

West Norfolk Academies Trust (Primary) – Curriculum Map – Music (Charanga) 24



Autumn

Spring

Summer

Preschool Knowledge	<p>Friends</p> <p>Listening and responding</p> <p>You got a friend in me! Randy Newman</p> <p>I can enjoy and move to a variety of rhymes and poems</p> <p>I can clap and stamp to rhythms</p> <p>I can use body/ musical instruments and move to songs</p>	<p>Nighttime</p> <p>Listening and responding</p> <p>Happy Diwali Nagada Sang Dhol</p> <p>Christmas songs that are memorable and can be learnt eg twinkle twinkle , santa got stuck up the chimney</p> <p>I can use my singing skills to learn songs and sing in time</p>	<p>I want to tell you a story</p> <p>Listening and responding</p> <p>I can recall lyrics,tune to Old Macdonald, Princess long ago</p> <p>I can invent my own ideas for the song</p> <p>I enjoy singing time and use my voice to join in</p>	<p>Are we there yet?</p> <p>Listening and responding</p> <p>Sailing Away (Shipping forecast) Glenn Miller - Chattanooga Choo Choo</p> <p>I can recognise slower and faster rhythms</p> <p>I can respond to vocab to change my rhythm</p>	<p>Minibeasts</p> <p>Listen and respond</p> <p>Itsy bitsy spider</p> <p>Love is like a butterfly - Dolly Parton</p> <p>I know an old lady who swallowed a fly</p> <p>I can move to the sounds in the song</p> <p>I can sing using pitch and volume</p>	<p>On the beach</p> <p>Listen and respond Vivaldi Storm</p> <p>I can describe sounds heard</p> <p>I can name some instruments</p> <p>I can make images based on sounds</p>
Preschool vocabulary	<p>listen</p> <p>move</p> <p>clap</p> <p>dance</p> <p>tune</p> <p>beat</p> <p>enjoy</p>	<p>sing</p> <p>tune</p> <p>high</p> <p>low</p> <p>fast</p> <p>slow</p>	<p>listen</p> <p>move</p> <p>clap</p> <p>dance</p> <p>tune</p> <p>beat</p> <p>enjoy</p>	<p>sing</p> <p>tune</p> <p>high</p> <p>low</p> <p>fast</p> <p>slow</p>	<p>pitch</p> <p>loud</p> <p>quiet</p> <p>sweet</p> <p>high</p>	<p>instrument</p> <p>guitar</p> <p>violin</p> <p>drum</p> <p>tambourine</p> <p>flute</p>

EYFS Knowledge	All about me! I can sing nursery rhymes. I can use instruments to accompany myself when I perform indoors/outdoors on the stage – I can clap along to the rhymes in simple terms different styles of music, focusing on Beatles (past) and Pharrell Williams (present). I can listen to and describe in simple terms different styles of music, focusing on Beatles (past) and Pharrell Williams (present). I can hear the difference between one voice and a group of voices.	My Stories I can learn the song Rhythm In The Way We Walk I can improve my vocals with vocal warm ups and varied volume. I can perform the song and link movements to song. I can express enjoyment and compose my own tunes. I can listen to and appraise.	Everyone I can learn a wider range of songs and rhymes, clapping to the beat and rhythm. I can listen to music that is classical and instrumental (coronation music) I can hear and name some instruments. I can respond and describe my feelings by listening to the music. I can enjoy reggae with Bob Marley's song one love.	Our World I can learn and sing a wider range of songs and rhymes. I can improvise movements and clap along to beat. I can sing high/low/loud/quiet. I can explore sounds using musical instrument.	Big Bear Funk I can enjoy music linked to animals. I can hear how the music creates a sound like an animal Carnival of the Animals San Cere / Flight of the bumblebee Korsakov). I can describe my ideas to others and explain what I like and don't like. I can use instruments to create sounds like animals and create a repeating pattern.	Reflect, Rewind and Replay I can recall my learning. I can practice and remember nursery rhymes and/or song. Sing and revisit nursery rhymes and action song. I can play instruments within the song. I can make up using voices and instruments. I can compose simple songs with instruments and vocals.

EYFS Vocabulary	Listen, sing, pitch, happy, volume, beat, rhythm, enjoyment, disco music	Loud, slow, trumpet, piano, violin, cello, classical music, reggae music	Instruments, perform, orchestra, fast, slow, sweet, enjoy			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Knowledge	My Musical Heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together

	<p>Social Theme: How can we make friends when we sing together?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G.</p> <p>Musical Spotlight: Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.</p> <p>Musical styles: Hip Hop, Rap, Pop, Jazz, Soul, Classical</p>	<p>Social Theme: How does music tell stories about the past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Musical Spotlight: Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.</p> <p>Musical styles: Reggae, pop, waltz, gospel, 20th & 21st Century Orchestral</p>	<p>Social Theme: How does music make the world a better place?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Musical Spotlight: Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p> <p>Musical styles: Pop, waltz, reggae, funk, 20th & 21st Century Orchestral</p>	<p>Social Theme: How does music help us understand our neighbours?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Musical Spotlight: Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?</p> <p>Musical styles: Swing, pop, lullaby, 20th & 21st Century Orchestral</p>	<p>Social Theme: What songs can we sing to help us through the day?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Musical Spotlight: Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.</p> <p>Musical styles: Pop, swing, jazz, Latin lullaby, classical</p>	<p>Social Theme: How does music teach us about looking after our planet?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B</p> <p>Musical Spotlight: Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.</p> <p>Musical styles: pop, European Classical, Marching band, Country, Reggae, Gospel, Jazz</p>
Year 1 Vocabulary	Beat, pulse, pitch, tempo, rhythm, high, low, march, clap, sway, musician, sing, listen, movement, fast, slow, perform, Hip Hop, Rap, Pop, Jazz, Soul, Classical	Beat, pulse, rhythm, pitch, long, short, high, low, musical style, structure, musician, glockenspiel, Reggae, pop, waltz, gospel, 20 th & 21 st Century Orchestral	Beat, pulse, rhythm, pitch, trumpets, high, low, long, short (staccato), dynamic, tempo, forte, piano, musician, instrument, Pop, waltz, reggae,	Beat, pulse, rhythm, pitch, melody, listening, violin, Swing, pop, lullaby, 20 th & 21 st Century Orchestral	Beat, pulse, rhythm, pitch, perform, improvise, compose, melody, percussion, tempo, fast, slow, Pop, swing, jazz, Latin lullaby, classical	Beat, pulse, rhythm, pitch, perform, percussion, concert, texture (thick), articulation, pop, European Classical, Marching band,

			funk, 20 th & 21 st Century Orchestral			Country, Reggae, Gospel, Jazz
Year 2 Knowledge	<p>Pulse, Rhythm and Pitch</p> <p>Social Theme: How does music help us to make friends?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A</p> <p>Musical Spotlight: Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p>Musical styles: Soul, 20th Century classical, Jazz, Rock</p>	<p>Playing in an Orchestra</p> <p>Social Theme: How does music teach us about the past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat, B</p> <p>Musical Spotlight: Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p> <p>Musical styles:</p>	<p>Inventing a Musical Story</p> <p>Social Theme: How does music make the world a better place?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat, B</p> <p>Musical Spotlight: Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.</p> <p>Musical styles: Pop, Jazz: Ragtime, Kwela</p>	<p>Recognising Different Sounds</p> <p>Social Theme: How does music teach us about the neighbourhood?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat, B</p> <p>Musical Spotlight: When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?</p> <p>Musical styles:</p>	<p>Exploring Improvisation</p> <p>Social Theme: How does music make us happy?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat, B</p> <p>Musical Spotlight: Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!</p> <p>Musical styles:</p>	<p>Our Big Concert</p> <p>Social Theme: How does Music teach us about looking after our Planet?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F\sharp, G, A, B\flat, B</p> <p>Musical Spotlight: Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.</p> <p>Musical styles: Pop, Rock, Calypso, Reggae</p>

		Jazz, 20th and 21st Century orchestral/ Choral, Jazz/Swing		Romantic/20th Century Orchestral, Marching Band, Gospel	Rock, Film Music, Heavy Metal, Punk, Funk, Jazz, Calypso	
Year 2 Vocabulary	Pulse, beat, long/ short rhythm, high/ low pitch, elements, performance, compose, Soul, 20th Century classical, Jazz, Rock	Ensemble, band, orchestra, percussion, thick/ thin texture, legato/ staccato articulation, brass, strings, woodwind, percussion, conductor, Jazz, 20th and 21st Century orchestral/ Choral, Jazz/Swing	Dynamic (forte, piano), tempo (fast/ slow), articulation (legato/ staccato), storytelling, musical style, composer, vocals/ lyrics, Pop, Jazz: Ragtime, Kwela	Pitch (high/ low), harmony, beat, voices, texture (thin/ thick), rhythm, structure (intro, verse, chorus, outro), piano, band, snare drum, dynamics (musical symbol f / p), Romantic/20th Century Orchestral, Marching Band, Gospel	Tempo, pulse, beat, improvisation, notation, repetition, dynamics (loud/ soft/ in-between), imagination, tempo change, electric guitar, song/ piece, Rock, Film Music, Heavy Metal, Punk, Funk, Jazz, Calypso	Concert, performance, perform, audience, dynamics (mezzo forte, mezzo piano, in-between), call and response, texture (one voice or more), thin, thick, Pop, Rock, Calypso, Reggae
Year 3 Knowledge	Writing Music Down Social Theme: How does music bring us closer together? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B Musical Spotlight: Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play.	Playing in a Band Social Theme: What stories does music tell us about the past? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B Musical Spotlight: Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there	Composing using your imagination Social Theme: How does music make the world a better place? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B Musical Spotlight: Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?	More Musical Styles Social Theme: How does music help us get to know our community? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B Musical Spotlight: Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes	Enjoying Improvisation Social Theme: How does Music make a difference to us every day? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B b , B Musical Spotlight: Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more.	Opening Night Social Theme: How does music connect us with our planet? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G#, G, A, B b , B Musical Spotlight: Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence.

	<p>Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a stave.</p> <p>Musical styles: Country, Baroque, Pop</p>	<p>are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p> <p>Musical styles: Disco, Jazz: New Orleans, Film music, Folk, sea shanty</p>		<p>'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p> <p>Musical styles: Pop, Romantic, Rock, Native American and Gospel, Soul.</p>	<p>You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?</p> <p>Musical styles: Gospel, Musicals, Jazz, 20th Century Orchestral, Hip Hop</p>	<p>If you want to create your own band, use the simple band parts provided. Every instrument is there!</p> <p>Musical styles: Gospel, Romantic, Pop, 20th Century Orchestral, Hip Hop</p>
Year 3 Vocabulary	<p>Notation, rhythm, pitch, musical symbols, stave, crochet, minims, pitch (high/ low), tonality (major (happy) / minor (sad)), melody, tempo (fast, slow), texture (thick/ thin), Country, Baroque, Pop</p>	<p>Notation, steady beat, time signature, harmony, pitch (high/ low) dynamic contrast, 2/3/4 beats in a bar, tempo (fast, slow, steady), Disco, Jazz: New Orleans, Film music, Folk, sea shanty</p>	<p>Compose, composition, melody, storytelling, tonality (major/ minor), articulation (legato/ staccato), structure (instrumental section), notation, Pop, Disco , Pop Ballad, Soul, Musicals, Gospel</p>	<p>Musical style, dynamic change (crescendo, diminuendo), forte (f), piano (p), tonality (major, minor, blues), atmosphere (tense/ scary), Pop, Romantic, Rock, Native American and Gospel, Soul.</p>	<p>Structure (intro, bridge, verse, chorus, outro), pattern, repetition, improvisation, dynamic contrast, rhythm (syncopation (off beat)), accompaniment, instrumental, Gospel, Musicals, Jazz, 20th Century Orchestral, Hip Hop</p>	<p>Performance, perform, create, band, synthesizer, guitar, bass guitar, drum kit, lead vocals, backing vocals, Gospel, Romantic, Pop, 20th Century Orchestral, Hip Hop</p>
Year 4 Knowledge	<p>Musical Structures</p> <p>Social Theme: How does Music bring us together?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a</p>	<p>Exploring Feelings When You Play</p> <p>Social Theme: How does Music connect us with our past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise</p>	<p>Compose with Your Friends</p> <p>Social Theme: How Does Music Improve Our World?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a</p>	<p>Feelings Through Music</p> <p>Social Theme: How does music teach us about our community?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise</p>	<p>Expression and Improvisation</p> <p>Social Theme: How does music shape our way of life?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise</p>	<p>The Show Must Go on!</p> <p>Social Theme: How does Music connect with the environment?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise</p>

	<p>selection of these notes: C, D, E, F, G, A, B \flat</p> <p>Musical Spotlight: Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p> <p>Musical Styles: 20th and 21st Century Orchestral, Reggae, Soul, Hip Hop, Country and Western</p>	<p>and compose using a selection of these notes: C, D, E, F, F\sharp, G, A, B \flat, B</p> <p>Musical Spotlight: Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.</p> <p>Musical Styles: Future Pop, Electronic Dance, Folk, Jazz</p>	<p>selection of these notes: C, D, E, F, F\sharp, G, A, B \flat, B</p> <p>Musical Spotlight: When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.</p> <p>Musical Styles: Disco, Musicals, Folk, 20th and 21st century orchestral, waltz</p>	<p>and compose using a selection of these notes: C, D, E, F\sharp, G, A, B \flat, B</p> <p>Musical Spotlight: Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p> <p>Musical Styles: R and B, Classical, Jazz, Romantic, Rock, Nursery Rhyme</p>	<p>and compose using a selection of these notes: C, D, E, F, F\sharp, G, A, B \flat, B</p> <p>Musical Spotlight: Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p> <p>Musical Styles: 20th and 21st century orchestral/ choral, Gospel, Romantic, Medieval Music</p>	<p>and compose using a selection of these notes: C, D, E, F, F\sharp, G, A, B, B, C\sharp</p> <p>Musical Spotlight: Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to.</p> <p>Musical Styles: Choral, Funk, Electronic Dance Music</p>
Year 4 Vocabulary	<p>Repetition, structure (verse and chorus), form, pattern, time signature (6/8), harmony, melody, 20th and 21st Century Orchestral, Reggae, Soul, Hip Hop, Country and Western</p>	<p>Accent (>), instrumental layers, texture, tonality, legato (flowing and gentle), Future Pop, Electronic Dance, Folk, Jazz</p>	<p>Key signature, melody, home note, tonic, pitch, Disco, Musicals, Folk, 20th and 21st century orchestral, waltz</p>	<p>Dynamic, fortissimo (ff), pianissimo (pp), tempo, pitch, timbre (soft / harsh), chords, syncopation (off beat), R and B, Classical, Jazz, Romantic, Rock, Nursery Rhyme</p>	<p>Improvisation, dynamics (ff, pp, mp, mf, f, p), lyrics, accompaniment (piano/ band), 20th and 21st century orchestral/ choral, Gospel, Romantic, Medieval Music</p>	<p>Articulation change, melodic change, timbre change, Choral, Funk, Electronic Dance Music</p>

<p>Year 5 Knowledge</p>	<p>Melody and Harmony in Music</p> <p>Social Theme: How does music bring us together?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E ♭, E, F, F♯, G, A, A ♭, B ♭, B</p> <p>Musical Spotlight: A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it.</p> <p>Musical styles: 20th and 21st Century Orchestral, Gospel</p>	<p>Sing and Play in Different Styles</p> <p>Social Theme: How does music connect us with our past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E ♭, E, F, F♯, G, A ♭, A, B ♭, B</p> <p>Musical Spotlight: Singing and playing in different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.</p> <p>Musical Styles: Pop, Minimalism, 20th and 21st Century Orchestral, Rock n Roll, Gospel</p>	<p>Composing and Chords</p> <p>Social Theme: How does music improve our world?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E ♭, E, F, F♯, G, A ♭, A, B ♭, B</p> <p>Musical Spotlight: If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.</p> <p>Musical Styles: South African, Jazz: Contemporary, 20th and 21st Century Orchestral, Pop</p>	<p>Enjoying Musical Styles</p> <p>Social Theme: How does Music teach us about our community?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, E ♭, F♯, F, G, A ♭, A, B ♭</p> <p>Musical Spotlight: There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.</p> <p>Musical Styles: Reggae, 20th and 21st Century Orchestral, Pop, Film music</p>	<p>Freedom to Improvise</p> <p>Social Theme: How does Music shape our way of life.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E ♭, E, F, F♯, G, A, B ♭, B</p> <p>Musical Spotlight: Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p> <p>Musical Styles: Pop, Reggae 20th and 21st Century Orchestral, Film and TV music</p>	<p>Battle of the Bands</p> <p>Social Theme: How does music connect us with the environment?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E ♭, E, F, F♯, G, G♯, A ♭, A, B ♭</p> <p>Musical Spotlight: Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Enjoy!</p> <p>Musical Styles: Pop, Romantic, 20th and 21st Century Orchestral, Rhythm and Blues</p>
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Year 5 Vocabulary	Melody, harmony, notation, chords, texture, 20 th and 21 st Century Orchestral, Gospel	Style, genre, ensemble, tempo, accelerando, Pop, Minimalism, 20 th and 21 st Century Orchestral, Rock n Roll, Gospel	Chord, triad, accompaniment, notation, composition, melody, South African, Jazz: Contemporary, 20 th and 21 st Century Orchestral, Pop	Texture, genre, sections, tonality, musical styles, atmosphere, articulation, Reggae, 20 th and 21 st Century Orchestral, Pop, Film music	Notation, interval, notes (F A C E) (E G B D F), melody, harmony, tonality, pentatonic scale, Pop, Reggae 20 th and 21 st Century Orchestral, Film and TV music	Compose, perform, structure, time signature (2, 3, 4, 5, beats in a bar and 6/8), texture change (thick to thin), Pop, Romantic, 20 th and 21 st Century Orchestral, Rhythm and Blues
Year 6 Knowledge	<p>Music and Technology</p> <p>Social Theme: How does music bring us together?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B b, B</p> <p>Musical Spotlight: Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the YuStudio tab will teach you invaluable skills in music production that will enrich and enhance</p>	<p>Developing Ensemble Skills</p> <p>Social Theme: How does music connect us with our past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B b, B</p> <p>Musical Spotlight: You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics</p>	<p>Creative Composition</p> <p>Social Theme: How does music improve our world?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, B b, B</p> <p>Musical Spotlight: By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p>	<p>Musical Styles Connect Us</p> <p>Social theme: How does music teach us about our community?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, B b, B</p> <p>Musical Spotlight: Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p>	<p>Improvising with Confidence</p> <p>Social theme: How does music shape our way of life?</p> <p>Musical Learning: <i>Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, A b, A, B b, B</i></p> <p>Musical Spotlight: You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a</p>	<p>Farewell Tour</p> <p>Social theme: How does music connect us with the environment?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, A b, A, B b, B</p> <p>Musical Spotlight: This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!</p>

	<p>your musical journey and inspire your creativity.</p> <p>Musical styles: Soul, 20th and 21st Century Orchestral, Pop, Soul</p>	<p>of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting.</p> <p>Musical styles: Soul, Hip Hop, Jazz : Swing, 20th and 21st Century Orchestral, Rock</p>			<p>melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (‘crescendo’) or from loud to soft (‘diminuendo’) can help make music more exciting.</p> <p>Musical styles: Hip Hop, Gospel, Salsa, Rhythm and Blues</p>	<p>Musical styles: Reggae, Pop, Jazz, Soul, Film and TV music</p>
Year 6 Vocabulary	<p>DAW (digital audio workstation), live sound, digital sound, music production, dotted rhythms, syncopation, Soul, 20th and 21st Century Orchestral, Pop, Soul</p>	<p>Notation, crescendo, decrescendo, ensemble, dotted quavers, adagio (slow), A minor, Soul, Hip Hop, Jazz : Swing, 20th and 21st Century Orchestral, Rock</p>	<p>Harmony, dotted crochet, C major, Disco, Romantic, Rock and Roll, Pop</p>	<p>Moderato, 5/4 (5 crochets in a bar), G major (1 sharp), articulation, Rock, Romantic, Folk, Pop</p>	<p>Phrase (musical sentence), phrasing, dynamic change, andante, key signature (D minor), triplet quavers, Hip Hop, Gospel, Salsa, Rhythm and Blues</p>	<p>Adagio, andante, moderato, compose, texture, timbre, Reggae, Pop, Jazz, Soul, Film and TV music</p>