

## Music Curriculum

### Intent:

- To allow all children to have the experience of learning how to play an instrument.
- To ensure all children access high quality live and recorded music that reflects the culture and society they live in.
- To develop their self-confidence, creativity and imagination by providing opportunities for self-expression.
- To build upon what they have learnt about working as a team and being a part of a community.
- To understand musical concepts through a repetition-based approach to learning. For children to understand basic notation and musical vocabulary to help them perform within an ensemble.

	Autumn	Spring	Summer
EYFS	<b>ELGS that feed into Music: Expressive Arts and Design</b> <i>Creating with Materials:</i> The children can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process/es they have used. The children make use of props and materials when role playing characters in narratives and stories. <i>Being Imaginative and Expressive:</i> The children invent, adapt and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. The children perform songs, rhymes and stories with others and, when appropriate, try to move in time with music.		
Year 1	<b>Toys</b> Charanga: Hey you (Hip Hop)	<b>People Who Help Us</b> Charanga: In the groove	<b>The Park</b> Charanga: Your imagination

	Christmas Play	Charanga: Round and Round (Latin music)	Glockenspiel
Year 2	<b>Transport</b> Charanga: Hands, Feet, Heart (South African music) Sea shanties Christmas Play	<b>Dirty Beasts</b> Charanga: I wanna play in a band (Rock music) Flight of the bumblebee by Rimsky-Korsakov	<b>The Seaside</b> Charanga: Friendship song Glockenspiel
Year 3	<b>The Stone Age/Darlington- Local Study</b> Charanga: Let Your Spirit Fly	<b>The Rainforest</b> Charanga: Three Little Birds Glockenspiel	<b>Ancient Egypt</b> Charanga: Bring Us Together
Year 4	<b>Ancient Greece</b> Charanga: Mamma Mia	<b>Brazil</b> Charanga: Lean On Me Glockenspiel	<b>The Roman Empire</b> Charanga: Glockenspiels
Year 5	<b>Invaders &amp; Settlers</b> Charanga: Make you feel my love Glockenspiels	<b>The Tudors</b> <b>Charanga:</b> Livin' on a prayer (rock Anthems)	<b>Rivers</b> <b>Charanga:</b> Fresh Prince of Bel-Air (Old school hip hop)
Year 6	<b>Britain at War</b> World War 2 music Glockenspiel	<b>Early Islam</b> <b>Charanga:</b> Happy (pop)	<b>Across The Atlantic</b> <b>Charanga:</b> History of a female artist

COMMUNITY PRIMARY  
SCHOOL

		Topic: Toys	Term: Autumn	Year: 1
<b>Foundations of previous learning:</b> Children can join in and sing along with familiar songs, begin to move rhythmically to music, can make sounds using musical instruments, can dance to the music, tap back repeated rhythms.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Performing (singing/playing):</b> To be able to sing simple songs, speak chants and rhymes. To begin to find the pulse by copying an adult. <b>Improvising and composing:</b> To explore and create simple musical sounds using instruments and voices. <b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song.	To begin to recognise the very basic style indicators for Hip Hop music.  To begin to understand the music language pulse, rhythm and pitch.  <b>Song</b> Hey You (Hip Hop) Christmas Play  <b>Cross curricular links</b> I can sing playground songs from the past.	Pulse: Steady Beat, Fast, Slow  Pitch: High sounds, Low Sounds  Rhythm  Singing Instruments Clap Rhyme Song Chant  Hip Hop: rapping, funk, scratching, percussion, deck	
	<b>Assessment of Skills</b>  I can join in with simple songs. I can say a chant and rhyme in a group. I can say if I like or dislike a song. I can explore and create simple musical sounds using my voice and instruments.	<b>Assessment of Knowledge</b>  <b>What are the basic indicators of hip hop?</b> Rapping, funk, scratching, percussion, deck <b>In music what is pitch?</b> High sounds, Low Sounds <b>In music, what is pulse?</b> Steady Beat, Fast, Slow <b>In music, what is rhythm?</b> The pattern of long and short sounds as you move through the song.		

		Topic: People who help us	Term: Spring	Year: 1
<b>Foundations of previous learning:</b> Children can join in and sing along with familiar songs, begin to move rhythmically to music, can make sounds using musical instruments, can dance to the music, tap back repeated rhythms.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Performing (singing/playing):</b> To be able to sing simple songs. To begin to copy simple rhythms of their names, favourite food and colours. <b>Improvising and composing:</b> To compose and improvise by using simple rhythms learnt already. <b>Listening, developing knowledge and understanding:</b> To understand how a song makes them feel.	To begin to recognise the very basic style indicators for Latin music.  To begin to name and recognise drums, piano, guitar in songs.  <b>Song</b> In the Groove Round and Round (Latin Music)	Drums Piano Guitar  Latin: percussion instruments, bongos, maracas, up-beat, energetic, dance beat  Rhythms	
	Assessment of Skills	Assessment of Knowledge		
	I can join in with simple songs. I can copy simple rhythms. I can compose and improvise by using simple rhythms learnt already. I can say how a song makes me feel.	<b>What do you like about Latin music? Why?</b> Instruments – bongos, congas, shakers, scrapers, cowbells The rhythm <b>Can you recognise drums / guitar / piano in music?</b> Check through listening to music.		

	Topic: In the Park	Term: Summer	Year: 1
<b>Foundations of previous learning:</b> Children can join in and sing along with familiar songs, begin to move rhythmically to music, can make sounds using musical instruments, can dance to the music, tap back repeated rhythms.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Performing (singing/playing):</b> To begin to find the pulse by copying an adult. To begin to copy simple rhythms of their names, favourite food and colours. <b>Improvising and composing:</b> To compose and improvise by using simple rhythms learnt already. <b>Listening, developing knowledge and understanding:</b> To understand how a song makes them feel. To say whether they like or dislike a song.	Begin to name and recognise drums, piano, guitar in songs.  To begin to understand the music language pulse, rhythm and pitch.  <b>Song</b> Your Imagination <i>Glockenspiel (play)</i>  <b>Cross Curricular Links</b> To listen to music from the Victorian time and say how it makes them feel. To say if they like or dislike music from the Victorian time.	Pulse: Steady Beat, Fast, Slow  Pitch: High sounds, Low Sounds  Rhythm  Drums Piano Guitar
	Assessment of Skills	Assessment of Knowledge	
	I can join in with simple songs and perform them in a group. I can copy simple rhythms. I can compose and improvise by using simple rhythms learnt already. I can say how a song makes me feel.	<b>In music, what is pitch?</b> High sounds, Low Sounds <b>In music, what is pulse?</b> Steady Beat, Fast, Slow <b>In music, what is rhythm?</b> The pattern of long and short sounds as you move through the song. <b>Can you recognise drums / guitar / piano in music?</b> Check through listening to music.	

COMMUNITY PRIMARY  
SCHOOL

	Topic: Transport		Term: Autumn	Year: 2
<b>Foundations of previous learning:</b> Can sing simple songs, speak chants and rhymes. Are beginning to find the pulse by copying an adult. Are beginning to copy simple rhythms of their names, favourite food and colours. Can explore and create simple musical sounds using instruments and voices. Can compose and improvise by using simple rhythms learnt already. Understand how a song makes them feel. Can say whether they like or dislike a song.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Performing (singing/playing):</b> To begin to sing and move with a sense of melody and pulse.  <b>Improvising and composing:</b> To compose and improvise by using one or two note melodies.  <b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song and begin to explain why.	To begin to recognise the very basic style indicators for South African music.  To name and recognise drums, piano, guitar, trumpets, violins and tambourines in songs.  <b>Song</b> Hands, Feet, Heart (South African music) <i>Christmas Play</i>  <b>Cross Curricular Links</b> To be able to sing and perform some sea shanties.	South African music – call and response, strong dance beat, drums, Afro-pop  Melody – high and low Pulse – fast and slow  Notes  Drums, piano, guitar, trumpets, violins, tambourine  Sea shanties	
	Assessment of Skills	Assessment of Knowledge		
	I can begin to sing and move with a sense of melody and pulse. I can compose and improvise by using one or two note melodies. I can say whether I like or dislike a song and begin to explain why.	<b>I can recognise basic indicators of South African music.</b> Many different types of South African music - The melodies are short and repeated over and over - Wind instruments such as horns (made from animal tusks), whistles, trumpets and pipes. - Voices - Drums  <b>I can name and recognise drums, pianos, guitars, trumpets, violins and tambourines in music.</b> Children will recognise these instruments when listening to a piece of music		




SCHOOL




		Topic: Dirty Beasts	Term: Spring	Year: 2
<b>Foundations of previous learning:</b> Can sing simple songs, speak chants and rhymes. Are beginning to find the pulse by copying an adult. Are beginning to copy simple rhythms of their names, favourite food and colours. Can explore and create simple musical sounds using instruments and voices. Can compose and improvise by using simple rhythms learnt already. Understand how a song makes them feel. Can say whether they like or dislike a song.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Performing (singing/playing):</b> To copy simple rhythms of their names, favourite food and colours and begin to create their own simple rhythms. To begin to sing and move with a sense of melody and pulse.  <b>Improvising and composing:</b> To begin to record compositions using pictorial representations or simple writing.  <b>Listening, developing knowledge and understanding:</b> To feedback to others about what they liked about their performance.	To begin to recognise the very basic style indicators for Rock music.  To begin to understand music language (pulse, rhythm, pitch, dynamics).  <b>Song</b> I Wanna Play in a Band  <b>Cross Curricular Links</b> I can listen to the Flight of the Bumblebee by Rimsky-Korsakov and say what I like and dislike about it and why.	Pulse: Steady Beat, Fast, Slow Pitch: High sounds, Low Sounds Rhythm Dynamics – loud, quiet, soft  Melody – high and low Pulse – fast and slow  Rock Music – guitars, bass guitars, drum, keyboard, male voice	
	<b>Assessment of Skills</b>  I can copy and create my own simple rhythms of names, food and colours. I can begin to sing and move with a sense of melody and pulse. I can begin to record compositions using pictures and writing. I can say what I like about other people's performances.	<b>Assessment of Knowledge</b>  <b>I can recognise the basic style indicators for rock music.</b> <ul style="list-style-type: none"> <li>• Heavily-amplified guitar</li> <li>• Bass guitar</li> <li>• Drums</li> <li>• Keyboard sounds</li> <li>• Often male vocals (in the 1970s and 1980s) with backing vocals from other band members</li> <li>• Frequent solo guitar</li> <li>• Sometimes distortion of the sound</li> <li>• A heavy backbeat</li> </ul> Children would not be expected to remember all of these <b>I can understand the music language pulse, rhythm, pitch and dynamics.</b> Pulse: A steady beat Rhythm: The pattern of long and short sounds as you move through the music Pitch: How low or high a note sounds Dynamics: volume or loudness of the sound or note		

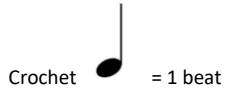
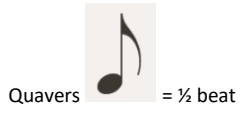
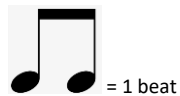
		Topic: The Seaside	Term: Summer	Year: 2
<b>Foundations of previous learning:</b> Can sing simple songs, speak chants and rhymes. Are beginning to find the pulse by copying an adult. Are beginning to copy simple rhythms of their names, favourite food and colours. Can explore and create simple musical sounds using instruments and voices. Can compose and improvise by using simple rhythms learnt already. Understand how a song makes them feel. Can say whether they like or dislike a song.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Performing (singing/playing):</b> To copy simple rhythms of their names, favourite food and colours and begin to create their own simple rhythms.  <b>Improvising and composing:</b> To compose and improvise by using one or two note melodies and with simple rhythms they have practised.  <b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song and begin to explain why.  To feedback to others about what they liked about their performance.	To name and recognise other drums, piano, guitar, trumpets, violins, shakers and tambourines in songs.  To begin to understand the music language pulse, rhythm, pitch and dynamics.  <b>Song</b> Friendship Song <i>Glockenspiel (play)</i>	Pulse Pitch Dynamics  Drums, piano, guitar, trumpets, violins, tambourine	
	Assessment of Skills	Assessment of Knowledge		
	I can copy and create my own simple rhythms of names, food and colours. I can compose and improvise by using one or two note melodies. I can say what I like about other people's performances. I can say whether I like or dislike a song and begin to explain why.	<b>I can understand the music language pulse, rhythm, pitch and dynamics.</b> Pulse: A steady beat Rhythm: The pattern of long and short sounds as you move through the music Pitch: How low or high a note sounds Dynamics: volume or loudness of the sound or note <b>I can name and recognise drums, pianos, guitars, trumpets, violins and tambourines in music.</b> Children will listen to short pieces of music and name instruments they can hear.		







		Topic: Stone age/Local Study Darlington	Term: Autumn	Year: 3
<b>Foundations of previous learning:</b> Can sing and move with a sense of melody and pulse. Can copy simple rhythms and begin to create their own simple rhythms. Can compose and improves using one or two note melodies. Can begin to record compositions using pictures and writing. Can say whether they like or dislike a sing and begin to explain why. Can feed back to others about what they like about their performances.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<b>Performing (singing/playing):</b> To begin to sing a song in two parts.  To sing and play instruments as an ensemble confidently with a sense of pulse.  <b>Improvising and composing:</b> To compose by using their voice, instruments or by combining both.  <b>Listening, developing knowledge and understanding:</b> To feedback to others about what they think could be improved.	To understand music language and begin to use it to describe pieces of music (pulse, rhythm, pitch, dynamics, tempo).  To name and recognise common and unusual instruments in songs. (Such as drums, piano, guitar/bass guitar/electric guitar, trumpets, violins, shakers, tambourines, organ, trombone, saxophone)  <b>Song</b> Let Your Spirit Fly <i>Christmas Carols</i>	Drums, piano, guitar/bass guitar/electric guitar, trumpets, violins, shakers, tambourines, organ, trombone, saxophone  Pulse: Steady Beat, Fast, Slow Pitch: High sounds, Low Sounds Rhythm Dynamics – loud, quiet, soft, <i>piano, forte</i> Tempo – fast, slow  Ensemble	
	Assessment of Skills	Assessment of Knowledge		
	I can begin to sing a song in two parts. I can sing and play instruments as and ensemble confidently with a sense of pulse. I can compose by using my voice, instruments or by combing both. I can feedback to others about what they think could be improved.	<b>I understand music the language pulse, rhythms, pitch, dynamics and tempo and begin to use it to describe pieces of music.</b> Pulse – The beat of the music, Rhythm – pattern of sound pitch – how high or low the notes are dynamics – volume of the music tempo – speed of the music <b>I can name and recognise common and unusual instruments in songs.</b> Let your Spirit Fly – drums, bass, guitar, synthesisers.		





		Topic: The Rainforest	Term: Spring	Year: 3
<b>Foundations of previous learning:</b> Can sing and move with a sense of melody and pulse. Can copy simple rhythms and begin to create their own simple rhythms. Can compose and improves using one or two note melodies. Can begin to record compositions using pictures and writing. Can say whether they like or dislike a sing and begin to explain why. Can feed back to others about what they like about their performances.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<b>Performing (singing/playing):</b> To sing and play instruments as an ensemble confidently with a sense of pulse and rhythm. To be able to start and stop appropriately by following a conductor.  <b>Improvising and composing:</b> To begin to compose and improvise by using one to three note melodies with simple with simple crochet and quaver rhythms they have practised.  <b>Listening, developing knowledge and understanding:</b> To begin to hear and understand how pulse and rhythm fit together in Reggae music.	To recognise the basic style indicators for Reggae music.  To understand the music language pulse, rhythm, pitch, dynamics, tempo and begin to use it to describe pieces of music.  <b>Song</b> Three Little Birds (Reggae) <i>Glockenspiel</i>  <b>Cross Curricular Links</b> To be able to create tribal music using simple crochet and quaver rhythms.	Reggae – bass guitar, drums, slow tempo (laid back feel), off beat, Rastafarian beliefs/political message, lyrics  Pulse Pitch Rhythm Dynamics Tempo  Crochet  = 1 beat  Quavers  = ½ beat   = 1 beat	
	<b>Assessment of Skills</b>  I can sing and play instruments as an ensemble with a sense of pulse and rhythm. I can start and stop appropriately by following a conductor. I can begin to compose and improvise by using or to three note melodies with simple crochet and quaver rhythms I have practised. I can begin to hear and understand how pulse and rhythm fit together in Reggae music.	<b>Assessment of Knowledge</b>  <b>I can recognise the basic style indicators for Reggae music.</b> Three Little Birds A roots reggae song, a black music style that developed in the 1970s and originated from Jamaica. Bob Marley defined the sound of roots reggae. The bass guitar and drums are brought to the foreground of the music. • Slowish tempo with a laid back feel. • Bass guitar plays melodic lines and is prominent in the song. • Often female backing vocals. The lyrics often talk about Rastafarian beliefs. • The lyrics often have a political message. <b>I understand music the language pulse, rhythms, pitch, dynamics and tempo and begin to use it to describe pieces of music.</b> Pulse – The beat of the music, Rhythm – pattern of sound pitch – how high or low the notes are dynamics – volume of the music tempo – speed of the music		

		Topic: Ancient Egypt	Term: Summer	Year: 3
<b>Foundations of previous learning:</b> Can sing and move with a sense of melody and pulse. Can copy simple rhythms and begin to create their own simple rhythms. Can compose and improves using one or two note melodies. Can begin to record compositions using pictures and writing. Can say whether they like or dislike a sing and begin to explain why. Can feed back to others about what they like about their performances.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<b>Performing (singing/playing):</b> To sing and play instruments as an ensemble confidently with a sense of pulse. To be able to start and stop appropriately by following a conductor. <b>Improvising and composing:</b> To begin to compose and improvise by using one to three note melodies with simple crochet and quaver rhythms they have practised. To compose by using their voice, instruments or by combining both. <b>Listening, developing knowledge and understanding:</b> To begin to hear and understand how pulse and rhythm fit together in Disco music.	To recognise the basic style indicators for Disco music.  To name and recognise drums, piano, guitar/bass guitar/electric guitar, trumpets, violins, shakers, tambourines, organ, trombone and saxophone in songs.  <b>Song</b> Bring Us Together  <b>Cross Curricular</b> To be able to listen to Egyptian music and identify some instruments and compare them to instruments used today.	Disco – strong drum and bass line, fast tempo, electric guitar, male and female vocals, lyrics about love and dancing.  Drums, piano, guitar/bass guitar/electric guitar, trumpets, violins, shakers, tambourines, organ, trombone, saxophone  Pulse Rhythm	
	<b>Assessment of Skills</b>  I can sing and play instruments as and ensemble confidently with a sense of pulse. I can start and stop appropriatley by following a conductor. I can begin to compose and improvise by using or to three note melodies with simple crochet and quaver rhythms we have practised. I can begin to hear and understand how pulse and rhythm fit together in Disco music.	<b>Assessment of Knowledge</b>  <b>I can recognise the basic style indicators for Disco music.</b> A strong drum and bass line Quite a fast tempo with a steady dance groove Energetic electric guitar lines Beautiful male/female vocals - soul sounding The lyrics are often about love and dancing Disco first appeared in the 1970s in New York <b>I can name and recognise common and unusual instruments in songs.</b> Drums, percussion, keyboards, synthesizer, bass, electric guitar, female lead and backing vocals.	Crochet  = 1 beat  Quavers  = ½ beat   = 1 beat	






		Topic: Ancient Greece	Term: Autumn	Year: 4
<b>Foundations of previous learning:</b> Can begin to sing a song in two parts. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can start and stop appropriately by following a leader or conductor. Can compose by using their voice, instruments or by combining both. Can begin to compose and improvise by using one to three note melodies with simple crochet and quaver rhythms we have practised. Can feedback to others about what they think could be improved. To begin to hear and understand how pulse and rhythm fit together in some music.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music.	<b>Performing (singing/playing):</b> To find the pulse by themselves and stay in time. To sing in an ensemble confidently with a sense of pulse and in time with the group.  <b>Improvising and composing:</b> To begin to compose and improvise by using one to three note melodies with simple crochet and quaver rhythms that they have created themselves. To consider the dynamics and tempo they want to use to create their composition.  <b>Listening, developing knowledge and understanding:</b> To know and understand how pulse and rhythm fit together in ABBA music and how ABBA music differs to others.	To recognise the very basic style indicators for ABBA.  To begin to know the basic history ABBA.  <b>Song</b> Mamma Mia (ABBA)	      Dynamics – loud, quiet, <i>piano</i> , <i>forte</i> . Pulse - Steady Beat, Fast, Slow  ABBA – female and male voices, sing in unison, riffs	
	Assessment of Skills	Assessment of Knowledge		
	I can find the pulse by themselves and stay in time. I can sing in an ensemble confidently with a sense of pulse and in time with the group I can compose and improvise by using one to three notes melodies with simple crochet and quaver rhythms that they have created. I can consider dynamics and tempo I want in my composition. I know and understand how pulse and rhythm fit together in ABBA music and how ABBA music differs to others.	<b>I can recognise the basic style of ABBA.</b> ABBA was a pop group. Musical styles of the 70's and 80's. There are always 4 singers. The two female members of the group always sing the tune, often in unison which gives the distinctive sound that we recognise as ABBA. The two male members of the group sing backing vocals and play instruments. Their songs use different instrumental riffs that often echo the vocal lines. Piano and keyboard are mainly used for this which builds a thick texture. ABBA's songs usually tell a story and range from ballads to disco with a strong dance beat.  <b>I can begin to know the basic history of ABBA.</b> ABBA was a Swedish pop group formed in 1972, whose members included composers Benny Andersson and Bjorn Ulvaeus. The other two members of the group were singers Anni-Frid "Frida" Lyngstad and Agnetha Faltskog. The initials of their first names were used to make the name of the pop group, ABBA. They became one of the most commercially successful acts in the history of popular music, topping the charts worldwide from 1972 to 1982. Mama Mia was released in 1975. In 1999 the song was used as the title of a West End musical based on the songs of ABBA, and in 2008 the musical was turned into a film that eventually became the highest grossing musical of all-time. The song is about a woman who is continuously disappointed by her partner, but forgives him anyway. The song's name is derived from Italian where it is used in situations of surprise. It literally translates to "My mother"		

		Topic: Brazil	Term: Spring	Year: 4
<b>Foundations of previous learning:</b> Can begin to sing a song in two parts. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can start and stop appropriately by following a leader or conductor. Can compose by using their voice, instruments or by combining both. Can begin to compose and improvise by using one to three note melodies with simple crochet and quaver rhythms we have practised. Can feedback to others about what they think could be improved. To begin to hear and understand how pulse and rhythm fit together in some music.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music.	<b>Performing (singing/playing):</b> To sing and play instruments in an ensemble confidently with a sense of pulse and in time with the group. To follow a conductor cue to change the dynamics and tempo.  <b>Improvising and composing:</b> To begin to improvise and compose a piece based on Gospel music and use some of its stylistic features. To consider the dynamics and tempo they want to use to create their composition.  <b>Listening, developing knowledge and understanding:</b> To know and understand how pulse and rhythm fit together in Gospel music and how Gospel music differs to others.	To recognise the very basic style indicators for Gospel music.  To begin to know the basic history of Gospel music.  To understand the music language pulse, rhythm, pitch, dynamics, tempo and timbre and use it to describe pieces of music.  <b>Song</b> Lean On Me (Gospel) Ukulele  <b>Cross Curricular</b> To begin to use music language to describe music from Brazil.	Gospel – religious lyrics, call and response, faster tempo, uplifting, harmony.  Pulse: Steady Beat, Fast, Slow Pitch: High sounds, Low Sounds Rhythm Dynamics – loud, quiet, soft, <i>piano</i> , <i>forte</i> Tempo – fast, slow Timbre - The quality and character of the sound.	
	Assessment of Skills	Assessment of Knowledge		
	I can sing and play instruments in an ensemble confidently with a sense of pulse and in time with the group. I can follow a conductor cue to change the dynamic and tempo. I can begin to improvise and compose a piece based on Gospel music and use some of its stylistics features. I can consider dynamics and tempo I want to use to create a composition. I know and understand how pulse and rhythm fit together in Gospel music and how Gospel music differs to others.	<b>I can recognise the very basic style indicators for Gospel music.</b> Call and response, group singing, often a capella, usually a solo. <b>I begin to know the basic history of Gospel music.</b> A form of African American religious music often used to praise Jesus or God. Many describe struggles and hard times. Originally sung by African slaves. Used in worship and in church services. <b>I understand the music language pulse, rhythm, pitch, dynamics, tempo and timbre and use it to describe pieces of music.</b> Pulse – steady beat to the music. Rhythm - Rhythm is the pattern of long and short sounds as you move through a song or piece of music. Dynamics – volume of the music Pitch- How high or low the notes are. Tempo – The speeds Timbre - Timbre (Pronounced Tam-ber) is the quality of a musical note. It is what makes a musical note sound different from another one. Words like round, brassy, sharp, or bright can be used to describe the timbre of a sound.		

		Topic: The Roman Empire	Term: Summer	Year: 4
<b>Foundations of previous learning:</b> Can begin to sing a song in two parts. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can start and stop appropriately by following a leader or conductor. Can compose by using their voice, instruments or by combining both. Can begin to compose and improvise by using one to three note melodies with simple crochet and quaver rhythms we have practised. Can feedback to others about what they think could be improved. To begin to hear and understand how pulse and rhythm fit together in some music.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Listen with attention to detail and recall sounds with increasing aural memory.  Use and understand staff and other musical notations.	<b>Performing (singing/playing):</b> To find the pulse by themselves and stay in time. To play instruments in an ensemble confidently with a sense of pulse and in time with the group. To follow a conductors cue to change the dynamics and tempo.  <b>Improvising and composing:</b> To begin to record compositions using crochets and quavers on a one lined staff.  To begin to read simple rhythms using crochets and quavers on a one lined staff.  <b>Listening, developing knowledge and understanding:</b> To feedback to others about what they think could be improved and explain why.	To understand the music language pulse, rhythm, pitch, dynamics, tempo and timbre and use it to describe pieces of music.  <b>Song</b> Glockenspiel  <b>Cross Curricular</b> To create own Roman war music for the Roman to march into battle with by using crochets and quavers.	Pulse Pitch Dynamics Tempo Timbre  Crochet  = 1 beat  Quavers  = ½ beat   = 1 beat  One lined staff 	
	<b>Assessment of Skills</b>  I can find the pulse by myself and stay in time. I can play instruments in an ensemble confidently with a sense of pulse and in time with the group. To follow a conductors cue to change the dynamics and tempo. I can begin to record my compositions using crochets and quavers on a one lined staff. I can begin to read simple rhythms using crochets and quavers on a one lined staff. I can feedback to others what I think they could improve and explain why.	<b>Assessment of Knowledge</b>  <b>I understand the music language pulse, rhythm, pitch, dynamics, tempo and timbre and use it to describe pieces of music.</b> Pulse – steady beat to the music. Rhythm - Rhythm is the pattern of long and short sounds as you move through a song or piece of music. Dynamics – volume of the music Pitch- How high or low the notes are. Tempo – The speeds Timbre - Timbre (Pronounced Tam-ber) is the quality of a musical note. It is what makes a musical note sound different from another one. Words like round, brassy, sharp, or bright can be used to describe the timbre of a sound.		






Topic: Anglo-Saxons and Vikings		Term: Autumn	Year: 5
<b>Foundations of previous learning:</b> Can find the pulse by themselves and stay in time. Can play instruments in an ensemble confidently with a sense of pulse and in time with the group. Can follow a conductor's cue to change the dynamics and tempo. Can begin to record compositions using crochets and quavers on a one lined staff. Can begin to read simple rhythms using crochets and quavers on a one lined staff. Can begin to improvise and compose a piece based on a style of music and use its stylistic features. Can consider the dynamics and tempo they want to use to create their composition. Can feedback to others about what they think could be improved and explain why. Can understand how pulse and rhythm fit together in a style of music and how it differs to others.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Listen with attention to detail and recall sounds with increasing aural memory.	<b>Performing (singing/playing):</b> To find and internalise the pulse by themselves. To sing and play with clear dictation and tuning. <b>Improvising and composing:</b> To compose by using one to five note melodies and compose through simple rhythms based around crochets, minims, and quavers. <b>Listening, developing knowledge and understanding:</b> To feedback to others about what could be improved and give examples of how they could improve it.	To understand and use the music language pulse, rhythm, pitch, dynamics, tempo, timbre and structure to confidently describe pieces of music.  <b>Song</b> Make You Feel My Love <i>Glockenspiel</i>	Dictation Tuning  Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices have a certain sound quality. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
	<b>Assessment of Skills</b>  I can find and internalise the pulse by myself. I can sing and play with clear dictation and tuning. I can compose by using one to five note melodies and compose through simple rhythms based on crochets, minims and quavers. I can feedback to others about what could be improved and give examples of how they could improve it.	<b>Assessment of Knowledge</b>  <b>I can understand and use music language such as pulse, rhythm, pitch, dynamics, tempo, timbre and structure to confidently describe pieces of music.</b> Pulse - is a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM). Rhythm is the pattern of long and short sounds as you move through the song. Rhythm - the pattern of long and short sounds as you move through the song. Pitch - Pitch is how high or low a note sounds. Dynamics - In music, the dynamics in the piece is the variation in loudness between notes or phrases. Tempo - 'rate or speed'; in other words, it's how fast or slow something is happening. If you walk, you are moving at a slow tempo. If you run, you are moving at a faster tempo. Timbre - Timbre is a quality of sound. It is what makes two different musical instruments sound different from each other, even when each instrument plays the same musical note. ... For instance, timbre is the difference between a guitar and a piano playing the same note at the same volume. Structure - Structure is the order that different parts of the song are played in	Crochet  = 1 beat  Quavers  = ½ beat  = 1 beat  Minim  = 2 beats















		Topic: The Tudors	Term: Spring	Year: 5
<b>Foundations of previous learning:</b> Can find the pulse by themselves and stay in time. Can play instruments in an ensemble confidently with a sense of pulse and in time with the group. Can follow a conductor's cue to change the dynamics and tempo. Can begin to record compositions using crochets and quavers on a one lined staff. Can begin to read simple rhythms using crochets and quavers on a one lined staff. Can begin to improvise and compose a piece based on a style of music and use its stylistic features. Can consider the dynamics and tempo they want to use to create their composition. Can feedback to others about what they think could be improved and explain why. Can understand how pulse and rhythm fit together in a style music and how it differs to others.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Use and understand staff and other musical notations.	<b>Performing (singing/playing):</b> To find and internalise the pulse by themselves To begin to become a conductor themselves. <b>Improvising and composing:</b> To compose a piece based on a style Rock Anthems and use its stylistic features to consider what dynamics, tempo and structure they should use. To read crochets, minims and quavers on a one lined staff. <b>Listening, developing knowledge and understanding:</b> To know, understand and begin to explain how tempo, dynamics and timbre fit together in Rock music and how Rock music differ to other styles.	To understand and recognise the basic style indicators for Rock anthems. To understand and use the music language pulse, rhythm, pitch, dynamics, tempo, timbre and structure to confidently describe pieces of music. <b>Song:</b> Livin' On a Prayer (Rock Anthem) <b>Cross curricular:</b> Compare Tudor music to Rock music – how does the pitch, tempo, rhythm, dynamics, timbre, structure differ? Look at Green Sleeves.	Pulse Rhythm Pitch Tempo Dynamics Timbre Structure  Rock – heavily-amplified guitar, bass guitar, drums, keyboard, male voice, solo, distortion of sound, heavy back beat	
	<b>Assessment of Skills</b>  I can find and internalise the pulse by myself. I can begin to become a conductor. I can compose a piece based on the style of Rock anthems and use its stylistic features to consider what dynamics, temp and structure I need. I can read crochets, minims and quavers on a one lined staff. I know, understand and begin to explain how tempo, dynamics and timbre fit together in rock music and how it differs to other styles.	<b>Assessment of Knowledge</b>  <b>I can understand and recognise the basic style indicators for Rock anthems.</b> Rock music is a genre that often features guitar, bass, drums and keyboard sounds. The electric guitars in rock are often heavily amplified - creating a distorted sound that is rich in harmonics. Rock music often contains complicated guitar solos and catchy 'riffs'. A riff is a repeated pattern of notes or chords that form the basis of a song. A solid backbeat created by the drums and bass is a common feature. Rock bands often have a lead vocalist, with other band members providing backing vocals.  <b>I can understand and use the music language such as pulse, rhythm, pitch, dynamics, tempo, timbre and structure to confidently describe pieces of music.</b> See Autumn term.	Crochet  = 1 beat Quavers  = ½ beat  = 1 beat  Minim  = 2 beats  One lined staff 	

SCHOOL



		Topic: Rivers	Term: Summer	Year: 5
<b>Foundations of previous learning:</b> Can find the pulse by themselves and stay in time. Can play instruments in an ensemble confidently with a sense of pulse and in time with the group. Can follow a conductor's cue to change the dynamics and tempo. Can begin to record compositions using crochets and quavers on a one lined staff. Can begin to read simple rhythms using crochets and quavers on a one lined staff. Can begin to improvise and compose a piece based on a style of music and use its stylistic features. Can consider the dynamics and tempo they want to use to create their composition. Can feedback to others about what they think could be improved and explain why. Can understand how pulse and rhythm fit together in a style music and how it differs to others.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Use and understand staff and other musical notations.</p> <p>Develop an understanding of the history of music.</p>	<p><b>Performing (singing/playing):</b>          To sing and play with clear dictation and tuning.          To begin to become a conductor themselves.</p> <p><b>Improvising and composing:</b>          To compose a piece based on the style Old School Hip Hop and use its stylistic features to consider what dynamics, tempo and structure they should use.          To record compositions using crochets, minims and quavers of a one lined staff.</p> <p><b>Listening, developing knowledge and understanding:</b>          To know, understand and begin to explain how tempo, dynamics and timbre fit together in Old School Hip Hop music and how it differs to other styles.</p>	<p>To understand and recognise the basic style indicators for Old School Hip Hop.</p> <p>To begin to know the basic history of Old School Hip Hop.</p> <p><b>Song:</b>          Fresh Prince of Bel-Air (Old School Hip Hop)</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Structure</p> <p>Old School Hip Hop – MCing, rapping, DJing, scratching, beatboxing, songs about partying, drum and percussion backing loops, decks</p> <p>Crochet  = 1 beat</p> <p>Quavers  = ½ beat  = 1 beat</p> <p>Minim  = 2 beats</p> <p>One lined staff  </p>	
	<p><b>Assessment of Skills</b></p> <p>I can sing and play with clear dictation and tuning.          I can begin to become a conductor.          I can compare a piece based on their style Old School Hip Hop and use its stylistic features to consider what dynamics, tempo and structure I should use.          I can record compositions using crochets, minims and quavers of a one lined staff.          I understand and can begin to explain how tempo, dynamics and timbre fit together in Old School Hip Hop music and how it differs to other styles.</p>	<p><b>Assessment of Knowledge</b></p> <p><b>I understand and recognise the basic style indicators for Old School Hip Hop.</b>          Includes programmed beats, rapping and samples. A sample is a short, recorded sound often played back in a sequence from an electronic device called a 'sampler' or a 'drum machine'. It emerged in New York, where block parties became protest events. The parties would take place outside and would feature an MC (master of ceremonies) who would speak about political issues in the communities.</p> <p><b>I begin to know the basic history of Old School Hip Hop.</b>          Before hip hop, West African musicians were telling stories rhythmically, with a drum. Folk artists from the Caribbean Islands were also telling stories in rhyme. They lay the foundation for American rap music. It gained popularity in the U.S in the 1970s. In particular Rapper's Delight (1979) by the Sugarhill Gang and Grandmaster Flash who introduced the first social comment with his rap 'The Message'. This was built upon in the 1980s by artists such as Run DMC.</p>		

		Topic: Britain at War	Term: Autumn	Year: 6
<p><b>Foundations of previous learning:</b> Can sing and play with clear dictation and tuning. Can begin to become a conductor themselves. Can find and internalise the pulse by themselves. Can compose a piece based on the style Old School Hip Hop/Rock Anthem and use its stylistic features to consider what dynamics, tempo and structure it should use. Can compose by using one to five note melodies and compose through simple rhythms based around crochets, minims, and quavers. Can record compositions using crochets, minims and quavers of a one lined staff. Can read crochets, minims and quavers on a one lined staff. Can know, understand and begin to explain how tempo, dynamics and timbre fit together in Old School Hip Hop/ Rock Anthems and how they differ to other styles. Can feedback to others about what could be improved and give examples of how they could improve it.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Develop an understanding of the history of music.</p>	<p><b>Performing (singing/playing):</b> To find and internalise the pulse and rhythm by themselves with confidence. To perform in an ensemble or begin to take a solo part.</p> <p><b>Improvising and composing:</b> To read crochets, minims, semibreves and quavers on a one lined staff.</p> <p><b>Listening, developing knowledge and understanding:</b> To be able to listen to other people's performances and explain what stylistic features they have used. To know, understand and explain how tempo, dynamics, structure and timbre fit together in music from World War 2 and how it differs to other styles.</p>	<p>To understand and use the musical language pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture to confidently describe pieces of music.</p> <p>To begin to know the basic history of music from World War 2.</p> <p><b>Song:</b> World War 2 music <i>Glockenspiel</i></p> <p><b>Cross curricular:</b> Listen music from the World War 2 and use musical language to describe it. Compare it to music from today – how is it similar/different? What is its stylistic features? Learn the history behind it.</p>	<p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre - all instruments, including voices have a certain sound quality. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</p>	
	<p><b>Assessment of Skills</b></p> <p>I can find and internalise the pulse and rhythm by themselves with confidence. I can perform in an ensemble or begin to take a solo part. I can read crochets, minims, semibreves and quavers on a one lined staff. I can listen to others performances and explain what stylistic features they have used. I can understand, know and explain how tempo, dynamics, structure and timbre fit together in music from World War 2 and how it differs to other styles.</p>	<p><b>Assessment of Knowledge</b></p> <p><b>I understand and use the language pulse rhythm, pitch, dynamics, tempo, timbre, structure and texture to describe a piece of music.</b> See vocabulary</p> <p><b>I know the basic history of music from World War 2.</b> Music was used as a way to help soldiers cope and deal with the traumas, stress and issues. The use of music during World War II changed dramatically from previous wars. It was used as an instrument of propaganda, not just entertainment. Still, in army camps, factories and hospitals, music from the radio helped lift the spirits of soldiers. Concerts were also used to boost both civilian and military morale. Each time in history has its own distinctive music. The era produced many songs from all over the world, with themes ranging from waiting for a lover's return to the support of resistance movements to old-fashioned battle marches.</p>	<p>Crochet  = 1 beat</p> <p>Quavers  = ½ beat  = 1 beat</p> <p>Minim  = 2 beats</p> <p>Semibreves  = 4 beats</p> <p>One lined staff </p>	

		Topic: Early Islam	Term: Spring	Year: 6
<b>Foundations of previous learning:</b> Can sing and play with clear dictation and tuning. Can begin to become a conductor themselves. Can find and internalise the pulse by themselves Can compose a piece based on the style Old School Hip Hop/Rock Anthem and use its stylistic features to consider what dynamics, tempo and structure it should use. Can compose by using one to five note melodies and compose through simple rhythms based around crochets, minims, and quavers. Can record compositions using crochets, minims and quavers of a one lined staff. Can read crochets, minims and quavers on a one lined staff. Can know, understand and begin to explain how tempo, dynamics and timbre fit together in Old School Hip Hop/ Rock Anthems and how they differ to other styles. Can feedback to others about what could be improved and give examples of how they could improve it.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<b>Performing (singing/playing):</b> To find and internalise the pulse and rhythm by themselves with confidence. To perform and interpret a song stylistically and musically as they can by singing and playing instruments. <b>Improvising and composing:</b> To compose and improvise a piece of Pop music and use its stylistic features to consider what dynamics, rhythms, tempo and structure they should use. To be able to record crochets, minims, semibreves and quavers on a one lined staff. <b>Listening, developing knowledge and understanding:</b> To know, understand and explain how tempo, dynamics, structure and timbre fit together in Pop music and how it differs to other styles.	To understand and use the music language pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture to confidently describe pieces of music.  <b>Song:</b> Happy (pop)  <b>Cross curricular:</b> To describe Islamic music using and use the music language pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture. To be able to compare Islamic music with Pop music.	Pulse Rhythm Pitch Tempo Dynamics Timbre Structure Texture  Crochet  = 1 beat Quavers  = ½ beat  = 1 beat  Minim  = 2 beats Semibreves  = 4 beats One lined staff  Pop – catchy melodies, chorus, upbeat.	
	<b>Assessment of Skills</b> I can find and internalise the pulse and rhythm by myself. I can perform and interpret a song stylistically and musically as they can. I can compose and improvise a piece of Pop music and use its stylistic features to consider what dynamics, rhythms, tempo and structure they should use. To be able to record crochets, minims, semibreves and quavers on a one lined staff. I understand, know and explain how tempo, dynamics, structure and timbre fit together in Pop music.	<b>Assessment of Knowledge</b> <b>I understand and use the language pulse rhythm, pitch, dynamics, tempo, timbre, structure and texture to describe a piece of music.</b> Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre - all instruments, including voices have a certain sound quality. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Texture – layers of sound. Layers of sound working together make music very interesting to listen to.		



		Topic: Across the Atlantic	Term: Summer	Year: 6
<b>Foundations of previous learning:</b> Can sing and play with clear dictation and tuning. Can begin to become a conductor themselves. Can find and internalise the pulse by themselves Can compose a piece based on the style Old School Hip Hop/Rock Anthem and use its stylistic features to consider what dynamics, tempo and structure it should use. Can compose by using one to five note melodies and compose through simple rhythms based around crochets, minims, and quavers. Can record compositions using crochets, minims and quavers of a one lined staff. Can read crochets, minims and quavers on a one lined staff. Can know, understand and begin to explain how tempo, dynamics and timbre fit together in Old School Hip Hop/ Rock Anthems and how they differ to other styles. Can feedback to others about what could be improved and give examples of how they could improve it.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Develop an understanding of the history of music.</p>	<p><b>Performing (singing/playing):</b>  To perform and interpret a song stylistically and musically as they can through singing and playing instruments.  To perform in an ensemble or even begin to take a solo part.</p> <p><b>Improvising and composing:</b>  To compose and improvise a piece based on a female artist and use their stylistic features to consider what dynamics, rhythms, tempo and timbre they should use.</p> <p><b>Listening, developing knowledge and understanding:</b>  To understand and explain how tempo, dynamics, timbre and structure fit together in a female artist's music and how they differ to other artists.</p>	<p>To begin to know and research the basic history of female artists.</p> <p><b>Song:</b>  Music and Me</p> <p><b>Cross curricular:</b>  To be learn the history of female artists from America.</p>	Pulse Rhythm Pitch Tempo Dynamics Timbre Structure Texture	
	<p><b>Assessment of Skills</b></p> <p>I can perform and interpret a song stylistically and musically as they can through singing and playing instruments.  I can perform in an ensemble or even begin to take a solo part.  I can compose and improvise a piece based on a female artist and use their stylistic features to consider what dynamics, rhythms, tempo and timbre they should use.  I understand and can explain how tempo, dynamics, timbre and structure fit together in a female artist's music and how they differ to other artists.</p>	<p><b>Assessment of Knowledge</b></p> <p><b>I know and can research the basic history of a female artist.</b>  Aretha Franklin was an American singer, songwriter, and pianist. Referred to as the "Queen of Soul". At the age of 18, she embarked on a music career as a recording artist. Franklin continued to record acclaimed albums such as I Never Loved a Man the Way I Love You (1967), Lady Soul (1968), Spirit in the Dark (1970), Young, Gifted and Black (1972), Amazing Grace (1972), and Sparkle (1976). In 1998, Franklin returned to the Top 40 with the Lauryn Hill-produced song "A Rose Is Still a Rose"; later, she released an album of the same name, which was certified gold. She won 18 Grammy Awards including the first eight awards given for Best Female R&amp;B Vocal Performance (1968–1975) and a Grammy Awards Living Legend honour and Lifetime Achievement Award. Franklin is one of the best-selling music artists of all time, having sold more than 75 million records worldwide. She received numerous honours throughout her career. She was awarded the National Medal of Arts and the Presidential Medal of Freedom. In 1987, she became the first female performer to be inducted into the Rock and Roll Hall of Fame. She also was inducted into the UK Music Hall of Fame in 2005 and into the Gospel Music Hall of Fame in 2012. In 2010, Rolling Stone magazine ranked her number one on its list of the "100 Greatest Singers of All Time" and number nine on its list of "100 Greatest Artists of All Time".</p>		

