

<b>Reception Autumn</b> <b>Key Theme :</b> Me - Pulse, rhythm patterns and high and low sounds. My stories - Pulse, clap and play rhythm patterns, high and low sounds		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
	<p><b>Me - Pulse, rhythm patterns and high and low sounds</b></p> <p>1 — Listen and Respond: Me! The children can</p> <ul style="list-style-type: none"> <li>● Enjoy listening to the music and respond through dancing or other movement.</li> <li>● Recognise and name some of the characters and stories in the songs.</li> </ul> <p>2 — Explore and Create Games Track</p> <ul style="list-style-type: none"> <li>● Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.</li> </ul> <p>Copycat Rhythm Games</p> <ul style="list-style-type: none"> <li>● Copy back the rhythm of their name.</li> </ul> <p>High and Low Games</p> <ul style="list-style-type: none"> <li>● Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</li> </ul> <p>3 — Singing: Learn to Sing the Song</p> <ul style="list-style-type: none"> <li>● Learn to sing the song in unison with support.</li> <li>● Add actions or substitute a word in some sections.</li> </ul> <p>4 — Share and Perform</p> <ul style="list-style-type: none"> <li>● Choose one of the songs and perform it with any actions you have created.</li> </ul>	<ul style="list-style-type: none"> <li>● Others will find the pulse naturally.</li> <li>● Enjoy thinking up and sharing their own ideas for actions.</li> <li>● Clap the name of a friend for others to copy.</li> <li>● Enjoy finding and moving the pitch of their voices.</li> <li>● Enjoy singing a song from memory.</li> <li>● Enjoy the challenge of performing with just the backing track.</li> </ul>

<p>Most children should respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name.</p>	<p>Most children should respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name.</p> <p><b>Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.</b></p> <p><b>My stories - Pulse, clap and play rhythm patterns, high and low sounds.</b></p> <p>1 — Listen and Respond: My Stories The children can</p> <ul style="list-style-type: none"> <li>● Enjoy listening to the music and respond through dancing or other movement.</li> <li>● Recognise and name some of the characters and stories in the songs.</li> <li>● Invent imaginary characters through movement or dancing.</li> </ul> <p>2 — Explore and Create Games Track</p> <ul style="list-style-type: none"> <li>● Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.</li> </ul> <p>Copycat Rhythm Games</p> <ul style="list-style-type: none"> <li>● Copy back a rhythm from the words of the song.</li> </ul> <p>High and Low Games</p> <ul style="list-style-type: none"> <li>● Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds.</li> </ul> <p>Create your own sounds using instruments</p> <ul style="list-style-type: none"> <li>● Play a pitched note or sound in time with the pulse.</li> </ul> <p>3 — Singing: Learn to Sing the Song</p> <ul style="list-style-type: none"> <li>● Learn to sing the song in unison with support.</li> </ul>	<ul style="list-style-type: none"> <li>● Others will find the pulse naturally.</li> </ul> <ul style="list-style-type: none"> <li>● Others will find the pulse naturally.</li> </ul> <ul style="list-style-type: none"> <li>● Enjoy thinking up and sharing their own ideas for actions.</li> </ul> <ul style="list-style-type: none"> <li>● Clap some of the words from the song for others to copy.</li> </ul> <ul style="list-style-type: none"> <li>● Enjoy finding and moving the pitch of their voices within the songs.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Add actions or substitute a word in some sections.</li> </ul> <p>4 — Share and Perform Others will clap or play their own rhythm pattern.</p> <ul style="list-style-type: none"> <li>● Choose one of the songs and perform it with any actions you have created.</li> </ul> <p>Most children should respond to music in character, searching out a steady pulse to move to. Some children will be able to copy the rhythm of small phrases from the songs.</p> <p>Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.</p>	<ul style="list-style-type: none"> <li>● Enjoy finding a pattern on the instrument.</li> <li>● Enjoy singing a song from memory.</li> <li>● Enjoy the challenge of performing with just the backing track</li> <li>● Others will find the pulse naturally.</li> </ul>
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<p><b>Reception Spring</b></p> <p><b>Key Theme :</b> Everyone - Pulse, clap and play rhythm and melodic patterns, high and low sounds. Our world - Find and share pulse ideas, clap and play rhythm and melodic patterns, high and low sounds.</p>		
<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> Next steps</p>
<p>Most children should respond to music in character, searching out a steady pulse to move to. Some children will be able to copy the rhythm of small phrases from the songs.</p>	<p><b>Everyone - Pulse, clap and play rhythm and melodic patterns, high and low sounds.</b></p> <p>1 — Listen and Respond: Everyone! The children can</p> <ul style="list-style-type: none"> <li>● Enjoy listening to the music and responding to music through dancing or other movement.</li> <li>● Enjoy listening to the music and responding to different speeds through dancing or other</li> </ul>	<p>Others will find the pulse naturally.</p>

	<p>movement.</p> <p>2 — Explore and Create Games Track</p> <ul style="list-style-type: none"><li>● Find the pulse in different ways and show this through actions eg marching, jumping, moving.</li></ul> <p>Copycat Rhythm Games</p> <ul style="list-style-type: none"><li>● Copy back the rhythms of phrases in the song.</li></ul> <p>High and Low Games</p> <ul style="list-style-type: none"><li>● Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</li></ul> <p>Create your own sounds using instruments</p> <ul style="list-style-type: none"><li>● Play a 1-note pattern in time with the pulse</li></ul> <p>3 — Singing: Learn to Sing the Song</p> <ul style="list-style-type: none"><li>● Learn to sing or rap the songs in unison with support.</li><li>● Add actions or substitute a word in some sections.</li></ul> <p>4 — Share and Perform</p> <ul style="list-style-type: none"><li>● Choose one of the songs or the rap and perform it with any actions you have created</li><li>● Listen back to the performance.</li></ul> <p>Most children should respond to music, inventing</p>	<p>Enjoy thinking up and sharing their own ideas for actions.</p> <p>Choose one phrase from the song and have a go at clapping the rhythm.</p> <p>Enjoy exploring the pitch of their voices.</p> <p>Enjoy inventing a 2-note repeated pattern.</p> <p>Enjoy singing or rapping a song from memory.</p> <p>Enjoy the challenge of performing with just the backing track.</p> <p>Others will clap or play their own one or 2-note patterns.</p>
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<p>Most children should respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument.</p>	<p>their own ways to find the pulse. Some children will be able to play the pulse on an instrument.</p> <p><b>Vocabulary:</b> Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.</p> <p><b>Our world - Find and share pulse ideas, clap and play rhythm and melodic patterns, high and low sounds.</b></p> <p>1 — Listen and Respond: Everyone! The children can</p> <ul style="list-style-type: none"><li>● Enjoy listening to the music and responding through dancing or other movement.</li></ul> <p>2 — Explore and Create Games Track</p> <ul style="list-style-type: none"><li>● Find the pulse in different ways and show this through actions eg marching, jumping, moving.</li></ul> <p>Copycat Rhythm Games</p> <ul style="list-style-type: none"><li>● Copy back the rhythms of phrases in the song.</li></ul> <p>High and Low Games</p> <ul style="list-style-type: none"><li>● Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</li></ul> <p>Create your own sounds using instruments</p> <ul style="list-style-type: none"><li>● Play a 1-note pattern in time with the pulse.</li></ul> <p>3 — Singing: Learn to Sing the Song</p>	<p>Others will find the pulse naturally.</p> <p>Enjoy thinking up and sharing their own ideas for actions.</p> <p>Choose one phrase from the song and have a go at clapping the rhythm.</p> <p>Enjoy exploring the pitch of their voices.</p> <p>Enjoy inventing a 2-note repeated pattern.</p> <p>Enjoy singing a song from memory.</p>
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	<ul style="list-style-type: none"><li>● Learn to sing the songs in unison with support.</li><li>● Add appropriate actions or substitute a word in some sections.</li></ul> <p>4 — Share and Perform</p> <ul style="list-style-type: none"><li>● Choose one of the songs and perform it with any actions you have created.</li><li>● Listen back to the performance.</li></ul> <p>Most children should respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns.</p> <p>Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.</p>	<p>Enjoy the challenge of performing with just the backing track and adding actions to the songs.</p> <p>Others will share and perform their ideas.</p>
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<b>Reception Summer</b> <b>Key Theme :</b> Big bear funk - Pulse, rhythm and pitch in the context of Funk music.		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children should respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns.</p>	<p><b>Big bear funk - Pulse, rhythm and pitch in the context of Funk music</b></p> <p>1 — Listen and Respond: Big Bear Funk The children can</p> <ul style="list-style-type: none"> <li>● Enjoy listening and dancing to funk music.</li> </ul> <p>2 — Explore and Create Games Track</p> <ul style="list-style-type: none"> <li>● Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear.</li> </ul> <p>Rhythm Games</p> <ul style="list-style-type: none"> <li>● Copy back the rhythm of words from the video.</li> <li>● Clap the rhythm of words from the song.</li> </ul> <p>High and Low Games A Play Together</p> <ul style="list-style-type: none"> <li>● Play the pulse with a pitched note or untuned percussion instrument.</li> </ul> <p>B Pitch Activities</p> <ul style="list-style-type: none"> <li>● Add one pitched sound to the rhythm of words and short phrases from the song.</li> </ul> <p>3 — Singing: Learn to Sing the Song</p> <ul style="list-style-type: none"> <li>● Learn to sing the songs in unison with</li> </ul>	<p>Others will be able to talk about funk music.</p> <p>Enjoy thinking up and sharing their own ideas for actions.</p> <p>Clap a whole line of the song.</p> <p>Enjoy playing and experimenting with 2-note or 3-note patterns.</p>

	<p>support.</p> <ul style="list-style-type: none"><li>● Add actions or substitute a word in some sections.</li></ul> <p>4 — Share and Perform</p> <ul style="list-style-type: none"><li>● Choose one of the songs and perform it with any actions you have created.</li><li>● Listen back to the performance.</li></ul> <p>Most children should respond to music, in the context of Funk music. Some children will be able to share and assess their own performance.</p> <p>Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.</p>	<p>Enjoy singing a song from memory.</p> <p>Enjoy the challenge of performing with just the backing track and adding actions to the songs.</p> <p>Others will be able to perform with the backing track.</p>
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<b>Year 1 Autumn</b>		
<b>Key Theme :</b> Hey You, Old School Hip-Hop, How pulse, rhythm and pitch work together. Rhythm In The Way We Walk and The Banana Rap, Reggae, Pulse, rhythm and pitch, rapping, dancing and singing.		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p><b>Children sing a range of well-known nursery rhymes and songs.</b></p> <ul style="list-style-type: none"> <li>• N and R to have a core set of nursery rhymes that will be learnt over the years as well as choices from children.</li> <li>• Daily nursery rhyme sessions in all EY.</li> </ul> <p><b>Children perform songs, rhymes, poems and stories with others, and try to move in time to music.</b></p> <ul style="list-style-type: none"> <li>• Dance morning</li> <li>• Regular opportunities to dance to ‘wake and shake’ songs to learn routines and move in time to the music.</li> <li>• Listen to a wide range of music and discuss thoughts and feelings about the music. This will include music from around the world (particularly music that would reflect the cultural background of cohort of children), classical music as well as other styles e.g. jazz.</li> <li>• Learn Christmas songs and carols to perform to a larger audience of parents, siblings and KS2 children.</li> <li>• Children will have opportunities to play a range of percussion instruments and may choose to create instruments of their own.</li> </ul> <p><b>Vocabulary: Loud, quiet, volume, fast, slow, short, long, pulse, rhythm, tempo, dynamics, silence</b></p> <p><b>Through the scheme ‘Charanga’ and other games and activities children will also be taught the following knowledge and skills throughout the year in four key areas.</b></p> <p><b>Listen and Respond Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know 20 nursery rhymes off by heart</li> </ul>	<p><b>Hey You, Old School Hip-Hop, How pulse, rhythm and pitch work together</b></p> <p><b>1 — Listening: Hey You!</b> The children can</p> <ul style="list-style-type: none"> <li>• Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</li> <li>• Recognise and name two instruments they hear: Male vocal, bass guitar, drums, decks.</li> </ul> <p><b>2 — Musical Activities</b> Find the pulse</p> <ul style="list-style-type: none"> <li>• March in time with the pulse.</li> <li>• Be an animal finding the pulse.</li> </ul> <p>Clap rhythms</p> <ul style="list-style-type: none"> <li>• Copy back the rhythms they hear.</li> <li>• Clap the rhythm of their name over the track</li> </ul> <p>Sing</p> <ul style="list-style-type: none"> <li>• Rap and sing in time to the music</li> </ul> <p>Play instrumental parts</p> <ul style="list-style-type: none"> <li>• Play accurately and in time as part of the performance.</li> </ul>	<p>Others will find the pulse to any other unit songs.</p> <p>Recognise and name more than two instruments they hear: Male vocal, bass guitar, drums, decks.</p> <p>Create their own rhythm for others to copy</p> <p>Lead the groups that are rapping and singing</p> <p>Some will play C + G</p>

<ul style="list-style-type: none"> <li>To know the stories of some of the nursery rhymes</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To know that music can touch your feelings</li> <li>To enjoy moving to music by dancing, marching, being animals or popstars</li> </ul> <p><b>Explore and Create</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that we can move to the pulse of the music</li> <li>To know that the words of a song can tell stories and paint pictures</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>How to find the pulse, copy basic rhythm patterns, explore high and low, inventing their own patterns</li> </ul> <p><b>Singing</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To sing and rap nursery rhymes and simple songs from memory</li> <li>Songs have sections</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To sing along to a pre-recorded song and add actions</li> <li>To sing along with a backing track</li> </ul> <p><b>Share and Perform</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>A performance is sharing music</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Perform any of the nursery rhymes by singing or adding actions or dance</li> <li>Performing any nursery rhymes or songs by adding a simple instrumental part</li> <li>Record the performance to talk about</li> </ul>	<ul style="list-style-type: none"> <li>Most will play C.</li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>In the lessons and as part of the performance.</li> <li>Most will use C</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>A simple melody using simple rhythms, and use as part of the performance.</li> <li>Most will use C + D.</li> </ul> <p><b>3 — Perform &amp; Share</b></p> <p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p><b>Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.</b></p> <p><b>Rhythm In The Way We Walk &amp; Banana Rap - Pulse, rhythm and pitch, rapping, dancing and singing.</b></p> <p><b>1 — Listening: Rhythm In The Way We Walk &amp; Banana Rap</b>      The children can</p>	<p>Some will play C + G</p> <p>Some will play C, D + E</p> <p>Others will create their own rhythms.</p>
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	<ul style="list-style-type: none"><li>● Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</li><li>● Recognise and name two instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</li></ul> <p>2 — Musical Activities</p> <p>Find the pulse</p> <ul style="list-style-type: none"><li>● March to the pulse.</li><li>● Copy back the rhythms they hear.</li><li>● Be an animal and keep the pulse.</li></ul> <p>Clap rhythms</p> <ul style="list-style-type: none"><li>● Copy and clap back rhythms.</li><li>● Clap the rhythm of your name.</li></ul> <p>Sing</p> <ul style="list-style-type: none"><li>● Rap and sing in time to the music.</li><li>● Start to understand that pitch is high and low sounds.</li></ul> <p>3 — Perform &amp; Share</p> <p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>Others will find the pulse to any other unit songs.</p> <p>Recognise and name more than two instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p> <p>Clap the rhythm of your favourite colour.</p> <ul style="list-style-type: none"><li>● Make up your own rhythm.</li></ul>
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	<b>Vocabulary:</b> Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.	Others will create their own rhythms.
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<b>Year 1 Spring</b> <b>Key Theme :</b> In The Groove - How to be in the groove with different styles of music. Round And Round - Pulse, rhythm and pitch in different styles of music.		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p><b>Children sing a range of well-known nursery rhymes and songs.</b></p> <ul style="list-style-type: none"> <li>N and R to have a core set of nursery rhymes that will be learnt over the years as well as choices from children.</li> <li>Daily nursery rhyme sessions in all EY.</li> </ul> <p><b>Children perform songs, rhymes, poems and stories with others, and try to move in time to music.</b></p> <ul style="list-style-type: none"> <li>Dance morning</li> <li>Regular opportunities to dance to ‘wake and shake’ songs to learn routines and move in time to the music.</li> <li>Listen to a wide range of music and discuss thoughts and feelings about the music. This will include music from around the world (particularly music that would reflect the cultural background of cohort of children), classical music as well as other styles e.g. jazz.</li> <li>Learn Christmas songs and carols to perform to a larger audience of parents, siblings and KS2 children.</li> <li>Children will have opportunities to play a range of percussion instruments and may choose to create instruments of their own.</li> </ul> <p><b>Vocabulary:</b> Loud, quiet, volume, fast, slow, short, long, pulse, rhythm, tempo, dynamics, silence</p>	<p><b>In The Groove - How to be in the groove with different styles of music.</b></p> <p>1 — Listening: In The Groove The children can</p> <ul style="list-style-type: none"> <li>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</li> <li>Identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.</li> <li>Dance to each style or move to the pulse – be “In The Groove!”</li> </ul> <p>2 — Musical Activities Find the pulse</p> <ul style="list-style-type: none"> <li>March to the pulse.</li> <li>Copy the actions on-screen.</li> <li>Choose an animal and keep the pulse.</li> </ul> <p>Clap rhythms</p> <ul style="list-style-type: none"> <li>Copy back the rhythms they hear.</li> <li>Clap the rhythm of their name.</li> <li>Clap the rhythm of their favourite food.</li> </ul>	<p>Others will find the pulse to any other unit songs.</p> <p>Make up their own rhythms.</p>

	<p>Sing</p> <ul style="list-style-type: none"><li>● Together and in time, in all the different styles.</li></ul> <p>Play instrumental parts</p> <ul style="list-style-type: none"><li>● Play accurately and in time as part of the performance.</li><li>● Most will play C.</li></ul> <p>Improvise</p> <ul style="list-style-type: none"><li>● In the lessons and as part of the performance.</li><li>● Most will use C</li></ul> <p>Compose</p> <ul style="list-style-type: none"><li>● A simple melody using simple rhythms, and use as part of the performance.</li><li>● Most will use C + D.</li></ul> <p>3 — Perform &amp; Share</p> <p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p> <p><b>Round And Round - Pulse, rhythm and pitch in different styles of music.</b></p>	<p>Some will play C + D.</p> <p>Some will play C + D.</p> <p>Some will use C, D + E.</p> <p>Others will create their own rhythms.</p>
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	<p>1 — Listening: Round And Round The children can</p> <ul style="list-style-type: none"><li>● Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</li><li>● Recognise and name two instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</li></ul> <p>2 — Musical Activities Find the pulse</p> <ul style="list-style-type: none"><li>● March to the pulse.</li><li>● Copy the actions on-screen.</li><li>● Use their imagination to find the pulse</li></ul> <p>Clap rhythms</p> <ul style="list-style-type: none"><li>● Copy back the rhythms they hear.</li><li>● Clap the rhythm of their name.</li><li>● Clap the rhythm of their favourite animal.</li></ul> <p>Sing</p> <ul style="list-style-type: none"><li>● The song together with the actions</li></ul> <p>Play instrumental parts</p> <ul style="list-style-type: none"><li>● Play accurately and in time as part of the performance.</li><li>● Most will play D, F, C + D.</li></ul> <p>Play instrumental parts</p> <ul style="list-style-type: none"><li>● Play accurately and in time as part of the performance.</li><li>● Most will play D, F, C + D.</li></ul>	<p>Others will find the pulse to any other unit songs.</p> <p>Recognise and name more than two instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p> <p>Make up their own rhythms.</p>
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	<p>Improvise</p> <ul style="list-style-type: none"> <li>● In the lessons and as part of the performance.</li> <li>● Most will use D</li> </ul> <p>3 — Perform &amp; Share</p> <p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.</p>	<p>Some will use D + E.</p> <p>Others will create their own rhythms.</p>
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<b>Year 1 Summer</b> <b>Key Theme :</b> Your Imagination - Using your imagination.		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Children sing a range of well-known nursery rhymes and songs.</p> <ul style="list-style-type: none"> <li>● N and R to have a core set of nursery rhymes that will be learnt over the years as well as choices from children.</li> <li>● Daily nursery rhyme sessions in all EY.</li> </ul> <p>Children perform songs, rhymes, poems and stories with others, and try to move in time to music.</p> <ul style="list-style-type: none"> <li>● Dance morning</li> </ul>	<p><b>Your Imagination - Using your imagination.</b></p> <p>1 — Listening: Your Imagination</p> <p>The children can</p> <ul style="list-style-type: none"> <li>● Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</li> <li>● Recognise and name two instruments they hear: Keyboard, drums, bass, a female singer.</li> </ul>	<p>Others will find the pulse to any other unit songs.</p> <p>Recognise and name more than two instruments they hear: Keyboard, drums, bass, a female singer.</p>

<ul style="list-style-type: none"><li>• Regular opportunities to dance to 'wake and shake' songs to learn routines and move in time to the music.</li><li>• Listen to a wide range of music and discuss thoughts and feelings about the music. This will include music from around the world (particularly music that would reflect the cultural background of cohort of children), classical music as well as other styles e.g. jazz.</li><li>• Learn Christmas songs and carols to perform to a larger audience of parents, siblings and KS2 children.</li><li>• Children will have opportunities to play a range of percussion instruments and may choose to create instruments of their own.</li></ul> <p><b>Vocabulary:</b> Loud, quiet, volume, fast, slow, short, long, pulse, rhythm, tempo, dynamics, silence</p>	<p><b>2 — Musical Activities</b></p> <p><b>Find the pulse</b></p> <ul style="list-style-type: none"><li>• Be a pop star finding the pulse.</li><li>• Use their imagination to find the pulse.</li></ul> <p><b>Clap rhythms</b></p> <ul style="list-style-type: none"><li>• Copy and clap back rhythms.</li><li>• Clap the rhythm of their name.</li><li>• Clap the rhythm of their favourite animal.</li><li>• Clap the rhythm of their favourite colour.</li></ul> <p><b>Sing</b></p> <ul style="list-style-type: none"><li>• In unison and in two parts.</li></ul> <p><b>Play instrumental parts</b></p> <ul style="list-style-type: none"><li>• Play accurately and in time as part of the performance.</li><li>• Most will play C.</li></ul> <p><b>3 — Perform &amp; Share</b></p> <p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p><b>Vocabulary:</b> Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.</p>	<p>Make up their own rhythms.</p> <p>Some will play C + D.</p> <p>Others will find the pulse to any other unit songs.</p>
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<b>Year 2 Autumn</b> <b>Key Theme :</b> South Africa and South African music – Hands, feet, heart Ho Ho Ho - Christmas and having fun!		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p>	<p><b>Hands, feet, heart</b></p> <p>1 — Listening: Hands, Feet, Heart The children can</p> <ul style="list-style-type: none"> <li>● Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</li> <li>● Recognise and name instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</li> <li>● Recognise all or many of the instruments they can hear.</li> </ul> <p>2 — Musical Activities</p> <p>Find the pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> <li>● March in time with the pulse.</li> <li>● Be an animal finding the pulse.</li> </ul> <p>Clap rhythms (long + short sounds whilst marching to the pulse)</p> <ul style="list-style-type: none"> <li>● Know that rhythm is different to the pulse.</li> <li>● Copy and clap back rhythms.</li> <li>● Clap the rhythm of their name.</li> </ul> <p>Singing in groups</p> <ul style="list-style-type: none"> <li>● Recognise that songs sometimes have a question and answer section and a chorus</li> </ul> <p>Play instrumental parts</p> <ul style="list-style-type: none"> <li>● Play accurately and in time</li> <li>● Expected to play: G, A + C.</li> </ul> <p>Improvise</p> <ul style="list-style-type: none"> <li>● In the lessons and the performance.</li> <li>● Most will use C.</li> </ul> <p>. Compose</p>	<p>Others will find the pulse to any other unit songs.</p> <p>Recognise and name two or more instruments they hear</p> <ul style="list-style-type: none"> <li>● Create simple rhythms themselves.</li> <li>● Greater depth: play G, A, B + C.</li> </ul> <p>Some will play C + D</p>



	<ul style="list-style-type: none"> <li>● Play accurately and in time</li> <li>● Most will play G, A + B.</li> </ul> <p>Sing and rap together and in time. Improvise using words. 3 — Perform &amp; Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p> <p>Vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>	<p>Others will create their own rhythms.</p>
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<b>Year 2 Spring</b> <b>Key Theme :</b> I wanna be in a band - Playing together in a band, and Rock music.		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p>	<p><b>I wanna be in a band - Playing together in a band, and Rock music.</b></p> <p>1 — Listening: I Wanna Play In A Band The children can</p> <ul style="list-style-type: none"> <li>● Find the pulse and know that this Unit is about Rock music.</li> </ul> <p>Others will understand that songs have a musical style.</p> <ul style="list-style-type: none"> <li>● Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers.</li> </ul> <p>2 — Musical Activities Find the pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> <li>● March and find the pulse.</li> <li>● Be a rockstar finding the pulse.</li> </ul> <p>Clap rhythms (long + short sounds whilst marching to the pulse)</p>	<p>Others will recognise all or many of the instruments they can hear.</p> <ul style="list-style-type: none"> <li>● Freestyle finding the pulse.</li> </ul>

	<ul style="list-style-type: none"><li>● Copy and clap back rhythms.</li><li>● Clap the rhythm of their name.</li><li>● Clap the rhythm of their favourite colour.</li></ul> <p>Sing and dance together, in time and using actions</p> <p>Play instrumental parts</p> <ul style="list-style-type: none"><li>● Play accurately and in time.</li><li>● Most will play D + C.</li></ul> <p>Improvise</p> <ul style="list-style-type: none"><li>● In the lessons and the performance.</li><li>● Most will use F.</li></ul> <p>Compose</p> <ul style="list-style-type: none"><li>● A simple melody using simple rhythms, and use as part of the performance.</li><li>● Most will use F, G + A.</li></ul> <p>3 — Perform &amp; Share</p> <p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p> <p><b>Vocabulary:</b> Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p><b>Zoo time - Animals and Reggae music</b></p> <p>1 — Listening: Zootime</p> <p>The children can</p> <ul style="list-style-type: none"><li>● Find the pulse and know that this Unit is about Reggae music.</li><li>● Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers.</li></ul> <p>2 — Musical Activities</p> <p>Find the pulse (a steady heartbeat)</p> <ul style="list-style-type: none"><li>● Be an animal of your choice.</li></ul> <p>Clap rhythms (long + short sounds)</p>	<ul style="list-style-type: none"><li>● Create their own rhythms for the class to copy back.</li><li>● Some will play G, F + C.</li><li>● Some will use F + G.</li></ul> <p>Others will create their own rhythms.</p> <p>Others will understand that songs have a musical style.</p> <p>Others will recognise all or many of the instruments they can hear.</p>
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	<ul style="list-style-type: none"><li>● Copy and clap back rhythms.</li><li>● Clap the rhythm of their name.</li><li>● Clap the rhythm of their favourite colour.</li></ul> <p>Pitch: High and low sounds we add to the pulse and rhythm when we sing/play an instrument.</p> <p>Sing and dance together, in time and using actions.</p> <p>Play instrumental parts</p> <ul style="list-style-type: none"><li>● Play accurately and in time.</li><li>● Some will use C.</li><li>● Most will use C + D.</li></ul> <p>Improvise</p> <ul style="list-style-type: none"><li>● In the lessons and the performance.</li><li>● Some will use C.</li><li>● Most will use C + D.</li></ul> <p>Compose</p> <ul style="list-style-type: none"><li>● A simple melody using simple rhythms, and use as part of the performance.</li><li>● Most will use C +D.</li><li>● Some will use C, D + E.</li></ul> <p>3 — Perform &amp; Share</p> <p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p> <p>Vocabulary: Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>	<ul style="list-style-type: none"><li>● Create their own rhythms for the class to copy back.</li></ul> <p>Others will create their own rhythms.</p>
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**Year 2 Summer**

**Key Theme** : Friendship song – being friends

<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> Next steps</p>
<p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p>	<p><b>Friendship song – being friends</b>  <b>1 — Listening: Friendship Song</b>            The children can  <ul style="list-style-type: none"> <li>● Find the pulse and know that this Unit is about being friends.</li> <li>● Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel.</li> </ul> <b>2 — Musical Activities</b>            Find the pulse (a steady heartbeat)  <ul style="list-style-type: none"> <li>● Decide how to find the pulse.</li> </ul>           Clap rhythms (long + short sounds)  <ul style="list-style-type: none"> <li>● Clap the rhythm of their name.</li> <li>● Clap the rhythm of their favourite colour.</li> </ul>           Sing: In two parts.            Play instrumental parts  <ul style="list-style-type: none"> <li>● Play accurately and in time.</li> <li>● Most play E + G.</li> <li>● Some will play C.</li> </ul>           Improvise  <ul style="list-style-type: none"> <li>● In the lessons and as part of the performance.</li> <li>● Most will use C.</li> </ul>           Compose  <ul style="list-style-type: none"> <li>● A simple melody using simple rhythms, and use as part of the performance.</li> <li>● Most will use E + G.</li> </ul> <b>3 — Perform &amp; Share</b>            Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?             Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform,</p>	<p>Others will understand that songs have a musical style.             Others will recognise all or many of the instruments they can hear.   <ul style="list-style-type: none"> <li>● Create their own rhythms for the class to copy back.</li> </ul>            <ul style="list-style-type: none"> <li>● Some will use C + D.</li> <li>● Some will use E, G A + B.</li> </ul>           Others will create their own rhythms.</p>

	audience, melody, dynamics, tempo.	
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<b>Year 3 Autumn</b> <b>Key Theme :</b> Wider opportunities <b>Violin, viola, cello and double bass</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.	<p>Pupils learn about the string instruments, how to care for them and how to play them.</p> <p>They will 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 musical notations.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Vocabulary: instrument, perform, string, bridge, bow, pluck, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody ensemble, accuracy, control, expression, notes.</p>	Practise and perform more complex parts.

<b>Year 3 Spring</b> <b>Key Theme :</b> Three Little Birds - Reggae, happiness and animals. The Dragon Song - Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.</p> <p>Children should be confident with handling their instrument and be able to play simple pieces from memory.</p>	<p>Pupils learn about the string instruments, how to care for them and how to play them.</p> <p>They will 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 musical notations.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p><b>Vocabulary:</b> instrument, perform, string, bridge, bow, pluck, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody ensemble, accuracy, control, expression, notes.</p>	<p>Practise and perform more complex parts.</p>

<b>Year 3 Summer</b>		
<b>Key Theme :</b> Bringing Us Together - This is a Disco song about friendship, peace, hope and unity		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.</p> <p>Children should be confident with handling their instrument and be able to play simple pieces from memory.</p>	<p>Pupils learn about the string instruments, how to care for them and how to play them.</p> <p>They will 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 musical notations.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Perform to a live audience.</p> <p><b>Vocabulary:</b> instrument, perform, string, bridge, bow, pluck, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody ensemble, accuracy, control, expression, notes.</p>	<p>Practise and perform more complex parts.</p> <p>Develop and share their extended knowledge of their instruments.</p>

<b>Year 4 Autumn</b> <b>Key Theme :</b> Mamma Mia - ABBA's music Glockenspiel Stage 2 - Exploring and developing playing skills using the glockenspiel.		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children should know the difference between pulse and rhythm.            Others will know how pulse, rhythm and pitch work together to create a song.</p>	<p><b>Mamma Mia - ABBA's music</b></p> <p>1 – Listen &amp; Appraise: Mamma Mia (Pop, Abba's Music)            The children can:</p> <ul style="list-style-type: none"> <li>●Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</li> <li>●Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</li> <li>●Find the pulse whilst listening.</li> </ul> <p>2 – Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges.</p> <p>Warm-up Games copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns. Silver Challenge: G, sometimes A and reading notes.</p> <p>Singing in unison. Play instrumental parts accurately and in time, as part of the performance. The easy part: G by ear.</p> <p>Improvise in the lessons and as part of the performance. Bronze Challenge: G. Silver Challenge: G and sometimes A.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A + B.</p>	<p>Others will identify changes in tempo, dynamics and texture.</p> <p>Some will complete the Gold if working at greater depth.</p> <p>Gold Challenge: G + A and reading notes.</p> <p>The medium part: G + A by ear and from notation.</p> <p>Gold Challenge: G + A.</p> <p>Using the notes: G, A, B, D + E (pentatonic scale).</p>



	<p>performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse.</p> <p><b>Vocabulary:</b> Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.</p>	<p>Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>
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<p><b>Year 4 Spring</b>  <b>Key Theme :</b> Stop! - Grime and other styles of music          Lean On Me - Soul/Gospel music and helping each other.</p>		
<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> Next steps</p>
<p>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>	<p><b>Stop! - Grime and other styles of music</b>          1 – Listen &amp; Appraise: Stop! (Grime)          The children can:  <ul style="list-style-type: none"> <li>● Identify the structure: Intro and 6 rapped verses, each with a sung chorus.</li> <li>● Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums</li> </ul>         2 – Musical Activities using glocks and/or recorders.          Most children can complete the Bronze and Silver Challenges.</p> <p>Warm-up Games copy back, play, invent rhythmic and melodic patterns.          Bronze Challenge: rhythm patterns.</p>	<p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture.</p> <p>Gold Challenge: C + D and reading notes.</p>

	<p>Silver Challenge: C, sometimes D and reading notes</p> <p>Singing and rapping in unison and in parts. Compose own rapped lyrics about bullying or another topic or theme that you decide as a class.</p> <p>3 — Perform &amp; Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p> <p>Most children should know the difference between pulse and rhythm.</p> <p>Vocabulary: 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.</p> <p><b>Lean On Me - Soul/Gospel music and helping each other.</b></p> <p>1 – Listen &amp; Appraise: Lean On Me (Soul/Gospel) The children can:</p> <ul style="list-style-type: none"><li>● Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.</li><li>● Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ.</li></ul>	<p>Gold Challenge: C + D and reading notes.</p> <p>Others will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p> <p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p>
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	<p>2 – Musical Activities using glocks and/or recorders.        Most children can complete the Bronze and Silver Challenges.</p> <p>Warm-up Games copy back, play, invent rhythmic and melodic patterns.        Bronze Challenge: rhythm patterns.        Silver Challenge: F sometimes G and reading notes.</p> <p>Singing in unison.        Play instrumental parts accurately and in time, as part of the performance.        The easy part: C + F by ear</p> <p>Improvise in the lessons and as part of the performance.        Bronze Challenge: F.        Silver Challenge: F and sometimes G.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance.        Using the notes: F, G + A</p> <p>3 – Perform &amp; Share        Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the</p>	<p>Some will complete the Gold if working at greater depth.</p> <p>Gold Challenge: F + G and reading notes.</p> <p>The medium part: E, F + G by ear and from notation.</p> <p>Gold Challenge: F + G.</p> <p>Using the notes: C, D, F, G + A</p> <p>Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>
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	<p>internal pulse.</p> <p>Vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.</p>	
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<b>Year 4 Summer</b>		
<b>Key Theme : Blackbird - The Beatles, equality and civil rights</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>	<p><b>Blackbird - The Beatles, equality and civil rights</b></p> <p>1 – Listen &amp; Appraise: Blackbird (Pop) The children can:</p> <ul style="list-style-type: none"> <li>● Identify the themes: Equality, civil rights.</li> <li>● Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.</li> </ul> <p>2 – Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges</p> <p>Warm-up Games copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns. Silver Challenge: C, sometimes D and reading notes.</p> <p>Singing in unison. Play instrumental parts accurately and in time, as part of the performance.</p>	<p>Do the words tell a story? Does the music create a story in your imagination? What story?</p> <p>Some will complete the Gold if working at greater depth.</p> <p>Gold Challenge: C + D and reading notes.</p>

	<p>The easy part C + G by ear.</p> <p>Improvise in the lessons and as part of the performance. Bronze Challenge: C. Silver Challenge: C and sometimes D.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.</p> <p>3 — Perform &amp; Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse.</p> <p>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.</p>	<p>The medium part: G, A, B + C by ear and from notation.</p> <p>Gold Challenge: C, D + E.</p> <p>Using the notes: C, D, E, G + A (pentatonic scale).</p> <p>Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>
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<b>Year 5 Autumn</b> <b>Key Theme :</b> Livin' On A Prayer - Rock anthems. Classroom Jazz 1 - Jazz, improvisation and Swing		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><b>Livin' On A Prayer - Rock anthems.</b></p> <p><i>Can you listen and appraise a piece of music?</i></p> <p>1 – Listen &amp; Appraise: Livin' On A Prayer (Rock)</p> <p>The children can:</p> <ul style="list-style-type: none"> <li>● Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.</li> <li>● Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.</li> </ul> <p><i>Can you play an instrument in time with a piece of music?</i></p> <p>2 – Musical Activities using glocks and/or recorders</p> <p>Most children can complete the Bronze and Silver Challenges</p> <p>Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</p> <p>Bronze Challenge: G.</p> <p>Silver Challenge: G + A and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time as part of the performance.</p> <p>The easy part G, A + B by ear</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Bronze Challenge: G.</p> <p>Silver Challenge: G + A.</p>	<p>Others will identify changes in tempo, dynamics and texture.</p> <p>Some will complete the Gold if working at greater depth.</p> <p>Gold Challenge: G, A + B and reading notes.</p> <p>And from notation.</p> <p>The medium part D, E, F sharp + G by ear and from notation.</p> <p>Gold Challenge: G, A + B.</p>

	<p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: G, A + B.</p> <p><b>Can you perform music to others?</b> 3 – Perform &amp; Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse</p> <p><b>Vocabulary:</b> Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.</p> <p><b>Classroom Jazz 1 - Jazz, improvisation and Swing.</b> <b>Can you listen and appraise a piece of music?</b></p> <p>1 – Listen &amp; Appraise: The Three Note Bossa &amp; Five Note Swing The children can</p> <ul style="list-style-type: none"><li>● Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.</li></ul>	<p>Using the notes: G, A, B, D + E (pentatonic scale).</p> <p>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
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	<ul style="list-style-type: none"><li>● Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.</li><li>● Identify instruments/voices: Piano, bass, drums, glockenspiel.</li></ul> <p>Teacher Assessment – Classroom Jazz 1 – Year 5, Unit 2</p> <p>Black text: Most children will be working at this expected standard. Aqua text: Others will be working at greater depth.</p> <p>Can you play music by ear using the notes G, A + B and D, E, 2 – Musical Activities using glocks and/or recorders</p> <p>The children can play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.</p> <p>Improvise in a Bossa Nova style using the notes: G, A + B. Improvise in a swing style using the notes: D + E. D, E, G.</p> <p>Can you contribute to a performance? 3 – Perform &amp; Share</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse</p> <p>Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note</p>	<p>D, E, G, A + B.</p> <p>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
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	names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.	
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<b>Year 5 Spring</b> <b>Key Theme :</b> Make You Feel My Love - Pop ballads The Fresh Prince Of Bel-Air - Old-school Hip Hop		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	<p><b>Make You Feel My Love - Pop ballads</b>                      Can you listen and appraise music and find a pulse?                      1 – Listen &amp; Appraise: Make You Feel My Love (Pop)                      Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.                      Identify the instruments/voices: Strings, piano, guitar, bass, drums.                      Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?</p> <p>Can you play a musical instrument in time?                      2 – Musical Activities using glocks and/or recorders                      Most children can complete the Bronze and Silver Challenges</p> <p>Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.                      Bronze Challenge: C.                      Silver Challenge: C + D and reading notes.</p> <p>Singing in unison.                      Play instrumental parts accurately and in time as part of the performance.                      The easy part C, D + E by ear</p> <p>Improvise in the lessons and as part of the performance.</p>	<p>Some will complete the Gold if working at greater depth.</p> <p>Gold Challenge: C, D + E and reading notes.</p> <p>and from notation.                      The medium part C, D, E, F + G by ear and from notation.</p>

	<p>Bronze Challenge: C. Silver Challenge: C + D</p> <p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D + E.</p> <p>Can you perform and reflect on your performance? 3 – Perform &amp; Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse</p> <p>Vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p><b>The Fresh Prince Of Bel-Air - Old-school Hip Hop</b> Can you listen and appraise a song? 1 – Listen &amp; Appraise: The Fresh Prince Of Bel-Air (Hip Hop) The children can</p> <ul style="list-style-type: none"><li>• Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse</li></ul>	<p>Gold Challenge: C, D + E.</p> <p>Using the notes: C, D, E, F + G.</p> <p>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
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	<p>4 with tag ending</p> <ul style="list-style-type: none"> <li>● Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.</li> <li>● Find the pulse whilst listening</li> </ul> <p>Can you use your voice to create a rap?</p> <p>2 – Musical Activities using glocks and/or recorders        Most children can complete the Bronze and Silver Challenges</p> <p>Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.        Bronze Challenge: D.        Silver Challenge: D + E and reading notes.</p> <p>Singing/rapping.        Play instrumental parts accurately and in time as part of the performance.        The easy part: D + A by ear</p> <p>The medium part: G + A by ear</p> <p>Improvise in the lessons and as part of the performance.        Bronze Challenge: D.        Silver Challenge: D + E.</p> <p>Compose a melody using simple rhythms and use as part of the performance.        Using the notes: D, E + F</p> <p>Can you perform a song and explain what could have gone well?</p> <p>3 – Perform &amp; Share        Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it</p>	<p>Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</p> <p>Some will complete the Gold if working at greater depth.</p> <p>Gold Challenge: D, E + F and reading notes.</p> <p>and from notation.</p> <p>and from notation.</p> <p>The harder part: C, D, E, F, G, A by ear and from notation.</p> <p>Gold Challenge: D, E + F.</p>
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	<p>afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse</p> <p>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.</p>	<p>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
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<b>Year 5 summer</b> <b>Key Theme : Dancing In The Street - Motown.</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><b>Dancing In The Street - Motown.</b></p> <p><b>Can you listen and appraise Motown?</b></p> <p>1 – Listen &amp; Appraise: Dancing In The Street (Motown)</p> <p>The children can</p> <ul style="list-style-type: none"> <li>● Identify the piece’s structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.</li> <li>● Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).</li> </ul> <p><b>Can you sing in two parts?</b></p> <p>2 – Musical Activities using glocks and/or recorders</p> <p>Most children can complete the Bronze and</p>	<p>Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</p> <p>Some will complete the Gold</p>

	<p>Silver Challenges</p> <p>Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.          Bronze Challenge: F.          Silver Challenge: F + G and reading notes</p> <p>Singing in two parts.          Play instrumental parts accurately and in time as part of the performance.          The easy part: G by ear</p> <p>The medium part: G + A by ear</p> <p>Improvise in the lessons and as part of the performance.          Bronze Challenge: D.          Silver Challenge: D + E</p> <p>Compose a melody using simple rhythms and use as part of the performance.          Using the notes: C, D, + E.</p> <p><u>Can you perform a song and share this?</u>          3 – Perform &amp; Share          Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well?</p>	<p>if working at greater depth</p> <p>Gold Challenge: F, G + A and reading notes.</p> <p>and from notation</p> <p>and from notation.</p> <p>The harder part: F, G , A, + D by ear and from notation.</p> <p>Gold Challenge: D, E + F</p> <p>Using the notes: C, D E, F + G.</p>
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	<p>What could have been better?</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>Vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p>	<p>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
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<b>Year 6 Autumn</b> <b>Key Theme : Happy - Being happy!</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><b>Happy - Being happy!</b></p> <p>1 – Listen &amp; Appraise: Happy (Pop/Neo Soul)</p> <p>The children can</p> <ul style="list-style-type: none"> <li>● Describe the style indicators of the song/music.</li> <li>● Describe the structure of the song.</li> <li>● Identify the instruments/voices they can hear.</li> <li>● Talk about the musical dimensions used in the song.</li> </ul> <p>2 – Musical Activities using glocks and/or recorders</p> <p>Most children can complete the Bronze and Silver Challenges</p> <p>Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</p>	<p>Some will complete the Gold if working at greater depth</p>

	<p>Bronze Challenge: A.          Silver Challenge: A + G and reading notes.</p> <p>Singing in two parts.          Play instrumental parts accurately and in time as part of the performance.          The easy part: A + G by ear</p> <p>The medium part: A, G + B by ear</p> <p>Improvise in the lessons and as part of the performance.          Bronze Challenge: A.          Silver Challenge: A + G</p> <p>Compose a melody using simple rhythms and use as part of the performance.          Using the notes: A, G + B.</p> <p>3 – Perform &amp; Share          Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p>	<p>Gold Challenge: A, G + B and reading notes.</p> <p>and from notation</p> <p>and from notation.          The harder part: G, A, B, C, D + E by ear and from notation.</p> <p>Gold Challenge: A, G + B.</p> <p>Using the notes: C, E, G, A + B.</p> <p>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
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	<p>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.</p> <p><b>Classroom Jazz 2 - Jazz, improvisation and composition</b></p> <p>1 – Listen &amp; Appraise: Bacharach Anorak and Meet The Blues The children can</p> <ul style="list-style-type: none"><li>• Describe the style indicators of the song/music.</li><li>• Describe the structure of the song.</li><li>• Identify the instruments/voices they can hear.</li><li>• Talk about the musical dimensions used in the songs.</li></ul> <p>2 – Musical Activities using glocks and/or recorders The children can: Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes: C, D. C, D, E. C, D, E, F, G.</p> <p>Improvise in a Blues style using the notes: C. C, Bb, G.</p> <p>3 – Perform &amp; Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it</p>	<p>C, D, E, F, G, A, B + C.</p> <p>C, Bb, G, F + C.</p>
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	<p>afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse</p> <p>Vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p>	<p>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
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<b>Year 6 Spring</b>		
<b>Key Theme : A New Year Carol - Benjamin Britten's music and cover versions.</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><b>A New Year Carol - Benjamin Britten's music and cover versions.</b></p> <p>1 – Listen &amp; Appraise: A New Year Carol (The music of Benjamin Britten) The children can:</p> <ul style="list-style-type: none"> <li>● Describe the style indicators of the song/music.</li> <li>● Describe the structure of the song.</li> <li>● Identify the instruments/voices they can hear.</li> <li>● Talk about the musical dimensions used in the song.</li> </ul> <p>2 – Musical Activities using glocks and/or recorders. Warm-up Games Pulse, rhythm and pitch games:</p>	<p>Describe the mood and story told?</p>

	<ul style="list-style-type: none"><li>● Learn to clap some of the the rhythms used in the song.</li><li>● Learn some musical phrases that you will sing in the song.</li></ul> <p>Singing in unison. Sing the song in its original style and the Urban Gospel version.</p> <p>3 – Perform &amp; Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p><b>Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.</b></p> <p><b>You've Got A Friend - The music of Carole King.</b></p> <p>1 – Listen &amp; Appraise: You've Got A Friend (The music of Carole King) The children can: Describe the style indicators of the song/music.</p> <ul style="list-style-type: none"><li>● Describe the structure of the song.</li></ul>	<p>Try the extension rhythm and pitch game.</p> <p>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
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	<ul style="list-style-type: none"><li>● Identify the instruments/voices they can hear.</li><li>● Talk about the musical dimensions used in the song.</li></ul> <p>2 – Musical Activities using glocks and/or recorders Most children can complete the Bronze and Silver Challenges</p> <p>Warm-up games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: A. Silver Challenge: A + G and reading notes.</p> <p>Singing in unison. Play instrumental parts accurately and in time as part of the performance. The easy part: G, A + B by ear</p> <p>The medium part: C, D, E + F by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance. Bronze Challenge: A. Silver Challenge: A + G.</p> <p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + E.</p> <p>3 – Perform &amp; Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings</p>	<p>Some will complete the Gold if working at greater depth.</p> <p>Gold Challenge: A, G + E and reading notes.</p> <p>And from notation.</p> <p>The harder part: D, E, F, G, A, B + C by ear and from notation.</p> <p>Gold Challenge: A, G + E.</p> <p>Using the notes: E, G, A, C + D.</p>
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	<p>towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>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.</p>	<p>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
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Year 6 Summer		
Key Theme : Music and Me - Identify		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p><b>Black text:</b> Most children will be working at this expected standard.  <b>Aqua text:</b> Others will be working at greater depth.</p> <p><b>1 – Listen &amp; Appraise</b>  <b>The children can:</b></p> <ul style="list-style-type: none"> <li>• Talk about the music of the featured artists.</li> <li>• Talk about any musical connection with previous knowledge and understanding.</li> </ul> <p><b>Explain why they would or would not go to a concert by one of the featured artists</b>  <b>Explain which inspirational woman listed on the timeline they would like to meet, and why.</b></p> <p><b>2 – About the Artists</b>  <b>Most children:</b> Talk about why four female artists were chosen for this unit.    Talk about any of the key words or themes from the videos <b>and relate them to themselves.</b>  <b>Begin to talk about the impact of the artist's family and culture on their music.</b></p> <p><b>3 – Create</b>    Most children will be able to talk about how they planned and wrote their composition in broad terms eg:</p> <ul style="list-style-type: none"> <li>• Which options they chose and why</li> <li>• The key themes they have used in their lyrics</li> <li>• The tools they used</li> <li>• The sections they particularly like and dislike and say why</li> </ul> <p><b>Some will be able to talk about if and how they were inspired by the featured artists.</b>  <b>Identify the most important thing about the composition</b></p> <p><b>4 – Perform, Share and Present</b>  <b>The children can:</b></p> <ul style="list-style-type: none"> <li>• Present the performance in an interesting and engaging way</li> <li>• Reflect on its strengths and weaknesses</li> <li>• Talk about their identity in the music and the performance</li> </ul>	<p>See core intentions.</p>
	<div style="background-color: white; padding: 10px; border: 1px solid black;"> <p><b>Most children</b> will know about their own contribution to the composition.  <b>Others will take on a musical leadership, creating musical ideas for the group to respond to.</b></p> </div>	

	<p><b>Vocabulary:</b> Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, culture, identity, inspirational.</p>	
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