorder by breathing and blowing carefully.
- I know that a solo is played by one part and a duet is two parts playing together.

## Vocabulary

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

## 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 and recap the Recorder Course (Charanga) Steps 1 to 5
- Recap technique and Recorder Course – Charanga Step Six
- Recorder Course – Charanga Step Six (recap) Step Seven and Step Eight
- Recorder Course – Charanga Steps Seven and Step Eight (recap) Step Nine and Step Ten
- Choose favourite songs, rehearse and perform in a Year 3 concert

## Key musical works/books

- Andante and Allegro – Sonata in E Minor – J S Bach [https://www.youtube.com/watch?v=EDrpMA6\\_rw4](https://www.youtube.com/watch?v=EDrpMA6_rw4)
- Lament - Niel Gow <https://www.youtube.com/watch?v=lo32qBF0xj8>
- Music for a Bird - Hans-Martin Linde <https://www.youtube.com/watch?v=3Zd4cXeGCMk>
- Step Six: Shakes and Brakes and Good Better Best
- Step Seven: Abie's Blues
- Step Eight: ABBA and Hands, Feet, Heart
- Step Nine: What's Up? And Mardi Gras
- Step Ten: Seven Gs, Portsmouth and Mama Mia

## Y3 – Can I meet families of instruments?

### 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.

### National Curriculum Link

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

### Key essential skills/knowledge

- I can name an instrument in the string family: violin, viola, cello, double bass, harp
- I can name an instrument in the woodwind family: flute, piccolo, oboe, clarinet, bassoon
- I can name an instrument in the brass family: trumpet, trombone, french horn, tuba
- I can name an instrument in the percussion family: including piano, harpsicord and percussion instruments
- I can explain the job of a conductor

## Vocabulary

Instrument names – violin, viola, cello, double bass, flute, piccolo, oboe, clarinet, bassoon, trumpet, trombone, french horn, tuba, piano, harpsicord, harp, strings, woodwind, brass, percussion, keyboard instruments, conductor, wood, brass, metal, gold, silver, timbre, vocabulary to describe the timbre (generated by children)

## 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 Dance – Brighouse and Rastrick Brass Band - <https://www.youtube.com/watch?v=ysc5sXpFQIA>
- 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 play B A and G using different length notes on the recorder?

### Content

Children will learn to read the notes B A G on the staff. They will work through the Recorder Course on Charanga, playing with a good technique (hands in the correct positions, fingers covering holes and only moving when required and blowing gently) and with rhythmic accuracy on the recorder. Children will learn to write different note values for B A and G on manuscript paper.

### National Curriculum Link

Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.

Recall sounds with increasing aural memory.

Use and understand staff and other musical notation.

### Key essential skills/knowledge

- I can count to keep a steady beat and a strong sense of pulse
- I know a crotchet lasts for one beat and can recognise its equivalent rest
- I know a minim lasts for two beats and can recognise its equivalent rest
- I know a semi breve lasts for four beats and can recognise its equivalent rest
- I know quavers last for half a beat each and can recognise a quaver rest

### Vocabulary

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

- Recap rules, technique and notes already known (B A G) Play favourite pieces from Recorder Course - Charanga
- Blown Away Recorder Book 1 – Step One – B
- Blown Away Recorder Book 1 – Step Two – A

- Blown Away Recorder Book 1 – Step Three – G
- Music Theory lesson: write crotchets, minims, quavers and semi breves using B A and G
- Choose, rehearse and perform favourite songs (Year 3 concert) from Steps One, Two and Three

### Key musical works/books

- Recorder Course – Charanga – recap favourite pieces
- Blown Away Recorder Book One – Charanga – Step One – Lazy Crazy Kangaroo, B is for Biker Ben, Brake Ben Brake, BMX Track
- Blown Away Recorder Book One – Charanga – Step Two – A is for Annie’s Animals, No More Animals Annie, Annie’s Granny
- Blown Away Recorder Book One – Charanga – Step Three – G is for Game Boy George, Gianna and Giuseppe

## 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.

### National Curriculum Link

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 musicians.

### Key essential skills/knowledge

- I can name three instruments from the Samba band: surdo, whistle, agogo, tambourim, tambourine, shakers, maracas, claves
- I can explain what a break is
- I can write and play crotchets and know they last for one beat
- I can write and play minims and know they last for two beats
- I can write and play semi breves and know they last for 4 beats

### Vocabulary

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
- Use crotchets, minims and semi breves
- 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 esquentando bateria 2015 <https://www.youtube.com/watch?v=RP5r2wi98aA>

# 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 learn new notes: E D and F. They will begin to develop their understanding of time signatures including common time and music in 3/4 using movement to feel the difference. They will begin to write their own musical phrases using notes they know on the staff (beginning with B A G and moving onto F E D when their attainment is secure) writing their music for a purpose: to introduce a character from their Greek Myth. Pupils will have a brief introduction into film music which links to characters – leitmotif (Harry Potter, Darth Vader)

### National Curriculum Link

Play and perform in solo and ensemble contexts 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 notation

### Key essential skills/knowledge

- I can read and write B A G on the staff.
- I know that music in 4/4 is called common time.
- I know that music in 3 is used for dancing – waltz.
- I know where to place my fingers for F E D.
- I can use bars to compose a musical phrase.

### Vocabulary

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

### Teaching Activities

- Revisit favourite pieces learnt from the Steps 1 to 3 of Blown Away Book One – Charanga (B A G, crotchets, minims, quavers and semi breves)
- Blown Away Recorder Book One – Step Four – E
- Blown Away Recorder Book One – Step Five – D
- Blown Away Recorder Book One – Step Six - F
- Revisit the stave, note names and where they lie on the stave, note values and rests
- Explore how film music has phrases which introduces characters. Improvise, compose and transcribe a 4-bar section of music for a specific purpose (to describe their character from their Greek Myth) considering pitch, tempo and rhythm (note values)

### Key musical works/books

- Blown Away Recorder Course Book One- Charanga – Steps 1 to 3 (revision)
- Blown Away Recorder Book One – Step Four – E is for Esha's Earrings and Easy Peasy Lemon Squeezy
- Blown Away Recorder Book One – Step Five – D is for Disco Dancers, Disco Razzamatazz
- Blown Away Recorder Book One – Step Six – F is for Football Friday
- Theme from Superman – John Williams
- Jaws – John Williams
- Indian Jones – The Raider's March – John Williams
- Harry Potter theme – John Williams
- James Bond theme – Monty Norman

## Y4 – Can I write melody and accompaniment for the glockenspiel?

### 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.

### National Curriculum Link

Play and perform in solo and ensemble contexts, 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.

### Key essential skills/knowledge

- I can play and write middle C on the stave
- I can play and write D on the stave
- I can play and write E on the stave
- I can use these notes to write a slow musical phrase (using long notes – semi breves and minims)
- I can use these notes to write a fast musical phrase (using short notes – crotchets and quavers)

### Vocabulary

Glockenspiel, accuracy, musical phrasing, dynamics, tempo, pulse, stave, time signature, bars, semi breve, minim, crotchet, quaver, rests, C, D, 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 – Step One and Step Two
- Work through Glockenspiel Stage Two – Charanga – Step Three and Step Four
- 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 – Step One – D-E-Finitely, Easy E, Mardi Gras Groovin
- Glockenspiel Stage Two – Charanga – Step Two – Roundabout, March of the Golden Guards, Good Better Best
- Glockenspiel Stage Two – Charanga – Step Three – Portsmouth, Strictly D, Two-way Radio
- Glockenspiel Stage Two – Charanga – Step Four – DeeCee’s Blues, Flea Fly Mosquito

## Y4 – Can I compose using music technology?

### Content

Children will listen to and appraise music which has been composed and recorded using synthesised sounds and music technology before going on to create a timeline of popular music which is recorded and shows the development of music technology. This links to their Electricity topic in Science. They will then improvise and explore Chrome Music Lab to support their work to compose a piece of music using technology. They will then consider a collaborative approach to presenting their music, using software to create a visual element as well as hearing sound

(refer to the lighting displays on Buckingham Palace at the Queen's 70<sup>th</sup> Jubilee celebrations, in particular the section about conservation and protecting the environment)

### National Curriculum Link

Improvise and compose music for a range of purposes using the inter-related dimensions of music

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

### Key essential skills/knowledge

- I know electricity made it possible to record music
- I know that electricity can change the way an instrument sounds (organ/piano, guitar/electric guitar)
- I can name three instruments that use electricity to produce their sounds
- I can improvise and compose using Google Chrome
- I know a collaboration means more than one element is put together to produce a performance

### Vocabulary

Technology, electricity, recording, synthesiser, collaboration, sound, visual, movement, theremin, tape, cassette, layering sound, vocals, microphones, acoustic, electronic

### Teaching Activities

- Listen to and appraise music written using synthesised sounds and computers
- Create a timeline of electronic music showing changes in recorded instruments, the use of computers and performances which combine different elements such as sight and sound (light displays): theremin (1919) first electronic recording (1925) inspired John Cage Imaginary Landscape No. 1, 1935 – recordings on tape, electric organs (1928) 1958 first synthesiser, Stockhausen – using vocals and microphones 1968 and Helicopter Quartet 1993, 1969 Abbey Road – The Beatles,
- Experiment with and explore different features of Chrome Music Lab
- Focus on SongMaker to compose a piece of music taking inspiration from Hans Zimmer Planet Earth Suite II (a collaboration of music, dance and visuals to celebrate the Queen's 70<sup>th</sup> Jubilee inspired by conservation and protecting the planet)
- Use computer software to create a visual show to accompany songs
- Share and appraise compositions

### Key musical works/books

- Theremin: [The theremin - A short introduction to a unique instrument - YouTube](#)
- Theremin: [THEREMIN - Over The Rainbow - YouTube](#)
- John Cage: Imaginary Landscape No 1
- Tape recorders: Pierre Schaeffer – Musique Concrete: [Musique Concrete - Bing video](#)
- Hammond Organ [Billy Mayerl And His Novachord \(1941\) - YouTube](#)
- [Karlheinz Stockhausen: Stimmung \(1968\) - YouTube](#)
- Helicopter String Quartet – Stockhausen
- [The First Songs to use Synth - YouTube](#)
- The Beatles – Abbey Road (1969)
- Pop riffs using synthesiser [10 Synth Riffs That Shook the World - YouTube](#)
- Hans Zimmer Planet Earth Suite II (video of the Queen's 70<sup>th</sup> Jubilee – music, sound and dance collaboration)

## Y4 – Can I play pieces with high and low C and high D on the recorder?

### Content

Children will learn to play high and low C and high 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 staff in order to perform with accuracy and phrasing. Children will complete Blown Away Recorder – Book One – Charanga and begin Blown Away Recorder – Book Two. 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 year.

### National Curriculum Link

Play and perform in solo and ensemble contexts, 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.

### Key essential skills/knowledge

- I know music is written on a staff (5 lines)
- I know some notes have a line going through them
- I know some notes lie in a space
- I can use E G B D F (Eddie's Green Boots Don't Fit, Every Good Boy Deserves Football, Every Green Bus Drives Fast) to help me read notes with lines going through them
- I can use F A C E to help me write notes in spaces

### Vocabulary

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

### Teaching Activities

- Recap Steps 1 to 6 Blown Away Recorder Book One – Charanga
- Blown Away Recorder Book One – Charanga – Step Seven – High C and D
- Blown Away Recorder Book Two – Charanga – Blown Away Again
- Blown Away Recorder Book Two – Charanga – Introducing Note Low C
- Complete transcription activities to consolidate learning and use as an assessment tool
- Rehearse for and perform in a class concert – solo or small group

### Key musical works/books

- Blown Away Recorder - Book One- Charanga – Step Seven – C is for Computer Kid, High D is for Drummer Delaney
- Blown Away Recorder – Book Two – Charanga – Blown Away Again
- Blown Away Recorder – Book Two – Charanga – Introducing New Note Low C

## 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.

### National Curriculum Link

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 musicians.

### Key essential skills/knowledge

- I know quavers last for half a beat
- I can compose a rhythm using quavers
- I can write quavers on the staff
- I can add standard musical symbols for loud and quiet (forte and piano)
- I can perform my rhythm accurately

### Vocabulary

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 take a musical journey back in history?

### 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.

### National Curriculum Link

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.

### Key essential skills/knowledge

- I know there is a period of music called 'Baroque'
- I know there is a period of music called 'Classical'
- Beethoven is a composer who was inspired by nature
- I know that Stravinsky wrote 'The Firebird'
- I know that music tells stories of what was happening in history at the time

### Vocabulary

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 an 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
- Hans Zimmer Planet Earth Suite II

## Year Five

### Y5 – Can I develop my technique on the recorder?

#### 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 Two – Blown Away Again - Charanga to ensure their basic technique is secure before extending their skills, 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.

#### National Curriculum Link

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

#### Key essential skills/knowledge

- I know all notes have a flat and all notes have a sharp
- I know a sharp makes a note a little bit higher in pitch
- I know a flat makes a note a little bit lower in pitch
- I know that the natural sign means the note is 'normal' (not a flat or a sharp)
- I know that a triplet means three notes fit evenly into one beat

#### Vocabulary

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

#### Teaching Activities

- Revisit Blown Away Recorder Book Two – Blown Away Again – Charanga to ensure that B A G F E D C and low C are all played accurately, note values and rhythms are correct, children are performing with an awareness of others
- Use the glockenspiels to experiment with flats and sharps – sharps make the note a little bit bigger/higher and flats make the note a little bit smaller/lower in pitch – write examples of notes with flats and sharps in manuscript books
- Blown Away Recorder Book Two – Charanga – F#
- Blown Away Recorder Book Two – Charanga – low C# and high C#
- Rehearse adding musical phrasing including dynamics, tempo changes, breathing techniques, slurs
- 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 and film a class concert

#### Key musical works/books

- Blown Away Recorder Book Two – F# - Flickering Fire
- Blown Away Recorder Book Two – low C# and high C# - Candlelight and Candle Caboodle

### Y5 – Can I begin to learn the Ukulele?

#### Content

Children will have their first experience of learning to play the ukulele, applying skills and knowledge from other instrumental learning in a different context. They will establish a good technique and rules for high quality music making in a productive classroom setting, working through the beginning of the Ukulele Course on Charanga.

### National Curriculum Link

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

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 musicians

### Key essential skills/knowledge

- I know the ukulele has four strings
- I know that chords are more than one note played at the same time
- I know which way to hold my ukulele
- I know to strum the strings gently to produce a good quality sound and to respect the instrument
- I know how to position my fingers to change a chord

### Vocabulary

Ukulele, string, tuning, chord, note, stave, E G B D F, F A C E, pluck, strum, dynamics

### Teaching Activities

- Establish rules for whole class ukulele teaching – same as the recorder! Work through Ukulele Course – Charanga – Uke One. Discuss not turning the tuning pegs. What are the strings on a ukulele? Children to read the notes on the stave for My Dog Has Fleas and make the connection that music is written on the same lines E G B D F and F A C E but can be interpreted by different instruments.
- Recap Ukulele Course – Charanga – Uke Step One. Ukulele Course – Charanga – Uke Step Two – the chord of C
- Recap Ukulele Course – Charanga – Uke Step One and Uke Step Two. Secure playing the chord of C. Ukulele Course – Charanga – Uke Step Three – the chord of F
- Recap the chords of C and F. Ukulele Course – Charanga – Uke Step Four.
- Learn 2 chord nursery rhymes. Rehearse. Add dynamics and discuss appropriate tempo. Ensure children are playing within a steady beat/pulse. Emphasise that nursery rhymes have been chosen as they are short, children know the words and so they can focus on playing chords accurately and rhythmically rather than worrying about the structure and lyrics of a song.
- Rehearse and perform in a class concert.

### Key musical works/books

- Ukulele Weeps – George Harrison
- My Dog Has Fleas
- A Sailor Went to Sea
- Morning Has Broken
- Taimane Gardner Ukulele Live
- Sur Le Pont, D'Avignon
- Nursery rhymes: Incy Wincy Spider, Row Row Row Your Boat, Mary Had a Little Lamb, The Wheels on the Bus, London Bridge is Falling Down

## 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.

### National Curriculum Link

Play and perform in solo and ensemble contexts, using their voices 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

### Key essential skills/knowledge

- I can explain what call and response music is
- I know call and response music has links to slavery
- I understand call and response is evident in many different styles of music
- I can improvise to change the mood and emotion of a piece of music
- I can use repetition to compose effectively

### Vocabulary

Call and response, imitate, 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, lyrics, chorus, verse, intro, outro

### Teaching Activities

- Listen to call and response songs, appraising the lyrics, structure 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
- 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)
- Children work within a group to decide how to structure a piece of music based on their poem (intro, verses, chorus, outro)
- 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

### 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>

## 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.

### National Curriculum Link

Play and perform in solo and ensemble contexts, 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

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

### Key essential skills/knowledge

- I can explain what happens during 'Carnaval'
- I can use my knowledge of rhythm to compose a section for a Samba Band
- I can perform a break
- I know Batucada is a style of Samba Band
- I know the Bateria perform to Batucada

### Vocabulary

Carnival/Carnaval, celebration, theme, costumes, head-dress, rehearse, rhythm, surdo, agogo, claves, whistle, tambourim, shakers, whistle, break, Batucada, Bateria, 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
- Compose own rhythms and section for a Samba Band
- Design and make costumes/headresses 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 compose a pentatonic piece of 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.

### National Curriculum Link

Play and perform in solo contexts, 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

### Key essential skills/knowledge

- I know pentatonic is a five note scale
- I can name a style of music that uses pentatonic music
- I know ternary form is a structure used to write music
- I know that ternary form is A B A
- I know that a melody is the tune and an accompaniment helps show it off!

### Vocabulary

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 perform an instrument in a concert?

### Content

Children will consolidate all their learning on the recorder/ukulele/glockenspiel and rehearse pieces to perform in a concert to Y5 and Y6 to celebrate their music making at the end of the year. Children can perform as a solo act or in an ensemble. This unit will also provide the opportunity for children who learn a musical instrument either with Music for Schools or privately out of school to perform and share their skills with their peers. Children will take ownership of their concert, choose their repertoire, rehearse, publicise and organise the concert, creating a programme before presenting their music.

### National Curriculum Link

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

### Key essential skills/knowledge

- I can make a sensible decision about whether I should perform as a solo or in an ensemble for a concert
- I can make a sensible decision about whether to perform a solo or whether to be part of an ensemble
- I can perform dynamics
- I can perform confidently
- I can work in a team to organise, promote and present a concert to an audience

### Vocabulary

Repertoire, rehearse, confidence, dynamics, fluency, musicality, publicise, promote, organise, programme, present, concert, solo, ensemble, audience

### Teaching Activities

- Revisit all known notes on the staff, tips for a good technique and perform favourite pieces on the recorder
- Revisit technique and chords learnt on the ukulele
- Revisit compositions the children have written previously on the glockenspiels
- Children to take ownership of their concert and select the instrument, group size and piece they wish to perform before they begin rehearsing
- Children rehearse adding dynamics and adding as much musicality as possible (breathing, phrasing, flow) begin to publicise and organise the order of their music
- Children rehearse and present their concert to their audience

### Key musical works/books

- The children's choices! Charanga should be made available for the children to use as appropriate.

# Year Six

## Y6 – Can I develop my technique on the Ukulele?

### Content

Children will have the opportunity to revise and build upon their first experience of learning to play the ukulele. They will continue to apply skills and knowledge from other instrumental learning in a different context whilst building and developing the technique they started on the Ukulele during Year 5. They will learn new chords and apply to songs with increasing complexity whilst deciding which musical features such as dynamics, tempo, rhythms and musical phrasing they could add to create music of the highest quality possible.

There is the opportunity to invite the Thornton le Dale Ukulele Band to perform and do a demonstration to the children during this unit of work.

### National Curriculum Link

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

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 musicians

### Key essential skills/knowledge

- I can play the chord of C
- I can play the chord of F
- I can play the chord of G7
- I can change between three chords
- I can add musical features to my music (dynamics, tempo, strumming rhythm)

### Vocabulary

Ukulele, string, tuning, chord, triad, scale, seventh, major, minor, note, stave, E G B D F, F A C E, pluck, strum, dynamics, tempo, appraise, compare, original, ukulele arrangement, Jazz, alternative rock

### Teaching Activities

- Recap rules for successful whole class teaching. Recap technique (holding the ukulele the correct way round, how to pluck/strum to produce a good sound) Revise My Dog Has Fleas (open strings) and chords learnt in Year 5 – C major and F major – playing songs completed during Stages One to Four of the Ukulele Course – Charanga – and popular nursery rhymes.
- Ukulele Course – Step Five – using C and F in music of increasing complexity. Compare and appraise original music (Nivarna – Smells Like Teen Spirit – alternative rock) with the ukulele arrangement. Learn the chord of G7 and explain the difference between a normal chord (triad) and a chord which includes the 7<sup>th</sup> note. Make reference to the children's prior learning of scales.
- Ukulele Course – Step Six – revising pieces learnt, adding musical phrasing (revising dynamics and tempo and using standard musical/Italian names) learning music of increasing complexity. Children to recommend their favourite songs to see if an arrangement for ukulele is available/can be made for the following lesson.
- Ukulele Course – Step Seven – compare and appraise original music (Hot Lips – Henry Busse – and his Orchestra – Jazz) work on strumming technique, rehearse pieces. Work on pieces children have suggested.
- Ukulele Course – Step Eight – complete the course. Rehearse songs including the ones children have suggested discussing dynamics, tempo, strumming technique, phrasing to ensure music is the highest quality possible.
- Rehearse favourite songs and perform in a year group concert.

### Key musical works/books

- Ukulele Course – Charanga – Steps One to Four – revision
- Ukulele Orchestra of Great Britain: Smells Like Teen Spirit
- Smells Like Teen Spirit - Nivarna
- Ukulele Course – Charanga – Step Five – One Man Went to Mow, Mango Walk
- 8 year old performing Train, Hey Soul Sister
- Ukulele Course – Charanga – Step Six – The Mocking Bird Song
- Ukulele Orchestra of Great Britain: Hot Lips
- Hot Lips – Jazz – Henry Busse and his Orchestra
- Ukulele Course – Charanga – Step Eight – Frere Jaques, Zoo Time
- Children’s suggestions of pieces to learn on the ukulele (arranged by Music Subject Leader)

## 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. Teaching will focus on intervals, particularly the effect of a semi tone upon a note. 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.

### National Curriculum Link

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

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

### Key essential skills/knowledge

- I know that the space between any two notes is called an interval
- I can use well known Christmas songs to help me sing intervals (within an octave)
- I know that a sharp raises the pitch of the note by a semi tone
- I know that a flat lowers the pitch of the note by a semi tone
- I know that an octave is 8 notes

### Vocabulary

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

### Teaching Activities

- Revisit intervals, accidentals and the effect a sharp or a flat has upon a note, improvising on glockenspiels
- Sing popular Christmas songs/carols to learn about different intervals within an octave
- 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 compose and transcribe rhythms 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.

### National Curriculum Link

Play and perform in solo and ensemble contexts, 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

### Key essential skills/knowledge

- I can work in a team to improvise and compose
- I can structure music with a beginning, a middle and an end
- I can compose a break
- I can rehearse ready for a performance, making changes and using musical features where necessary and appropriate
- I can perform my own music with confidence

### Vocabulary

Children will revisit and consolidate all vocabulary relating to Samba, rhythms and note values, transcriptions, structure, phrasing and expression, rehearsals, performance.

### 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

### Key musical works/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 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.

### National Curriculum Link

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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.

### Key essential skills/knowledge

- I can compose for the recorder and can identify the notes and note values I have used (at a minimum B A G, crotchet and minim but could extend to B A G F E D, crotchet, minim, semi breve, quavers)
- I understand that music can be manipulated/changed to create electronic/synthesised sounds.
- I can explain the function of the rippers.
- I can compose a loop using music technology.
- I can name an influential composer/musician who uses synthesised sounds and music technology to create their music.

### Vocabulary

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

### Teaching Activities

- Compose for the recorder using known notes on the recorder, transcribing with accuracy. I can compose for the recorder.
- 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. I can experiment with and explain the function of a rippler.
- 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. I can experiment with and explain the function of waves and volume.
- Begin to create an arrangement/composition using loops, patches, developing chord structures. I can compose an arrangement including a loop.
- Share compositions in a concert, discuss how effective they are and appraise work. I can share, celebrate and evaluate my composition created using music technology.

### 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/p02b5c9g>
- Doctor Who Theme Tune – Ron Grainer/Delia Derbyshire

## Y6 – Can I perform in parts on the Recorder?

### Content

Children will utilise their technique and knowledge of playing the recorder alongside reading the notes on the stave in order to rehearse and perform pieces of music in two parts. They will work through the Guinea Pig Gig Course on Charanga, adding dynamics, tempo and musical phrasing including appropriate places to take breaths before rehearsing and performing in a concert.

### National Curriculum Link

Play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

### Key essential skills/knowledge

- I can play a melody with confidence and accuracy
- I can play an accompaniment with confidence and accuracy
- I can count while I play to keep a strong sense of pulse
- I know a slur means notes flow together without a break
- I can use my tongue to begin a note clearly

### Vocabulary

Duet, two parts, counting, steady pulse/beat, common time, accompaniment, melody, dynamics, tempo, phrasing – breathing, pause, a tempo, accidentals, sharps, flats, intervals, semi tones, pitch, tuning, slur, tongue, rests, dotted rhythm

### Teaching Activities

- Recap pieces from Blown Away Book 2 – Charanga to revise notes on the recorder and where they are positioned on the stave. Begin Guinea Pig Gig – Charanga – Bertram’s Beetroot Burgers, learning both parts to play as a duet.
- Guinea Pig Gig – Charanga – Dan Dog, Billy Joe Budgie – including large intervals
- Guinea Pig Gig – Charanga – Wilf the Wallaby, Cool Cat – including slurs and tongued notes
- Guinea Pig Gig – Charanga – Milly Mouse, Guinea Pig Gig – counting rests
- Guinea Pig Gig – Charanga – Ferrari Rabbit, Gertrude Goat – dotted rhythms
- Guinea Pig Gig – Charanga – A Fishy Tale – introducing high E. Decide on favourite pieces to rehearse and perform in a concert.

### Key musical works/books

- Blown Away Recorder Book Two – Charanga – Revision
- Guinea Pig Gig – Charanga – Bertram’s Burgers
- Guinea Pig Gig – Charanga – Dan Dog, Billy Joe Budgie
- Guinea Pig Gig – Charanga – Wilf the Wallaby, Cool Cat
- Guinea Pig Gig – Charanga – Milly Mouse, Guinea Pig Gig
- Guinea Pig Gig – Charanga – Ferrari Rabbit, Gertrude Goat
- Guinea Pig Gig – Charanga – A Fishy Tale

## 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.

### National Curriculum Link

Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.

Listen with attention to detail and recall sounds with increasing aural memory.

### Key essential skills/knowledge

- I can take part in a production (whether it is on stage or behind the scenes) to enable a performance to take place.
- I know techniques to help me manage my nerves.
- I can suggest or develop ways to enhance a performance.
- I can act on constructive criticism and musical direction.
- I can be organised to know when I am on stage/when I need to act on cues to help the performance run smoothly.

### Vocabulary

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