

# Music Curriculum Map 2021-2022

## Subject Area: Music

**Intent:** The intent for the music curriculum is to enthuse, engage and inspire children through a high quality, sequenced and enriched music curriculum. We want children to have high aspirations for themselves and their future, to prepare them for life after primary school and to support them in developing the core values that we think will help them to succeed.

**Implementation:** We teach music weekly. Each lesson is taught by the HLTA during PPA and uses the Charanga scheme of work to deliver the curriculum. With a focus on the dimensions of music (pulse, pitch, dynamics, rhythm, texture and tempo) as well as listening to, improvising, singing and composing music, we plan to provide our children with a quality, enriched and engaging music education.

**Impact:** Our children know more and remember more, leaving them ready to face the next stage of their music education in Key Stage 3. If children are keeping up with the curriculum, they are deemed to be making the expected progress and are therefore working at the age-related standard for their year group.

'Pupils should build on their previous knowledge and skills through performing, composing and listening... They should listen with increasing discrimination and awareness to inform their practice as musicians... improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions... use staff and other relevant notations... identify and use the inter-related dimensions of music expressively'. (National Curriculum for music at KS3, 2014)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS FS1/Nursery 1	<p><b><u>Polar Express</u></b> Perform simple songs as part of a short performance. Listen with increased attention to sounds. Respond to music with movement. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody) of familiar songs. Sing in a loud and quiet voice.</p>	<p><b><u>Polar Express</u></b> Perform simple songs as part of a short performance. Listen with increased attention to sounds. Respond to music with movement. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody) of familiar songs. Sing in a loud and quiet voice. Sing nursery rhymes and simple songs from memory. Recognise high and low pitch.</p>	<p><b><u>On the move</u></b> Use percussion instruments to make the rhythm of the train as it travels.. Make up their own verses to The Wheels on the bus. (Composition) Listen with increased attention to sounds. Respond to music with movement. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving</p>	<p><b><u>On the move</u></b> Use percussion instruments to make the rhythm of the train as it travels.. Make up their own verses to The Wheels on the bus. (Composition) Listen with increased attention to sounds. Respond to music with movement. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody) of familiar songs.</p>	<p><b><u>All Creatures Great and Small 1</u></b> Respond to and talk about African music. Listen with increased attention to sounds. Respond to music with movement. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody) of familiar songs. Sing in a loud and quiet voice.</p>	<p><b><u>All Creatures Great and Small 1</u></b> Respond to and talk about African music. Listen with increased attention to sounds. Respond to music with movement. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody) of familiar songs. Sing in a loud and quiet voice.</p>

	<p>Sing nursery rhymes and simple songs from memory.</p> <p>Recognise high and low pitch.</p> <p>Explore the sounds made by different instruments.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Explore the sounds made by different instruments.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>melody) of familiar songs.</p> <p>Sing in a loud and quiet voice.</p> <p>Sing nursery rhymes and simple songs from memory.</p> <p>Recognise high and low pitch.</p> <p>Explore the sounds made by different instruments.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Sing in a loud and quiet voice.</p> <p>Sing nursery rhymes and simple songs from memory.</p> <p>Recognise high and low pitch.</p> <p>Explore the sounds made by different instruments.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Sing nursery rhymes and simple songs from memory.</p> <p>Recognise high and low pitch.</p> <p>Explore the sounds made by different instruments.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Sing nursery rhymes and simple songs from memory.</p> <p>Recognise high and low pitch.</p> <p>Explore the sounds made by different instruments.</p> <p>Create their own songs, or improvise a song around one they know.</p>
FS1/Nursery 2	<p><b><u>Special Days</u></b></p> <p>Perform simple songs as part of a short performance for parents.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to music with movement.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Sing the melodic shape (moving melody) of familiar songs.</p> <p>Sing in a loud and quiet voice.</p> <p>Sing nursery rhymes and simple songs from memory.</p> <p>Recognise high and low pitch.</p> <p>Explore the sounds made by different instruments.</p>	<p><b><u>Special Days</u></b></p> <p>Perform simple songs as part of a short performance for parents.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to music with movement.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Sing the melodic shape (moving melody) of familiar songs.</p> <p>Sing in a loud and quiet voice.</p> <p>Sing nursery rhymes and simple songs from memory.</p> <p>Recognise high and low pitch.</p> <p>Explore the sounds made by different instruments.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p><b><u>Toys</u></b></p> <p>Explore different ways of moving. Use percussion instruments to match the rhythm. Make up verses to known songs and rhymes.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to music with movement.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Sing the melodic shape (moving melody) of familiar songs.</p> <p>Sing in a loud and quiet voice.</p>	<p><b><u>Toys</u></b></p> <p>Explore different ways of moving. Use percussion instruments to match the rhythm. Make up verses to known songs and rhymes.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to music with movement.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Sing the melodic shape (moving melody) of familiar songs.</p> <p>Sing in a loud and quiet voice.</p> <p>Sing nursery rhymes and simple songs from memory.</p>	<p><b><u>All Creatures Great and Small 2</u></b></p> <p>Respond to music with dance, movement and playing instruments.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to music with movement.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Sing the melodic shape (moving melody) of familiar songs.</p> <p>Sing in a loud and quiet voice.</p> <p>Sing nursery rhymes and simple songs from memory.</p>	<p><b><u>All Creatures Great and Small 2</u></b></p> <p>Respond to music with dance, movement and playing instruments.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to music with movement.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>Sing the melodic shape (moving melody) of familiar songs.</p> <p>Sing in a loud and quiet voice.</p> <p>Sing nursery rhymes and simple songs from memory.</p>

	<p>Create their own songs, or improvise a song around one they know.</p>		<p>Sing nursery rhymes and simple songs from memory. Recognise high and low pitch. Explore the sounds made by different instruments. Create their own songs, or improvise a song around one they know.</p>	<p>Recognise high and low pitch. Explore the sounds made by different instruments. Create their own songs, or improvise a song around one they know.</p>	<p>Recognise high and low pitch. Explore the sounds made by different instruments. Create their own songs, or improvise a song around one they know.</p>	<p>Recognise high and low pitch. Explore the sounds made by different instruments. Create their own songs, or improvise a song around one they know.</p>
<p>FS2/Reception</p>	<p><b><u>A Standing Ovation</u></b> Match firework movements to classical music. Rama and Sita song. Christmas performance. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b><u>A Standing Ovation</u></b> Match firework movements to classical music. Rama and Sita song. Christmas performance. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b><u>Castles, Knights and Dragons</u></b> Sing and perform nursery rhymes. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b><u>Science Detectives</u></b> Listen to a range of African music; traditional drumming, highlife and reggae. Watch performances of African dance. Create sequences of movement. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b><u>Where We Live</u></b> Listen to and learn simple songs from different countries. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b><u>Where We Live</u></b> Listen to and learn simple songs from different countries. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>

<b>Year 1</b>	<p><b><u>Hey You!</u></b> Listening and responding to different styles of music. Find the pulse. Copy a rhythm Listen and sing back. Play along to a song using instruments. Improvising with instruments - the note C and D. Compose simple melodies using notes C and D. Perform a composition within the song. Perform to an audience. <b>Composition 2</b> <b>Singing 2</b> <b>Improvising 2</b> <b>Listening 2</b> <b>Singing 2</b> <b>Rhythm 2</b> <b>Pitch 2</b> <b>Pulse 2</b></p>	<p><b><u>Rhythm In The Way We Walk and The Banana Rap</u></b> Listening and responding to different styles of music. Find the pulse. Begin to use musical language to describe a piece of music. Copy a rhythm Move to a rhythm. Sing and perform a song. <b>Singing 2</b> <b>Listening 2</b> <b>Rhythm 2</b> <b>Pulse 2</b></p>	<p><b><u>In the Groove</u></b> Listening and responding to different styles of music. Find the pulse. Copy a rhythm Listen and sing back. Play along to a song using instruments. Improvising with voice and instruments. Compose simple melodies. Sing in different styles. (Blues, Baroque, Latin, Bhangra, Folk and Funk) Add movement to the song. Perform a composition within the song. <b>Composition 2</b> <b>Singing 2</b> <b>Improvising 2</b> <b>Listening 2</b> <b>Singing 2</b> <b>Rhythm 2</b> <b>Pitch 2</b> <b>Pulse 2</b></p>	<p><b><u>Round and round</u></b> Listening and responding to different styles of music. Find the pulse. Copy a rhythm Listen and sing back. Play along to a song using instruments. Improvising with voice and instruments. Compose simple melodies. Add movement to the song. Perform a composition within the song. <b>Composition 2</b> <b>Singing 2</b> <b>Improvising 2</b> <b>Listening 2</b> <b>Singing 2</b> <b>Rhythm 2</b> <b>Pitch 2</b> <b>Pulse 2</b></p>	<p><b><u>Your imagination</u></b> Listening and responding to different styles of music. Find the pulse. Copy a rhythm Listen and sing back. Play along to a song using instruments. Improvising with voice and instruments. Compose simple melodies. Add movement to the song. Perform a composition within the song over sung parts. <b>Composition 2</b> <b>Singing 2</b> <b>Improvising 2</b> <b>Listening 2</b> <b>Singing 2</b> <b>Rhythm 2</b> <b>Pitch 2</b> <b>Pulse 2</b></p>	<p><b><u>Consolidation</u></b> This Unit of Work consolidates the learning that has occurred during the year. Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
<b>Year 2 (starting on Y1 curriculum as no prior knowledge-)</b>	<p><b><u>Hey You!</u></b> Listening and responding to different styles of music. Find the pulse.</p>	<p><b><u>Hand, Feet, Heart. (South African)</u></b> Listening and responding to different styles of music. Find the pulse.</p>	<p><b><u>I Wanna Play In A Band (Rock)</u></b> Listening and responding to</p>	<p><b><u>Zootime (Reggae)</u></b> Listening and responding to different styles of music.</p>	<p><b><u>Friendship Song</u></b> (being developed by Charanga)</p>	<p><b><u>Consolidation</u></b> This Unit of Work consolidates the learning that has occurred during the year.</p>

<p>will evaluate for autumn 1 2020).</p>	<p>Copy a rhythm Listen and sing back. Play along to a song using instruments. Improvising with voice. Compose simple melodies. Perform a composition within the song. <b>Composition 2</b> <b>Singing 2</b> <b>Improvising 2</b> <b>Listening 2</b> <b>Rhythm 2</b> <b>Pitch 2</b> <b>Pulse 2</b></p>	<p>Copy a rhythm. Discuss dynamics and texture within a piece of music. Play along to a song using instruments and voice. Improvising with voice and instruments. Compose simple melodies. Perform a composition within the song. <b>Composition 3</b> <b>Singing 3</b> <b>Improvising 3</b> <b>Listening 3</b> <b>Rhythm 3</b> <b>Pitch 3</b> <b>Pulse 3</b></p>	<p>different styles of music. Find the pulse. Copy a rhythm. Discuss dynamics and texture within a piece of music. Play along to a song using instruments and voice. Improvising with voice and instruments. Compose simple melodies. Perform the song using instruments. <b>Composition 3</b> <b>Singing 3</b> <b>Improvising 3</b> <b>Listening 3</b> <b>Rhythm 3</b> <b>Pitch 3</b> <b>Pulse 3</b></p>	<p>Find the pulse. Copy a rhythm. Play along to a song using instruments and voice. Improvising with instruments. Compose simple melodies. Perform the song and composition parts using instruments. <b>Composition 3</b> <b>Singing 3</b> <b>Improvising 3</b> <b>Listening 3</b> <b>Rhythm 3</b> <b>Pitch 3</b> <b>Pulse 3</b></p>		<p>Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
<p>Year 3</p>	<p><b><u>Unit: Let Your Spirit Fly</u></b> <b><u>Style: R&amp;B, Western Classical, Musicals, Motown, Soul</u></b> Listening and responding to different styles of music. Find the pulse. Copy a rhythm <b>Copy a pitch</b> Begin to notate using non-standard symbols. Improvise with instruments using 1 or 2 notes (C, D). Compose simple melodies and riffs.</p>	<p><b><u>Unit: Glockenspiel Stage 1</u></b> <b><u>Style: Learning basic instrumental skills by playing tunes in varying styles.</u></b> Use and understand staff and other musical notations (NC) Find the pulse. Begin to read and play music on a musical staff. (E, D, C and F). <b>Listening 4</b> <b>Rhythm 4</b> <b>Pitch 4</b> <b>Pulse 4</b> <b>Reading music/music theory 1</b></p>	<p><b><u>Unit: Three Little Birds</u></b> <b><u>Style: Reggae</u></b> Listening and responding to different styles of music. Find the pulse. Copy a rhythm <b>Copy a pitch</b> Begin to notate using non-standard symbols. Improvise with instruments using 1 or 2 notes (C, D).</p>	<p><b><u>Unit: The Dragon Song</u></b> <b><u>Style: A little bit funky and music from around the world.</u></b> <b>(links to 'Your imagination Y1)</b> Begin to sing in 2 parts. Listening and responding to different styles of music. Find the pulse. Copy a rhythm <b>Copy a pitch</b> Begin to play ensemble instruments.</p>	<p><b><u>Summer 1: Bringing Us Together</u></b> <b><u>Style: Disco</u></b> Begin to sing in 2 parts. Listening and responding to different styles of music. Find the pulse. Copy a rhythm <b>Copy a pitch</b> Begin to play ensemble instruments. Improvise with instruments using 1 or 2 notes (C, D).</p>	<p><b><u>Consolidation</u></b> This Unit of Work consolidates the learning that has occurred during the year. Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition</p>

	<p>Perform the song and composition parts using instruments.</p> <p><b>Composition 4</b>  <b>Singing 4</b>  <b>Improvising 4</b>  <b>Listening 4</b>  <b>Rhythm 4</b>  <b>Pitch 4</b>  <b>Pulse 4</b></p>		<p>Compose simple melodies and <b>riffs</b>.  Perform the song and composition parts using instruments.</p> <p><b>Composition 4</b>  <b>Singing 4</b>  <b>Improvising 4</b>  <b>Listening 4</b>  <b>Rhythm 4</b>  <b>Pitch 4</b>  <b>Pulse 4</b></p>	<p>Improvise with instruments using 1 or 2 notes (C, D).  Compose simple melodies.  Perform the song and composition parts using instruments.</p> <p><b>Composition 4</b>  <b>Singing 4</b>  <b>Improvising 4</b>  <b>Listening 4</b>  <b>Rhythm 4</b>  <b>Pitch 4</b>  <b>Pulse 4</b></p>	<p>Compose simple melodies.  Perform the song and composition parts using instruments.</p> <p><b>Composition 4</b>  <b>Singing 4</b>  <b>Improvising 4</b>  <b>Listening 4</b>  <b>Rhythm 4</b>  <b>Pitch 4</b>  <b>Pulse 4</b></p>	<p>Share and perform the learning that has taken place</p>
<p>Year 4</p>	<p><b>1 teacher per term:</b>  <u>Percussion project Sheffield Music Hub</u>  <b>(NC links)</b>  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</p>	<p><b>Unit: Mamma Mia</b>  <b>Style: Pop</b>  Listening and responding to different styles of music.  Find the pulse.  Copy a pulse using an instrument.  Copy a rhythm using an instrument.  Copy a pitch using an instrument.  Improvise with instruments using 2 or 3 notes (G, A and B).  Compose simple melodies using notes G, A and B).  Perform the song and composition parts using instruments.  <b>Composition 5</b>  <b>Singing 5</b>  <b>Improvising 5</b>  <b>Listening 5</b></p>	<p><b>Unit: Glockenspiel</b>  <b>Stage 2</b>  <b>Style: Learning basic instrumental skills by playing tunes in varying styles.</b>  (links to 'Glockenspiel 1 in Y3')  Begin to read and play music on a musical staff. (E, D, C, G and F with more complex rhythm patterns).  Use and understand staff and other musical notations (NC)  Find the pulse.  <b>Reading music/music theory 2</b>  <b>Rhythm 5</b>  <b>Pitch 5</b>  <b>Pulse 5</b></p>	<p><b>Unit: Stop!</b>  <b>Style: Grime, Classical, Bhangra, Tango, Latin Fusion</b>  Listening and responding to different styles of music.  Find the pulse.  Copy a rhythm.  Improvise.  Compose lyrics.  Perform the song and composition.  <b>Composition 5</b>  <b>Singing 5</b>  <b>Improvising 5</b>  <b>Listening 5</b>  <b>Rhythm 5</b>  <b>Pitch 5</b>  <b>Pulse 5</b></p>	<p><b>Unit: Lean on me!</b>  <b>Style: Gospel</b>  Listening and responding to different styles of music.  Find the pulse.  Copy a pulse using an instrument.  Copy a rhythm using an instrument.  Copy a pitch using an instrument.  Improvise with instruments using 2 or 3 notes (F, G and A).  Compose simple melodies using notes G, F and A).  Perform the song and composition parts using instruments.  <b>Composition 5</b>  <b>Singing 5</b>  <b>Improvising 5</b>  <b>Listening 5</b></p>	

Year 5	<p><u>Unit: Living on a prayer</u> <u>Style: Rock</u></p> <p>Listening, responding and evaluating different styles of music. Copy a riff. Copy a piece of music with and without notation. Improvise with instruments using 2 or 3 notes (B, G and A). Compose and notate using the notes B, G and A. Perform the song and composition parts using instruments.</p> <p><b>Composition 6</b> <b>Singing 6</b> <b>Improvising 6</b> <b>Listening 6</b> <b>Rhythm 6</b> <b>Pitch 6</b> <b>Pulse 6</b></p>	<p><u>Unit: Classroom Jazz 1</u> <u>Style: Jazz</u></p> <p>Listening, responding and evaluating different styles of music using musical language (tempo, texture, dynamics) Discuss the style and history of music. Internalise a tune through song. Improvise with instruments using 2 or 3 notes (B, G and A). Perform as solos or in groups. Perform the song and improvised parts using instruments.</p> <p><b>Singing 6</b> <b>Improvising 6</b> <b>Listening 6</b> <b>Rhythm 6</b> <b>Pitch 6</b> <b>Pulse 6</b> <b>Reading music/music theory 3</b></p>	<p><b>Rhythm 5</b> <b>Pitch 5</b> <b>Pulse 5</b></p> <p><u>Unit: Make you feel my love</u> <u>Style: Ballad</u></p> <p>Listening, responding and evaluating different styles of music. Copy a piece of music with and without notation. Improvise with instruments using 2 or 3 notes (C, E and D) Compose and notate using the notes C, D and E. Perform the song and composition parts using instruments.</p> <p><b>Composition 6</b> <b>Singing 6</b> <b>Improvising 6</b> <b>Listening 6</b> <b>Rhythm 6</b> <b>Pitch 6</b> <b>Pulse 6</b> <b>Reading music/music theory 3</b></p>	<p><u>Unit: Fresh Prince Of Bel Air</u> <u>Style: Hip Hop</u></p> <p><b>(links to 'Hey You! in Y1)</b></p> <p>Listening, responding and evaluating different styles of music using musical language (tempo, texture, dynamics) Discuss the style and history of music. Clap and say the rhythm you hear. Copy a rhythm using an instrument. Copy a riff using the notes D, E and F. Improvise using 3 notes, D, E and F. Perform the song and composition parts using instruments.</p> <p><b>Composition 6</b> <b>Singing 6</b> <b>Improvising 6</b> <b>Listening 6</b> <b>Rhythm 6</b> <b>Pitch 6</b> <b>Pulse 6</b> <b>Reading music/music theory 3</b></p>	<p><b>Rhythm 5</b> <b>Pitch 5</b> <b>Pulse 5</b></p> <p><u>Unit: Dancin' In The Street</u> <u>Style: Motown</u></p> <p><b>Links to -Happy in Y6</b></p> <p>Listening, responding and evaluating different styles of music using musical language (tempo, texture, dynamics) Discuss the style and history of music. Clap and say the rhythm you hear. Copy a rhythm using an instrument. Copy a riff using the notes F, G and A. Improvise using 3 notes, F, G and A. Perform the song and composition parts using instruments.</p> <p><b>Composition 6</b> <b>Singing 6</b> <b>Improvising 6</b> <b>Listening 6</b> <b>Rhythm 6</b> <b>Pitch 6</b> <b>Pulse 6</b> <b>Reading music/music theory 3</b></p>	<p><b>Rhythm 5</b> <b>Pitch 5</b> <b>Pulse 5</b></p> <p><u>Consolidation</u> This Unit of Work consolidates the learning that has occurred during the year. Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
	Year 6 (starting on Y5 curriculum for autumn 1 as no prior knowledge)	<p><u>Unit: Living on a prayer</u> <u>Style: Rock</u></p>	<p><u>Unit: Classroom Jazz 1</u> <u>Style: Jazz</u></p> <p>Listening, responding and evaluating different styles of</p>	<p><u>Unit: Happy</u> <u>Style: Pop/Motown</u></p> <p>Listening, responding and evaluating different styles of</p>	<p><u>Unit: Classroom Jazz 2</u> <u>Style: Jazz, Latin, Blues</u></p> <p>Use the notes of the C major scale to improvise a</p>	<p><u>Unit: You've Got A Friend</u> <u>Style: The Music of Carole King</u></p>

	<p>Listening, responding and evaluating different styles of music. Copy a riff. Copy a piece of music with and without notation. Improvise with instruments using 2 or 3 notes (B, G and A). Compose and notate using the notes B, G and A. Perform the song and composition parts using instruments.</p> <p><b>Composition 6</b> <b>Singing 6</b> <b>Improvising 6</b> <b>Listening 6</b> <b>Rhythm 6</b> <b>Pitch 6</b> <b>Pulse 6</b></p>	<p>music using musical language (tempo, texture, dynamics) Discuss the style and history of music. Internalise a tune through song. Improvise with instruments using 2 or 3 notes (B, G and A). Perform as solos or in groups. Perform the song and improvised parts using instruments.</p> <p><b>Singing 6</b> <b>Improvising 6</b> <b>Listening 6</b> <b>Rhythm 6</b> <b>Pitch 6</b> <b>Pulse 6</b> <b>Reading music/music theory 3</b></p>	<p>music using musical language (tempo, texture, dynamics) Discuss the style and history of music. Internalise a tune through song. Improvise with instruments using 2 or 3 notes (B, G and A). Perform as solos or in groups. Perform in 2 parts. Perform the song and improvised parts using instruments.</p> <p><b>Singing 7</b> <b>Improvising 7</b> <b>Listening 7</b> <b>Rhythm 7</b> <b>Pitch 7</b> <b>Pulse 7</b> <b>Reading music/music theory 4</b></p>	<p>new melody. The notes in the C Major scale are: CDEFGABC. Listening, responding and evaluating different styles of music using musical language (tempo, texture, dynamics) Discuss the style and history of music. Internalise a tune through song. Improvise with instruments using 2 or 3 notes (B, G and A). Perform as solos or in groups. Perform the song and improvised parts using instruments.</p> <p><b>Singing 7</b> <b>Improvising 7</b> <b>Listening 7</b> <b>Rhythm 7</b> <b>Pitch 7</b> <b>Pulse 7</b> <b>Reading music/music theory 4</b></p>	<p>Listening, responding and evaluating different styles of music using musical language (tempo, texture, dynamics) Discuss the style and history of music. Internalise a tune through song. Improvise with instruments using 2 or 3 notes (A, G and E). Perform as solos or in groups. Perform in 2 parts. Perform the song and improvised parts using instruments.</p> <p><b>Singing 7</b> <b>Improvising 7</b> <b>Listening 7</b> <b>Rhythm 7</b> <b>Pitch 7</b> <b>Pulse 7</b> <b>Reading music/music theory 4</b></p>	<p>Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
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