

Progression in Music

EYFS to Year 6

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Overview of Themes across all year groups

|  |  |  |  |  |  |  |  |
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|  | Autumn 1 | Whole School  Theme | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer |
| Base 1 | **Will you read me a story?**  **Music – Me!** | **What are memories?** | **What happens when I fall asleep?** | **Why do zebras have stripes?**  **Big Bear Funk** | **Are we there yet?** | **Why do ladybirds have spots?**  **Music – Our World** | **What is reflection?** |
| Base 2 | **HISTORY**  **Dinosaur Planet**  **Everyone** | **Who do we remember when we wear poppies?** | **GEOGRAPHY**  **The Land I Call Home** | **HISTORY**  **Toys through time** | **DT**  **From field to fork**  **Banana Rap** | **HISTORY**  **Superheroes**  **Florence Nightingale** | **GEOGRAPHY**  **Splendid Skies**  **Hey You!** |
| Base 3 | **GEOGRAPHY**  **Wonderful Weather**  **Round and Round** | **Why do we wear poppies?** | **HISTORY**  **Gunpowder, Treason and Plot** | **DT**  **Food, glorious food** | **HISTORY**  **Terrific Telford**  **I wanna play in a band** | **GEOGRAPHY**  **Oh we do like to be beside the seaside!**  **Your imagination** | **HISTORY**  **All the fun of the fair!** |
| Base 4 | **GEOGRAPHY**  **Indian Adventure**  **Hands, Feet and Heart** | **Why is it important to remember?** | **DT**  **Sew Perfect!** | **HISTORY**  **Fire, Fire**  **Great Fire of London** | **GEOGRAPHY**  **Little Blue Planet**  **Zoo Time** | **HISTORY**  **Our Heritage**  **Abraham Darby & The Ironbridge**  **Friendship Song** | **HISTORY**  **Kings & Queens** |
| Base 5 | **DT**  **Healthy Me**  **Let Your Spirit Fly** | **Why is poppy day always in the second week of November?** | **HISTORY**  **Tribal Tales** | **GEOGRAPHY**  **Town Vs Country**  **Three Little Birds** | **HISTORY**  **Crime and Punishment** | **GEOGRAPHY**  **Tremors**  **Glockenspiel 1** | **HISTORY**  **Road to Wroxeter** |
| Base 6 | **GEOGRAPHY**  **Trench Tours**  **Bring us together** | **What happens on Remembrance Day?** | **HISTORY**  **Structures through time** | **HISTORY**  **I am Warrior**  **Lean on Me!** | **GEOGRAPHY**  **Extreme Earth** | **HISTORY**  **Raiders and Traders** | **GEOGRAPHY**  **East Vs West**  **Glockenspiel 1 and 2** |
| Base 7 | **GEOGRAPHY**  **Exploring the Amazon**  **Blackbird** | **How important were animals in World War One?** | **HISTORY**  **Achievements & Legacies** | **DT**  **Burps, Bottom & Bile**  **Classroom Jazz 1** | **HISTORY**  **Telford through time**  **Industrial Revolution** | **GEOGRAPHY**  **Meet me in the Med**  **Make you feel my love** | **HISTORY**  **Ancient Arts**  **Ancient Greece** |
| Base 8 | **GEOGRAPHY**  **The Big Blue Planet**  **Fresh Prince of Bel Air** | **Should we wear white poppies?** | **HISTORY**  **Ancient Civilisations**  **Early Baghdad** | **GEOGRAPHY**  **The World Beneath my Feet**  **Dancing in the Street** | **DT**  **Culture on a Plate** | **GEOGRAPHY**  **Stars and Stripes** | **HISTORY**  **Tomb Raiders**  **Ancient Egyptians**  **Happy!** |
| Base 9 | **GEOGRAPHY**  **Vida Las Americas**  **Classroom Jazz 2** | **Is it right to fight?** | **HISTORY**  **Evacuate!**  **World War II** | **GEOGRAPHY**  **World Warriors**  **Music and Me** | **HISTORY**  **Journeys: Story of Migration** | **HISTORY**  **Marvellous Mayans** | **DT**  **Robot Wars**  **You’ve got a friend** |

**Base 1 EYFS Knowledge and Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
|  | **Music – Me!** | **Big Bear Funk** | **Music – Our World!** |
| **Main Songs** | Pat-a-cake  1, 2, 3, 4, 5, Once I Caught a Fish Alive  This Old Man  Five Little Ducks Name Song Things For Fingers | Big Bear Funk | Old Macdonald  Incy Wincy Spider  Baa Baa Black Sheep  Row, Row, Row Your Boat  The Wheels On The Bus  The Hokey Cokey |
| **Explore and Create** | Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments | | |
| **Games Track**  **Skills** | Find the pulse. | Find a funky pulse | Find the pulse and show others your ideas. |
| **Copy Cat Rhythm Games - Skills** | Copy-clap the rhythm of names. | Copy-clap 3 or 4 word phrases from the song. | Copy-clap some rhythms of phrases from the songs. |
| **High and Low Games Play Together** |  | Keep the beat of the song with a pitched note. | Explore high pitch and low pitch using the images from the songs. |
| **High and Low Games Pitch Activities** |  | Add pitched notes to the rhythm of the words or phrases in the song. |  |
| **Create your own Sounds using instruments** |  | Enjoy playing patterns using a combination of any of the three notes C, D and E. | Use the starting note to explore melodic patterns using one or two notes. |
| **Music Genre** | Wide variety of musical styles as an introduction. | Funk. | Wide variety of musical styles as an introduction. |
| **Supporting Songs** | Celebration by Kool And The Gang Happy by Pharell Williams  Sing by The Carpenters  Sing A Rainbow by Peggie Lee  Happy Birthday by Stevie Wonder Our House by Madness | Big Bear Funk by Joanna Mangona  I Feel Good by James Brown  Don’t You Worry ‘Bout a Thing sung by Incognito  My Promise by Earth Wind And Fire Superstition by Stevie Wonder  Pick Up The Pieces by Average White Band | Lovely Day by Bill Withers  Beyond The Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst  Frog’s Legs And Dragon's Teeth by Bellowhead  Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terral  Singing In The Rain performed by Gene Kelly |
| **Explore and Create** | | | |
| **Knowledge** | To know that we can move with the pulse of the music.  To know that the words of songs can tell stories and paint pictures. | | |
| **Skills** | **Games Track**  Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.  **Copy Cat Rhythm Games**  Copy basic rhythm patterns of single words, building to short phrases from the song/s. | **Games Track**  Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.  **Copycat Rhythm**  Copy basic rhythm patterns of single words, building to short phrases from the song/s.  **Pitch**  Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. | **Games Track**  Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.  **Copycat Rhythm**  Copy basic rhythm patterns of single words, building to short phrases from the song/s.  **Create Your Own Sounds**  Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. |
| **Singing** | | | |
| **Knowledge** | To sing or rap nursery rhymes and simple songs from memory.  Songs have sections. | | |
| **Skills** | To sing along with a pre-recorded song and add actions.  To sing along with the backing track. | | |
| **Share and Perform** | | | |
| **Knowledge** | A performance is sharing music. | | |
| **Skills** | Perform any of the nursery rhymes by singing and adding actions or dance.  Perform any nursery rhymes or songs adding a simple instrumental part.  Record the performance to talk about. | | |

**Base 2 Year Reception/Year 1 Knowledge and Skills Progression**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Autumn** | **Year 1** | **Spring** | | | **Summer** |
| **Everyone (YR)** | **Banana Rap** | | | **Hey You!** |
| **Unit Theme** | Wind The Bobbin Up  Rock-a-bye Baby  Five Little Monkeys  Jumping On The Bed  Twinkle Twinkle  If You're Happy And You Know It  Head, Shoulders, Knees And Toes | **Unit Theme** | Pulse, rhythm and pitch, rapping, dancing and singing. | | | How pulse, rhythm and pitch work together. |
| **Main Songs** | **Instrumental Parts** | | | | |
| **Key** | | | | |
| **One Note** | C | | | C |
| **Easy Part** | C + D | | | C |
| **Medium Part** | C, D and C | | | C & G |
| **Melody** | C, G and A | | | C & G |
| **Explore and Create** | Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments | | | | | |
| **Games Track**  **Skills** | Invent ways to find the pulse. | **Warm Up Games** | | | | |
| **Copy Cat Rhythm Games - Skills** | Copy-clap the rhythm of names. | **Game 1** | **Find The Pulse** Choose an animal and find the pulse | | | |
| **High and Low Games Play Together** | Explore high pitch and low pitch in the context of the songs. | **Game 2** | **Rhythm Copy Back** Listen to the rhythm and clap back | | | |
| **High and Low Games Pitch Activities** |  | **Game 3** | **Rhythm Copy Back, Your Turn** | | | |
| **Create your own Sounds using instruments** | Use the starting note to explore melodic patterns using one or two  notes. | **Game 4** | **Pitch Copy Back and Vocal Warm-up 1** | | | |
| **Game 4a** | **Pitch Copy Back and Vocal Warm-up 2** | | | |
| **Music Genre** | Wide variety of musical styles as an introduction. | **Music Genre** | Reggae | | | Old School Hip-Hop |
| **Supporting Songs** | We Are Family by Sister Sledge  Thula Baba by Hlabalela Ensemble  ABC by The Jackson 5  My Mum I s Amazing (feat. Zain Bhikha) by Zimtech Productions  Conga by Miami Sound Machine  Horn Concerto No 4: Third  Movement – Rondo by Mozart | **Improvisation** | | | | |
| **Challenge A** | **Clap and Improvise**  Listen and clap back, then listen and clap your own answer (rhythms of  words). | | | **Clap and Improvise**  Listen and clap back, then listen and clap your own  answer (rhythms of words). |
| **Challenge B** | **Sing, Play and Improvise**  Using voices and instruments, listen and sing back, then listen and play your  own answer using two notes, with C  moving to D. | | | **Sing, Play and Improvise**  Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. |
| **Challenge C** | **Improvise!**  Take it in turns to improvise using C or  C and D | | | **Improvise!**  Take it in turns to improvise using C or C and D |
| **Explore and Create** | | **Composing** | | | | |
| **Knowledge** | To know that we can move with the pulse of the music.  To know that the words of songs can tell stories and paint pictures | **With One Note** | C | | | C |
| **Skills** | **Games Track**  Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.  **Copy Cat Rhythm Games**  Copy basic rhythm patterns of single words, building to short phrases from the song/s.  **Create Your Own Sounds**  Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. | **With Three Notes** | C, D + E | | | C, D + E |
| **With five notes** | C, D, E, F + G | | | C, D, E, F + G |
| **Supporting Songs** | | The Planets, Mars by Gustav Holst (Classical)  Tubular Bells by Mike Oldfield (Pop)  The Banana Rap by Jane Sebba (Hip Hop)  Happy by Pharrell Williams (Pop)  When I’m 64 by The Beatles (Pop) | Me, Myself And I by De La  Soul  Fresh Prince Of Bel-Air by  Will Smith  Rapper’s Delight by The  Sugarhill Gang  U Can’t Touch This by MC  Hammer  It’s Like That by Run DMC | |
| **Singing** | | **Listen and Appraise** | | | | |
| **Knowledge** | To sing or rap nursery rhymes and simple songs from memory.  Songs have sections. | **Knowledge** | | To know 5 songs off by heart.  To know what the songs are about.  To know and recognise the sound and names of some of the instruments they use. | | |
| **Skills** | To sing along with a pre-recorded song and add actions.  To sing along with the backing track | **Skills** | | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | | |
| **Share and Perform** | | **Games** | | | | |
| **Knowledge** | A performance is sharing music. | **Knowledge** | | To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals. | | |
| **Skills** | Perform any of the nursery rhymes by singing and adding actions or dance.  Perform any nursery rhymes or songs adding a simple instrumental part.  Record the performance to talk about. | **Skills** | | There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song :  **Game 1 – Have Fun Finding The Pulse!**  Find the pulse. Choose an animal and find the pulse  **Game 2 – Rhythm Copy Back**  Listen to the rhythm and clap back. Copy back short rhythmic phrases  based on words, with one and two syllables whilst marching to the  steady beat.  **Game 3 – Rhythm Copy Back, Your Turn**  Create rhythms for others to copy  **Game 4 – Pitch Copy Back and Vocal Warm-up 1**  Listen and sing back. Use your voices to copy back using ‘la’, whist  marching to the steady beat  **Game 4a – Pitch Copy Back and Vocal Warm-up 2**  Listen and sing back, and some different vocal warm-ups. Use your  voices to copy back using ‘la’. | | |
|  | | **Singing** | | |
| **Knowledge** | | To confidently sing or rap five songs from memory and sing them in unison. | | |
| **Skills** | | Learn about voices, singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices –  you can rap or say words in rhythm.  Learn to start and stop singing when following a leader. | | |
| **Playing** | | | | |
| **Knowledge** | | Learn the names of the notes in their instrumental part from memory  or when written down.  Learn the names of the instruments they are playing. | | |
| **Skills** | | Treat instruments carefully and with respect.  Play a tuned instrumental part with the song they perform.  Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a  simple part, medium part).  Listen to and follow musical instructions from a leader. | | |
|  |  | **Improvisation** | | | | |
| **Knowledge** | | Improvisation is about making up your own tunes on the spot.  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  Everyone can improvise. | | |
| **Skills** | | Use the improvisation tracks provided. Improvise using the three challenges:  1. **Clap and Improvise** – Listen and clap back, then listen and clap your  own answer (rhythms of words).  2. **Sing, Play and Improvise** – Use voices and instruments, listen and  sing back, then listen and play your own answer using one or two notes.  3. **Improvise!** – Take it in turns to improvise using one or two notes. | | |
| **Composition** | | | | |
| **Knowledge** | | Composing is like writing a story with music.  Everyone can compose. | | |
| **Skills** | | Create a simple melody using one, two or three notes.  Learn how the notes of the composition can be written down and  changed if necessary. | | |
| **Performance** | | | | |
| **Knowledge** | | A performance is sharing music with other people, called an audience. | | |
| **Skills** | | Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it. | | |

**Base 3 Year 1/Year 2 Knowledge and Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| **Round and Round** | **I wanna play in a band** | **Your imagination** |
| **Style of Main Song** | Bossa Nova | Rock | Pop |
| **Unit Theme** | Pulse, rhythm and pitch in different  styles of music. | Playing together in a band | Using your imagination. |
| **Instrumental Parts** | | | |
| **Key** | D Minor | D | C |
| **One Note** | D | F | C |
| **Easy Part** | D, F, C and D | D and C | C and G |
| **Medium Part** | D, E, F, G and A | G, F and C | C, E and G |
| **Melody** | D, F, G, A and C | C, D and F | E, G and A |
| **Warm-Up Games** | | | |
| **Game 1** | **Find The Pulse** Choose an animal and find the pulse | | |
| **Game 2** | **Rhythm Copy Back** Listen to the rhythm and clap back | | |
| **Game 3** | **Rhythm Copy Back, Your Turn** | | |
| **Game 4** | **Pitch Copy Back and Vocal Warm-up 1** | | |
| **Game 4a** | **Pitch Copy Back and Vocal Warm-up 2** | | |
| **Improvisation** | | | |
| **Challenge 1** | **Clap and Improvise**  Listen and clap back, then listen and clap your own answer (rhythms of words). | **Clap and Improvise**  Listen and clap back, then listen and  clap your own answer (rhythms of  words). | **Clap and Improvise**  Listen and clap back, then listen and clap your own answer (rhythms of words). |
| **Challenge 2** | **Sing, Play and Improvise**  Using voices and instruments, listen  and sing back, then listen and play your own answer using two notes, with C moving to D. | **Sing, Play and Improvise**  Using voices and instruments, listen  and sing back, then listen and play your own answer using two notes, with F moving to G. | **Sing, Play and Improvise**  Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. |
| **Challenge 3** | **Improvise!**  Take it in turns to improvise using C  or C and D. | **Improvise!**  Take it in turns to improvise using F or F and G. | **Improvise!**  Take it in turns to improvise using D or D and E |
| **Composing** | | | |
| **With one note** | C | F | C |
| **With three notes** | C, D and E | F, G and A | C, D and E |
| **With five notes** | C, D, E, F and G | F, G, A, B, (A#) and C | C, D, E, F and G |
| **Supporting songs** | Livin’ La Vida Loca by Ricky Martin (Latin/Pop)  Imperial War March by John Williams (Film)  It Had Better Be Tonight by Michael Bublé (Latin/Big Band)  Why Don’t You by Gramophonedzie (Big Band/Dance)  Oya Como Va by Santana (Latin/Jazz) | We Will Rock You by Queen  Smoke On The Water by Deep Purple  Rockin’ All Over The World by Status Quo  Johnny B.Goode by Chuck Berry  I Saw Her Standing There by The Beatles | Supercalifragilisticexpialid  ocious from Mary Poppins  Pure Imagination from Willy Wonka & The Chocolate Factory  soundtrack  Daydream Believer by The Monkees  Rainbow Connection from The Muppet Movie  A Whole New World from Aladdin |
| **Listen and Appraise** | | | |
| **Knowledge** | To know 5 songs off by heart.  To know what the songs are about.  To know and recognise the sound and names of some of the instruments they use. | | |
| **Skills** | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | | |
| **Games** | | | |
| **Knowledge** | To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals. | | |
| **Skills** | There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song :  **Game 1 – Have Fun Finding The Pulse!**  Find the pulse. Choose an animal and find the pulse  **Game 2 – Rhythm Copy Back**  Listen to the rhythm and clap back. Copy back short rhythmic phrases  based on words, with one and two syllables whilst marching to the  steady beat.  **Game 3 – Rhythm Copy Back, Your Turn**  Create rhythms for others to copy  **Game 4 – Pitch Copy Back and Vocal Warm-up 1**  Listen and sing back. Use your voices to copy back using ‘la’, whist  marching to the steady beat  **Game 4a – Pitch Copy Back and Vocal Warm-up 2**  Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. | | |
| **Singing** | | | |
| **Knowledge** | To confidently sing or rap five songs from memory and sing them in unison. | | |
| **Skills** | Learn about voices, singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices –  you can rap or say words in rhythm.  Learn to start and stop singing when following a leader. | | |
| **Playing** | | | |
| **Knowledge** | Learn the names of the notes in their instrumental part from memory  or when written down.  Learn the names of the instruments they are playing. | | |
| **Skills** | Treat instruments carefully and with respect.  Play a tuned instrumental part with the song they perform.  Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a  simple part, medium part).  Listen to and follow musical instructions from a leader. | | |
| **Improvisation** | | | |
| **Knowledge** | Improvisation is about making up your own tunes on the spot.  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  Everyone can improvise. | | |
| **Skills** | Use the improvisation tracks provided. Improvise using the three challenges:  1. **Clap and Improvise** – Listen and clap back, then listen and clap your  own answer (rhythms of words).  2. **Sing, Play and Improvise** – Use voices and instruments, listen and  sing back, then listen and play your own answer using one or two notes.  3. **Improvise!** – Take it in turns to improvise using one or two notes. | | |
| **Composition** | | | |
| **Knowledge** | Composing is like writing a story with music.  Everyone can compose. | | |
| **Skills** | Help to create a simple melody using one, two or three notes.  Learn how the notes of the composition can be written down and changed if necessary. | | |
| **Performance** | | | |
| **Knowledge** | A performance is sharing music with other people, called an audience. | | |
| **Skills** | Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it. | | |

**Base 4 Year 2 Knowledge and Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| **Hands, Feet and Heart** | **Zoo Time** | **Friendship Song** |
| **Style of Main Song** | Afropop, South African | Reggae | Pop |
| **Unit Theme** | South African music | Reggae and animals | Using your imagination. |
| **Instrumental Parts** | | | |
| **Key** | G | C | C |
| **One Note** | G | C | C |
| **Easy Part** | G, A and C | C and D | C and G |
| **Medium Part** | G, A, B and C | C and D | C, E and G |
| **Melody** | E, F, G, A, B and C | C and D | E, G and A |
| **Warm-Up Games** | | | |
| **Game 1** | **Find The Pulse** Choose an animal and find the pulse | | |
| **Game 2** | **Rhythm Copy Back** Listen to the rhythm and clap back | | |
| **Game 3** | **Rhythm Copy Back, Your Turn** | | |
| **Game 4** | **Pitch Copy Back and Vocal Warm-up 1** | | |
| **Game 4a** | **Pitch Copy Back and Vocal Warm-up 2** | | |
| **Improvisation** | | | |
| **Challenge 1** | **Clap and Improvise**  Listen and clap back, then listen and  clap your own answer (rhythms of  words). | **Clap and Improvise**  Listen and clap back, then listen and  clap your own answer (rhythms of words). | **Clap and Improvise**  Listen and clap back, then listen and clap your own answer (rhythms of words). |
| **Challenge 2** | **Sing, Play and Improvise**  Using voices and instruments, listen  and sing back, then listen and play your own answer using two notes, with D moving to E. | **Sing, Play and Improvise**  Using voices and instruments, listen  and sing back, then listen and play your own answer using two notes, with F moving to G. | **Sing, Play and Improvise**  Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. |
| **Challenge 3** | **Improvise!**  Take it in turns to improvise using D or D and E | **Improvise!**  Take it in turns to improvise using F or F and G. | **Improvise!**  Take it in turns to improvise using D or D and E |
| **Composing** | | | |
| **With one note** | C | F | C |
| **With three notes** | C, D and E | F, G and A | C, D and E |
| **With five notes** | C, D, E, F and G | F, G, A, B, (A#) and C | C, D, E, F and G |
| **Supporting songs** | The Click Song sung by Miriam Makeba  The Lion Sleeps Tonight sung by Soweto Gospel Choir  Bring Him Back by Hugh Masekela  You Can Call Me Al by Paul Simon  Hlokoloza by Arthur Mafokate | We Will Rock You by Queen  Smoke On The Water by Deep Purple  Rockin’ All Over The World by Status Quo  Johnny B.Goode by Chuck Berry  I Saw Her Standing There by The Beatles | Supercalifragilisticexpialid  ocious from Mary Poppins  Pure Imagination from Willy Wonka & The Chocolate Factory  soundtrack  Daydream Believer by The Monkees  Rainbow Connection from The Muppet Movie  A Whole New World from Aladdin |
| **Listen and Appraise** | | | |
| **Knowledge** | To know 5 songs off by heart.  To know what the songs are about.  To know and recognise the sound and names of some of the instruments they use. | | |
| **Skills** | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | | |
| **Games** | | | |
| **Knowledge** | To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals. | | |
| **Skills** | There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song :  **Game 1 – Have Fun Finding The Pulse!**  Find the pulse. Choose an animal and find the pulse  **Game 2 – Rhythm Copy Back**  Listen to the rhythm and clap back. Copy back short rhythmic phrases  based on words, with one and two syllables whilst marching to the  steady beat.  **Game 3 – Rhythm Copy Back, Your Turn**  Create rhythms for others to copy  **Game 4 – Pitch Copy Back and Vocal Warm-up 1**  Listen and sing back. Use your voices to copy back using ‘la’, whist  marching to the steady beat  **Game 4a – Pitch Copy Back and Vocal Warm-up 2**  Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. | | |
| **Singing** | | | |
| **Knowledge** | To confidently sing or rap five songs from memory and sing them in unison. | | |
| **Skills** | Learn about voices, singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices –  you can rap or say words in rhythm.  Learn to start and stop singing when following a leader. | | |
| **Playing** | | | |
| **Knowledge** | Learn the names of the notes in their instrumental part from memory  or when written down.  Learn the names of the instruments they are playing. | | |
| **Skills** | Treat instruments carefully and with respect.  Play a tuned instrumental part with the song they perform.  Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a  simple part, medium part).  Listen to and follow musical instructions from a leader. | | |
| **Improvisation** | | | |
| **Knowledge** | Improvisation is about making up your own tunes on the spot.  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  Everyone can improvise. | | |
| **Skills** | Use the improvisation tracks provided. Improvise using the three challenges:  1. **Clap and Improvise** – Listen and clap back, then listen and clap your  own answer (rhythms of words).  2. **Sing, Play and Improvise** – Use voices and instruments, listen and  sing back, then listen and play your own answer using one or two notes.  3. **Improvise!** – Take it in turns to improvise using one or two notes. | | |
| **Composition** | | | |
| **Knowledge** | Composing is like writing a story with music.  Everyone can compose. | | |
| **Skills** | Help to create a simple melody using one, two or three notes.  Learn how the notes of the composition can be written down and changed if necessary. | | |
| **Performance** | | | |
| **Knowledge** | A performance is sharing music with other people, called an audience. | | |
| **Skills** | Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it. | | |

**Base 5 Year 3 Knowledge and Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| **Let Your Spirit Fly** | **Three Little Birds** | **Glockenspiel 1** |
| **Style of Main Song** | RnB | Reggae | Pop |
| **Unit Theme** | RnB and other styles | Reggae and animals | Using your imagination. |
| **Instrumental Parts** | | | |
| **Key** | C | C | C |
| **One Note** | C | C | C |
| **Easy Part** | C, F and G | C and D | C and G |
| **Medium Part** | E, F, G, A, B and C | C and D | C, E and G |
| **Melody** |  | C and D | E, G and A |
| **Warm-Up Games** | | | |
| **Bronze** | **No notes** | | |
| **Silver** | **C and sometimes D** | | |
| **Gold** | **C + D** | | |
| **Improvisation** | | | |
| **Bronze challenge 1** | **Sing and Copy Back**  Listen and sing back | **Sing and Copy Back**  Listen and sing back | Improvise using the note D |
| **Bronze Challenge 2** | **Play and Improvise**  Using your instruments, listen and play your own answer using one note: C | **Play and Improvise**  Using your instruments, listen and play your own answer using one note: C |  |
| **Bronze Challenge 3** | **Improvise!**  Take it in turns to improvise using one note: C | **Improvise!**  Take it in turns to improvise using one note: C |
| **Silver Challenge 1** | **Sing, Play and Copy Back**  Listen and copy back using instruments and  one note: C | **Sing, Play and Copy Back**  Listen and copy back using instruments and one note: C |
| **Silver Challenge 2** | **Play and Improvise**  Using your instruments, listen and play your own answer using one or two notes: C and sometimes D | **Play and Improvise**  Using your instruments, listen and play your own answer using one or two notes: C and sometimes D |  |
| **Silver Challenge 3** | **Improvise!**  Take it in turns to improvise using one or  two notes: C and sometimes D | **Improvise!**  Take it in turns to improvise using one or  two notes: C and sometimes D |
| **Gold Challenge 1** | **Sing, Play and Copy Back**  Listen and copy back using two notes: C and D | **Sing, Play and Copy Back**  Listen and copy back using two notes: C and D |
| **Gold Challenge 2** | **Play and Improvise**  Using your instruments, listen and play your own answer using two notes: C and D | **Play and Improvise**  Using your instruments, listen and play your own answer using two notes: C and D |
| **Gold Challenge 3** | **Improvise!**  Take it in turns to improvise using two notes: C and D | **Improvise!**  Take it in turns to improvise using two notes: C and D |
| **Composing** | | | |
| **Starting Notes** | C | F | C |
| **Easy Option** | C, D and E | F, G and A | C, D and E |
| **Harder Option** | C, D, E, F and G | F, G, A, B, (A#) and C | C, D, E, F and G |
| **Supporting songs** | Colonel Bogey March by Kenneth Alford  (Film)  Consider Yourself from the musical ‘Oliver!’ (Musicals)  Ain’t No Mountain High Enough by Marvin Gaye (Motown)  You’re The First, The Last, My Everything  by Barry White (Soul) | We Will Rock You by Queen  Smoke On The Water by Deep Purple  Rockin’ All Over The World by Status Quo  Johnny B.Goode by Chuck Berry  I Saw Her Standing There by The Beatles | Supercalifragilisticexpialid  ocious from Mary Poppins  Pure Imagination from Willy Wonka & The Chocolate Factory  soundtrack  Daydream Believer by The Monkees  Rainbow Connection from The Muppet Movie  A Whole New World from Aladdin |
| **Listen and Appraise** | | | |
| **Knowledge** | To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  To choose one song and be able to talk about:  ○ Its lyrics: what the song is about  ○ Any musical dimensions featured in the song, and where they  are used (texture, dynamics, tempo, rhythm and pitch)  ○ Identify the main sections of the song (introduction, verse,  chorus etc.)  ○ Name some of the instruments they heard in the song | | |
| **Skills** | To confidently identify and move to the pulse.  To think about what the words of a song mean.  To take it in turn to discuss how the song makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music. | | |
| **Games** | | | |
| **Knowledge** | Know how to find and demonstrate the pulse.  Know the difference between pulse and rhythm.  Know how pulse, rhythm and pitch work together to create a song.  Know that every piece of music has a pulse/steady beat.  Know the difference between a musical question and an answer. | | |
| **Skills** | Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:  1. **Find the Pulse**  2. **Rhythm Copy Back:**  a. **Bronze:** Clap and say back rhythms.  b. **Silver:** Create your own simple rhythm patterns.  c. **Gold:** Perhaps lead the class using their simple rhythms.  3. **Pitch Copy Back Using 2 Notes**  a. **Bronze:** Copy back – ‘Listen and sing back’ (no notation)  b. **Silver:** Copy back with instruments, without then with notation.  c. **Gold:** Copy back with instruments, without and then with  notation  4. **Pitch Copy Back and Vocal Warm-ups** | | |
| **Singing** | | | |
| **Knowledge** | To know and be able to talk about:  Singing in a group can be called a choir.  Leader or conductor: A person who the choir or group follow.  Songs can make you feel different things e.g. happy, energetic or sad.  Singing as part of an ensemble or large group is fun, but that you must listen to each other.  To know why you must warm up your voice. | | |
| **Skills** | To sing in unison and in simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in tune’.  To have an awareness of the pulse internally when singing. | | |
| **Playing instruments** | | | |
| **Knowledge** | To know and be able to talk about:  The instruments used in class (a glockenspiel, a recorder) | | |
| **Skills** | To treat instruments carefully and with respect.  Play any one, or all of four, differentiated parts on a tuned instrument –  a one-note, simple or medium part or the melody of the song) from  memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader. | | |
| **Improvisation** | | | |
| **Knowledge** | To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them  To know that using one or two notes confidently is better than using five  To know that if you improvise using the notes you are given, you cannot make a mistake | | |
| **Skills** | Use the improvisation tracks provided. Improvise using the three challenges:  1. **Clap and Improvise** – Listen and clap back, then listen and clap your  own answer (rhythms of words).  2. **Sing, Play and Improvise** – Use voices and instruments, listen and  sing back, then listen and play your own answer using one or two notes.  3. **Improvise!** – Take it in turns to improvise using one or two notes. | | |
| **Composition** | | | |
| **Knowledge** | To know and be able to talk about:  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  Different ways of recording compositions (letter names, symbols, audio etc.) | | |
| **Skills** | Help create at least one simple melody using one, three or five different notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | |
| **Performance** | | | |
| **Knowledge** | To know and be able to talk about:  Performing is sharing music with other people, an audience  A performance doesn’t have to be a drama! It can be to one person or to each other  You need to know and have planned everything that will be performed  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including of people you don’t know  It is planned and different for each occasion  It involves communicating feelings, thoughts and ideas about the song/music | | |
| **Skills** | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why. | | |

**Base 6 Year 3 and Year 4 Knowledge and Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| **Bring us Together** | **Lean on Me** | **Glockenspiel 1 and 2** |
| **Style of Main Song** | Disco | Gospel |  |
| **Unit Theme** | Disco, friendship, hope and unity | Soul/Gospel music and helping one another | Using your imagination. |
| **Instrumental Parts** | | | |
| **Key** | C | C | C |
| **One Note** | C | C | C |
| **Easy Part** | C | C and F | C and G |
| **Medium Part** | G, A and C | E, F and G | C, E and G |
| **Melody** | G, A and C | G, A, B, C, D, E and F | E, G and A |
| **Warm-Up Games** | | | |
| **Bronze** | **No notes** | | |
| **Silver** | **C and sometimes D** | | |
| **Gold** | **C + D** | | |
| **Improvisation** | | | |
| **Bronze challenge 1** | **Improvise Challenge 1**  Listen and copy back using the notes G, A + B | **Sing and Copy Back**  Listen and sing back | Improvise using the note D |
| **Bronze Challenge 2** | **Improvise!**  Take it in turns to improvise using one note: C | **Play and Improvise**  Using your instruments, listen and play your own answer using one note: F |  |
| **Bronze Challenge 3** | **Improvise!**  Take it in turns to improvise using one note: C | **Improvise!**  Take it in turns to improvise using one note: F |
| **Silver Challenge 1** | **Improvise Challenge 2**  Using your instruments, listen and play your own answer using any of  these notes: G, A or B | **Sing, Play and Copy Back**  Listen and copy back using instruments and one note: F |
| **Silver Challenge 2** | **Play and Improvise**  Using your instruments, listen and play your own answer using one or two notes: C and sometimes D | **Play and Improvise**  Using your instruments, listen and play your own answer using one or two notes: F and sometimes G |  |
| **Silver Challenge 3** | **Improvise!**  Take it in turns to improvise using one or  two notes: C and sometimes D | **Improvise!**  Take it in turns to improvise using one or  two notes: F and sometimes G |
| **Gold Challenge 1** | **Sing, Play and Copy Back**  Listen and copy back using two notes: C and D | **Sing, Play and Copy Back**  Listen and copy back using two notes: F and G |
| **Gold Challenge 2** | **Play and Improvise**  Using your instruments, listen and play your own answer using two notes: C and D | **Play and Improvise**  Using your instruments, listen and play your own answer using two notes: F and G |
| **Gold Challenge 3** | **Improvise!**  Take it in turns to improvise using two notes: C and D | **Improvise!**  Take it in turns to improvise using two notes: F and G |
| **Composing** | | | |
| **Starting Notes** | G | F | C |
| **Easy Option** | G and A | F, G and A | C, D and E |
| **Harder Option** | C, A and G | F, G, A, B, (A#) and C | C, D, E, F and G |
| **Supporting songs** | Good Times by Nile Rodgers  Ain’t Nobody by Chaka Khan  We Are Family by Sister Sledge  Ain’t No Stopping Us Now by McFadden and Whitehead  Car Wash by Rose Royce | He Still Loves Me by Walter Williams and  Beyoncé (Gospel)  Shackles (Praise You) by Mary Mary (Gospel)  Amazing Grace by Elvis Presley (Gospel)  Ode To Joy Symphony No9 by Beethoven (Romantic – Western Classical)  Lean On Me by The ACM Gospel Choir (Gospel) | Mardi Gras Groovin’ Two-Way Radio  Flea, Fly, Mosquito Rigadoon  Mamma Mia  Portsmouth  Strictly D  Play Your Music  Drive |
| **Listen and Appraise** | | | |
| **Knowledge** | To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  To choose one song and be able to talk about:  ○ Its lyrics: what the song is about  ○ Any musical dimensions featured in the song, and where they  are used (texture, dynamics, tempo, rhythm and pitch)  ○ Identify the main sections of the song (introduction, verse,  chorus etc.)  ○ Name some of the instruments they heard in the song  **Year 4**  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  To choose one song and be able to talk about:  Some of the style indicators of that song (musical characteristics that give the song its style).  The lyrics: what the song is about.  Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).  Identify the main sections of the song (introduction, verse, chorus etc).  Name some of the instruments they heard in the song. | | |
| **Skills** | To confidently identify and move to the pulse.  To think about what the words of a song mean.  To take it in turn to discuss how the song makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music.  **Year 4**  To confidently identify and move to the pulse.  To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).  Talk about the music and how it makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music.  When you talk try to use musical words. | | |
| **Games** | | | |
| **Knowledge** | Know how to find and demonstrate the pulse.  Know the difference between pulse and rhythm.  Know how pulse, rhythm and pitch work together to create a song.  Know that every piece of music has a pulse/steady beat.  Know the difference between a musical question and an answer.  **Year 4**  To know and be able to talk about:  Singing in a group can be called a choir  Leader or conductor: A person who the choir or group follow  Songs can make you feel different things e.g. happy, energetic or sad  Singing as part of an ensemble or large group is fun, but that you must listen to each other  Texture: How a solo singer makes a thinner texture than a large group.  To know why you must warm up your voice | | |
| **Skills** | Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:  1. **Find the Pulse**  2. **Rhythm Copy Back:**  a. **Bronze:** Clap and say back rhythms.  b. **Silver:** Create your own simple rhythm patterns.  c. **Gold:** Perhaps lead the class using their simple rhythms.  3. **Pitch Copy Back Using 2 Notes**  a. **Bronze:** Copy back – ‘Listen and sing back’ (no notation)  b. **Silver:** Copy back with instruments, without then with notation.  c. **Gold:** Copy back with instruments, without and then with  notation  4. **Pitch Copy Back and Vocal Warm-ups**  **Year 4**  To sing in unison and in simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in tune’.  To rejoin the song if lost.  To listen to the group when singing. | | |
| **Singing** | | | |
| **Knowledge** | To know and be able to talk about:  Singing in a group can be called a choir.  Leader or conductor: A person who the choir or group follow.  Songs can make you feel different things e.g. happy, energetic or sad.  Singing as part of an ensemble or large group is fun, but that you must listen to each other.  To know why you must warm up your voice.  **Year 4**  To know and be able to talk about:  The instruments used in class (a glockenspiel, recorder or xylophone).  Other instruments they might play or be played in a band or orchestra or by their friends. | | |
| **Skills** | To sing in unison and in simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in tune’.  To have an awareness of the pulse internally when singing.  **Year 4**  To treat instruments carefully and with respect.  Play anyone, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To experience leading the playing by making sure everyone plays in the playing section of the song. | | |
| **Playing instruments** | | | |
| **Knowledge** | To know and be able to talk about:  The instruments used in class (a glockenspiel, a recorder)  **Year 4**  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  Different ways of recording compositions (letter names, symbols, audio etc.) | | |
| **Skills** | To treat instruments carefully and with respect.  Play any one, or all of four, differentiated parts on a tuned instrument –  a one-note, simple or medium part or the melody of the song) from  memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  **Year 4**  Help create at least one simple melody using one, three or all five different notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | |
| **Improvisation** | | | |
| **Knowledge** | To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them  To know that using one or two notes confidently is better than using five  To know that if you improvise using the notes you are given, you cannot make a mistake | | |
| **Skills** | Use the improvisation tracks provided. Improvise using the three challenges:  1. **Clap and Improvise** – Listen and clap back, then listen and clap your  own answer (rhythms of words).  2. **Sing, Play and Improvise** – Use voices and instruments, listen and  sing back, then listen and play your own answer using one or two notes.  3. **Improvise!** – Take it in turns to improvise using one or two notes. | | |
| **Composition** | | | |
| **Knowledge** | To know and be able to talk about:  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  Different ways of recording compositions (letter names, symbols, audio etc.)  **Year 4**  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  Different ways of recording compositions (letter names, symbols, audio etc.) | | |
| **Skills** | Help create at least one simple melody using one, three or five different notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).  **Year 4**  Help create at least one simple melody using one, three or all five different notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | |
| **Performance** | | | |
| **Knowledge** | To know and be able to talk about:  Performing is sharing music with other people, an audience  A performance doesn’t have to be a drama! It can be to one person or to each other  You need to know and have planned everything that will be performed  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including of people you don’t know  It is planned and different for each occasion  It involves communicating feelings, thoughts and ideas about the song/music.  **Year 4**  Performing is sharing music with other people, an audience  A performance doesn’t have to be a drama! It can be to one person or to each other  You need to know and have planned everything that will be performed  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including of people you don’t know  It is planned and different for each occasion  It involves communicating feelings, thoughts and ideas about the song/music | | |
| **Skills** | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why.  **Year 4**  To choose what to perform and create a programme.  Present a musical performance designed to capture the audience.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why. | | |

**Base 7 Year 4 and Year 5 Knowledge and Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| **Blackbird** | **Classroom Jazz 1** | **Make you feel my love** |
| **Style of Main Song** | The Beatles/Pop | Gospel |  |
| **Unit Theme** | The Beatles, equality and civil rights | Soul/Gospel music and helping one another | Using your imagination. |
| **Instrumental Parts** | | | |
| **Key** | C | C | C |
| **One Note** | C | C | C |
| **Easy Part** | C | C and F | C and G |
| **Medium Part** | G, A, B and C | E, F and G | C, E and G |
| **Melody** | G, A. B and C | G, A, B, C, D, E and F | E, G and A |
| **Warm-Up Games** | | | |
| **Bronze** | **No notes** | | |
| **Silver** | **C and sometimes D** | | |
| **Gold** | **C + D** | | |
| **Improvisation** | | | |
| **Bronze challenge 1** | **Improvise Challenge 1**  Listen and copy back using the notes C | **Sing and Copy Back**  Listen and sing back | Improvise using the note D |
| **Bronze Challenge 2** | **Improvise!**  Take it in turns to improvise using one note: C | **Play and Improvise**  Using your instruments, listen and play your own answer using one note: F |  |
| **Bronze Challenge 3** | **Improvise!**  Take it in turns to improvise using one note: C | **Improvise!**  Take it in turns to improvise using one note: F |
| **Silver Challenge 1** | **Improvise Challenge 2**  Using your instruments, listen and play your own answer using any of  these notes: C or D | **Sing, Play and Copy Back**  Listen and copy back using instruments and one note: F |
| **Silver Challenge 2** | **Play and Improvise**  Using your instruments, listen and play your own answer using one or two notes: C and sometimes D | **Play and Improvise**  Using your instruments, listen and play your own answer using one or two notes: F and sometimes G |  |
| **Silver Challenge 3** | **Improvise!**  Take it in turns to improvise using one or  two notes: C and sometimes D | **Improvise!**  Take it in turns to improvise using one or  two notes: F and sometimes G |
| **Gold Challenge 1** | **Sing, Play and Copy Back**  Listen and copy back using two notes: C and D | **Sing, Play and Copy Back**  Listen and copy back using two notes: F and G |
| **Gold Challenge 2** | **Play and Improvise**  Using your instruments, listen and play your own answer using two notes: C and D | **Play and Improvise**  Using your instruments, listen and play your own answer using two notes: F and G |
| **Gold Challenge 3** | **Improvise!**  Take it in turns to improvise using two notes: C and D | **Improvise!**  Take it in turns to improvise using two notes: F and G |
| **Composing** | | | |
| **Starting Notes** | C | F | C |
| **Easy Option** | C and D | F, G and A | C, D and E |
| **Harder Option** | C, D and E | F, G, A, B, (A#) and C | C, D, E, F and G |
| **Supporting songs** | Yellow Submarine by The Beatles  Hey Jude by The Beatles  Can’t Buy Me Love by The Beatles  Yesterday by The Beatles  Let It Be by The Beatles | He Still Loves Me by Walter Williams and  Beyoncé (Gospel)  Shackles (Praise You) by Mary Mary (Gospel)  Amazing Grace by Elvis Presley (Gospel)  Ode To Joy Symphony No9 by Beethoven (Romantic – Western Classical)  Lean On Me by The ACM Gospel Choir (Gospel) | Mardi Gras Groovin’ Two-Way Radio  Flea, Fly, Mosquito Rigadoon  Mamma Mia  Portsmouth  Strictly D  Play Your Music  Drive |
| **Listen and Appraise** | | | |
| **Knowledge** | **Year 4**  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  To choose one song and be able to talk about:  Some of the style indicators of that song (musical characteristics that give the song its style).  The lyrics: what the song is about.  Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).  Identify the main sections of the song (introduction, verse, chorus etc).  Name some of the instruments they heard in the song.  **Year 5**  To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?  To know the style of the five songs and to name other songs from the Units in those styles.  To choose two or three other songs and be able to talk about:  ○ Some of the style indicators of the songs (musical characteristics that give the songs their style)  ○ The lyrics: what the songs are about  ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)  ○ Identify the main sections of the songs (intro, verse, chorus etc.)  ○ Name some of the instruments they heard in the songs  ○ The historical context of the songs. What else was going on at  this time? | | |
| **Skills** | **Year 4**  To confidently identify and move to the pulse.  To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).  Talk about the music and how it makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music.  When you talk try to use musical words.  **Year 5**  To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel. | | |
| **Games** | | | |
| **Knowledge** | To know and be able to talk about:  Singing in a group can be called a choir  Leader or conductor: A person who the choir or group follow  Songs can make you feel different things e.g. happy, energetic or sad  Singing as part of an ensemble or large group is fun, but that you must listen to each other  Texture: How a solo singer makes a thinner texture than a large group.  To know why you must warm up your voice | | |
| **Skills** | Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:  1. **Find the Pulse**  2. **Rhythm Copy Back:**  a. **Bronze:** Clap and say back rhythms.  b. **Silver:** Create your own simple rhythm patterns.  c. **Gold:** Perhaps lead the class using their simple rhythms.  3. **Pitch Copy Back Using 2 Notes**  a. **Bronze:** Copy back – ‘Listen and sing back’ (no notation)  b. **Silver:** Copy back with instruments, without then with notation.  c. **Gold:** Copy back with instruments, without and then with  notation  4. **Pitch Copy Back and Vocal Warm-ups**  To sing in unison and in simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in tune’.  To rejoin the song if lost.  To listen to the group when singing. | | |
| **Singing** | | | |
| **Knowledge** | **Year 4**  To know and be able to talk about:  The instruments used in class (a glockenspiel, recorder or xylophone).  Other instruments they might play or be played in a band or orchestra or by their friends.  **Year 5**  To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  To choose a song and be able to talk about:  Its main features  Singing in unison, the solo, lead vocal, backing vocals or rapping  To know what the song is about and the meaning of the lyrics  To know and explain the importance of warming up your voice | | |
| **Skills** | **Year 4**  To treat instruments carefully and with respect.  Play anyone, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To experience leading the playing by making sure everyone plays in the playing section of the song.  **Year 5**  To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | | |
| **Playing instruments** | | | |
| **Knowledge** | **Year 4**  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  Different ways of recording compositions (letter names, symbols, audio etc.)  **Year 5**  Different ways of writing music down – e.g. staff notation, symbols  The notes C, D, E, F, G, A, B + C on the treble stave  The instruments they might play or be played in a band or orchestra or by their friends | | |
| **Skills** | **Year 4**  Help create at least one simple melody using one, three or all five different notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).  **Year 5**  Play a musical instrument with the correct technique within the context of the Unit song.  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using  notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. | | |
| **Improvisation** | | | |
| **Knowledge** | To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them  To know that using one or two notes confidently is better than using five  To know that if you improvise using the notes you are given, you cannot make a mistake | | |
| **Skills** | Use the improvisation tracks provided. Improvise using the three challenges:  1. **Clap and Improvise** – Listen and clap back, then listen and clap your  own answer (rhythms of words).  2. **Sing, Play and Improvise** – Use voices and instruments, listen and  sing back, then listen and play your own answer using one or two notes.  3. **Improvise!** – Take it in turns to improvise using one or two notes. | | |
| **Composition** | | | |
| **Knowledge** | **Year 4**  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  Different ways of recording compositions (letter names, symbols, audio etc.)  **Year 5**  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  Notation: recognise the connection between sound and symbol | | |
| **Skills** | **Year 4**  Help create at least one simple melody using one, three or all five different notes.  Plan and create a section of music that can be performed within the context of the unit song.  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).  **Year 5**  Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | |
| **Performance** | | | |
| **Knowledge** | **Year 4**  Performing is sharing music with other people, an audience  A performance doesn’t have to be a drama! It can be to one person or to each other  You need to know and have planned everything that will be performed  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including of people you don’t know  It is planned and different for each occasion  It involves communicating feelings, thoughts and ideas about the song/music  **Year 5**  Performing is sharing music with other people, an audience  A performance doesn’t have to be a drama! It can be to one person or to each other  Everything that will be performed must be planned and learned  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including of people you don’t know  It is planned and different for each occasion  A performance involves communicating ideas, thoughts and feelings about the song/music | | |
| **Skills** | **Year 4**  To choose what to perform and create a programme.  Present a musical performance designed to capture the audience.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why.  **Year 5**  To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | | |

**Base 8 Year 5 and Year 6 Knowledge and Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| **Fresh Prince of Bel Air** | **Dancing in the Street** | **Happy!** |
| **Style of Main Song** | Old-School Hip-Hop | Motown | Pop/Neo Soul |
| **Unit Theme** | Old-School Hip-Hop | Motown | Being happy. |
| **Instrumental Parts** | | | |
| **Key** |  | F | D |
| **One Note** | A | F | A and G |
| **Easy Part** | D and A | G | A, G and B |
| **Medium Part** | G and A | , F and G | A, G and B |
| **Melody** | G, A. B and C, D, E, F | G, A, B, C, D, E and F | G, A, B, C, D and E |
| **Warm-Up Games** | | | |
| **Bronze** | **No notes** | | |
| **Silver** | **C and sometimes D** | | |
| **Gold** | **C + D** | | |
| **Improvisation** | | | |
| **Bronze challenge 1** | **Improvise Challenge 1**  Listen and copy back using the notes D | **Sing and Copy Back**  Listen and sing back | **Play and Copy back**  Copy back using instruments. Use 1 note: A |
| **Bronze Challenge 2** | **Improvise!**  Take it in turns to improvise using one note: D | **Play and Improvise**  Using your instruments, listen and play your own answer using one note: D | **Play and Improvise**  Question and Answer using instruments. |
| **Bronze Challenge 3** | **Improvise!**  Take it in turns to improvise using one note: D | **Improvise!**  Take it in turns to improvise using one note: D | **Improvise!**  Take it in turns to improvise using 1 note: A |
| **Silver Challenge 1** | **Improvise Challenge 2**  Using your instruments, listen and play your own answer using any of  these notes: D and E | **Sing, Play and Copy Back**  Listen and copy back using instruments and one note: D | **Play and Copy back**  Copy back using instruments. Use 2 notes: A and G |
| **Silver Challenge 2** | **Play and Improvise**  Using your instruments, listen and play your own answer using one or two notes: D and sometimes E | **Play and Improvise**  Using your instruments, listen and play your own answer using one or two notes: D and sometimes F | **Play and Improvise**  Question and Answer using instruments. Use 2 notes in your answer: A and G |
| **Silver Challenge 3** | **Improvise!**  Take it in turns to improvise using one or  two notes: D and sometimes E | **Improvise!**  Take it in turns to improvise using one or  two notes: D and sometimes F | **Improvise!**  Take it in turns to improvise using 2 notes: A and G |
| **Gold Challenge 1** | **Sing, Play and Copy Back**  Listen and copy back using two notes: C, D and E | **Sing, Play and Copy Back**  Listen and copy back using two notes: D and F | **Play and Copy back**  Copy back using instruments. Use 3 notes: A, G and B |
| **Gold Challenge 2** | **Play and Improvise**  Using your instruments, listen and play your own answer using two notes: C, D and E. | **Play and Improvise**  Using your instruments, listen and play your own answer using two notes: D and F | **Play and Improvise**  Question and Answer using instruments. Use 3 notes in your answer: A, G and B |
| **Gold Challenge 3** | **Improvise!**  Take it in turns to improvise using two notes: C, D and E. | **Improvise!**  Take it in turns to improvise using two notes: D and F | **Improvise!**  Take it in turns to improvise using 3 notes: A, G and B |
| **Composing** | | | |
| **Starting Notes** | D | C | A |
| **Easy Option** | D, E and F | C, D and E | G and B |
| **Harder Option** | C, D, E, F and G | C, D, E, F and G | C, E,G, A and B |
| **Supporting songs** | Me Myself and I by De La Soul  Ready or Not by Fugees  Rapper’s Delight by The Sugarhill Gang  U Can’t Touch This by M C Hammer | I can’t Help Myself (Sugar Pie Honey Bunch) by The Four Tops  I Heard it Through the Grapevine by Marvin Gaye  Ain’t No Mountain High Enough sung by Marvin  Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder | Top Of The World sung by The Carpenters  Don’t Worry, Be Happy sung by Bobby  McFerrin  Walking On Sunshine sung by Katrina And The Waves  When You’re Smiling sung by Frank Sinatra  Love Will Save The Day sung by Brendan Reilly |
| **Listen and Appraise** | | | |
| **Knowledge** | **Year 5**  To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?  To know the style of the five songs and to name other songs from the Units in those styles.  To choose two or three other songs and be able to talk about:  ○ Some of the style indicators of the songs (musical characteristics that give the songs their style)  ○ The lyrics: what the songs are about  ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)  ○ Identify the main sections of the songs (intro, verse, chorus etc.)  ○ Name some of the instruments they heard in the songs  ○ The historical context of the songs. What else was going on at this time?  **Year 6**  To know five songs from memory, who sang or wrote them, when they were written and why?  To know the style of the songs and to name other songs from the Units in those styles.  To choose three or four other songs and be able to talk about:  ○ The style indicators of the songs (musical characteristics that give the songs their style)  ○ The lyrics: what the songs are about  ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)  ○ Identify the structure of the songs (intro, verse, chorus etc.)  ○ Name some of the instruments used in the songs  ○ The historical context of the songs. What else was going on at this time, musically and historically?  ○ Know and talk about that fact that we each have a musical identity | | |
| **Skills** | **Year 5**  To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel.  **Year 6**  To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  Use musical words when talking about the songs.  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel, using musical language to describe the music. | | |
| **Games** | | | |
| **Knowledge** | To know and be able to talk about:  Singing in a group can be called a choir  Leader or conductor: A person who the choir or group follow  Songs can make you feel different things e.g. happy, energetic or sad  Singing as part of an ensemble or large group is fun, but that you must listen to each other  Texture: How a solo singer makes a thinner texture than a large group.  To know why you must warm up your voice | | |
| **Skills** | Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:  1. **Find the Pulse**  2. **Rhythm Copy Back:**  a. **Bronze:** Clap and say back rhythms.  b. **Silver:** Create your own simple rhythm patterns.  c. **Gold:** Perhaps lead the class using their simple rhythms.  3. **Pitch Copy Back Using 2 Notes**  a. **Bronze:** Copy back – ‘Listen and sing back’ (no notation)  b. **Silver:** Copy back with instruments, without then with notation.  c. **Gold:** Copy back with instruments, without and then with  notation  4. **Pitch Copy Back and Vocal Warm-ups**  To sing in unison and in simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in tune’.  To rejoin the song if lost.  To listen to the group when singing. | | |
| **Singing** | | | |
| **Knowledge** | **Year 5**  To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  To choose a song and be able to talk about:  Its main features  Singing in unison, the solo, lead vocal, backing vocals or rapping  To know what the song is about and the meaning of the lyrics  To know and explain the importance of warming up your voice  **Year 6**  To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  To know about the style of the songs so you can represent the feeling and context to your audience  To choose a song and be able to talk about:  ○ Its main features  ○ Singing in unison, the solo, lead vocal, backing vocals or rapping  ○ To know what the song is about and the meaning of the lyrics  ○ To know and explain the importance of warming up your voice | | |
| **Skills** | **Year 5**  To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’.  **Year 6**  To sing in unison and to sing backing vocals.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | | |
| **Playing instruments** | | | |
| **Knowledge** | **Year 5**  Different ways of writing music down – e.g. staff notation, symbols  The notes C, D, E, F, G, A, B + C on the treble stave  The instruments they might play or be played in a band or orchestra or by their friends.  **Year 6**  Different ways of writing music down – e.g. staff notation, symbols  The notes C, D, E, F, G, A, B + C on the treble stave  The instruments they might play or be played in a band or orchestra or by their friends | | |
| **Skills** | **Year 5**  Play a musical instrument with the correct technique within the context of the Unit song.  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using  notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session.  **Year 6**  Play a musical instrument with the correct technique within the context of the Unit song.  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. | | |
| **Improvisation** | | | |
| **Knowledge** | To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them  To know that using one or two notes confidently is better than using five  To know that if you improvise using the notes you are given, you cannot make a mistake | | |
| **Skills** | Use the improvisation tracks provided. Improvise using the three challenges:  1. **Clap and Improvise** – Listen and clap back, then listen and clap your  own answer (rhythms of words).  2. **Sing, Play and Improvise** – Use voices and instruments, listen and  sing back, then listen and play your own answer using one or two notes.  3. **Improvise!** – Take it in turns to improvise using one or two notes. | | |
| **Composition** | | | |
| **Knowledge** | **Year 5**  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  Notation: recognise the connection between sound and symbol.  **Year 6**  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  ● Notation: recognise the connection between sound and symbol | | |
| **Skills** | **Year 5**  Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).  **Year 6**  Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | |
| **Performance** | | | |
| **Knowledge** | **Year 5**  Performing is sharing music with other people, an audience  A performance doesn’t have to be a drama! It can be to one person or to each other  Everything that will be performed must be planned and learned  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including of people you don’t know  It is planned and different for each occasion  A performance involves communicating ideas, thoughts and feelings about the song/music.  **Year 6**  Performing is sharing music with an audience with belief  A performance doesn’t have to be a drama! It can be to one person or to each other  Everything that will be performed must be planned and learned  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including of people you don’t know  It is planned and different for each occasion  A performance involves communicating ideas, thoughts and feelings about the song/music | | |
| **Skills** | **Year 5**  To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”  **Year 6**  To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | | |

**Base 9 Year 6 Knowledge and Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| **Classroom Jazz 2** | **Music and Me** | **You’ve got a friend!** |
| **Style of Main Song** | Bacharach and Blues | Hip Hop, Classical, Electronic, Soul, Contemporary | 70s Ballad/Pop |
| **Unit Theme** | Jazz, improvisation and composition |  | The music of Carole King |
| **Instrumental Parts** | | | |
| **Key** | C and Blues in C | F | D |
| **One Note** |  | F | A and G |
| **Easy Part** |  | G | A, G and B |
| **Medium Part** |  | , F and G | A, G and B |
| **Melody** |  | G, A, B, C, D, E and F | G, A, B, C, D and E |
| **Warm-Up Games** | | | |
| **Bronze** | **No notes** | | |
| **Silver** | **C and sometimes D** | | |
| **Gold** | **C + D** | | |
| **Improvisation** | | | |
| **Bronze challenge 1** |  | **Play and Copy back**  Copy back using instruments. Use 1 note: A | **Play and Copy back**  Copy back using instruments. Use 1 note: A |
| **Bronze Challenge 2** | **Play and Improvise**  Question and Answer using instruments. | **Play and Improvise**  Question and Answer using instruments. |
| **Bronze Challenge 3** | **Improvise!**  Take it in turns to improvise using 1 note: A | **Improvise!**  Take it in turns to improvise using 1 note: A |
| **Silver Challenge 1** | **Play and Copy back**  Copy back using instruments. Use 2 notes: A and G | **Play and Copy back**  Copy back using instruments. Use 2 notes: A and G |
| **Silver Challenge 2** | **Play and Improvise**  Question and Answer using instruments. Use 2 notes in your answer: A and G | **Play and Improvise**  Question and Answer using instruments. Use 2 notes in your answer: A and G |
| **Silver Challenge 3** | **Improvise!**  Take it in turns to improvise using 2 notes: A and G | **Improvise!**  Take it in turns to improvise using 2 notes: A and G |
| **Gold Challenge 1** | **Play and Copy back**  Copy back using instruments. Use 3 notes: A, G and B | **Play and Copy back**  Copy back using instruments. Use 3 notes: A, G and B |
| **Gold Challenge 2** | **Play and Improvise**  Question and Answer using instruments. Use 3 notes in your answer: A, G and B | **Play and Improvise**  Question and Answer using instruments. Use 3 notes in your answer: A, G and B |
| **Gold Challenge 3** |  | **Improvise!**  Take it in turns to improvise using 3 notes: A, G and B | **Improvise!**  Take it in turns to improvise using 3 notes: A, G and B |
| **Composing** | | | |
| **Starting Notes** | D | C | A |
| **Easy Option** | D, E and F | C, D and E | G and B |
| **Harder Option** | C, D, E, F and G | C, D, E, F and G | C, E,G, A and B |
| **Supporting songs** | Take The ‘A’ Train by Duke Ellington  Speaking My Peace by H. Parlan  Back ‘O’Town Blues by Earl Hines  One ‘O’ Clock Jump by Count Basie | Something Helpful by Anna Meredith  O by Shiva Feshareki  V-A-C Moscow by Shiva Feshareki  Heroes & Villains by Eska  Shades Of Blue by Eska  And! by Afrodeutsche  The Middle Middle by Afrodeutsche | The Loco-Motion sung by Little Eva  One Fine Day sung by The Chiffons  Up On The Roof sung by The Drifters  Will You Still Love Me Tomorrow  (You Make Me Feel Like)  A Natural Woman sung by Carole King |
| **Listen and Appraise** | | | |
| **Knowledge** | **Year 6**  To know five songs from memory, who sang or wrote them, when they were written and why?  To know the style of the songs and to name other songs from the Units in those styles.  To choose three or four other songs and be able to talk about:  ○ The style indicators of the songs (musical characteristics that give the songs their style)  ○ The lyrics: what the songs are about  ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)  ○ Identify the structure of the songs (intro, verse, chorus etc.)  ○ Name some of the instruments used in the songs  ○ The historical context of the songs. What else was going on at this time, musically and historically?  ○ Know and talk about that fact that we each have a musical identity | | |
| **Skills** | **Year 6**  To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  Use musical words when talking about the songs.  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel, using musical language to describe the music. | | |
| **Games** | | | |
| **Knowledge** | To know and be able to talk about:  Singing in a group can be called a choir  Leader or conductor: A person who the choir or group follow  Songs can make you feel different things e.g. happy, energetic or sad  Singing as part of an ensemble or large group is fun, but that you must listen to each other  Texture: How a solo singer makes a thinner texture than a large group.  To know why you must warm up your voice | | |
| **Skills** | Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:  1. **Find the Pulse**  2. **Rhythm Copy Back:**  a. **Bronze:** Clap and say back rhythms.  b. **Silver:** Create your own simple rhythm patterns.  c. **Gold:** Perhaps lead the class using their simple rhythms.  3. **Pitch Copy Back Using 2 Notes**  a. **Bronze:** Copy back – ‘Listen and sing back’ (no notation)  b. **Silver:** Copy back with instruments, without then with notation.  c. **Gold:** Copy back with instruments, without and then with  notation  4. **Pitch Copy Back and Vocal Warm-ups**  To sing in unison and in simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in tune’.  To rejoin the song if lost.  To listen to the group when singing. | | |
| **Singing** | | | |
| **Knowledge** | **Year 6**  To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  To know about the style of the songs so you can represent the feeling and context to your audience  To choose a song and be able to talk about:  ○ Its main features  ○ Singing in unison, the solo, lead vocal, backing vocals or rapping  ○ To know what the song is about and the meaning of the lyrics  ○ To know and explain the importance of warming up your voice | | |
| **Skills** | **Year 6**  To sing in unison and to sing backing vocals.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | | |
| **Playing instruments** | | | |
| **Knowledge** | **Year 6**  Different ways of writing music down – e.g. staff notation, symbols  The notes C, D, E, F, G, A, B + C on the treble stave  The instruments they might play or be played in a band or orchestra or by their friends | | |
| **Skills** | **Year 6**  Play a musical instrument with the correct technique within the context of the Unit song.  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. | | |
| **Improvisation** | | | |
| **Knowledge** | To know and be able to talk about improvisation:  Improvisation is making up your own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them  To know that using one or two notes confidently is better than using five  To know that if you improvise using the notes you are given, you cannot make a mistake | | |
| **Skills** | Use the improvisation tracks provided. Improvise using the three challenges:  1. **Clap and Improvise** – Listen and clap back, then listen and clap your  own answer (rhythms of words).  2. **Sing, Play and Improvise** – Use voices and instruments, listen and  sing back, then listen and play your own answer using one or two notes.  3. **Improvise!** – Take it in turns to improvise using one or two notes. | | |
| **Composition** | | | |
| **Knowledge** | **Year 6**  A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  ● Notation: recognise the connection between sound and symbol | | |
| **Skills** | **Year 6**  Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | |
| **Performance** | | | |
| **Knowledge** | **Year 6**  Performing is sharing music with an audience with belief  A performance doesn’t have to be a drama! It can be to one person or to each other  Everything that will be performed must be planned and learned  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including of people you don’t know  It is planned and different for each occasion  A performance involves communicating ideas, thoughts and feelings about the song/music | | |
| **Skills** | **Year 6**  To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | | |