

## Reception

Term	Autumn		Spring		Summer	
Topic	Sing with me	Nativity	Music is everywhere	How music makes us feel	Be a composer!	Instrument Inventor

### Year 1/2

Term	Autumn		Spring		Summer	
Topic	Music brings us together	Nativity	Break it down	Instrument families	It's a classic!	Big Band and Swing

### Year 3

Term	Autumn		Spring		Summer	
Topic	Break it down	Carols	Livin' the vida loca	I love Rock and Roll	Break it down	Be a composer

### Year 4

Term	Autumn		Spring		Summer	
Topic	Break it down	Carols	Jammin'	Be a composer	All that Jazz	Break it down

### Year 5

Term	Autumn		Spring		Summer	
Topic	Break it down	Carols	We will Rock you	Be a composer	Disco fever	Break it down

### Year 6

Term	Autumn		Spring		Summer	
Topic						

Rec ELG Objectives	KS1 NC Objectives	KS2 NC Objectives	
<p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• play tuned and untuned instruments musically;</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music;</li> <li>• listen with attention to detail and recall sounds with increasing aural memory;</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>• develop an understanding of the history of music.</li> <li>• use and understand staff and other musical notations;</li> </ul>	
Area of Music	KS1	LKS2	UKS2
<b>Singing</b>	Nativity Learn songs	Learning Songs	Learning songs Writing Lyrics
<b>Listening</b>	Musical Styles and Genres	Musical Styles and Genres	Musical Styles and Genres
<b>Composing</b>	Instrument families	Creating basic notations Crotchet, quaver, rest, minims and semibreves	Using technology
<b>Musicianship</b>	Tempo, dynamics, rhythm, beat, pulse, pitch	structure, duration	Melody, harmony and timbre

# From the MMC -

## Popular Music

Style	Title	Artist(s)
Blues	Runaway Blues	Ma Rainey
Jazz	Take the 'A' Train	Duke Ellington Orchestra
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
80s Synth/Pop	Smalltown Boy	Bronski Beat
90s Singer/Songwriter	Play Dead	Björk
90s RnB	Say My Name	Destiny's Child
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis
21st Century	Pupils should also be listening to more recent examples of popular music; this affords an opportunity for pupil engagement in the choice of repertoire.	

# From the MMC -

<b>Country*</b>	<b>Tradition</b>	<b>Title</b>	<b>Artist/Composer</b>
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji
Argentina	Tango	Libertango	Piazzolla
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo
Middle East	Folk	Sprinting Gazelle	Reem Kelani
England	Folk	Sea Shanties	Various
Poland	Folk	Mazurkas Op. 24	Chopin

# From the MMC -

## The Western Classical Tradition up to the 1940s

Title	Composer	Period
O Euchari	Hildegard	Early
Hallelujah from <i>Messiah</i>	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
1812 Overture	Tchaikovsky	Romantic
Night on a Bare Mountain	Mussorgsky	Romantic
Bolero	Ravel	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
English Folk Song Suite	Vaughan Williams	20th Century
Mars from <i>The Planets</i>	Holst	20th Century

Reception

# Music - Sing with Me

<b><u>Artists -</u></b> Various	<b><u>Music Area -</u></b> Singing and Listening	<b><u>Genre -</u></b> N/A
<b>Prior knowledge</b>	<b>Current Knowledge-</b> Children sing songs, make music and dance, and experiment with ways of changing them.	<b>Future Knowledge</b>
N/A	Children learn to sing a range of songs and learn some simple movements to go with them.  building basics of beat and rhythm communication and rhyme	Learn various songs from around the world. Further application of beat and rhythm • use their voices expressively and creatively by singing songs and speaking chants and rhymes;

# Music - Nativity

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Singing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p><b>Future Knowledge</b></p>
<p>Children sing songs and dance</p>	<p>Children learn to sing a variety of songs and learn simple movements to go with these, Songs will have different tempos/dynamics and children and think about how the songs sound different, how they move differently etc</p> <p>building basics of beat and rhythm communication and rhyme</p>	<p>Apply skills to further performances and singing topics</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> </ul>
<p><b><u>Developing</u></b></p>	<p><b><u>Embedded</u></b></p>	

# Music - Music is everywhere

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Composing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</li> </ul> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p><b>Future Knowledge</b></p>
<p>N/A</p>	<p>Children find a range of ways to create music with both instruments and everyday items. Can they build together a simple beat? How would they play it differently considering a scenario? Can they add sound effects to a story?</p>	<p>Instrument families</p> <p>Rhythm, pulse and beat</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants</li> </ul>

# Music - How Music makes us feel

<p><b><u>Artists -</u></b> Multiple</p>	<p><b><u>Music Area -</u></b> Listening and Singing</p>	<p><b><u>Genre -</u></b> Multiple</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p><b>Future Knowledge</b></p>
<p>N/A</p>	<p>Children learn to sing a variety of songs and learn simple movements to go with these, Songs will have different tempos/dynamics and children and think about how the songs sound different, how they move differently etc</p> <p>building basic understanding of tempo and how music can affect emotions</p>	<p>Tempo</p> <p>Traditional songs</p> <p>Pitch and dynamics</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> </ul>

**Developing**

**Embedded**

# Music - Become a composer

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Composing</p>	<p><b><u>Genre -</u></b> Mixed</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>Future Knowledge</b></p>
<p>N/A</p>	<p>Children to be given opportunities to develop music to accompany an inspiration piece - picture/story/topic etc</p> <p>How would the seasons sound? How would your emotions sound? Etc</p> <p>Basic applications of rhythm, beat, pitch, dynamics and tempo (e.g sad would maybe be lower pitch/dynamic and slower beat)</p>	<p>Understanding and use of tempo, dynamics, rhythm, pulse, beat and pitch</p> <ul style="list-style-type: none"> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>

# Music - Instrument Inventor

<b><u>Artists -</u></b> N/A	<b><u>Music Area -</u></b> Musicianship	<b><u>Genre -</u></b> N/A
<b>Prior knowledge</b>	<b>Current Knowledge-</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	<b>Future Knowledge</b>
N/A	Children to experiment with a variety of instruments and think about how they could group them (sound, shape, how you play it etc). What happens if you play an instrument differently to how it is designed to be played?  Create own instrument (maracas, shoe box guitar?)	Instrument families  • play tuned and untuned instruments musically;  • experiment with, create, select and combine sounds using the inter-related dimensions of music

Year 1/2

# MMC Year 1

Good repertoire for this age group includes:

- Sing for Pleasure: *Boom Chicka Boom*
- Voices Foundation: *Have you Brought your Whispering Voice?*
- Voices Foundation: *Hello, How are You*
- Bance: *Copy Kitten*
- Voicelinks: *I'm a Train*
- *Bounce High, Bounce Low*
- Singing Sherlock: *Dr Knickerbocker*
- *Dragon Dance*
- Trad. Bangladesh: *Mo matchi (Song of the Bees)*
- Trad. Ghana: *Kye Kye Kule*
- Trad. England: *An Acre of Land*

# MMC Year 2

Good repertoire for this age group includes:

- *Little Sally Saucer*
- Trad. *Star Light, Star Bright, First Star I See Tonight*
- Trad. *Hey, Hey, Look at Me*
- Trad. *Rain, Rain Go Away*
- Trad. *Acka Backa*
- Voicelinks: *The King is in the Castle*
- Young Voiceworks: *Ebenezer Sneezer*
- Trad. *Oats and Beans and Barley Grow*
- Singing Sherlock 1: *Teddy Bear Rock n Roll*
- Trad. *Oliver Cromwell*
- Trad. *Lovely Joan*
- Trad. *Searching for Lambs*
- Voicelinks: *Fireworks*
- Trad. Bangladesh: *Hatti – ma tim tim (An Imaginary Bird)*
- Trad. Bangladesh: *Charti Kula beng (Four Fat Frogs)*
- Trad. Australia: *I Got Kicked by a Kangaroo*
- Trad. America: *Built My Lady a Fine Brick House*
- Sing Up: *Paintbox*

# Music - Music brings us together

<p><b><u>Artists -</u></b> Various</p>	<p><b><u>Music Area -</u></b> Singing and Listening</p>	<p><b><u>Genre -</u></b> Traditional Songs</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music;</li> </ul> <p>• Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>• Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).</p> <p>• Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>• Improvise simple vocal chants, using question and answer phrases.</p> <p>Year 2 -</p> <p>Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols</p>	<p><b>Future Knowledge</b></p>

# Music - Nativity

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Singing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Children sing songs and dance - learning basics of beat and rhythm, communication and rhyme</p> <p>Children learn to sing a variety of songs and learn simple movements to go with these, Songs will have different tempos/dynamics</p>	<p>Children apply previous knowledge to enable them to perform to a higher level.</p> <p>Begin to distinguish different pitch, tempo and volume (dynamics) required depending on the song choice</p>	<p>Apply skills to further performances and singing topics</p> <p>Tempo, dynamics (volume), rhythm, pulse, beat, pitch</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble</li> </ul>

# Music - Break it down

<p><b><u>Artists -</u></b> Various</p>	<p><b><u>Music Area -</u></b> Musicianship</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <ul style="list-style-type: none"> <li>• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</li> <li>• Respond to the pulse in recorded/live music through movement and dance</li> </ul> <p>Rhythm • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p> <p>Pitch • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk, a quiet sound created on a</p>	<p><b>Future Knowledge</b></p>

# Music - Instrument Families

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Listening and Musicianship</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• play tuned and untuned instruments musically;</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Instrument inventor</p>	<p><a href="#">Twinkl pp</a></p> <p>Create a short song in groups using different instrument families Woodwind, brass, string and percussion</p> <p>How do the groups come together to create one piece of music? <a href="https://www.youtube.com/watch?v=M0Jc4sP0BEE&amp;t=1s">https://www.youtube.com/watch?v=M0Jc4sP0BEE&amp;t=1s</a></p> <p>Now what happens when each person in a group has a different type of instrument?</p> <p>Guess the instrument family - <a href="https://www.youtube.com/watch?v=tb0gHAzpQPE">https://www.youtube.com/watch?v=tb0gHAzpQPE</a></p>	<p>Classical music</p> <p>Use of instruments</p>

**Developing**

**Embedded**

# Music - It's a classic!

<p><b><u>Artists -</u></b></p> <ul style="list-style-type: none"> <li>● Beethoven</li> <li>● Debussy</li> <li>● Mozart</li> <li>● Montserrat Caballe</li> <li>● Bocelli</li> <li>● Pavarotti</li> </ul>	<p><b><u>Music Area -</u></b></p> <p>Listening</p>	<p><b><u>Genre -</u></b></p> <p>Classical</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p><b>Future Knowledge</b></p>
<p>Instrument families</p> <p>Tempo, dynamics, rhythm, pulse, beat, pitch</p> <p>Listening to music</p>	<p><a href="#">Twinkl pp</a></p> <p><a href="#">Kids Meet an Opera Singer</a></p> <p>What makes the genre distinguishable from other types of music?          Are there any instruments only used in this genre?          Is there a certain way singers perform/lyrics are written?          Children to apply knowledge of musical vocabulary to describe the genre (slow tempo, high pitch etc)          How does music differ within the genre?          When did it first become a standalone genre? What came before? How did that impact?          What came after? Did the genre influence this in any way?          Learn about some influential composers/singers/musicians of the genre - EDI</p>	<p>Following genres of music</p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural</li> </ul>

# Music - Big Band and Swing

<p><b><u>Artists -</u></b></p> <ul style="list-style-type: none"> <li>• Frank Sinatra</li> <li>• Shirley Bassey</li> <li>• Michael Buble</li> </ul>	<p><b><u>Music Area -</u></b> Listening and Singing</p>	<p><b><u>Genre -</u></b> Big Band and Swing</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b> The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p><b>Future Knowledge</b></p>
<p>N/A</p>	<p><a href="#">Twinkl pp</a> <a href="#">Twinkl pp</a></p> <p>What makes the genre distinguishable from other types of music?          Are there any instruments only used in this genre?          Is there a certain way singers perform/lyrics are written?          Children to apply knowledge of musical vocabulary to describe the genre (slow tempo, high pitch etc)          How does music differ within the genre?          When did it first become a standalone genre? What came before? How did that impact?          What came after? Did the genre influence this in any way?          Learn about some influential composers/singers/musicians of the genre - EDI</p> <p>What is swing? -</p>	<p>Following genres of music</p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural</li> </ul>

Year 3

# MMC Year 3 -

Good repertoire for this age group includes:

- Sing Up: *Heads and Shoulders*
- Singing Sherlock 2: *Si, Si, Si*
- Flying a Round: *To stop the train*
- Trad. Japan: *Kaeru no uta*
- Trad. Morocco: *A ram sam sam/Pease Pudding Hot*
- Trad. Bangladesh: *Now charia de (A Boatman's Song)*
- Junior Songscape: *Listen to the Rain*
- Voicelinks: *Extreme Weather*
- Sing Up: *Skye Boat Song*
- Trad. Ireland: *Be Thou My Vision*
- Junior Voiceworks 1: *Now The Sun Is Shining*
- Voiceworks 1: *Candle Light*
- Singing Sherlock 2: *Shadow*
- Singing Express 3: *Mirror*
- Trad. England: *Ah! Poor bird/Hey, Ho! Nobody home/Rose*

# Music - Break it down

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Musicianship, Listening, Singing and Composing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.</li> </ul> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</p> <ul style="list-style-type: none"> <li>• Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).             <ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> </ul> </li> <li>• Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Music helps us travel - chorus, verse, lyrics</p> <p>Tempo, dynamics, rhythm, pulse, beat and pitch</p>	<p>Analyse song lyric structure to be able to identify verse, chorus, bridge, intro, (pre-chorus)</p> <p>Create own short song using prior knowledge - link to an inspiration piece? Story, class rules etc</p> <p>structure</p>	<p>Melody and Harmony</p> <p>Crotchet, quaver, rest, minims and semibreves</p> <ul style="list-style-type: none"> <li>• use and understand</li> </ul>

# Music - Carols

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Singing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</li> </ul> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</p>	<p><b>Future Knowledge</b></p>
<p>Children learn to sing a variety of songs and learn simple movements to go with these, Songs will have different tempos/dynamics and children and think about how the songs sound different, how they move differently etc</p> <p>building basics</p>	<p>Children will be able perform to a live audience and build/secure on previous singing performances. Children will be able to alter their pitch, dynamic, rhythm and tempo to suit to song and recognise how these change throughout the structure of the song.</p>	<p>Further application and securing of these skills in future carol services and leading up to a whole class production in Year 6.</p> <p>Melody and Harmony</p>

# Music - Livin' the vida loca

<p><b><u>Artists -</u></b></p> <ul style="list-style-type: none"><li>• Ricky Martin</li><li>• Shakira</li><li>• Enrique Iglesias</li><li>• Pitbull</li><li>• Luis Miguel</li><li>• Vicente Fernandez</li><li>• Jose Jose</li></ul>	<p><b><u>Music Area -</u></b> Listening and Singing</p>	<p><b><u>Genre -</u></b> Latin American</p>
<p><b>Prior knowledge</b></p> <p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories</p>	<p><b>Current Knowledge-</b> The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p> <ul style="list-style-type: none"><li>• listen with attention to detail and recall sounds with increasing aural memory;</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li><li>• develop an understanding of the history of music.</li></ul> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather) tunefully and with expression. Perform forte and piano, loud and soft</p>	<p><b>Future Knowledge</b></p> <ul style="list-style-type: none"><li>• listen with attention to detail and recall sounds with increasing aural memory;</li></ul>

# Music - I love rock and roll

<p><b><u>Artists -</u></b></p> <ul style="list-style-type: none"> <li>• Elvis Presley</li> <li>• Chuck Berry</li> <li>• Bruce Springsteen</li> <li>• Tina Turner</li> <li>• Elton John</li> <li>• Billy Joel</li> <li>• Dave Grohl</li> </ul>	<p><b><u>Music Area -</u></b> Listening and Singing</p>	<p><b><u>Genre -</u></b> Rock and Roll</p>
<p><b>Prior knowledge</b></p> <p>The teaching of music is enriched by developing pupils' shared knowledge and understanding</p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory;</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>• develop an understanding of the history of music.</li> </ul> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</p> <ul style="list-style-type: none"> <li>• Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</li> </ul>	<p><b>Future Knowledge</b></p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural</li> </ul>

# Music - Break it down

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Musicianship and composing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• use and understand staff and other musical notations;</li> <li>• Introduce and understand the differences between crotchets and paired quavers.</li> <li>• Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>• Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Tempo, dynamics, rhythm, pulse, beat, pitch, structure and duration</p>	<p>How do music creators show duration of notes?</p> <ul style="list-style-type: none"> <li>- Crotchet, quaver, rest, semibreve, minims</li> <li>- Use syllables to help understand the basics of this. Tea, coffee, hot-chocolate etc</li> <li>- What would your name look like as notes? Can you add basic notes to a conversation? (links to reading fluency)</li> </ul> <p><a href="#">Crotchet and quaver</a> <a href="#">Rests</a></p> <p><a href="#">Minims and Semibreves</a> <a href="#">Clap Along</a> <a href="#">Clap along with semibreve</a></p> <p>Create own music using notes and see if friends can understand/play on untuned instrument Build on previous use of these to</p>	<p>Further application of basic musical notation</p> <ul style="list-style-type: none"> <li>• use and understand staff and other musical notations;</li> <li>• Explore</li> </ul>

# Music - Become a composer

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Composing</p>	<p><b><u>Genre -</u></b> Various</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music;</li> <li>• Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>• Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Tempo, dynamics, rhythm, pulse, beat, pitch, structure and duration</p> <p>Musical notations</p>	<p><a href="#">Chrome Music Lab - kandinsky</a></p> <p>Experiment with tuned instruments</p> <p><a href="#">Boomwhacker playalongs</a></p> <p><a href="#">Xylophone playalong</a></p> <p>Use notations to represent sound and create own piece of music</p>	<p>Further application and embedding of this</p> <ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the</li> </ul>

Year 4

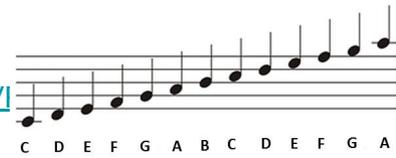
# MMC Year 4 -

Good repertoire for this age group includes:

- Junior Voiceworks 1: *Calypso*
- Junior Voiceworks 2: *Our Dustbin*
- Voiceworks 1: *Hear the Wind*
- Kendrick: *Servant King*
- *Happy Birthday*
- Great Weather Songs: *Long Journey*
- Great Celebration Songs: *World in Union*
- Sing Up: *Just like a Roman*
- Trad. Ghana: *Namuma*
- Sing for Pleasure: *Ghosts*
- Sing for Pleasure: *Lost in Space*

# Music - Break it down

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Musicianship</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• use and understand staff and other musical notations;</li> <li>• Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> <li>• Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Tempo, dynamics, rhythm, pulse, beat structure, duration - Melody and Harmony Crotchet, quaver, rest, minims and semibreves</p>	<p>Musical notations - recap learning from Year 3 (see slide 21)</p> <p>Recognise that notes on a piece of sheet music are placed in accordance with the musical note they represent and notes go from A to G</p> <p>Use this to help play tuned instruments in time either on screen -  <a href="https://www.youtube.com/playlist?list=PL2mHraZxoflxiENGqZXxthaKB1VI">https://www.youtube.com/playlist?list=PL2mHraZxoflxiENGqZXxthaKB1VI</a>            Or can practice using songs printed on sheets -  <a href="https://noobnotes.net/popular/">https://noobnotes.net/popular/</a>  <a href="https://noobnotes.net/browse/difficulty/easy-song-letter-notes/">https://noobnotes.net/browse/difficulty/easy-song-letter-notes/</a></p> <p>Can they learn to play a song in groups using tuned instruments? (boomwhackers may be easiest here or glockenspiels/xylophones)            Do all "A" notes have the same pitch?            What happens if some notes are played with a different dynamic?</p>	<p>Children begin to use this knowledge to create their own pieces of music</p> <ul style="list-style-type: none"> <li>• use and understand staff and other musical notations;</li> <li>• Improvise freely over a</li> </ul>



# Music - Carols

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Singing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</li> <li>• Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Children learn to sing a variety of songs and learn simple movements to go with these, Songs will have different tempos/dynamics and children and think about how the songs</p>	<p>Children will be able perform to a live audience and build/secure on previous singing performances. Children will be able to alter their pitch, dynamic, rhythm and tempo to suit to song and recognise how these change throughout the structure of the song.</p> <p>Year 4 - Pupils will apply their previous knowledge to recognise aspects of the songs and identify the melody and potential harmony.</p>	<p>Further application and securing of these skills in future carol services and leading up to a whole class production in Year 6.</p> <p>Further</p>

# Music - Jammin'

<p><b><u>Artists -</u></b></p> <ul style="list-style-type: none"> <li>• Bob Marley</li> <li>• Shaggy</li> <li>• Bobby McFerrin</li> <li>• Sean Paul</li> </ul>	<p><b><u>Music Area -</u></b> Singing and Listening</p>	<p><b><u>Genre -</u></b> Reggae</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory;</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>• develop an understanding of the history of music.</li> <li>• Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Previous musical genres</p> <ul style="list-style-type: none"> <li>• listen with attention to detail</li> </ul>	<p><a href="#">Twinkl pp</a></p> <p>Will need to do a quick run through of other music types they will not have covered previously. What makes the genre distinguishable from other types of music? Are there any instruments only used in this genre?</p>	<p>Following genres</p> <ul style="list-style-type: none"> <li>• listen with attention to</li> </ul>

# Music - Be a composer

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Composing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music;</li> <li>• Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> </ul> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <ul style="list-style-type: none"> <li>• Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Tempo, dynamics, rhythm, pulse, beat structure, duration - Melody and Harmony Crotchet, quaver, rest, minims and semibreves Letter notes</p>	<p><a href="#">Xylophone playalongs</a> <a href="#">Boomwhacker Playalong</a></p> <p>Compose short songs alone/in groups using tuned instruments - Glockenspiels Xylophone Boomwhackers keyboards Write down the notes used and encourage use of technical vocabulary/musical notes</p> <p>May want to give each group a scenario (seasons, emotions, genres of book) and encourage chn to hear how the music differs in pitch/tempo etc</p>	<p>Further opportunities to compose including using technology</p> <ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the</li> </ul>

# Music - All that Jazz

<p><b><u>Artists -</u></b></p> <ul style="list-style-type: none"> <li>• Louis Armstrong</li> <li>• Ella Fitzgerald</li> <li>• Nat King Cole</li> <li>• Duke Ellington</li> </ul>	<p><b><u>Music Area -</u></b> Singing and Listening</p>	<p><b><u>Genre -</u></b> Jazz</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory;</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>• develop an understanding of the history of music.</li> <li>• Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Previous genres</p> <ul style="list-style-type: none"> <li>• listen with attention to detail</li> </ul>	<p>Will need to do a quick run through of other music types they will not have covered previously. What makes the genre distinguishable from other types of music? Are there any instruments only used in this genre? Is there a certain way singers perform/lyrics are written?</p>	<p>Following genres</p> <ul style="list-style-type: none"> <li>• listen with</li> </ul>

# Music - Break it down

<p><b><u>Artists -</u></b> Various</p>	<p><b><u>Music Area -</u></b> Musicianship and composing</p>	<p><b><u>Genre -</u></b> Various</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• use and understand staff and other musical notations;</li> <li>• Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Tempo, dynamics, rhythm, pulse, beat structure, duration - Melody and Harmony Crotchet, quaver, rest, minims and semibreves</p>	<p>Look at some influential songwriters and musicians (?)</p> <ul style="list-style-type: none"> <li>- Benny and Bjorn</li> <li>- Otis Blackwell (EDI)</li> <li>- Taylor Swift</li> <li>- Ed Sheeran</li> </ul> <p><a href="https://www.rollingstone.com/interactive/lists-100-greatest-songwriters/#eminem">https://www.rollingstone.com/interactive/lists-100-greatest-songwriters/#eminem</a>  <a href="https://vocal.media/beat/20-most-influential-musicians-of-all-time">https://vocal.media/beat/20-most-influential-musicians-of-all-time</a></p> <p>Children create their own songs using appropriate structure and layout. Create a backing track on keyboards/chrome music lab</p>	<p>Melody and harmony Links with reading music</p> <ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble</li> </ul>

Year 5

# MMC Year 5 -

Good repertoire for this age group includes:

- Trad. Ireland: *Danny Boy*
- Kodály: *Rocky Mountain*
- Kodály: *My Paddle*
- *High Low Chickalo*
- *Ally Ally O*
- Trad. Caribbean: *Four White Horses*
- Trad. Uganda: *Dipidu*
- *Are You Ready?*
- *Row, Row, Row your Boat*

# Music - Break it down

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Musicianship and composing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• use and understand staff and other musical notations;</li> <li>• Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</li> <li>• Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, compose music to evoke a specific atmosphere, mood or environment.</li> <li>• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Tempo, dynamics, rhythm, pulse, beat structure, duration - Melody and Harmony Crotchet, quaver, rest, minims and</p>	<p>Recap prior learning (slide 21 and 24)</p> <p>Use knowledge to create a short piece of music with tuned instruments and lyrics</p>	<p>Timbre Use technology to compose</p> <ul style="list-style-type: none"> <li>• use and understand staff and other musical notations; Further</li> </ul>

# Music - Carols

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Singing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</li> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Children learn to sing a variety of songs and learn simple movements to go with these, Songs will have different tempos/dynamics and children and think about how the songs sound different, how they move differently etc</p>	<p>Children will be able perform to a live audience and build/secure on previous singing performances. Children will be able to alter their pitch, dynamic, rhythm and tempo to suit to song and recognise how these change throughout the structure of the song.</p> <p>Year 5 - Pupils will be able to apply and use their knowledge to melody and harmony to sing a song/section of a song in a round.</p>	<p>Further application and securing of these skills in future carol services and leading up to a whole class production in Year 6.</p> <p>Further application of melody and harmony</p>

# Music - We will Rock you

<p><b><u>Artists -</u></b></p> <ul style="list-style-type: none"> <li>• Queen</li> <li>• The Monkees</li> <li>• The Beatles</li> <li>• Fleetwood Mac</li> <li>• The Who</li> <li>• BB King</li> <li>• Sister Rossetta Tharpe</li> <li>• Buddy Guy</li> </ul>	<p><b><u>Music Area -</u></b> Listening and singing</p>	<p><b><u>Genre -</u></b></p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory;</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>• develop an understanding of the history of music.</li> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</li> <li>• Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Previous genres</p>	<p>Will need to do a quick run through of other music types they will not have covered previously. What makes the genre distinguishable from other types of music?</p>	<p>Following genres</p>

# Music - Be a composer

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Composing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music;</li> <li>• Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</li> <li>• Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, compose music to evoke a specific atmosphere, mood or environment.</li> <li>• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Tempo, dynamics, rhythm, pulse, beat structure, duration - Melody and Harmony Crotchet, quaver, rest, minims and</p>	<p>Begin to make the link between musical notations and reading music (putting notes in order on a scale (slide 24)</p> <p>Compose and record (on paper and digitally) a piece of music</p>	<ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music;</li> <li>• Create</li> </ul>

# Music - Disco Fever

<p><b><u>Artists -</u></b></p> <ul style="list-style-type: none"> <li>• The Bee Gees</li> <li>• Marvin Gaye</li> <li>• Abba</li> <li>• Sister Sledge</li> <li>• Gloria Gaynor</li> <li>• Earth, Wind and Fire</li> <li>• Billy Ocean</li> </ul>	<p><b><u>Music Area -</u></b> Listening and Singing</p>	<p><b><u>Genre -</u></b> Disco</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory;</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>• develop an understanding of the history of music.</li> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</li> <li>• Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Previous genres</p>	<p>Will need to do a quick run through of other music types they will not have covered previously</p>	<p>Following</p>

# Music - Break it down

<b><u>Artists -</u></b> Various	<b><u>Music Area -</u></b> Musicianship	<b><u>Genre -</u></b> Various
<b>Prior knowledge</b>	<b>Current Knowledge-</b> <ul style="list-style-type: none"><li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</li><li>• Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li></ul>	<b>Future Knowledge</b>
Tempo, dynamics, rhythm, pulse, beat structure, duration - Melody and Harmony	Split a song into it's harmony and melody Chn to sing different sections of the song <a href="#">Songs with Harmonies</a>	Further application and embedding of this skill <ul style="list-style-type: none"><li>• use and understand staff and other musical notations; Further understand the</li></ul>

Year 6

# MMC - Year 6

Good repertoire for this age group includes:

- Trad. South Africa: *Siyahamba*
- Junior Voiceworks 1: *Calypso*
- Sing Up: *Touch the Sky*
- Sing Up: *Dona Nobis Pacem*
- Sing Up: *We are the Champions*
- *British National Anthem – God Save the Queen*
- Sing Up: *We Go Together*
- Trad. Ghana: *Senwa de Dende*
- Sing Up: *Be the Change*
- Sing Up: *One Moment, One People*
- Sing Up: *There's a Power in the Music*

# Music - Break it down

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Musicianship</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• use and understand staff and other musical notations;</li> </ul> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p>	<p><b>Future Knowledge</b></p>
<p>Tempo, dynamics, rhythm, pulse, beat structure, duration - Melody and Harmony Crotchet, quaver, rest, minims and semibreves</p>	<p>Recap of prior knowledge (slide 21, 24 and 36)</p> <p>Timbre -</p> <p><a href="#">Chrome Music Lab</a> - Can hear same notes performed by different instruments</p>	<p>N/A</p>

**Developing**

**Embedded**

# Music - Carols

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Singing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>• Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Children learn to sing a variety of songs and learn simple movements to go with these, Songs will have different tempos/dynamics and children and think about how the songs sound different</p>	<p>Children will be able perform to a live audience and build/secure on previous singing performances. Children will be able to alter their pitch, dynamic, rhythm and tempo to suit to song and recognise how these change throughout the structure of the song.</p> <p>Year 6 - Pupils will be able to apply and use their prior knowledge to sing a song with a separate harmony</p>	<p>Further application and securing of these skills leading up to a whole class production in Year 6.</p>

# Music - That's a Rap!

<p><b><u>Artists -</u></b></p> <ul style="list-style-type: none"><li>• Stormzy</li><li>• Queen Latifah</li><li>• Will Smith</li><li>• Mackelmore</li><li>• Lizzo</li><li>• De La Soul</li><li>• A Tribe Called Quest</li><li>• Run DMC</li><li>• Beastie Boys</li><li>• Eric B &amp; Rakim</li></ul>	<p><b><u>Music Area -</u></b></p> <p>Singing, listening and composing</p>	<p><b><u>Genre -</u></b></p> <p>Rap</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"><li>• listen with attention to detail and recall sounds with increasing aural memory;</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li><li>• develop an understanding of the history of music.</li></ul> <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p>	<p><b>Future Knowledge</b></p>

# Music - So POPular right now

<p><b><u>Artists -</u></b></p> <ul style="list-style-type: none"> <li>• Little Mix</li> <li>• Lady Gaga</li> <li>• Prince</li> <li>• Bowie</li> <li>• Stevie Wonder</li> <li>• Adele</li> <li>• Ed Sheeran</li> <li>• Bruno Mars</li> </ul>	<p><b><u>Music Area -</u></b> Singing and listening</p>	<p><b><u>Genre -</u></b> Pop</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory;</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>Future Knowledge</b></p>
<p>Previous genres</p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory:</li> </ul>	<p style="text-align: center;"> <a href="#">2000's Twinkl pp</a>  <a href="#">1990's Twinkl pp</a> </p> <p>Will need to do a quick run through of other music types they will not have covered previously.            What makes the genre distinguishable from other types of music?            Are there any instruments only used in this genre?            Is there a certain way singers perform/lyrics are written?            Children to apply knowledge of musical vocabulary to describe the genre (slow tempo high pitch etc)</p>	<p>N/A</p>

# Music - Be a composer

<p><b><u>Artists -</u></b> N/A</p>	<p><b><u>Music Area -</u></b> Composing</p>	<p><b><u>Genre -</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge-</b></p> <ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music;</li> <li>• Create music with multiple sections that include repetition and contrast.</li> </ul> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p>	<p><b>Future Knowledge</b></p>
<p>Tempo, dynamics, rhythm, pulse, beat structure, duration - Melody and Harmony Crotchet, quaver, rest, minims and semibreves Letter notes</p>	<p>Use various methods to compose and record music for varying purposes</p> <p><a href="#">Incredibox</a></p> <p><a href="#">Virtual Instruments</a></p> <p><a href="#">Chrome Music Lab</a></p>	<p>N/A</p>

**Developing**

**Embedded**

# Music - Leavers Performance

<b><u>Artists -</u></b> N/A	<b><u>Music Area -</u></b> Singing and listening	<b><u>Genre -</u></b> N/A
<b>Prior knowledge</b>	<b>Current Knowledge-</b> <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li><li>• Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li></ul>	<b>Future Knowledge</b>
Previous performances	Performing to a live audience Application of previous knowledge Learning songs	N/A