

Music

	Nursery	Reception	Year 1	Year 2
Autumn	<p>Autumn 1 Topic title This is me</p> <p>Brief coverage / explanation To be able to listen with increased attention and be able to sing a large repertoire of songs</p> <p>Key questions for that term / skills</p> <p>Can I listen with increased attention to sounds? Can I respond to what they have heard, expressing my thoughts and feelings? Can I remember and sing entire songs? Can I sing the pitch of a tone sung by another person? ('pitch match') Can I sing the melodic shape? (moving melody, such as up and down, down and up) of familiar songs</p> <p>Vocab Pitch, volume, listen, respond, copy</p> <p>Activities Nursery rhymes – with actions Harvest songs – with actions Exploring musical instruments – what sounds do they make? Moving to music Squiggle while you wiggle</p>	<p>Autumn 1 Topic title Marvellous Me (Kapow – exploring sound)</p> <p>Brief coverage / explanation To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Key questions for that term / skills</p> <p>Am I able to make different sounds? Am I able to interpret the sound cards? Can I distinguish between the sound cards? Am I able to suggest different body sounds? Am I able to perform their ideas within a group? Can I follow signals? Can I differentiate between the instruments? Can I play at different speeds? Can I play and sing at the same time? Am I able to show a change in pitch with their voices? Can I describe the sounds? Can I follow the sound score accurately? Can I represent a sound I heard? Can I copy back the vocal sounds that are made? Am I able to represent the sounds I heard using lines?</p>	<p>Autumn 1 Topic title We are Super Heroes (Kapow – superheroes)</p> <p>Brief coverage / explanation To learn how to identify high and low notes and to compose a simple tune. To investigate how tempo changes help tell a story and make music more exciting.</p> <p>Key questions for that term / skills</p> <p>Can I explain what pitch means? Can I identify whether a note is higher or lower? Can I create a pattern using two pitches, then play or sing it? Can I explain what tempo means? Can I identify simple tempo changes in music? Can I perform a pattern that gradually gets faster? (accelerando). Can I contribute to a group composition and performance by creating, selecting, combining and performing sounds? Can I suggest improvements to my work?</p> <p>Vocab Accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo</p>	<p>Autumn 1 Topic title Me and my community (Kapow – Musical Me)</p> <p>Brief coverage / explanation To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. To know that 'notation' means to write music down so that someone else can play it.</p> <p>Key questions for that term / skills</p> <p>Can I clap the rhythm of my own name? Can I sing the melody accurately while playing my instrument in time? Can I show a range of emotions using my voices? Can I describe the dynamics and timbre of my pieces? Can I play a known melody from letter notation in the right order, if not with the right rhythms? Can I play a new melody from letter notation in the right order, if not in time? Can I invent a melody, write it down and play it back? Can I select instruments with different timbres? Can I compose and perform a piece using different dynamic levels?</p> <p>Vocab Rhythm, beat, dynamics, timbre, pulse, melody, notation</p>
	<p>Autumn 2 Topic title Special Times</p> <p>Brief coverage / explanation To be able to listen with increased attention and be able to sing a large repertoire of songs</p> <p>Key questions for that term / skills</p> <p>Can I listen with increased attention to sounds? Can I respond to what they have heard, expressing my thoughts and feelings? Can I remember and sing entire songs? Can I sing the pitch of a tone sung by another person? ('pitch match') Can I sing the melodic shape? (moving melody, such as up and down, down and up) of familiar songs</p> <p>Vocab Pitch, volume, listen, respond, copy</p> <p>Activities Christmas Songs (performance) Joining in with ring games Moving to music Squiggle while you wiggle Nursery rhymes – with actions</p>	<p>Autumn 2 Topic title Julia Donaldson (Kapow – celebration music)</p> <p>Brief coverage / explanation To learn about music from another culture. To respond to music with movement.</p> <p>Key questions for that term / skills</p> <p>Can I listen attentively, move to and talk about music, expressing my feelings and responses? Can I watch and talk about dance and performance art, expressing my feelings and responses. Can I explore and engage in music making and dance, performing solo or in groups? Can I sing in a group or on my own, increasingly matching the pitch and following the melody? Can I perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music? Can I talk about music from another culture? Can I take part in traditional call and response songs? Can I suggest appropriate actions to match song lyrics?</p> <p>Vocab Celebration, traditional, melody, performing, time, culture, instrument, rhythm, beat, call, response, body percussion</p>	<p>Autumn 2 Topic title Tis the season (Kapow – Fairytales)</p> <p>Brief coverage / explanation To learn that different sounds can represent characters and key moments in a story. To explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p> <p>Key questions for that term / skills</p> <p>Can I chant a well-known phrase? Can I make changes to my voice to represent a character? Can I choose a suitable sound to represent a specific point in a story? Can I play a rhythmic pattern along with my spoken words? Can I identify and hold up the correct sign to correspond to some music? Can I play/chant along with the elements of a story with prompting from the teacher?</p> <p>Vocab Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute</p>	<p>Autumn 2 Topic title Horrible Histories (Kapow – Myths and Legends)</p> <p>Brief coverage / explanation To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music</p> <p>Key questions for that term / skills</p> <p>Can I create rhythms and arrange them in a particular order or structure? Can I identify the structure of a piece of music and write it down? Can I describe whether a musical texture is thick or thin? Can I explore ways of writing down different textural layers? Can I follow a given structure for a composition? Can I write a structure score accurately? Can I compose music with several layers? Can I perform my composition accurately, following the structure score?</p> <p>Vocab Rhythm, beat, dynamics, timbre, pulse, melody, notation, compose, composition, graphic score, legend, myth, pitch, stave notation, structure, tempo, texture</p>

Spring 1**Topic title***The world around us***Brief coverage / explanation***To be able to create their own songs and play instruments with increasing control***Key questions for that term / skills**

Can I listen with increased attention to sounds?
 Can I respond to what they have heard, expressing my thoughts and feelings?
 Can I remember and sing entire songs?
 Can I sing the pitch of a tone sung by another person? ('pitch match')
 Can I sing the melodic shape? (moving melody, such as up and down, down and up) of familiar songs
 Can I create my own songs, or improvise a song around one I know?
 Can I play instruments with increasing control to express my feelings and ideas?

Vocab

Pitch, volume, listen, respond, copy, instruments, control

Activities

Joining in with ring games
 Moving to music
 Squiggle while you wiggle
 Nursery rhymes – with actions

Spring 2**Topic title***Out of this world***Brief coverage / explanation***To be able to create their own songs and play instruments with increasing control***Key questions for that term / skills**

Can I listen with increased attention to sounds?
 Can I respond to what they have heard, expressing my thoughts and feelings?
 Can I remember and sing entire songs?
 Can I sing the pitch of a tone sung by another person? ('pitch match')
 Can I sing the melodic shape? (moving melody, such as up and down, down and up) of familiar songs
 Can I create my own songs, or improvise a song around one I know?
 Can I play instruments with increasing control to express my feelings and ideas?

Vocab

Pitch, volume, listen, respond, copy, instruments, control

Activities

Moving to music
 Squiggle while you wiggle
 Nursery rhymes – with actions

Spring 1**Topic title***Our wonderful world (Kapow – music and movement)***Brief coverage / explanation***To understand why songs have actions. To learn some simple Makaton signs to accompany a song.***Key questions for that term / skills**

Can I listen attentively, move to and talk about music, expressing my feelings and responses?
 Can I sing in a group or on my own, increasingly matching the pitch and following the melody?
 Can I explore and engage in music making and dance, performing solo or in groups?
 Can I sing a range of well-known nursery rhymes and songs?
 Can I perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music?
 Can I explore beat through body movements?
 Can I explore pitch and tempo through scarf dancing and body movement?

Vocab

Action songs, sign language, beat, music, pulse, temp, composer, fast, slow, pitch, sound, high, low

Spring 2**Topic title***Traditional Tales (Kapow – musical stories)***Brief coverage / explanation***To learn that music and instruments can be used to convey moods or represent characters.***Key questions for that term / skills**

Can I listen attentively, move to and talk about music, expressing my feelings and responses?
 Can I explore and engage in music making and dance, performing solo or in groups?
 Can I perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music?
 Can I sing in a group or on my own, increasingly matching the pitch and following the melody?
 Can I explore, use and refine a variety of artistic effects to express my ideas and feelings?
 Can I create collaboratively, sharing ideas, resources and skills?
 Can I sing or perform a group song?
 Can I use actions to retell a story to music?
 Can I experiment with the sounds of different instruments?
 Can I use instruments to represent moods or actions?

Vocab

Dynamic, loud, quiet, melody, tempo, fast, slow, loud, quiet, percussion, pitch, compose

Spring 1**Topic title***Inside Out (Kapow – all about me)***Brief coverage / explanation***To learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.***Key questions for that term / skills**

Can I clap the rhythm of their name?
 Can I clap in time to music?
 Can I sing the overall shape of a melody?
 Can I play in time to music?
 Can I copy and create rhythms based on word patterns?
 Can I play on the pulse?
 Can I understand the difference between pulse and rhythm?

Vocab

pulse, rhythm

Spring 2**Topic title***Roots and Shoots (Kapow – by the sea)***Brief coverage / explanation***To make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.***Key questions for that term / skills**

Can I create movements that match the music, explaining why I are moving in that way?
 Can I identify descriptive sounds within the music?
 Can I recreate and then adapt descriptive sounds heard using my voice or body?
 Can I make appropriate instrument choices to represent a descriptive sound?
 Can I control instruments and voices to make both quiet and loud sounds?
 Can I follow simple instructions during a group performance?
 Can I create my own graphic score and play from it?
 Can I make more than one sound on my instrument and with my voice?

Vocab

Body percussion, dynamics, graphic score, instruments, pitch, seaside, sounds, tempo, timbre

Spring 1**Topic title***Home and away (Kapow – On this Island)***Brief coverage / explanation***To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.***Key questions for that term / skills**

Can I sing, play and follow instructions to perform as a group?
 Can I describe music using simple musical vocabulary?
 Can I explore multiple ways of making the same sound?
 Can I represent the same sound in different ways?
 Can I describe how I have adapted a sound using musical vocabulary?
 Can I contribute musically to a final performance?
 Can I create a piece that clearly represents a particular environment?
 Can I extend a piece of music so that it represents three distinct environments?

Vocab

Duration, inspiration, dynamics, timbre, composition, pitch, structure, tempo, texture

Spring 2**Topic title***Forest and Fairytales (Kapow – Orchestral Instruments)***Brief coverage / explanation***To know that musical instruments can be used to create 'real life' sound effects. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.***Key questions for that term / skills**

Can I make plausible descriptions of the music?
 Can I identify a few instruments and the sounds of different sections of the orchestra?
 Can I explain what is happening in the music using language relating to emotion?
 Can I create a piece of music with some appropriate tempo, dynamic and timbre changes?
 Can I suggest appropriate musical timbres for each of the characters and tempo changes for the actions?
 Can I perform confidently using appropriate instrumental sounds?

Vocab

Sound effect, vocals, percussion, brass, woodwind, strings, instruments orchestra, dynamics, timbre, tempo,

Summer 1

Topic title

Nature detectives/muddy faces/amazing places

Brief coverage / explanation

To be able to express their feelings and ideas when singing songs and playing instruments

Key questions for that term / skills

- Can I listen with increased attention to sounds?*
- Can I respond to what they have heard, expressing my thoughts and feelings?*
- Can I remember and sing entire songs?*
- Can I sing the pitch of a tone sung by another person? ('pitch match')*
- Can I sing the melodic shape? (moving melody, such as up and down, down and up) of familiar songs*
- Can I create my own songs, or improvise a song around one I know?*
- Can I play instruments with increasing control to express my feelings and ideas?*

Vocab

Pitch, volume, listen, respond, copy, instruments, control

Activities

- Moving to music*
- Squiggle while you wiggle*
- Nursery rhymes – with actions*

Summer 2

Topic title

Pirates/a life on the ocean wave

Brief coverage / explanation

To be able to express their feelings and ideas when singing songs and playing instruments

Key questions for that term / skills

- Can I listen with increased attention to sounds?*
- Can I respond to what they have heard, expressing my thoughts and feelings?*
- Can I remember and sing entire songs?*
- Can I sing the pitch of a tone sung by another person? ('pitch match')*
- Can I sing the melodic shape? (moving melody, such as up and down, down and up) of familiar songs*
- Can I create my own songs, or improvise a song around one I know?*
- Can I play instruments with increasing control to express my feelings and ideas?*

Vocab

Pitch, volume, listen, respond, copy, instruments, control

Activities

- Moving to music*
- Squiggle while you wiggle*
- Nursery rhymes – with actions*

Summer 1

Topic title

In the garden (Kapow – transport)

Brief coverage / explanation

To use their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.

Key questions for that term / skills

- Can I listen attentively, move to and talk about music, expressing my feelings and responses?*
- Can I perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music?*
- Can I give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions?*
- Can I make comments about what I have heard and ask questions to clarify my understanding?*
- Can I interpret symbols to show a change in speed?*
- Can I interpret a simple score to show tempo changes?*
- Can I explore using different sound effects?*
- Can I explore making sounds at different speeds?*
- Can I explore moving to different tempos?*

Vocab

Fast, slow, speed, beat, slower, stopping, symbols, faster, slower, score

Summer 2

Topic title

Dinosaurs (Kapow – big band)

Brief coverage / explanation

To learn about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

Key questions for that term / skills

- Can I listen attentively, move to and talk about music, expressing my feelings and responses?*
- Can I perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music?*
- Can I give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions?*
- Can I make comments about what I have heard and ask questions to clarify my understanding?*
- Can I discuss what makes a musical instrument?*
- Can I use recyclable materials to create a simple representation of a musical instrument?*
- Can I explain what an orchestra is?*
- Can I discuss the four different groups of musical instruments?*
- Can I copy and follow a beat using an un tuned instrument?*
- Can I play in time to familiar songs?*
- Can I experiment with tuned and un tuned instruments?*
- Can I chose appropriate instruments to represent different parts of a song?*
- Can I perform a practised song to a small audience?*

Vocab

Sound, beat, conductor, tempo, dynamic, percussion, rhythm,

Summer 1

Topic title

Full steam ahead (Kapow – under the sea)

Brief coverage / explanation

To explore through music, movement, chanting and the playing of tuned percussion instruments.

Key questions for that term / skills

- Can I make movements that are appropriate to the pulse and tempo of a piece of music?*
- Can I choose instruments with appropriate timbre to represent sparkling fishes?*
- Can I respond to dynamic changes in a piece of music?*
- Can I create pitches and rhythms?*
- Can I perform a layer of the music within an overall piece?*
- Can I define all the musical terms from this unit?*
- Can I recognise and understand the difference between pulse and rhythm?*
- Can I understand that different types of sounds are called timbres?*
- Can I recognise basic tempo, dynamic and pitch changes?*
- Can I describe the character, mood, or 'story' of music I listen to? (verbally or through movement)*
- Can I describe the differences between two pieces of music?*
- Can I listen and respond to other performers by playing as part of a group?*
- Can I combine instrumental and vocal sounds within a given structure?*

Vocab

Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score

Summer 2

Topic title

Rumble in the jungle (Kapow – snail and the mouse)

Brief coverage / explanation

To use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.

Key questions for that term / skills

- Can I demonstrate slow and fast with my body and voice?*
- Can I demonstrate slow and fast beats while saying a rhyme and using an instrument?*
- Can I perform a song using a singing voice?*
- Can I perform with an instrument?*
- Can I observe others and move, speak, sing and play appropriately?*
- Can I sing in time from memory, with some accuracy?*
- Can I keep a steady pulse?*
- Can I move, speak, sing and play demonstrating slow and fast beats?*
- Can I recognise basic tempo changes?*
- Can I describe the differences between two pieces of music?*
- Can I listen to and repeating short, simple rhythmic patterns?*

Vocab

Beat, contrast, expressive, fast, singing voice, slow, speaking voice, warm up

Summer 1

Topic title

Where the wild things are (Kapow – Animals)

Brief coverage / explanation

To understand how the dynamics and tempo can be changed to achieve a different effect. To understand that structure means to organise the different sounds within music and rhythm can represent long or short spoken sounds.

Key questions for that term / skills

- Can I use tempo, dynamics and timbre in my piece?*
- Can I play in time with my group?*
- Can I use instruments appropriately?*
- Can I successfully sing back the melody line in time and at the correct pitch?*
- Can I play either a call and/or response role in time with another pupil?*
- Can I perform my composition?*

Vocab

Call and response, rhythm, structure, dynamics, timbre, tempo,

Summer 2

Topic title

Weird, Wacky and wonderful (Kapow – Space)

Brief coverage / explanation

To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes in down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.

Key questions for that term / skills

- Can I use my voice to create a variety of sounds?*
- Can I use dynamics to create atmosphere?*
- Can I correctly identify some instruments and changes in dynamics in a piece?*
- Can I explain how the same instrument can have many different sounds?*
- Can I compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre?*
- Can I successfully create and play a motif?*
- Can I notate and write down my motif in some form?*

Vocab

Soundscape, timbre, dynamics, motif, tempo,

Year 3	Year 4	Year 5	Year 6
<p>Topic title (<i>Charanga</i>)</p> <p>Rock I wanna' play in a band Brief coverage / explanation Children learn to identify the difference between pulse & rhythm of a song and consolidate their understanding of these concepts through listening and understanding. <i>Key questions for that term / skills</i> EACH UNIT STARTER - HOOK QUESTIONS What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck? How did the music make you feel and why? Did you like the music? What word best describes this music? What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing) Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> • Can I relate the rhythm to other songs I know? • Can I understand how rhythm is different from a beat? • Can I find the pulse to a musical piece and does the beat move in Threes? Fours? • Can I explore particular rhythm patterns which keep repeating? • Can I copy back the vocal sounds that are made? • Can I follow signals? • Am I able to use different body parts in time to the music? • Can I keep a steady pulse? <p><i>Vocab</i> Rhythm, pulse, beat, count, tempo, perform</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> • Weekly whole school singing • Year 3 Nativity service 	<p>Topic title (<i>Charanga</i>)</p> <p>70's DISCO (ABBA focus) Mamma Mia Brief coverage / explanation Developing pitch, control and Confidence when singing <i>Key questions for that term / skills</i> EACH UNIT STARTER - HOOK QUESTIONS What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck? How did the music make you feel and why? Did you like the music? What word best describes this music? What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing) Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> • Can I understand the patterns I noticed in the music? • Am I able to understand how the mood of music changes when particular instruments are played? • Can I indentify when the music gets faster/slower, louder/softer • Can I sing a melodic shape? • Can I remember and sing the entire song? • Can I sing the pitch of a tone sung by other people? • Can I recognise basic tempo changes? <p><i>Vocab</i> Pitch, tone, melody, tempo, pattern</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> • Weekly whole school singing • During this term, perform a song within your class assembly 	<p>Topic title (<i>Charanga</i>)</p> <p>SOFT ROCK (1980's) Livin' on a prayer Brief coverage / explanation Pitch and tempo—Learning how to identify high and low notes and to investigate how tempo changes help tell a story, making the music more exciting <i>Key questions for that term / skills</i> EACH UNIT STARTER – HOOK QUESTIONS What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck? How did the music make you feel and why? Did you like the music? What word best describes this music? What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing) Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> • Can I demonstrate slow and fast beats while singing and using an instrument? • Can I understand when the music is smooth or jumpy? • Can I understand how rhythm is different from a beat? • Can I demonstrate how voice is particularly powerful in a music genre? • Can I find the most prominent section within the piece? • Can I perform my composition accurately, following the structure of the score? <p><i>Vocab</i> Beat, rhythm, section, composition, tempo, pitch, score</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> • Weekly whole school singing • During this term, perform a song within your class assembly 	<p>Topic title (<i>Charanga</i>)</p> <p>POP (soul influence) Happy Brief coverage / explanation Children will identify repetitive backing. Using clap sequencing along with instruments to interpret the score. <i>Key questions for that term / skills</i> EACH UNIT STARTER – HOOK QUESTIONS What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck? How did the music make you feel and why? Did you like the music? What word best describes this music? What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing) Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> • Can I notice that parts are harmonious and that there is repetition? • Can I recognise the 'busiest' section of the piece? • Can I understand the patterns within the music? • Can I identify the vocals / lyrics that repeat? • Can I play and sing at the same time? • Can I play at a different speed? • Can I demonstrate slow and fast with my body and voice? <p><i>Vocab</i> Harmony, repetition, tempo, section, pulse</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> • Weekly whole school singing • During this term, perform a song within your class assembly

Topic title (Charanga)

RAGGAE

Three little birds

Brief coverage / explanation

Children explore the musical concept of theme and variation and discover how rhythms can' translate' onto different instruments

Key questions for that term / skills

EACH UNIT STARTER - HOOK QUESTIONS

What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?

How did the music make you feel and why? Did you like the music? What word best describes this music?

What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)

Where in the world do you think this music came from? Why?

- Can I explain what a timbre is and how instruments are different from each other?
- Can I identify clear sections within a piece and which part is the most prominent?
- Can I understand harmonies?
- Can I talk about music from another country?
- Can I make other vocal sounds?
- Can I explain the texture of a piece, is it thick or thin?

Vocab

Timbre, harmony, texture, section, rhythm, sound

Additional

- **Weekly whole school singing**
- **Year 3 Easter service**

Topic title (Charanga)

SOUL/GOSPEL

Lean on me

Brief coverage / explanation

Learning about the music from Cultural / religious setting. Identify key features and mood of soul music and its importance / purpose.

Key questions for that term / skills

EACH UNIT STARTER - HOOK QUESTIONS

What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?

How did the music make you feel and why? Did you like the music? What word best describes this music?

What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)

Where in the world do you think this music came from? Why?

- Can I understand why music is important to people?
- Can I understand how and why music is central to a culture / community?
- Can I explain what mood the piece creates?
- Can I control instruments and voice to make both quiet and loud sounds?

Vocab

Tone, pitch, mood, tempo, culture

Additional

- **Weekly whole school singing**

Topic title (Charanga)

OLD SKOOL / HIP HOP

Fresh Prince of Bel Air

Brief coverage / explanation

Exploring how to use our voice to make sound, experimenting with tempo and dynamics

Key questions for that term / skills

EACH UNIT STARTER - HOOK QUESTIONS

What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?

How did the music make you feel and why? Did you like the music? What word best describes this music?

What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing) Where in the world do you think this music came from? Why?

- Can I notice patterns within the music
- Can I explain a timbre and how the instruments are different from each other?
- Can I share my findings about texture, is it thick or thin?
- Can I notice the difference in vocal sections?
- Can I recognise the beat, does it move in Threes? Fours?
- Can I recognise basic tempo, dynamics and pitch changes?
- Can I use dynamics to create an atmosphere?

Vocab

Beat, contrast, expressive, fast, singing, voice, tempo, dynamics, texture

Additional

- **Weekly whole school singing**

Topic title (Charanga)

FRIENDSHIP

You've got a friend

Brief coverage / explanation

To be able to express their feelings, to show and share ideas through song and playing of instruments

Key questions for that term / skills

EACH UNIT STARTER - HOOK QUESTIONS

What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?

How did the music make you feel and why? Did you like the music? What word best describes this music?

What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)

Where in the world do you think this music came from? Why?

- Can I understand how a variety of music makes me feel?
- Can I understand how the mood of music can change within one piece and is it the instruments that create this?
- I am able to show with my hands when I hear a high or low sound?
- Can I listen with intent?
- Can I sing the pitch of a tone?
- Can I play my instrument with increasing control to express my feelings?

Vocab

Listen, respond, copy, instrument, feeling, control, pitch, Volume

Additional

- **Weekly whole school singing**

Topic title (Charanga)

DISCO

Bringing us together

Brief coverage / explanation

Learning how dance style music is created. Exploring music and movement

Key questions for that term / skills

EACH UNIT STARTER - HOOK QUESTIONS

What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?

How did the music make you feel and why? Did you like the music?

What word best describes this music?

What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)

Where in the world do you think this music came from? Why?

- Can I recognise the difference between rhythm and beat?
- Can I actively show with my hands where the sound changes from low to high?
- Can I notice if the piece has a clear and steady beat?
- Can I make appropriate movement to the pulse and tempo of a particular piece of music?
- Can I perform with an instrument?

Vocab

Rhythm, beat, pitch, tone, movement

Additional

- Weekly whole school singing

Topic title (Charanga)

1960's THE BEATLES

(focus on civil rights)

Blackbird

Brief coverage / explanation

Introduce the relation to historic period.

Learn that music and instruments can be used to convey mood or represent character.

Key questions for that term / skills

EACH UNIT STARTER - HOOK QUESTIONS

What did you hear? What instruments in particular precede the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?

How did the music make you feel and why? Did you like the music?

What word best describes this music?

What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)

Where in the world do you think this music came from? Why?

- Can I understand how music influenced history and how has history influenced music?
- Can I control instruments and voice to make both quiet and loud sounds?
- Can I sing with meaning?
- Can I observe others and perform appropriately?
- Can I make comments about what I have heard and played and clarify my understanding?

Vocab

History/historic timeline, instrument, influence, perform, Control

Additional

- Weekly whole school singing

Topic title (Charanga)

MOTOWN

Dancing in the street

Brief coverage / explanation

To explore music through movement

Key questions for that term / skills

EACH UNIT STARTER - HOOK QUESTIONS

What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?

How did the music make you feel and why? Did you like the music?

What word best describes this music?

What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)

Where in the world do you think this music came from? Why?

- Can I create simple actions to the song?
- Can I learn that different sounds and vocals can repeat?
- Can I recognise clear, prominent sections and play competently?
- Can I sing in harmony?
- Can I identify when one section ends and the next begin?

Vocab

Sound, action, repetition, section, harmony

Additional

- Weekly whole school singing

Topic title (Charanga)

Pioneering gender equality in music

Make you feel my love (song)

Women in music (no song, information about related artists)

Brief coverage / explanation

To show understanding that structure means organised sound within music and rhythm are different

Key questions for that term / skills

EACH UNIT STARTER - HOOK QUESTIONS

What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?

How did the music make you feel and why? Did you like the music?

What word best describes this music?

What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)

Where in the world do you think this music came from? Why?

- Can I appreciate equality and understand how music shows related importance?
- Can I discuss the dynamics and timbre of the piece?
- Can I choose instruments that will display different timbre?
- Can chosen instruments create dynamics?
- Can I play the melody in correct letter notation order?
- Can I explain what pitch means?

Vocab

Notation, pitch, dynamics, timbre, melody

Additional

- Weekly whole school singing