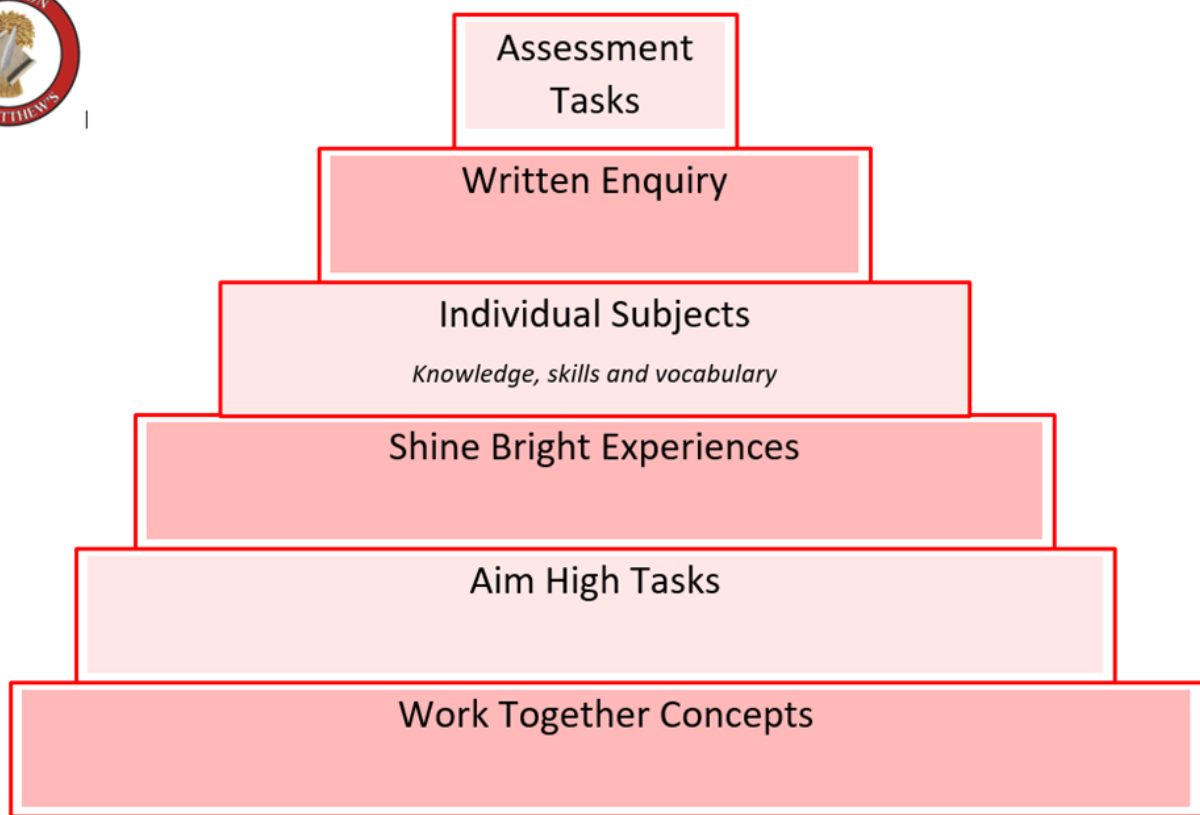


# Music Curriculum



**Stretton St Matthew's  
C.E. Primary School**



At Stretton St Matthew's, music is a highlight valued and integral part of school life. We provide a high-quality music education which enables children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Our aim is to encourage and provide a music education which inspires pupils and nurtures their talent as musicians. We feel that music is one of the most powerful and unique forms of communication that can change and impact the way that children think, feel and act and we strongly believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage this musical development across the school.

Through our whole school scheme (Charanga) we ensure that our music lessons are both inclusive and interactive so that children are both engaged and inspired within lessons. Our music curriculum aims to ensure that all children are provided with fun, practical and inspiring experiences so that they can enjoy all aspects of music which makes learning music an enjoyable experience for all and we encourage participation in a variety of musical experiences through which we aim to build up the confidence of all children.

Children are given the opportunity to perform, listen to, review and evaluate music across a range of periods, genres, styles and traditions. They learn to use their voices to create and compose music throughout school. Pupils are actively encouraged, and all given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with visiting music specialists.

The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, understand how it is made, played, appreciated and analysed. Playing various instruments enables children to use a range of methods to create notes and how to read basic music notation. They also learn how to compose, focusing on different dimensions of music which in turn feeds their understanding when listening, playing or analysing music.

In KS1, children enjoy singing songs and rhymes and they are given the opportunity to play instruments which they use to create, select and combine sounds whilst listening to a wide range of music. In KS2, pupils build upon the skills acquired in KS1 and receive weekly lessons and instrumental projects with a specialist music teacher. They deepen their understanding of music in the world and the significance of music. They are encouraged to explore their own musical preferences and discuss these with confidence.

All children at St Matthew's take part in weekly singing worship which contribute towards Harvest, Christmas and Easter celebrations as well as end of year performances. Children are provided with opportunities to perform together to share their work in music with parents, governors and our school community.

## Curriculum Intent

| <b>Work Together Concepts</b> | <b>Outcomes</b>                                                                                                                                                                                                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pulse</b>                  | Children will be able to confidently identify and move to the pulse of a wide range of music, including different music styles.                                                                                                                                                                                       |
| <b>Rhythm</b>                 | Children will be able to identify the rhythm of a wide range of music, as well as create their own rhythm, independently and as a group.                                                                                                                                                                              |
| <b>Pitch</b>                  | Children will be able to identify the pitch of a wide range of music. They will be able to discuss how high or low a note sounds, using musical words to describe the songs.                                                                                                                                          |
| <b>Dynamics</b>               | Children will recognize the dynamics of a piece of music and understand how dynamics can change the mood. They will be able to talk about the music and how it makes them feel using musical language.                                                                                                                |
| <b>Tempo</b>                  | Children will be able to identify the tempo of a piece of music with ease and discuss how this changes the mood of the piece. They will be able to talk about the music and how it makes them feel using musical language.                                                                                            |
| <b>Timbre</b>                 | Children will understand timbre and be able to identify the quality of a musical note. They will be able to compare songs in the same style, talking about what stands out musically in each of them, including their similarities and differences.                                                                   |
| <b>Structure</b>              | Children will be able to identify the structure of a range of music and music styles, commenting on the arrangement and the order of the parts or sections of the music.                                                                                                                                              |
| <b>Texture</b>                | Children will understand the texture of a piece of music and be able to discuss how layers of sound within a piece of music interact.                                                                                                                                                                                 |
| <b>Notation</b>               | Children will be able to write down music so that players can easily read the pitch and duration of the notes they are to play.                                                                                                                                                                                       |
| <b>Improvisation</b>          | Children will learn to create and compose music on their own and with others. Children may improvise using their voice, their instrument or both. Exploring and creating sound is vital. Improvisation will allow pupils to express themselves, build independence and take control of their own learning experience. |
| <b>Composition</b>            | Children will learn how to compose their own piece of music, learn about call and response rhythms and use notation so they can see the patterns and notes they have played.                                                                                                                                          |
| <b>Performance</b>            | Children will be given opportunities to shine bright through musical performances. Children will work towards a performance throughout each half term. Performance logs the children's progress and allows for engaging and relevant discussion to assist formative assessment.                                       |

## Enrichment

We enrich our music curriculum with many opportunities for children to perform and develop a wide range of skills both inside and outside of the classroom. In addition to our class instrumental projects, children in KS2 are offered the opportunity to take part in Warrington Youth Orchestra with their instrument provided by school. In addition to this, extra curricular opportunities include singing as part of one of our choirs; singing with the school in assemblies; taking part in annual musical events such as carol services, choir festivals, instrumental concerts and musical performances.

By the time children leave St Matthew's, they will have a rapidly widened repertoire which they will be able to use to create original, imaginative, fluent and distinctive composing and performance works. The children leave us as musicians who possess the following traits:

- Confidence
- Patience
- Modesty
- Creativity
- Resilience

The musicians at St Matthew's will have exceeded the expectations of the National Curriculum and be well prepared for the secondary stages of their musical education.

## Whole School Summary

| Autumn 1            | Autumn 2                                 | Spring 1               | Spring 2        | Summer 1             | Summer 2                   |
|---------------------|------------------------------------------|------------------------|-----------------|----------------------|----------------------------|
| <b>Reception</b>    |                                          |                        |                 |                      |                            |
| Me!                 | My Stories                               | Everyone!              | Our World       | Big Bear Funk        | Reflect, Rewind and Replay |
| <b>Year 1</b>       |                                          |                        |                 |                      |                            |
| Hey You!            | Rhythm In The Way We Walk and Banana Rap | In The Groove          | Round and Round | Your Imagination     | Reflect, Rewind and Replay |
| <b>Year 2</b>       |                                          |                        |                 |                      |                            |
| Hands, Feet, Heart  | Ho Ho Ho                                 | I Wanna Play In A Band | Zootime         | Friendship Song      | Reflect, Rewind and Replay |
| <b>Year 3</b>       |                                          |                        |                 |                      |                            |
| Let Your Spirit Fly | Glockenspiel Stage 1                     | Three Little Birds     | The Dragon Song | Bringing Us Together | Reflect, Rewind and Replay |
| <b>Year 4</b>       |                                          |                        |                 |                      |                            |
| Mamma Mia           | Glockenspiel Stage 2                     | Stop!                  | Lean On Me      | Blackbird            | Reflect, Rewind and Replay |
| <b>Year 5</b>       |                                          |                        |                 |                      |                            |

|                    |                  |                       |                             |                       |                            |
|--------------------|------------------|-----------------------|-----------------------------|-----------------------|----------------------------|
| Livin' On A Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince of Bel-Air | Dancing In The Street | Reflect, Rewind and Replay |
| Year 6             |                  |                       |                             |                       |                            |
| Happy              | Classroom Jazz 2 | A New Year Carol      | You've Got A Friend         | Music and Me          | Reflect, Rewind and Replay |

## Music SMSC

| We promote spiritual development by...                                                                                                                                                                                                                                                                                         | We promote moral development by...                                                                                                                                                                                                          | We promote social development by...                                                                                                        | We promote cultural development by...                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Encouraging the use of imagination and creativity when creating pieces of music.</p> <p>Promoting a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Having knowledge of, and respect for, the different styles of music and different peoples taste in music.</p> | <p>Showing respect when learning about different styles of music and where music comes from.</p> <p>Listening to <u>others</u> views and opinions about music.</p> <p>Praising children who perform pieces of music in front of others.</p> | <p>Working together to compose music.</p> <p>Listening and responding to existing pieces of music, and those that we create ourselves.</p> | <p>Understanding and appreciating the wide range of cultural influences that have shaped music.</p> <p>Listening to, exploring and composing music from a variety of cultures.</p> |

# Vocabulary

|          | 1                                                                                                                     | 2                                                                                                                                    | 3                                                                                                                                                                                                    | 4                                                                                                                                                                                                                         | 5                                                                                                                                                                                               | 6                                                                                                                                                                                                 |
|----------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn A | pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform                             | Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, compose, perform, audience, melody, tempo         | Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody                                           | Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, solo, pentatonic scale, unison                                                 | rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose                                                    | style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo |
| Autumn B | pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform         | Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo   | Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody                                                                                                                | Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure                                                                                                                               | appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo                        | Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo                          |
| Spring A | Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove                    | Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo   | Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae |                                                                                                                                                                                                                           | ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure         | Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel                                |
| Spring B | keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience | Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo | Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody                                                                  | Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo | Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure | Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony       |
| Summer A | keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination                       | Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo            | Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody                                        | Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo               | soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure                     | Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.                                                                                                         |
| Summer B |                                                                                                                       |                                                                                                                                      |                                                                                                                                                                                                      | Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo                  |                                                                                                                                                                                                 |                                                                                                                                                                                                   |



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# Learning Progression



## Learning progression

Depth of learning through Charanga Musical School

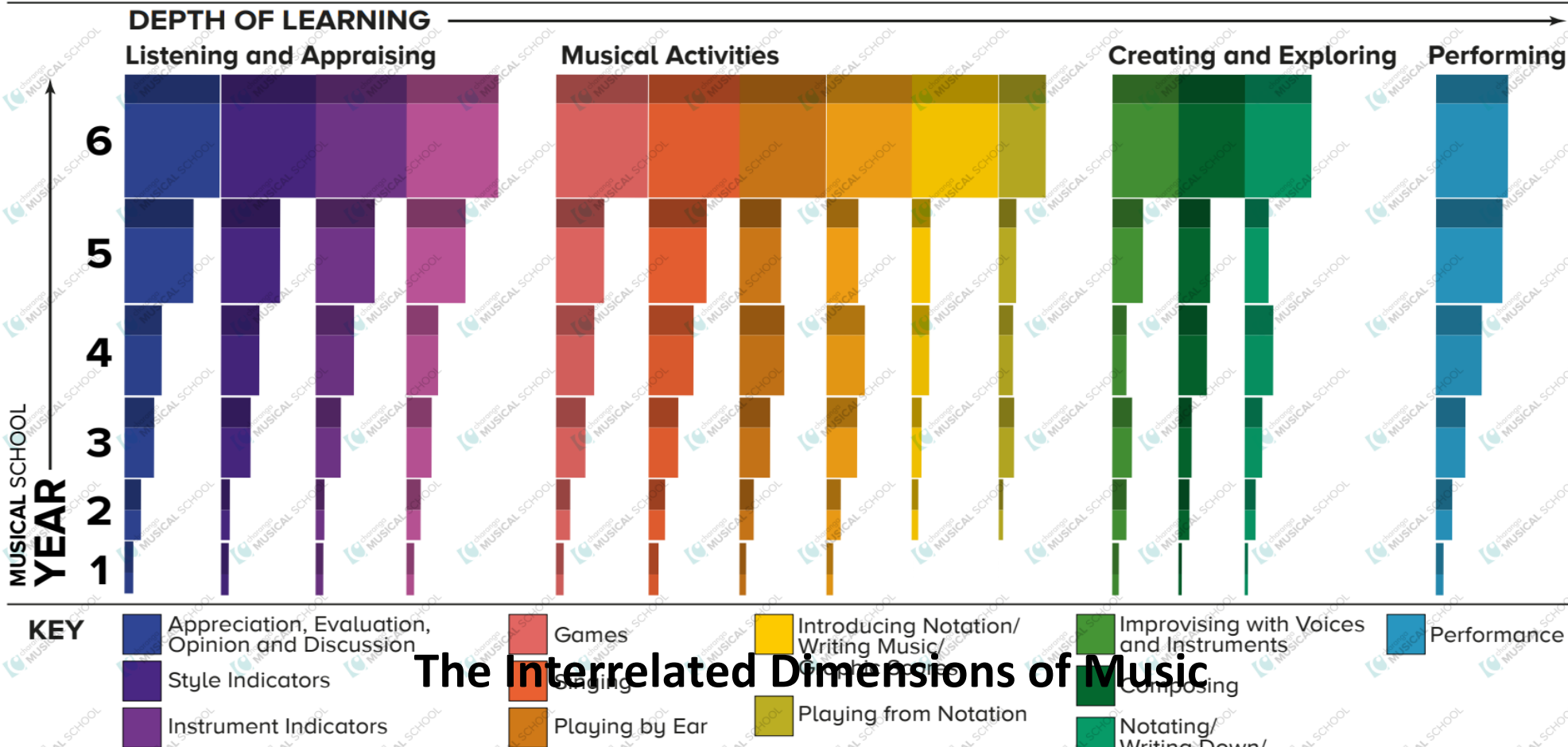
charanga  
**MUSICAL SCHOOL**

### National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."



## The Interrelated Dimensions of Music

### The Interrelated Dimensions of Music

Progression through Charanga Musical School

charanga  
**MUSICAL SCHOOL**

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.

# Music Progression Charanga

Listen and Appraise

Musical Activities

Perform and Share

|  |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|----------|----------|----------|----------|----------|

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                 |                           |
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| <p>Charanga Reception</p> <p>The children can:</p> | <p>Enjoy listening to the music and respond through dancing.</p> <p>Recognise and name some of the characters and stories in the songs.</p> <p>Find the pulse in different ways through marching/ jumping etc.</p> <p>Copy back the rhythm of their name.</p> <p>Copy sounds they can hear to distinguish high pitched sounds from low pitched sounds.</p> <p>Learn to sing the song in unison.</p> <p>Choose a song and perform it with actions.</p> | <p>Enjoy listening to the music and respond through dancing.</p> <p>Recognise and name some of the characters and stories in the songs.</p> <p>Find the pulse in different ways and show this through actions.</p> <p>Copy back a rhythm from the words of the song.</p> <p>Copy phrases from the songs to discuss high and low pitched sounds.</p> <p>Play a pitched note or sound in time.</p> <p>Learn to sing the song in unison with support and add actions.</p> <p>Choose one of the songs and perform with actions.</p> | <p>Enjoy listening to music and responding to music through dance or movement of differing speeds.</p> <p>Find the pulse in different ways and show through actions.</p> <p>Copy back the rhythms or phrases in songs.</p> <p>Copy sounds heard to distinguish high and low pitched sounds.</p> <p>Play a one note pattern in time with the pulse.</p> <p>Learn to sing or rap in unison.</p> <p>Add actions to songs.</p> <p>Choose one of the songs and perform with actions.</p> | <p>Enjoy listening to music and responding through dance or movement.</p> <p>Find the pulse in different ways and actions.</p> <p>Copy back the rhythms of phrases in the song.</p> <p>Copy sounds they can hear to distinguish high and low pitched sounds.</p> <p>Play a one note pattern in time with the pulse.</p> <p>Learn to sing songs in unison.</p> <p>Choose one of the songs to perform with actions.</p> | <p>Enjoy listening to funk music.</p> <p>Find the pulse and show this through actions.</p> <p>Copy back the rhythm of words from video or song.</p> <p>Play the pulse with a pitched note.</p> <p>Learn to sing songs in unison and adding actions.</p> <p>Choose one of the songs to perform with actions.</p> | <p>Review and revisit</p> |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|

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|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <p>Charanga Year 1</p> <p>The children can:</p> | <p>Find the pulse as they are listening to the song and understand it is the heartbeat of the music. Recognise and name two or more instruments they hear: make vocal, bass guitar, drums, decks.</p> <p>March inline with the pulse. Copy and clap back rhythms and find the rhythm of their name. Rap and sing in time to music. Play accurately and in time as part of the performance most playing C. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms.</p> <p>Perform and share.</p> | <p>Find the pulse as they are listening to the song and understand it is the heartbeat of the music. Recognise and name two or more instruments they hear: singers, keyboard, bass, guitar, percussion, trumpets, saxophone.</p> <p>March to the pulse and clap back rhythms heard. Clap rhythm of their names. Rap and sing in time to the music. Start to understand that pitch is high and low sounds.</p> <p>Perform and share.</p> | <p>Find the pulse and understand it is the heartbeat of the music. Identify five different musical styles: blues, baroque, latin, irish, folk, funk and name some.</p> <p>March to the pulse. Copy and clap back rhythms and the rhythm of their name. Together and in time sing. Play accurately and in time C. Improvise in lessons and as part of performance. Compose a simple melody using simple rhythms.</p> <p>Perform and share.</p> | <p>Find the pulse as they are listening and understand it is the heartbeat of the music. Recognise and name two or more instruments they hear: singers, keyboard, bass, percussion, trumpets and saxophones.</p> <p>Find the pulse and march to the pulse. Clap rhythms they hear and rhythm of their name. Sing songs together with actions. Play instruments accurately and in time playing D, F, C and D. Improvise in lessons and as part of the performance.</p> <p>Perform and share.</p> | <p>Find the pulse as they are listening to the music and understand it is the heartbeat of the song. Recognise and name two or more instruments they hear: keyboard, drums, bass, female singer.</p> <p>Find the pulse. Copy and clap back rhythms and the rhythm of their name. Sing in unison and in two parts. Play instruments accurately and in time playing C.</p> <p>Perform and share.</p> | <p>Review and revisit</p> |
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| Charang<br>a<br>Year 2<br>Children<br>can: | <p>Find the pulse as they are listening to the song and understand that it is the heartbeat of the song.</p> <p>Recognise and name two or more instruments they hear: keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</p> <p>March in time with the pulse</p> <p>Be an animal finding the pulse</p> <p>Clap rhythms and know they are different to pulses</p> <p>Copy and clap back rhythms.</p> <p>Play instrumental parts G,A and C</p> <p>Improvise in lessons and performance</p> <p>Compose a simple melody using simple rhythms using mostly C and D</p> <p>Perform and Share.</p> | <p>Find the pulse.</p> <p>Recognise that songs have a musical style</p> <p>Recognise names of some instruments and voices: singers, keyboard, bass, guitar, percussion, trumpets and saxophone.</p> <p>Find the pulse and march and be a rapper.</p> <p>Copy and clap back rhythms and rhythm of your name and favourite colour.</p> <p>Understand pitch- high and low sounds added to pulse and rhythm.</p> <p>Play instrumental parts in time G,A and B.</p> <p>Sing and rap together in time.</p> <p>Improvise using words.</p> <p>Perform and share.</p> | <p>Find the pulse and know about rock music.</p> <p>Recognise and name some instruments they hear: keyboard, drums, bass, electric guitar, singers.</p> <p>Find the pulse and march.</p> <p>Clap and copy back rhythms. Clap rhythms of their name and colour.</p> <p>Sing and dance together using actions.</p> <p>Play accurately D and C.</p> <p>Improvise in lessons and in performance.</p> <p>Compose a simple melody using simple rhythms.</p> <p>Perform and share.</p> | <p>Find the pulse and know about reggae music.</p> <p>Recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers.</p> <p>Find the pulse</p> <p>Clap and copy rhythms. Clap the rhythm of their name and favourite colour.</p> <p>Understand that high and low sounds can be added to pulse and rhythm.</p> <p>Sing and dance together intime using actions.</p> <p>Play instrumental parts C accurately and in time.</p> <p>Improvise in lessons and in performance.</p> <p>Compose a simple melody using simple rhythms.</p> <p>Perform and share</p> | <p>Find the pulse and know the unit is about being friends.</p> <p>Recognise and name some of the instruments they hear: Keyboard, drums, bass, female singer, glockenspiel.</p> <p>Decide how to find the pulse.</p> <p>Clap the rhythm of their name and favourite colour.</p> <p>Sing in two parts.</p> <p>Play instrumental parts accurately and in time E and G.</p> <p>Improvise in lessons and as part of performance.</p> <p>Compose a simple melody using simple rhythms</p> <p>Perform and share</p> | Review and Revisit |
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| <p>Charanga Year 3</p> <p>The children can:</p> | <p>Identify the piece's structure (introduction, verse, chorus)</p> <p>Identify instruments/ voices (male/ female, bass, drums, guitar, keyboard)</p> <p>Find the pulse whilst listening (rhythms, tempo change, dynamics)</p> <p>Complete rhythm patterns</p> <p>Use C and sometimes D</p> | <p>Objectives from charanga covered by music specialist</p> | <p>Identify the piece's structure (Introduction, chorus, verse...)</p> <p>Identify the instruments/ voices (bass, drums, electric guitar, keyboard, organ, male, backing vocals)</p> <p>Find the pulse (identify rhythms, tempo changes and dynamics)</p> <p>Use rhythm patterns</p> <p>Play C and sometimes D and read notes</p> <p>Improvise in lessons</p> <p>Compose a simple melody using simple rhythms</p> <p>Play instrumental parts accurately</p> | <p>Identify themes (kindness, respect, friendship, acceptance and happiness)</p> <p>Identify instruments/ voices (keyboard, drums, bass, female singer)</p> <p>Explain how the words of the song tell a story.</p> <p>Use rhythm patterns</p> <p>Play and read notes G and sometimes A</p> <p>Play instrumental parts</p> | <p>Find the pulse whilst listening</p> <p>Identify the instruments/ voices you can hear</p> <p>Explain how the words of the song tell a story</p> <p>Use rhythm patterns</p> <p>Understand notes C and A reading notes</p> <p>Play instruments accurately and in time.</p> <p>Compose a simple melody.</p> |  |
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| <p><u>Year 4</u></p> <p><u>The children can:</u></p> | <p>Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p> <p>Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</p> <p>Find the pulse</p> <p>To complete rhythm patterns.</p> <p>G sometimes A and reading notes.</p> <p>Singing in unison</p> <p>Compose a simple melody using simple rhythms.</p> | <p>Objectives from charanga covered by music specialist</p> | <p>Identify the structure: intro and verses with chorus</p> <p>Identify the instruments/ voices: digital/ electronic sounds, turntables, synthesizers, drums</p> <p>Find the pulse whilst listening</p> <p>Use rhythm patterns</p> <p>Use C and sometimes D reading notes</p> <p>Rap in unison and in parts</p> <p>Compose own rapped lyrics</p> | <p>Identify the piece's structure: Intro, verse, chorus, verse, bridge</p> <p>Identify the instruments/ voices: Male vocal, backing vocal, piano, bass, drums, organ</p> <p>Find the pulse whilst listening</p> <p>Complete rhythm patterns</p> <p>Play F sometimes G and reading notes</p> <p>Improvise in lessons</p> <p>Compose a simple melody using simple rhythms</p> | <p>Identify the themes: equality, civil rights</p> <p>Identify instruments/ voices: solo male vocals and other male vocals, acoustic guitar, percussion</p> <p>Identify whether the words tell a story.</p> <p>Complete rhythm patterns</p> <p>C, sometimes D and reading notes</p> <p>Improvise in lessons and as part of performance</p> <p>Compose a simple melody using simple rhythms</p> |  |
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| <p><u>Year 5</u><br/><u>The</u><br/><u>children</u><br/><u>can:</u></p> | <p>Identify the pieces structure: Intro, verse 1, bridge, chorus...<br/>Identify the instruments/ voices: lead vocal, electric guitar, bass guitar, drums, keyboard.<br/>Find the pulse whilst listening<br/><br/>Play G and A and read notes<br/>Sing in unison<br/>Play instrumental parts accurately and in time<br/>Improvise in lessons<br/>Compose a melody using simple rhythms and use as part of a performance.</p> | <p>Objectives from charanga covered by music specialist</p> | <p>Identify structure: piano intro, verse 1, verse 2, chorus, verse 3<br/>Identify the instruments/ voices: strings, piano, guitar, bass, drums<br/>Find the pulse as they are listening<br/><br/>Use C and D and read notes<br/>Sing in unison<br/>Play instrumental parts accurately in time<br/>Improvise in lessons<br/>Compose a melody using simple rhythms</p> | <p>Identify the pieces structure: piano intro, verse 1, verse 2, chorus<br/>Identify the instruments/ voices: looks, samples, decks, scratching, drums, base, synthesizer<br/>Find the pulse whilst listening<br/><br/>Play D and E and reading notes<br/>Singing/ rapping<br/>Play instrumental parts accurately and in time as part of performance and from notation<br/>Improvise in the lessons<br/>Compose a melody using simple rhythms.</p> | <p>Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2...<br/>Identify instruments/ voices: female voice and female backing vocals, keyboard, drums, bass<br/>Find the pulse whilst listening<br/><br/>Play F and G and reading notes<br/>Singing in two parts<br/>Play instrumental parts accurately and in time and through notation<br/>Improvise in the classroom<br/>Compose a melody using simple rhythms</p> |  |
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| <p><u>Year 6</u></p> <p><u>The children can:</u></p> | <p>Describe the style indicators of the song/ music</p> <p>Describe the structure of the song</p> <p>Identify the instruments/ voices they can hear</p> <p>Talk about the musical dimensions used in the song.</p> <p>A and G and reading notes</p> <p>Singing in two parts</p> <p>Play instrumental parts accurately and in time as part of the performance and from notation</p> <p>Improvise in lessons</p> <p>Compose a melody using simple rhythms</p> | <p>Objectives from charanga covered by music specialist</p> | <p>Describe the style indicators of the song/ music</p> <p>Describe the structure of the song</p> <p>Identify the instruments/ voices they can hear</p> <p>Talk about musical dimensions used in the song</p> <p>Describe the mood and story told.</p> <p>Learn to clap come of the rhythms used in the song</p> <p>Learn some musical phrases that are sung in the song.</p> <p>Singing in unison</p> | <p>Describe the style indicators of the song/ music</p> <p>Describe the structure of the song</p> <p>Identify the instruments/ voices they can hear</p> <p>Talk about the musical dimensions used in the song.</p> <p>Play A, G and read notes</p> <p>Sing in unison</p> <p>Play C, D, E F by ear and from notation.</p> <p>Improvise in lessons and as part of the performance</p> <p>Compose a melody using simple rhythms</p> <p>Use notes AGE</p> | <p>Talk about the music of the featured artists</p> <p>Talk about any musical connection with previous knowledge and understanding.</p> <p>Talk about why four female artists were chosen for the unit</p> <p>Talk about any key words or themes from the videos.</p> <p>Talk about how they planned and wrote their composition</p> |  |
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## Music Specialist Planning

| Recorder | <u><b>Autumn 1<br/>NC Objective Focus</b></u>                                                                                                                | <u><b>Autumn 2<br/>NC Objective Focus</b></u>                                                                                                                | <u><b>Spring 1<br/>NC Objective<br/>Focus</b></u>                                                                                                            | <u><b>Spring 2<br/>NC Objective<br/>Focus</b></u>                                                                                                            | <u><b>Summer 1<br/>NC Objective<br/>Focus</b></u>                                                                                                            | <u><b>Summer 2<br/>NC Objective<br/>Focus</b></u>                                                                                                            |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
|          | Listen with attention to detail and recall sounds with increasing aural memory                                                                               | Listen with attention to detail and recall sounds with increasing aural memory                                                                               | Listen with attention to detail and recall sounds with increasing aural memory                                                                               | Listen with attention to detail and recall sounds with increasing aural memory                                                                               | Listen with attention to detail and recall sounds with increasing aural memory                                                                               | Listen with attention to detail and recall sounds with increasing aural memory                                                                               |
|          | Use and understand staff and other musical notations                                                                                                         | Use and understand staff and other musical notations                                                                                                         | Use and understand staff and other musical notations                                                                                                         | Use and understand staff and other musical notations                                                                                                         | Use and understand staff and other musical notations                                                                                                         | Use and understand staff and other musical notations                                                                                                         |
|          | Improvise and compose music for a range of purposes using the inter-related dimensions of music                                                              | Improvise and compose music for a range of purposes using the inter-related dimensions of music                                                              | Improvise and compose music for a range of purposes using the inter-related dimensions of music                                                              | Improvise and compose music for a range of purposes using the inter-related dimensions of music                                                              | Improvise and compose music for a range of purposes using the inter-related                                                                                  | Improvise and compose music for a range of purposes using the inter-related                                                                                  |
|          |                                                                                                                                                              | Appreciate and understand a wide                                                                                                                             |                                                                                                                                                              |                                                                                                                                                              |                                                                                                                                                              |                                                                                                                                                              |

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|  | <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>Develop an understanding of the history of music</p> | <p>range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history 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>Develop an understanding of the history 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>Develop an understanding of the history of music</p> | <p>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>Develop an understanding of the history of music</p> | <p>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>Develop an understanding of the history of music</p> |
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| <u>Violin</u> | <p>Understanding of pulse and rhythm and how they fit together.</p> <p>Copypat rhythms with crotchets and quavers.</p> <p>Clapping simple crotchet and quaver rhythms from notation.</p> <p>Understanding of pitch</p> <p>Ability to read open strings on the stave.</p> <p>Understanding and correct use of musical terms treble clef / stave/ barline / repea</p> <p>Care of instrument</p> <p>How to hold violin including good posture</p> <p>Names of open strings and understanding of pitch</p> <p>Pizzicato tunes read from notation and played with backing tracks</p> <p>Bowhold games</p> <p>Bowing technique</p> <p>Bowing rhythms</p> | <p>Bowing simple open string pieces both from memory and reading from notation. Tunes to be performed with backing track.</p> <p>Expanding bowing technique to include more complicated string crossings and rhythms.</p> <p>Preparation for left hand finger placement.</p> <p>Copypat rhythms to include semiquavers, rests and minims.</p> <p>Reading the above rhythms from notation.</p> <p>Talk about dynamics and tempo using correct language – forte / piano / crescendo / diminuendo / accelerando</p> | <p>Place left hand fingers on to the string to play new notes.</p> <p>Play tunes with new notes using simple number notation.</p> <p>Play tunes with new notes reading from the stave</p> <p>Understand how to read new notes (left hand fingers) on the stave.</p> <p>Simple compositions using new notes</p> |
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| <u>Brass</u> | <p>Autumn 1 NC</p> <p>Objective Focus Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to</p> | <p>Autumn 2</p> <p>NC Objective Focus Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds</p> | <p>Spring 1 NC</p> <p>Objective Focus Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to</p> | <p>Spring 2 NC</p> <p>Objective Focus Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to</p> | <p>Summer 1 NC</p> <p>Objective Focus Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and</p> | <p>Summer 2 NC</p> <p>Objective Focus Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and</p> |
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|  | <p>detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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</p> | <p>with increasing aural memory Use and understand staff and other musical notations 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</p> | <p>detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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</p> | <p>detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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</p> | <p>expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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</p> | <p>expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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</p> |
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| <u>Clarinet</u> | <u><b>Autumn 1<br/>NC Objective<br/>Focus</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u><b>Autumn 2<br/>NC Objective Focus</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <u><b>Spring 1<br/>NC Objective<br/>Focus</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <u><b>Spring 2<br/>NC Objective<br/>Focus</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <u><b>Summer 1<br/>NC Objective<br/>Focus</b></u>                                                                                                                                                                                                                                                                                                                                                                            | <u><b>Summer 2<br/>NC Objective<br/>Focus</b></u>                                                                                                                                                                                                                                                                                                                                                                            |
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|                 | <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>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</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-</p> | <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>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</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</p> | <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>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</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</p> | <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>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</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</p> | <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>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <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>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> |

|  |                                                                                                                                                                       |                                                                                                   |                                                                                                                                             |                                                                                                                                             |                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
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|  | <p>quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> | <p>from great composers and musicians</p> <p>Develop an understanding of the history of music</p> | <p>music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> | <p>music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history 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>Develop an understanding of the history 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>Develop an understanding of the history of music</p> |
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## Musical Progression

## Musical Progression – KS1

[illegible]

# Musical Progression – KS2

| Units of Work |          |                            | Differentiated Instrumental Progression |                           |                             |                             |                                   |                                    |                                                  | Progression for Improvisation          |               |                | Progression for Composition            |         |                |
|---------------|----------|----------------------------|-----------------------------------------|---------------------------|-----------------------------|-----------------------------|-----------------------------------|------------------------------------|--------------------------------------------------|----------------------------------------|---------------|----------------|----------------------------------------|---------|----------------|
| Year          | Term     | Unit Title                 | Key                                     | Easy note range (concert) | Medium note range (concert) | Melody note range (concert) | Easy note values                  | Medium note values                 | Melody note values                               | Easy                                   | Medium        | More difficult | Easy                                   | Medium  | More difficult |
| 3             | Autumn 1 | Let Your Spirit Fly        | C                                       | C,F,C                     | E,F,G,A,B,C                 | N/a                         | Semibreves and rests              | Minims and rests                   | Not applicable                                   | Not applicable                         |               |                | Not applicable                         |         |                |
| 3             | Autumn 2 | Glockenspiel 1             | Multiple songs                          | C,D,E,F                   | C,D,E,F                     | C,D,E,F                     | Crotchets and Minims and rests    | N/a                                | N/a                                              | C, D                                   | C, D          | N/a            | C,D,E,F                                | C,D,E,F | N/a            |
| 3             | Spring 1 | Three Little Birds         | G                                       | G                         | B,C                         | G,A,B,C,D,E,F               | Crotchets and rests               | Crotchets and rests                | Quavers, Crotchets, Minims and rests             | G,A                                    | G,A,B         | G,A,B,D,E      | G,A                                    | G,A,B   | G,A,B,D,E      |
| 3             | Spring 2 | The Dragon Song            | G                                       | G                         | G,A,B                       | B,C,D,E,F,G                 | Crotchets and Minims              | Crotchets and Minims               | N/a                                              | C                                      | C,D           | C,D,E          | G,A                                    | G,A,B   | D,E,G,A,B      |
| 3             | Summer 1 | Bringing Us Together       | C                                       | C                         | G,A,C                       | G,A,C                       | Minims and Minim rests            | Minims, Crotchet rests and Quavers | Crotchets and rests, Quavers, Dotted Quavers     | C                                      | C sometimes A | C and A        | C,A                                    | C,A,G   | C,D,E,G,A      |
| 3             | Summer 2 | Reflect, Rewind And Replay | Consolidation and Revision              |                           |                             |                             |                                   |                                    |                                                  | Consolidation and Revision             |               |                | Consolidation and Revision             |         |                |
| 4             | Autumn 1 | Mamma Mia                  | G                                       | G                         | G,A                         | G,A,B,C                     | Crotchets                         | Crotchets                          | Quavers, Crotchets                               | G,A                                    | G,A,B         | G,A,B,D,E      | G,A                                    | G,A,B   | G,A,B,D,E      |
| 4             | Autumn 2 | Glockenspiel 2             | Multiple songs                          | C,D,E,F,G                 | C,D,E,F,G                   | C,D,E,F,G                   | Semibreves and rests              | Crotchets, Minims and rests        | Quavers, Crotchets, Minims, Semibreves and rests | N/a                                    | N/a           | N/a            | C,D,E                                  | C,D,E   | C,D,E          |
| 4             | Spring 1 | Stop!                      | Singing, rapping and lyric composition  |                           |                             |                             |                                   |                                    |                                                  | Singing, rapping and lyric composition |               |                | Singing, rapping and lyric composition |         |                |
| 4             | Spring 2 | Lean On Me                 | C                                       | C,F                       | E,F,G                       | G,A,B,C,D                   | Crotchets                         | Minims                             | Quavers, Crotchets, Dotted Crotchets and Minims  | C,D                                    | C,D,E         | C,D,E,F,G      | C,D                                    | C,D,E   | C,D,E,F,G      |
| 4             | Summer 1 | Blackbird                  | C                                       | D,C                       | C,D,E                       | C,D,E,F,G                   | Dotted Minims, Minims, Semibreves | Crotchets, Smibreves, Minims       | N/A                                              | C                                      | C,D           | C,D,E          | C,D                                    | C,D,E   | C,D,E,G,A      |
| 4             | Summer 2 | Reflect, Rewind And Replay | Consolidation and Revision              |                           |                             |                             |                                   |                                    |                                                  | Consolidation and Revision             |               |                | Consolidation and Revision             |         |                |

## Musical Progression – KS2

| Units of Work |          |                                   | Differentiated Instrumental Progression |                           |                             |                             |                       |                                                    |                                                         | Progression for Improvisation |           |                 | Progression for Composition |                  |                      |
|---------------|----------|-----------------------------------|-----------------------------------------|---------------------------|-----------------------------|-----------------------------|-----------------------|----------------------------------------------------|---------------------------------------------------------|-------------------------------|-----------|-----------------|-----------------------------|------------------|----------------------|
| Year          | Term     | Unit Title                        | Key                                     | Easy note range (concert) | Medium note range (concert) | Melody note range (concert) | Easy note values      | Medium note values                                 | Melody note values                                      | Easy                          | Medium    | More difficult  | Easy                        | Medium           | More difficult       |
| 5             | Autumn 1 | Livin' On A Prayer                | G                                       | G,A,B                     | D,E,F#,G                    | D,E,F#,G,A,B,C              | Minims                | Crotchets and Minims                               | Quavers, Crotchets, Dotted Crotchets and Quavers        | G,A                           | G,A,B     | G,A,B,D,E       | D,E or G,A                  | G,A,B or D,E, F# | G,A,B or D,E, F#,G,A |
| 5             | Autumn 2 | Classroom Jazz 1                  | G                                       | G,A,B                     | D,E,G,A,B                   | D,E,F,G,A,B                 | Crotchets and rests   | Crotchets and rests                                | Crotchets and rests                                     | G,A                           | G,A,B     | G,A,B           | Not applicable              |                  |                      |
| 5             | Spring 1 | Make You Feel My Love             | C                                       | C,D                       | G,A,BC                      | B,C,D,E,F,G                 | Minims                | Crotchets, Minims and Semibreves                   | Quavers and Crotchets                                   | G,A                           | G,A,B     | G,A,B,C,D       | G,A,                        | G,A,B            | G,A,B,C,D            |
| 5             | Spring 2 | The Fresh Prince Of Bel-Air       | A Minor                                 | D,A                       | A,G                         | C,D,E,F,G,A                 | Minims                | Quavers, Crotchets                                 | Quavers, Minims and Semibreves                          | D,E                           | D,E,F     | D,E,F,G,A       | D,E                         | D,E,F            | D,E,F,G,A            |
| 5             | Summer 1 | Dancing In The Street             | F Major                                 | F                         | F, G                        | D,F,G,A                     | Semibreves            | Quavers, Crotchets and rests                       | Quavers, Crotchets and rests                            | F                             | F,G       | F,G,A           | F,G                         | F,G,A            | F,G,A,C,D            |
| 5             | Summer 2 | Reflect, Rewind And Replay        | Consolidation and Revision              |                           |                             |                             |                       |                                                    |                                                         | Consolidation and Revision    |           |                 | Consolidation and Revision  |                  |                      |
| 6             | Autumn 1 | Happy                             | C Major                                 | G,A                       | B,A,G                       | E,D,C,B,A,G,E               | Minims and rests      | Semibreves, Minims and rests                       | Quavers, Dotted Crotchets, Minims, Semibreves and rests | A                             | A,G       | A,G,B           | A,G                         | A,G,B            | C,E,G,A,B            |
| 6             | Autumn 2 | Classroom Jazz 2                  | C Major                                 | C,D,E,F,G,A,B,C           | C,D,E,F,G,A,B,C             | C,D,E,F,G,A,B,C             | Crotchets and Quavers | Crotchets and Quavers                              | Crotchets and Quavers                                   | C,D,E                         | C,D,E,F,G | C,D,E,F,G,A,B,C | Not applicable              |                  |                      |
|               |          |                                   | C Blues                                 | C,Bb,G                    | C,Bb,G,F                    | C,Bb,G,F,C                  | Not applicable        |                                                    |                                                         | C,Bb,G                        | C,Bb,G,F  | C,Bb,G,F,C      | Not applicable              |                  |                      |
| 6             | Spring 1 | Benjamin Britten - New Year Carol | G                                       | G,F                       | F,A,F                       | N/A                         | Minims and rests      | Crotchets and Minims                               | Quavers, Minims and Semibreves                          | D,E                           | D,E,F     | D,E,F,G,A       | D,E,                        | D,E,F            | D,E,F,G,A            |
| 6             | Spring 2 | Music And Identity                | Coming soon...                          |                           |                             |                             |                       |                                                    |                                                         |                               |           |                 |                             |                  |                      |
| 6             | Summer 1 | You've Got A Friend               | C                                       | G,A,B                     | C,D,E                       | C,D,E,F,G,A,B               | Minims and rests      | Crotchets, Quavers, Minims, dotted notes and rests | Quavers, Dotted Crotchets, Minims, Dotted Minims        | E                             | E,G       | E,G,A           | A,G                         | A,G,E            | E,G,A,C,D            |
| 6             | Summer 2 | Reflect, Rewind And Replay        | Consolidation and Revision              |                           |                             |                             |                       |                                                    |                                                         | Consolidation and Revision    |           |                 | Consolidation and Revision  |                  |                      |

# Knowledge Organisers



## Knowledge Organiser – Hey You! – Year 1, Unit 1



### 1 — Listening: Hey You!

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs?



### 2 — Musical Activities

**Find the pulse!**

- March in time with the pulse
- Be an animal that finds the pulse

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

**Singing**

- Rap and sing Hey You! in groups
- Have fun!

**Playing instruments** using one or two notes – C or C + G. *Which part did you play?*

**Improvise** using the notes C + G:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

*Which notes did you use?*

### 3 — Perform & Share

A class performance of Hey You! – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Have a think...**

*What did you like doing best?*

*Singing?*



*Rapping?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**Words you need to know:** Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform



## Knowledge Organiser – Rhythm In The Way We Walk & Banana Rap – Year 1, Unit 2

### 1 – Listening: Rhythm In The Way We Walk & Banana Rap

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.  
Can you recognise any of these instruments in the other songs?



### 2 – Musical Activities

**Find the pulse!**

- March and find the pulse
- Be a monkey finding the pulse
- Be an elephant finding the pulse

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

**Pitch** is high and low sounds.

**Singing:** Rap and sing the songs.

Have fun!

### 3 – Perform & Share

A class performance – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?



### Have a think...

*What did you like doing best?*



*Singing?*



*Rapping?*



*Playing?*



*Dancing?*



*Finding the pulse?*



**Words you need to know:** Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform



# Knowledge Organiser – In The Groove— Year 1, Unit 3

## 1 – Listening: In The Groove

You will listen to 6 different musical styles in this unit! song Blues, Baroque, Latin, Irish Folk, Funk

*Can you dance to all of these styles or move to the pulse? What about the other songs?*

*Are you “in the groove” Where is the groove? It’s inside of you!*



## 2 – Musical Activities

### Find the pulse!

- What animal can you be finding the pulse?

### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

**Singing** in all the different styles!

**Playing instruments** using one or two notes – C or C + D. *Which part did you play?*

**Improvise** using the notes C + D

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

**Compose a simple melody** using simple rhythms, choosing from the notes C + D or C, D + E.

## 3 – Perform & Share

A class performance of In The Groove – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

## Have a think...

*What did you like doing best?*



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



*Getting in the groove?*



**Words you need to know:** Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove



# Knowledge Organiser – Round And Round – Year 1, Unit 4

## 1 – Listening: Round And Round

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs?



## 2 – Musical Activities

**Find the pulse!**

- Use your imagination to find the pulse!

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

**Pitch** is high and low sounds.

## 3 – Perform & Share

A class performance of Round And Round – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Singing** and dancing and having fun!

**Playing instruments** using up to three notes – D or D, F, C + D. Which part did you play?

**Improvise** using the notes D + E:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

## Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



**Words you need to know:** Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience



## Knowledge Organiser – Your Imagination – Year 1, Unit 5

### 1 – Listening: Your Imagination

**Find the pulse as you are listening to the music:** Use your imagination as you move, What did you see as you listened and closed your eyes?

**The instruments/voices you can hear:** Keyboard, drums, bass, a female singer. Can you recognise any of these instruments in the other songs?



### 2 – Musical Activities

**Find the pulse!**

- Can you be a pop star finding the pulse?

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

**Singing** and have fun using your imagination

**Playing instruments** using one or two notes: C or C + G. Which part did you play?

**Improvise** using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

**Compose** a simple melody using simple rhythms choosing from the notes C + D or C, D + E.

Which notes did you use?

### Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



**Words you need to know:** Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination

### 3 – Perform & Share

A class performance of Your Imagination – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?



# Knowledge Organiser – Hands, Feet, Heart — Year 2, Unit 1

## 1 — Listening: Hands, Feet, Heart

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



## 2 — Musical Activities

**Find the pulse!**

- What animal can you be finding the pulse?

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

**Singing**

- Sing Hands, Feet, Heart in groups
- Have fun!

**Playing instruments** using up to three notes

– G or G, A + C. *Which part did you play?*

**Improvise** using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

*Which notes did you use?*

## 3 — Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

## Have a think...

*What did you like doing best?*

*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about South Africa and South African music**

**Words you need to know:** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo



## Knowledge Organiser – Ho Ho Ho — Year 2, Unit 2

### 1 – Listening: Ho Ho Ho (A fun song about Christmas)

**Find the pulse as you are listening to the music:** Move to the music and feel the groove.

**Instruments/voices you can hear:** Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.



### 2 — Musical Activities

**Find the pulse!**

- You can march and find the pulse
- You can be rapper and find the pulse

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

**Pitch** is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

**Playing instruments** using up to three notes – G or G, A and B. *Which part did you play?*

**Singing:** Rap and sing Ho Ho Ho. Have fun!

**Improvise** using words

### Have a think...

*What did you like doing best?*



*Singing?*



*Rapping?*



*Dancing?*



*Playing?*



*Listening?*



**This unit is about Christmas and having fun!**

**Words you need to know:** Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo

### 3 — Perform & Share

A class performance. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?



# Knowledge Organiser – I Wanna Play In A Band — Year 2, Unit 3

## 1 – Listening: I Wanna Play In A Band

**Find the pulse as you are listening to the music:** You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!

**Instruments/voices you can hear:** keyboard, drums, bass, electric guitar, singers.



## 2 – Musical Activities

### Find the pulse!

- You decide what you will be.

### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

**Singing** in all the different styles!

**Playing instruments** using up to three notes – F or D and C. *Which part did you play?*

**Improvise** using the notes F + G:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

**Compose a simple melody** using simple rhythms, choosing from the notes F + G or F, G + A.

## Have a think...

*What did you like doing best?*



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



*Being a rock star?*



**This unit is about playing together in a band and rock music**

**Words you need to know:** Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo



## Knowledge Organiser – Zootime – Year 2, Unit 4

### 1 – Listening: Zootime

**Find the pulse as you are listening to the music:** Dance, wiggle, march, clap.

**Instruments/voices you can hear:** Keyboard, drums, bass, electric guitar, singers.



### 2 – Musical Activities

**Find the pulse!**

- Be an animal of your choice

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

**Pitch** is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

### 3 – Perform & Share

A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Singing** and dancing and having fun!

**Playing instruments** using up to two notes – C or C + D. *Which part did you play?*

**Improvise** using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

**Compose a simple melody** using simple rhythms, choosing from the notes C + D or C, D + E.

### Have a think...

*What did you like doing best?*



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about animals and Reggae music**

**Words you need to know:** Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo



# Knowledge Organiser – Friendship Song – Year 2, Unit 5

## 1 – Listening: Friendship Song

**Find the pulse as you are listening to the music:** Dance, move, sway with your friends

**Instruments/voices you can hear:** Keyboard, drums, bass, a female singer, a glockenspiel



## 2 – Musical Activities

**Find the pulse!**

- You can decide how to find the pulse!

**Clapping Rhythms**

- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

**Singing** in two-parts

**Playing instruments** using up to three notes  
– C or E and G. *Which part did you play?*

**Improvise** using the notes C + D

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms,  
choosing from the notes C + D or C, D or E.  
*Which notes did you use?*

## 3 – Perform & Share

A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

## Have a think...

*What did you like doing best?*



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about being friends**

**Words you need to know:** Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

# Knowledge Organiser – Let Your Spirit Fly – Year 3, Unit 1

## 1 – Listen & Appraise: Let Your Spirit Fly (RnB)

**Structure:** Introduction, verse, chorus.

**Instruments/voices you can hear:** Male and female voices, bass, drums, guitar, keyboard, synthesizer.

**Find the pulse as you are listening:** Dance, clap, sway, march, be an animal or a pop star.

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D

Gold: C + D challenge.

*Which challenge did you get to?*

**Singing** in 2 parts.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.

*Which part did you play?*

**Improvise** using up to 3 notes – C, D + E.

Bronze: C | Silver: C, sometimes D | Gold: C, D + E challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** RnB and other musical styles.

**Facts/info:** RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.

**Listen to 4 other songs/pieces:**

- Colonel Bogey March by Kenneth Alford (Film)
- Consider Yourself from the musical 'Oliver!' (Musicals)
- Ain't No Mountain High Enough by Marvin Gaye (Motown)
- You're The First, The Last, My Everything by Barry White (Soul)

**Vocabulary:** Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

## Reflection

*What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of RnB music?**

*How do you know this is RnB music?*

# Knowledge Organiser – Glockenspiel Stage 1 – Year 3, Unit 2

## 1 – Musical Activities using glocks

**Learn to play and read** the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-inately
- Roundabout
- March of the Golden Guards
- Portsmouth

**Improvise** with Dee Cee's Blues using the notes C + D.

**Compose** using the notes C, D, E + F.

## 2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** Exploring and developing playing skills using the glockenspiel.

**Vocabulary:** Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody

## Reflection

*What did you like best about this Unit? Why?  
Was there anything you didn't enjoy about it?  
Why?*

*Did you have any strong feelings about it?  
Were you proud of yourself, happy or annoyed?*

# Knowledge Organiser – Three Little Birds – Year 3, Unit 3

## 1 – Listen & Appraise: Three Little Birds (Reggae)

**Structure:** Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

**Instruments/voices you can hear:** Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

**Find the pulse as you are listening:** Dance, clap, sway, march, be an animal or a pop star.

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

**Improvise** using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Themes:** Reggae, happiness and animals.

**Facts/info:** Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

**Listen to 5 other reggae songs:**

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

**Vocabulary:** Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of Reggae music?**  
*How do you know this is Reggae music?*

# Knowledge Organiser – The Dragon Song – Year 3, Unit 4

## 1 – Listen and Appraise: The Dragon Song

**Themes:** Kindness, respect, friendship, acceptance and happiness.

**Instruments/voices you can hear:** Keyboard, drums, bass, a female singer.

**Do the words of the song tell a story?** Does the music create a story in your imagination? What story?

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

*Which challenge did you get to?*

**Singing** in 2 parts.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

**Improvise** using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)



## 3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions

## About this Unit

**Themes:** Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.

**Facts/info:** This song tells the story of Lesley the Dragon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own performance of the song.

**Listen to 5 folk melodies from around the world:**

- Birdsong – Chinese Folk Music
- Vaishnava Java – A Hindu Song
- A Turkish Traditional Tune
- Aitutaki Drum Dance from Polynesia
- Zebaidir Song from Sudan

**Vocabulary:** Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody

## Reflection

*This song will help you to think about many things, including the respect we must have for each other and the environment.*

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

# Knowledge Organiser – Bringing Us Together – Year 3, Unit 5

## 1 – Listen and Appraise: Bringing Us Together (Disco)

**Find the pulse as you are listening:** Dance, clap, sway, march, be an animal or a pop star.

**Instruments/voices you can hear:** Keyboard, drums, bass, a female singer.

**Do the words of the song tell a story?** Does the music create a story in your imagination? What story?

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – C + A.

Bronze: no notes | Silver: C + A | Gold: C + A Challenge. *Which challenge did you get to?*

**Singing** in 2 parts.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G.

*Which part did you play?*

**Improvise** using up to 2 notes – C + A.

Bronze: C | Silver: C, and sometimes A |

Gold: C + A challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)

## 3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** This is a Disco song about friendship, peace, hope and unity.

**Facts/Info:** Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.

### Listen to 5 other disco songs

- Good Times by Nile Rodgers
- Ain't Nobody by Chaka Khan
- We Are Family by Sister Sledge
- Ain't No Stopping Us Now by McFadden and Whitehead
- Car Wash by Rose Royce

**Vocabulary:** Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of Disco music?**

*How do you know this is Disco music?*

# Knowledge Organiser – Mamma Mia – Year 4, Unit 1

## 1 – Listen & Appraise: Mamma Mia (Pop)

**Structure:** Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

**Instruments/voices you can hear:** Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

**Find the pulse as you are listening.**

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes – G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

*Which challenge did you get to?*

**Singing** in unison

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

**Improvise** using up to 3 notes – G, A + B.

Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. *Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** ABBA's music.

**Facts/info:** ABBA was a Swedish pop group formed in 1972.

**Listen to 4 other ABBA songs/pieces:**

- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

**Vocabulary:** Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

# Knowledge Organiser – Glockenspiel Stage 2 – Year 4, Unit 2

## 1 – Musical Activities using glocks

Learn more complex rhythm patterns.

Revise, play and read the notes C, D, E, F + G.

Learn to play these tunes:

- Mardi Gras Groovin'
- Two-Way Radio
- Flea Fly
- Rigadoon
- Mamma Mia

Revisit these tunes from Stage 1:

- Portsmouth
- Strictly D
- Play Your Music
- Drive

Compose using the notes C, D, E, F + G.

## 2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** Exploring and developing playing skills using the glockenspiel.

**Vocabulary:** Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

# Knowledge Organiser – Stop! – Year 4, Unit 3

## 1 – Listen & Appraise: Stop! (Grime)

**Structure:** Intro and 6 rapped verses, each with a sung chorus.

**Instruments/voices you can hear:** Digital/electronic sounds, turntables, synthesisers, drums.

**Can you find the pulse as you are listening?** Dance, clap, sway, march, be an animal or a pop star.

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

*Which challenge did you get to?*

**Singing** and rapping in unison and in parts.

**Compose** your own rapped lyrics about bullying or another topic or theme that you decide.

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Compositions • Rapped lyrics that you composed



## About this Unit

**Theme:** Grime and other styles of music.

**Facts/info:** Stop! is a song/rap written in a Grime style for you to compose your own lyrics.

### Listen to 5 pieces of music in different styles:

- Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)
- Radetzky March by Strauss (Classical)
- Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence)
- Libertango by Astor Piazzolla (Tango)
- Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)

**Vocabulary:** Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

## Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

# Knowledge Organiser – Lean On Me – Year 4, Unit 4

## 1 – Listen & Appraise: Lean On Me (Soul/Gospel)

**Structure:** Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.

**Instruments/voices you can hear:** Male vocal, backing vocal, piano, bass, drums, organ.

**Can you find the pulse as you are listening?** Dance, clap, sway, march, be an animal or a pop star.

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes – F + G.

Bronze: no notes | Silver: F, sometimes G |

Gold: F + G challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G.

*Which part did you play?*

**Improvise** using up to 3 notes – F, G + A.

Bronze: F | Silver: F + G | Gold: F, G + A challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.



## 3 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions

## About this Unit

**Theme:** Soul/Gospel music and helping each other.

**Facts/info:** Lean On Me is a soul song written by Bill Withers in 1972. The song has been covered and interpreted as a Gospel song because of its lyrics.

**Listen to 5 other soul/gospel songs:**

- He Still Loves Me by Walter Williams and Beyoncé
- Shackles by Mary Mary
- Amazing Grace by Elvis Presley
- Ode To Joy Symphony No 9 by Beethoven
- Lean On Me by The ACM Gospel Choir

**Vocabulary:** Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

# Knowledge Organiser – Blackbird – Year 4, Unit 5

## 1 – Listen & Appraise: Blackbird (Pop)

**Themes:** Equality, civil rights.

**Instruments/voices you can hear:** Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

**Do the words of the song tell a story?** Does the music create a story in your imagination? What story?

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using 2 notes – C + D.

Bronze: no notes | Silver: C | Gold: C, sometimes D challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

**Improvise** using up to 3 notes – C, D + E.

Bronze: C | Silver: C, and sometimes D | Gold: C, D + E challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).

## 3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Themes:** The Beatles, equality and civil rights.

**Facts/info:** The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr.

In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement – led by Martin Luther King Jr. – challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement.

### Listen to 5 other songs by The Beatles

- Yellow Submarine
- Hey Jude
- Can't Buy Me
- Yesterday
- Let It Be

**Vocabulary:** Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

# Knowledge Organiser – Livin' On A Prayer – Year 5, Unit 1

## 1 – Listen & Appraise: Livin' On A Prayer (Rock)

**Structure:** Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

**Instruments/voices you can hear:** Lead vocal, electric guitar, bass guitar, drums, keyboard.

**Can you find the pulse as you are listening?** Is the tempo fast, slow or inbetween? Dynamics? Texture?

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B. challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G

*Which part did you play?*

**Improvise** using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.  
*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** Rock anthems.

### Facts/info:

- Livin' on a Prayer is a Rock song that was released in 1986.
- The words tell us about life in the 1980's.

### Listen to 5 other rock songs:

- We Will Rock You by Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Johnny B. Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

**Vocabulary:** Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of Rock music?**  
*How do you know this is Rock music?*

# Knowledge Organiser – Classroom Jazz 1 – Year 5, Unit 2

## 1 – Listen & Appraise: The Three Note Bossa & Five Note Swing

**Structure (Three note Bossa):** Intro tune, lead tune, lead repeated, improvisation, lead repeated.

**Structure (Five note Swing):** 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated.

**Instruments/voices you can hear:** Piano, bass, drums, glockenspiel

## 2 – Musical Activities using glocks and/or recorders

**Play instrumental parts** with the music by ear using the notes G, A + B and D, E, G, A + B.

**Improvise** in a Bossa Nova style using the notes G, A + B.

**Improvise** in a swing style using the notes D, E, G, A + B.

*Did you play both? Which notes did you use?*

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?  
Tell your audience how you learnt this song and why.  
Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances



## About this Unit

**Themes:** Jazz and improvisation, and Swing.

**Facts/info:**

- Bossa Nova originated in South America.
- Swing became popular in the 1940s.

**Listen to 4 other bossa nova or swing pieces:**

- Desafinado by Stan Getz (swing)
- Cotton Tail by Ben Webster
- 5 Note Swing by Ian Gray
- Perdido by Woody Herman

**Vocabulary:** Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of Bossa Nova and Swing?**

*How do you know this is Bossa Nova or swing music? Can you find out more about Bossa and Swing?*

# Knowledge Organiser – Make You Feel My Love – Year 5, Unit 3

## 1 – Listen & Appraise: Make You Feel My Love (Pop)

**Structure:** Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.

**Instruments/voices you can hear:** Strings, piano, guitar, bass, drums.

**Can you find the pulse as you are listening?** Is the tempo fast, slow or inbetween? Dynamics? Texture?

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.

*Which part did you play?*

**Improvise** using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge

*Which challenge did you get to?*

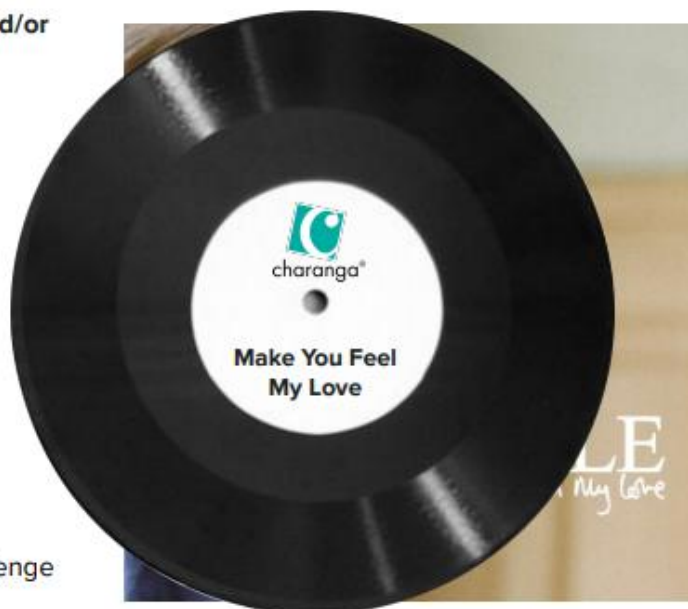
**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** Pop ballads.

**Facts/info:** Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.

### Listen to 5 other pop ballads

- Make You Feel My Love by Bob Dylan
- So Amazing by Luther Vandross
- Hello by Lionel Richie
- The Way You Look Tonight by Tony Bennett
- Love Me Tender by Elvis Presley

**Vocabulary:** Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of a Pop ballad?**

*How do you know this is a Pop ballad?*

# Knowledge Organiser – The Fresh Prince Of Bel-Air – Year 5, Unit 4

## 1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)

**Structure:** Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending

**Instruments/sounds you can hear:** Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.

**Can you find the pulse as you are listening?** Is the tempo fast, slow or inbetween? Dynamics? Texture?

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – D, E + F.

Bronze: D | Silver: D + E | Gold: D, E + F challenge.

*Which challenge did you get to?*

**Singing/rapping** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A.

*Which part did you play?*

**Improvise** using up to 3 notes – D, E + F.

Bronze: D | Silver: D + E | Gold: D, E + F challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** Old-school Hip Hop.

### Facts/info:

The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.

### Listen to 5 other hip hop songs:

- Me Myself and I by De La Soul
- Ready or Not by Fugees
- Rapper's Delight by The Sugarhill Gang
- U Can't Touch This by MC Hammer
- It's Like That by Run DMC

**Vocabulary:** Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

### What are the 'style indicators' of Hip Hop?

*How do you know this is Hip Hop?*

*Are there other hip hop artists do you know or like listening to? Any young female rappers?*

# Knowledge Organiser – Dancing In The Street – Year 5, Unit 5

## 1 – Listen & Appraise: Dancing In The Street (Motown)

**Structure:** Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

**Instruments/voices you can hear:** Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

**Can you find the pulse as you are listening?** Is the tempo fast, slow or inbetween? Dynamics? Texture?

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – F, G + A.

Bronze: F | Silver: F + G | Gold: F, G + A challenge.

*Which challenge did you get to?*

**Singing** in unison. And with backing vocals

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms).  
*Which part did you play?*

**Improvise** using up to 3 notes – D, E + F.

Bronze: D | Silver: D + E | Gold: D, E + F challenge  
*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes C, D, E, F + G.

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** Motown.

**Facts/info:** Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.

**Listen to 5 other Motown songs:**

- I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops
- I Heard it Through the Grapevine by Marvin Gaye
- Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell
- You Are the Sunshine of My Life by Stevie Wonder
- The Tracks of My Tears sung by Smokie Robinson

**Vocabulary:** Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of Motown?**

*How do you know this is Motown?*

# Knowledge Organiser – Happy – Year 6, Unit 1

## 1 – Listen & Appraise: Happy (Pop/Neo Soul)

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices can you hear?*

*Describe the musical dimensions?*

## 2 – Musical Activities using glocks and/or recorders

**Warm-up Games** play and copy back using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

*Which challenge did you get to?*

**Singing** in 2 parts.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B.

*Which part did you play?*

**Improvise** using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

*Which challenge did you get to?*

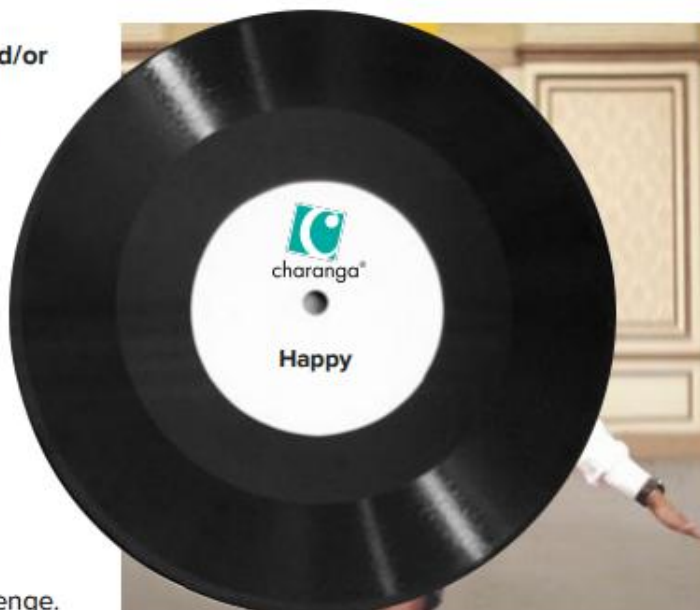
**Compose** a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** Being Happy!

### Facts/info:

- Happy is a song written, produced and performed by Pharrell Williams.
- Happy is a Pop song that has a Soul music sound and groove from the 1960s; very much like a Motown song.
- What else can you find out?

### Listen to five other songs in different styles. What are their styles?:

- Top Of The World sung by The Carpenters
- Don't Worry, Be Happy sung by Bobby McFerrin
- Walking On Sunshine sung by Katrina And The Waves
- When You're Smiling sung by Frank Sinatra
- Love Will Save The Day sung by Brendan Reilly

**Vocabulary:** style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.

## Reflection

*What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?*

*Do you have any strong thoughts or feelings you would like to share about it?*

# Knowledge Organiser – Classroom Jazz 2 – Year 6, Unit 2

## 1 – Listen & Appraise: Bacharach Anorak and Meet The Blues

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices can you hear?*

*Describe the musical dimensions?*

## 2 – Musical Activities using glocks and/or recorders

**Play instrumental parts** with the music by ear using the notes C, D, E, F, G, A, B + C.

And C, B  $\flat$ , G, F + C (Meet The Blues).

**Improvise** in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.

**Improvise** in a Blues style using the notes C, B  $\flat$ , G, F + C.

*Did you do both? Which notes did you use?*

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Themes:** Jazz, improvisation and composition.

### Facts/info:

- Bacharach Anorak has a Latin American groove.
- Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.

### Listen to four other pieces of music:

- Take The 'A' Train by Duke Ellington
- Speaking My Peace by H. Parlan
- Back O'Town Blues by Earl Hines
- One O'Clock Jump by Count Basie

**Vocabulary:** Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.

## Reflection

*What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?*

*Do you have any strong thoughts or feelings you would like to share about it?*

*Can you find out more about these styles of music?*

# Knowledge Organiser – A New Year Carol – Year 6, Unit 3

## 1 – Listen & Appraise: A New Year Carol (The music of Benjamin Britten)

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices can you hear?*

*Describe the musical dimensions?*

*Mood and story told?*

## 2 – Musical Activities using glocks and/or recorders

**Warm-up Games** - pulse, rhythm and pitch games:

- Learn to clap some of the rhythms used in the song
- Learn some musical phrases that you will sing in the song

*Did you try the extension rhythm and pitch game?*

**Singing** in unison. Sing the song in its original style and the Urban Gospel version.

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.



## About this Unit

**Theme:** Benjamin Britten's music and cover versions.

**Listen to other songs by Britten and cover versions of them:**

- I Mun Be Married On Sunday
- Fishing Song

**Vocabulary:** Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.

## Reflection

*What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?*

*Do you have any strong thoughts or feelings you would like to share about it?*

*What cover version are there of this song?*

# Knowledge Organiser – You've Got A Friend – Year 6, Unit 4

## 1 – Listen & Appraise: You've Got A Friend (The music of Carole King)

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices can you hear?*

*Describe the musical dimensions?*

## 2 – Musical Activities using glocks and/or recorders

**Warm-up Games** - play and copy back using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F.

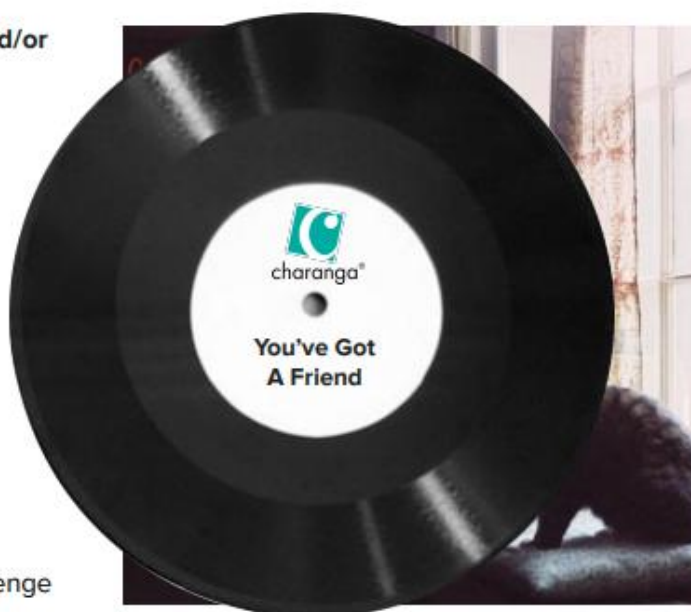
*Which part did you play?*

**Improvise** using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.



## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions

## About this Unit

**Theme:** The music of Carole King.

### Facts/info:

- You've Got A Friend was a song written by Carole King in 1971.
- It was first recorded by Carole and featured on her famous album, Tapestry.
- In the 1960s, Carole King was employed to write Pop songs for artists to perform.

### Listen to five other songs written by Carole King:

- The Loco-Motion sung by Little Eva
- One Fine Day sung by The Chiffons
- Up On The Roof sung by The Drifters
- Will You Still Love Me Tomorrow
- (You Make Me Feel Like) A Natural Woman sung by Carole King

**Vocabulary:** Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.

## Reflection

*What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?*

*Do you have any strong thoughts or feelings you would like to share about it?*

# Knowledge Organiser — Music and Me — Year 6, Unit 5

## 1 – Listen & Appraise music from four different inspirational female artists

As you listen to each of the featured artists, think about:

*What could you hear? Did you recognise any instrumental sounds or voices?*

*Did you like the music? Why? Or why not?*

*Did anything stand out to you about any of the pieces you listened to?*

## 2 – About the Artists

The videos will introduce each artist, who will talk about themselves and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music.

Questions to think about in this unit:

*How do they each go about creating music?*

*How has creating music helped them to build their confidence?*

*How do you know that making music and performing makes them happy?*

*What do they say about themselves through their music?*

## 3 – Create

You will write your own music using 'Music and Me' ('Identity') as your theme.

From the list below, which options and which tools did you choose? Did you work alone? Or in a group?

- **Which 'beat' did you use?**
- **Music Explorer**
- **An instrument**
- **Write a rap**
- **Write lyrics for a song**
- **Use 'Quickbeats'**
- **A combination of the above**
- **Interview each other**

## 4 – Perform, Share and Present

Decide how your group will introduce your composition and how much you will tell your audience about it.

How did you put your identity into the music and the performance?

Record the performance and talk about it afterwards.

## About this Unit

**Theme:** Music and Me: Identity

**Facts/Info:**

- **Anna Meredith - Something Helpful.** Anna is a British composer and performer of Electronic and Acoustic music.
- **Shiva Feshareki - O and V-A-C Moscow.** Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent.
- **Eska Mtungwazi - Heroes & Villains and Shades Of Blue.** Eska is a London-born UK singer-songwriter and multi-instrumentalist.
- **Afrodeutsche - And! and The Middle Middle.** Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.
- **Listen to and find out about 6 other artists from the Inspirational Women's Timeline.**

**Vocabulary;** Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.

## Reflection

*What are you most proud of about the music you have written?*

*Do you have any strong thoughts or feelings you would to share about it?*

*What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?*

