



Emmanuel Holcombe C of E Primary  
Music curriculum

2020

### **Intent**

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Emmanuel Holcombe the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Emmanuel Holcombe is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

### **Implementation**

Children in Reception begin to develop their Music skills, knowledge and understanding through the area "Expressive arts and design" which involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

The skills we focus on in Reception are outlined in the following Early Learning Goals:

ELG 16 Exploring and using media and materials - Children sing songs, make music and dance, and experiment with ways of changing them.

ELG 17 Being imaginative- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Throughout the infants, music is given a high focus, particularly through the use of songs. Children use a wide range of un-tuned and tuned percussion instruments in performance and composition activities. They are given opportunities to listen, perform and compose music, linked to class topics where possible.

All infant children develop their singing skills through taking part in singing assemblies, Christmas performances and class assemblies. Songs are also used across the curriculum to help children learn key facts and in assemblies.

Throughout the juniors, the children build on their musical experiences and foundations. They are taught to sing and plan musically with increasing confidence and control and perform in class lessons, assemblies, at Church and productions (years 3 and 4 at Easter; years 5 and 6 in the summer). They are given opportunities to listen, perform and compose music, linked to class topics where possible.

The school uses the scheme “Charanga” to underpin our music teaching. Each unit focuses around a song and provides opportunities to develop all of the musical skills listed on the following pages.

Children are given the option to continue their learning of the recorder through extra-curricular activities.

### **Impact**

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

### **Early learning goal**

ELG 16 – exploring and using media and materials.

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG17 – Being imaginative.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

What the National Curriculum says:

<b>Key Stage 1</b>	<b>Key Stage 2</b>
<ul style="list-style-type: none"><li>• Pupils should be taught to:</li><li>• use their voices expressively and creatively by singing songs and speaking chants and</li><li>• rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<ul style="list-style-type: none"><li>• Pupils should be taught to sing and play musically with increasing confidence and control.</li><li>• They should develop an understanding of musical composition, organising and</li><li>• manipulating ideas within musical structures and reproducing sounds from aural memory.</li><li>• Pupils should be taught to:</li><li>• play and perform in solo and ensemble contexts, using their voices and playing musical</li><li>• instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the inter-related</li><li>• dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn</li><li>• from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music.</li></ul>

Emmanuel Holcombe music curriculum

EYFS

<u>30 to 50 months</u>	40 to 60+ months	Early learning goal – exploring and using media and materials
<ul style="list-style-type: none"><li>• Enjoys joining in with dancing and ring games.</li><li>• Sings a few familiar songs.</li><li>• Beginning to move rhythmically.</li><li>• Imitates movement in response to music.</li><li>• Taps out simple repeated rhythms.</li><li>• Explores and learns how sounds can be changed.</li></ul>	<ul style="list-style-type: none"><li>• Begins to build a repertoire of songs and dances.</li><li>• Explores the different sounds of instruments.</li><li>• Understands that different media can be combined to create new effects.</li><li>• Selects appropriate resources and adapts work where necessary.</li></ul>	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

<ul style="list-style-type: none"> <li>•Developing preferences for forms of expression.</li> <li>•Uses movement to express feelings.</li> <li>•Creates movement in response to music.</li> <li>•Sings to self and makes up simple songs. <ul style="list-style-type: none"> <li>•Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> </ul> </li> <li>•Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
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	Year 1 and 2	Year 3 and 4	Year 5 and 6
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Listen and Appraise	<ol style="list-style-type: none"> <li>1. Listen to a variety of music from different styles, traditions and times. Start to recognise / identify very simple style indicators and different instruments used.</li> <li>2. When listening to this music, start to find and internalise the pulse using movement.</li> <li>3. Start using correct but basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>5. Discuss other simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they fit into the music you are listening to.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</li> <li>2. When listening to this music, find and internalise the pulse using movement.</li> <li>3. Continue to use correct musical language to describe the music you are listening to and your feelings towards it.</li> <li>4. Listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>5. Discuss other dimensions of music and how they fit into the music you are listening to.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds.</li> <li>2. When listening to the music, find and internalise the pulse using movement.</li> <li>3. Use correct musical language to describe the music you are listening to and your feelings towards it.</li> <li>4. Listen, comment on and discuss with confidence, ideas together as a group.</li> <li>5. Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.</li> </ol>
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Musical Games	<ol style="list-style-type: none"> <li>1. Find and internalise the pulse, sometimes with support/help through body movement.</li> <li>2. Begin to understand that pulse is the foundation of music upon which all the other dimensions are built.</li> <li>3. Begin to understand that: <ul style="list-style-type: none"> <li>• Pulse is the heartbeat of music, a steady beat that never stops.</li> <li>• Rhythm is long and short sounds that happen over that steady beat, the pulse.</li> <li>• Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created.</li> <li>• Begin to demonstrate an understanding of the differences between pulse, rhythm and pitch.</li> </ul> </li> <li>4. Aim to progress from keeping a steady pulse to clapping a simple rhythm then improvising a simple rhythm.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find and internalise the pulse through body movement.</li> <li>2. Build on the understanding that pulse is the foundation of music upon which all the other dimensions are built.</li> <li>3. Understand that: <ul style="list-style-type: none"> <li>○ Pulse is the heartbeat of music, a steady beat that never stops.</li> <li>○ Rhythm is long and short sounds that happen over that steady beat, the pulse. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.</li> <li>○ Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created. Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch.</li> </ul> </li> <li>4. Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find and internalise the pulse securely with confidence and ease.</li> <li>2. Understand and demonstrate, verbally and physically, that pulse is the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time.</li> <li>3. Know, understand and demonstrate how pulse and rhythm work together and that: <ul style="list-style-type: none"> <li>○ Pulse is the heartbeat of music, a steady beat that never stops.</li> <li>○ Rhythm is long and short sounds that happen over that steady beat, the pulse. Confidently recognise / identify rhythmic patterns found in speech and general topics. Confidently clap and improvise rhythmic patterns.</li> <li>○ Demonstrate how pitch works. Demonstrate how pulse, rhythm and pitch work together to create a song.</li> <li>○ Pulse is the heartbeat of music, a steady beat that never stops.</li> <li>○ Rhythm is long and short sounds that happen over that steady beat, the pulse (therefore rhythm changes and pulse stays the same).</li> </ul> </li> <li>4. Build on and progress from, keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm and, using pitch, improvise using the voice and tuned percussion.</li> </ol>
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Singing	<ol style="list-style-type: none"> <li>1. Begin to understand the importance of working together in an ensemble or as part of a group.</li> <li>2. Begin to understand the importance of and why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices.</li> <li>3. Sing songs and melodies and begin to consider how the melody and words should be interpreted.</li> <li>4. Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm.</li> <li>5. Learn how to join in and stop as appropriate – learn how to follow a leader / conductor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the importance of, and the reason why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices.</li> <li>2. Sing songs and melodies and start to consider how the melody and words should be interpreted.</li> <li>3. Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm, remembering to control breathing.</li> <li>4. Join in and stop as appropriate. Follow the leader / conductor confidently to alter dynamics and tempo.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.</li> <li>2. Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</li> <li>3. Have a greater understanding of melody, words and their importance and how to interpret a song musically.</li> <li>4. Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</li> <li>5. Understand the workings of an ensemble / choir, how everything fits together. Follow the leader /conductor and have a chance to be the leader / conductor - stopping and starting the group. Sing confidently and fluently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Demonstrate musical quality. Maintain an independent part in a small group.</li> </ol>
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Instrumental Work	<ol style="list-style-type: none"> <li>1. Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose simple melodies.</li> <li>2. Play and move between differentiated parts with a sound-before-symbol approach.</li> <li>3. Play together in a band or ensemble. Join in and stop as appropriate. Start to respond to simple musical cues such as starting and stopping etc. Learn how to follow a leader / conductor.</li> <li>4. Learn to treat each instrument with respect and start to use the correct techniques to play them.</li> <li>5. Begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose.</li> <li>2. Continue to play and move between differentiated parts with a sound-before-symbol approach.</li> <li>3. Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Start to respond to musical cues such as starting and stopping. Learn how to follow a leader / conductor.</li> <li>4. Learn to treat each instrument with respect and use the correct techniques to play them.</li> <li>5. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Build on understanding the basics and foundations of formal notation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to use instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose.</li> <li>2. Play differentiated parts with a sound-before-symbol approach or using the notated scores.</li> <li>3. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.</li> <li>4. Continue to treat each instrument with respect and use the correct techniques to play them.</li> <li>5. Continue to develop the reading and begin to record using formal notation.</li> </ol>
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Composition	<ol style="list-style-type: none"> <li>1. Create your own simple melodies within the context of the song that is being learnt.</li> <li>2. Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>3. Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT.</li> <li>4. Musically demonstrate a simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> <li>5. Begin to recognise / identify the awareness of a link between shape and pitch using graphic notations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.</li> <li>2. Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>3. Record the composition in any way that is appropriate - using graphic / pictorial notation, using ICT, video or with formal notation.</li> <li>4. Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context eg getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Describe the quality of sounds and how they are made (timbre).</li> <li>5. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations and basic formal notation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Confidently create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</li> <li>2. Move beyond composing using two notes, increasing to three notes then five if appropriate</li> <li>3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT or with formal notation if appropriate.</li> <li>4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo), describe the quality of sounds and how they are made (timbre), the layering of sound by using different instruments/harmonies etc (texture).</li> <li>5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using formal notations.</li> </ol>
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Assessment and evidence

Children will be assessed each block against the skills covered. It is expected that the majority of children will attain the objectives.

Evidence of the objective can be recorded on See saw or in the children's books.

## **Resources**

Emmanuel Holcombe follows the Charanga music programme. Charanga has a scheme of learning that can be followed or Freestyle section Units and Topics to link to other areas of learning.

### **Foundation stage and Key stage 1 freestyle topics**

They can be used flexibly to support your teaching so there are no specific lesson plans. Topics are

Action Songs	Ancient Egypt	Animals	Celts and Romans	Changes
Christmas	Cinderella	Colours	Different Places	Dinosaurs
Do You Know...?	Energy	Great Composers	Growing And Us	Healthy Living
Jack And The Beanstalk	Journeys	Minibeasts	Night	Numbers
Nursery Rhymes	Oceans, Seas and Rivers	Tuning The Tables	Science	School
Songs from Scotland	Space			

### **FS & KS1 Units of Work**

A musically varied selection of units that cover all you need to deliver a modern and exciting music lesson.

Choose a unit that suits the needs of your class or, create your own custom-built Scheme of Work that is personal to your class by selecting a unit for each half term.

Big Bear Funk	Bringing Us Together	Everyone!	Friendship Song	Glockenspiel Stage 1
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Glockenspiel Stage 2	Hands, Feet, Heart	Hey You!	Ho Ho Ho	I Wanna Play In A Band
In The Groove	Let Your Spirit Fly	Me!	My Stories	Our World
Rhythm In The Way We Walk and Banana Rap	Round And Round	The Dragon Song	Your Imagination	Zootime

**Year 1 – Scheme of work**

## Knowledge & Skills – Year 1

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Instrumental Parts</b>						
Key	C		C	D minor	C	Revise existing
One Note	C		C	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	
Medium Part	C + G		C + D	D, E, F, G + A	C, E + G	
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A	
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	<b>Find The Pulse</b> Choose an animal and find the pulse					
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					

	1	2	3	4	5	6
<b>Improvisation</b>						
Challenge 1	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).		<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	
Challenge 3	<b>Improvise!</b> Take it in turns to improvise using C or C and D		<b>Improvise!</b> Take it in turns to improvise using C or C and D	<b>Improvise!</b> Take it in turns to improvise using D or D and E	<b>Improvise!</b> Take it in turns to improvise using D or D and E	
<b>Composing</b>						
With one note	C		C		C	Revise existing
With three notes	C, D + E		C, D + E		C, D + E	
With five notes	C, D, E, F + G		C, D, E, F + G		C, D, E, F + G	

## Supporting Songs and Styles

1	2	3	4	5	6
<b>Hey You!</b> By Joanna Mangona	<b>Rhythm In The Way We Walk and The Banana Rap</b> by Joanna Mangona and Jane Sebba	<b>In The Groove</b> by Joanna Mangona	<b>Round and Round</b> by Joanna Mangona	<b>Your Imagination</b> by Joanna Mangona and Pete Readman	<b>Reflect, Rewind and Replay</b>
Old-School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)	How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)	Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bubl� (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)	Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin	A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary

## Knowledge & Skills – Year 2

Unit	1	2	3	4	5	6
Title	<b>Hands, Feet, Heart</b>	<b>Ho, Ho, Ho</b>	<b>I Wanna Play in a Band</b>	<b>Zootime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	G	D	C	C	Revise existing
One Note	G	G	F	C	C	
Easy Part	G, A + C	G, A + B	D + C	C + D	E + G	
Medium Part	G, A, B + C	G, A + B	G, F + C	C + D	E, G, A + B	
Melody	E, F, G, A, B + C	N/A	C, D + F	C + D	C, D, E, F, G, A + B	
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	<b>Find the Pulse</b> Choose an animal and find the pulse					
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					

	1	2	3	4	5	6
<b>Improvising</b>						
Challenge 1	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).		<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	
Challenge 3	<b>Improvise!</b> Take it in turns to improvise using C or C and D.		<b>Improvise!</b> Take it in turns to improvise using F or F and G.	<b>Improvise!</b> Take it in turns to improvise using C or C and D.	<b>Improvise!</b> Take it in turns to improvise using C or C and D.	
<b>Composing</b>						
With one note	C		F	C	C	Revise existing
With three notes	C, D + E		F, G + A	C, D + E	C, D + E	
With five notes	C, D, E, F + G		F, G, A, B ♭ (A#) + C	C, D, E, F + G	C, D, E, G + A	

## Supporting Songs and Styles

1	2	3	4	5	6
<b>Hands, Feet, Heart</b> by Joanna Mangona	<b>Ho, Ho, Ho</b> by Joanna Mangona	<b>I Wanna Play in a Band</b> by Joanna Mangona	<b>Zootime</b> by Joanna Mangona	<b>Friendship Song</b> by Joanna Mangona and Pete Readman	<b>Reflect, Rewind and Replay</b>
Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
The Click Song sung by Miriam Makeba	Please choose your own song here	We Will Rock You by Queen	Kingston Town by UB40	Count On Me by Bruno Mars	Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic
The Lion Sleeps Tonight sung by Soweto Gospel Choir	Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)	Smoke On The Water by Deep Purple	Shine by ASWAD	We Go Together (from the Grease soundtrack)	Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque
Bring Him Back by Hugh Masekela	Suspicious Minds by Elvis Presley (Pop)	Rockin' All Over The World by Status Quo	IGY by Donald Fagen	You Give A Little Love (from Buggy Malone)	From The Diary Of A Fly by Béla Bartók – 20th Century
You Can Call Me Al by Paul Simon	Sir Duke by Stevie Wonder (Funk)	Johnny B.Goode by Chuck Berry	Feel Like Jumping by Marcia Griffiths	That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John	Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century
Hlokoloza by Arthur Mafokate	Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)	I Saw Her Standing There by The Beatles	I Can See Clearly Now by Jimmy Cliff	You've Got A Friend In Me by Randy Newman	Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic
					The Robots (Die Roboter) by Kraftwerk – Contemporary

### Freestyle Key KS2 Units of Work

A musically varied selection of units that cover all you need to deliver a modern and exciting music lesson.

Choose a unit that suits the needs of your class or, create your own custom-built Scheme of Work that is personal to your class by selecting a unit for each half term.

<b><u>A New Year Carol</u></b>	<b><u>Blackbird</u></b>	<b><u>Bringing Us Together</u></b>	<b><u>Classroom Jazz 1</u></b>	<b><u>Classroom Jazz 2</u></b>
<b><u>Dancing In The Street</u></b>	<b><u>Don't Stop Believin'</u></b>	<b><u>Fresh Prince Of Bel Air</u></b>	<b><u>Glockenspiel Stage 1</u></b>	<b><u>Glockenspiel Stage 2</u></b>
<b><u>Hands, Feet, Heart</u></b>	<b><u>Happy</u></b>	<b><u>Hey You!</u></b>	<b><u>Ho Ho Ho</u></b>	<b><u>I'll Be There</u></b>
<b><u>Lean On Me</u></b>	<b><u>Let Your Spirit Fly</u></b>	<b><u>Livin' On A Prayer</u></b>	<b><u>Make You Feel My Love</u></b>	<b><u>Mamma Mia</u></b>
<b><u>Stop!</u></b>	<b><u>The Dragon Song</u></b>	<b><u>The Fresh Prince Of Bel-Air</u></b>	<b><u>Three Little Birds</u></b>	<b><u>You've Got A Friend</u></b>

### **KS2 Topics**

These Topics contain a collection of songs and sometimes related resources. They can be used flexibly to support your teaching so there are no specific lesson plans.

<b><u>Ancient Egypt</u></b>	<b><u>Animals</u></b>	<b><u>Around the World</u></b>	<b><u>Celts and Romans</u></b>	<b><u>Christmas</u></b>	<b><u>Cinderella</u></b>
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<u>Dragons</u>	<u>Dinosaurs</u>	<u>Do You Know...?</u>	<u>Energy</u>	<u>English Folk Songs</u>	<u>Food</u>
<u>Great Composers</u>	<u>Hymns</u>	<u>Mathematics</u>	<u>National Anthems</u>	<u>Oceans, Seas and Rivers</u>	<u>Plastic</u>
<u>Remembrance Day</u>	<u>Science</u>	<u>School</u>	<u>Songs from Scotland</u>	<u>Space</u>	<u>Staying Healthy</u>
<u>Tuning The Tables</u>	<u>Vikings</u>				

Year 3

## Knowledge & Skills – Year 3

Unit	1	2	3	4	5	6
Title	<b>Let Your Spirit Fly</b>	<b>Glockenspiel Stage 1</b>	<b>Three Little Birds</b>	<b>The Dragon Song</b>	<b>Bringing Us Together</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	C	Multiple pieces	G	G	C	Revise existing
One Note	C	E	G	G	C	
Easy Part	C, F + G	D + E and D + C	G + A	G	C	
Medium Part	E, F, G, A, B + C	D, E, F and C, D + E	C + A	G, A + B	G, A + C	
Melody	N/A	N/A	C, D, E, G, A + Bb	B, C, D, E, F + G	G, A + C	
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	C + sometimes D	n/a	C + sometimes D	G + sometimes A	C + sometimes A	
Gold	C + D	n/a	C + D	G + A	C + A	

	1	2	3	4	5	6
<b>Improvisation</b>						
<b>Bronze Challenge 1</b>	<b>Sing and Copy Back</b> Listen and sing back	Improvise using the note D	<b>Sing and Copy Back</b> Listen and sing back	<b>Improvise Challenge 1</b> Listen and copy back using the notes G, A + B	<b>Sing and Copy Back</b> Listen and sing back	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one note: C		<b>Improvise!</b> Take it in turns to improvise using one note: C	n/a	<b>Improvise!</b> Take it in turns to improvise using one note: C	
<b>Silver Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments and one note: C		<b>Sing, Play and Copy Back</b> Listen and copy back using instruments and one note: C	<b>Improvise Challenge 2</b> Using your instruments, listen and play your own answer using any of these notes: G, A or B	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	
<b>Silver Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes A	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D		<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	n/a	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes A	

	1	2	3	4	5	6
<b>Improvisation, continued</b>						
<b>Gold Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	Improvise using the notes D E F	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	<b>Improvise Challenge 3</b> Take it in turns to improvise using all or any of these notes: G, A and B	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and A	Revise existing
<b>Gold Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and A	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	n/a	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	n/a	<b>Improvise!</b> Take it in turns to improvise using two notes: C and A	
<b>Composition</b>						
Starting notes	C	D or E	C	G + A	C + A	Revise existing
Easy option	C, D + E	D + E	C, D + E	G, A + B	C, A + G	
Harder option	C, D, E, F + G	D + E	C, D, E, G + A	D, E, G, A + B	C, D, E, G + A	

Year 4

## Knowledge & Skills – Year 4

Unit	1	2	3	4	5	6
Title	<b>Mamma Mia</b>	<b>Glockenspiel 2</b>	<b>Stop!</b>	<b>Lean On Me</b>	<b>Blackbird</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	multiple pieces		C	C	Revise existing
One Note	G	C		C	C	
Easy Part	G	C + D		C + F	C + B	
Medium Part	G + A	C ,D + E		E, F + G	G, A, B + C	
Melody	G, A, B + C	C, D, E, F + G		G, A, B, C, D + E	C, D, E, F + G	
<b>Warm-up Games</b>	Progressive challenges within each unit that include four games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	G + sometimes A	n/a	C + sometimes D	F + sometimes G	C + sometimes D	
Gold	G + A	n/a	C + D	F + G	C + D	

	1	2	3	4	5	6
<b>Improvisation</b>						
<b>Bronze Challenge 1</b>	<b>Sing and Copy Back</b> Listen and sing back	n/a	<b>Sing and Copy Back</b> Listen and sing back	<b>Sing and Copy Back</b> Listen and sing back	<b>Sing and Copy Back</b> Listen and sing back	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: G		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: F	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one note: G		<b>Improvise!</b> Take it in turns to improvise using one note: C	<b>Improvise!</b> Take it in turns to improvise using one note: F	<b>Improvise!</b> Take it in turns to improvise using one note: C	
<b>Silver Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: G		<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: F	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	
<b>Silver Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: G and sometimes A		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: F and sometimes G	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one or two notes: G and sometimes A		<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	<b>Improvise!</b> Take it in turns to improvise using one or two notes: F and sometimes G	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	
<b>Gold Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D		<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: F and G	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	
<b>Gold Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: F and G	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D		<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	<b>Improvise!</b> Take it in turns to improvise using two notes: F and G	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	

	1	2	3	4	5	6
<b>Composition</b>						
Starting notes	G	C	n/a	C	C	
Easy option	G, A + B	C, D + E		F, G + A	C, D + E	
Harder option	G, A, B, D + E	C, D, E, F + G		C, D, F, G + A	C, D, E, G + A	

### Supporting Songs and Styles

1	2	3	4	5	6
<b>Mamma Mia</b> by ABBA	<b>Glockenspiel Stage 2</b>	<b>Stop!</b> by Joanna Mangona	<b>Lean On Me</b> sung by Bill Withers	<b>Blackbird</b> by The Beatles	<b>Reflect, Rewind &amp; Replay</b>
Pop	Mixed styles	Grime and mixed styles	Gospel	Pop/The Beatles	Classical
ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA	Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas	He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)	Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)

## Knowledge & Skills – Year 5

Unit	1	2	3	4	5	6
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	Bossa Nova B, A + G Swing D, E, G, A + B	C		F	Revise existing
One Note	G		C	A	F	
Easy Part	G, A + B		C F	D + A	G	
Medium Part	D, E, F sharp, G		E, F, G, A, B + C	G + A	F + G	
Melody	D, E, F sharp, G, A, B + C		B, C, D, E, F + G	C, D, E, F, G + A	F, G, A + D	
<b>Warm-up Games</b> Rhythm and Pitch Copy Back, and Question and Answer						
Bronze	G	n/a	C	D	F	Revise existing
Silver	G + A	n/a	C + D	D + E	F + G	
Gold	G, A + B	n/a	C, D + E	D, E + F	F, G + A	

	1	2	3	4	5	6
<b>Improvisation</b>						
<b>Bronze Challenge 1</b>	<b>Play and Copy Back</b> Copy back using instruments. Use 1 note: G	Bossa Nova B, A + G Swing D, E, G, A + B	<b>Play and Copy back</b> Copy back using instruments. Use 1 note: C	<b>Play and Copy back</b> Copy back using instruments. Use 1 note: D	<b>Play and Copy back</b> Copy back using instruments. Use 1 note: D	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improvise</b> Question and Answer using instruments. Use 1 note in your answer: G		<b>Play and Improvise</b> Question and Answer using instruments. Use 1 note in your answer: C	<b>Play and Improvise</b> Question and Answer using instruments. Use 1 note in your answer: D	<b>Play and Improvise</b> Question and Answer using instruments. Use 1 note in your answer: D	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using 1 note: G		<b>Improvise!</b> Take it in turns to improvise using 1 note: C	<b>Improvise!</b> Take it in turns to improvise using 1 note: D	<b>Improvise!</b> Take it in turns to improvise using 1 note: D	
<b>Silver Challenge 1</b>	<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: G and A		<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: C and D	<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: D and E	<b>Play and Copy back</b> Copy back using instruments. Use 2 notes: D and E	
<b>Silver Challenge 2</b>	<b>Play and Improvise</b> Question and Answer using instruments. Use 2 notes in your answer: G and A		<b>Play and Improvise</b> Question and Answer using instruments. Use 2 notes in your answer: C and D	<b>Play and Improvise</b> Question and Answer using instruments. Use 2 notes in your answer: D and E	<b>Play and Improvise</b> Question and Answer using instruments. Use 2 notes in your answer: D and E	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using 2 notes: G and A		<b>Improvise!</b> Take it in turns to improvise using 2 notes: C and D	<b>Improvise!</b> Take it in turns to improvise using 2 notes: D and E	<b>Improvise!</b> Take it in turns to improvise using 2 notes: D and E	
<b>Gold Challenge 1</b>	<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: G, A and B		<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: C, D and E	<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: D, E and F	<b>Play and Copy back</b> Copy back using instruments. Use 3 notes: D, E and F	
<b>Gold Challenge 2</b>	<b>Play and Improvise</b> Question and Answer using instruments. Use 3 notes in your answer: G, A and B		<b>Play and Improvise</b> Question and Answer using instruments. Use 3 notes in your answer: C, D and E	<b>Play and Improvise</b> Question and Answer using instruments. Use 3 notes in your answer: D, E and F	<b>Play and Improvise</b> Question and Answer using instruments. Use 3 notes in your answer: D, E and F	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using 3 notes: G, A and B		<b>Improvise!</b> Take it in turns to improvise using 3 notes: C, D and E	<b>Improvise!</b> Take it in turns to improvise using 3 notes: D, E and F	<b>Improvise!</b> Take it in turns to improvise using 3 notes: D, E and F	

Composing						
Starting notes	G	n/a	C	D	C	Revise existing
Easy option	G, A + B	n/a	C, D + E	D, E + F	C, D + E	
Harder option	G, A, B, D + E	n/a	C, D, E, F + G	D, E, F, G + A	C, D, E, F + G	

### Supporting Songs and Styles

1	2	3	4	5	6
<b>Livin' on a Prayer</b> by Bon Jovi	<b>Classroom Jazz</b> by Ian Gray	<b>To Make You Feel My Love</b> sung by Adele	<b>Fresh Prince of Bel-Air</b> rapped by Will Smith	<b>Dancing in the Street</b> sung by Martha and The Vandellas	<b>Reflect, Rewind &amp; Replay</b>
Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
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	Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman	Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett	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 M C Hammer	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	Music from Compline – Traditional – Early Music Dido and Aeneas: Overture by Henry Purcell – Baroque Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical Minute Waltz in D-flat by Chopin – Romantic Central Park in the Dark by Charles Edward Ives – 20th Century Clapping Music by Steve Reich – Contemporary

## Knowledge & Skills – Year 6

Unit	1	2	3	4	5	6
Title	<b>Happy</b>	<b>Classroom Jazz 2</b>	<b>A New Year Carol</b>	<b>You've Got A Friend</b>	<b>Music and Me</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
Unit theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	D (mixolydian on A)	C and Blues in C	Eb major	C major	n/a	Revise existing
One Note	A	n/a	n/a	C		
Easy Part	A + G	n/a	n/a	G, A + B		
Medium Part	A, G + B	n/a	n/a	C, D, E + F		
Melody	G, A, B, C, D + E	n/a	Eb, F, G, Ab, Bb, C + D	D, E, F, G, A, B + C		
<b>Warm-up Games</b> Rhythm and Pitch Copy back and Question and Answer			<b>Warm-up games</b> pulse, rhythm and pitch	<b>Warm-up Games</b> Rhythm and Pitch Copy back and Question and Answer	n/a	Revise existing
Bronze	A	n/a	Learn to clap some of the the rhythms used in the song  Learn some musical phrases that you will sing in the song	A	n/a	Revise existing
Silver	A + G	n/a		A + G		
Gold	A, G + B	n/a		A, G + E		

Unit	1	2	3	4	5	6
<b>Composing</b>						
Starting notes	A	n/a	n/a	E	n/a	Revise existing
Easy option	A, G + B	n/a	n/a	E, G + A	n/a	
Harder option	C, E, G, A + B	n/a	n/a	E, G, A, C + D	n/a	

### Supporting Songs and Styles

1	2	3	4	5	6
<b>Happy</b>	<b>Classroom Jazz 2</b>	<b>A New Year Carol</b>	<b>You've Got A Friend</b>	<b>Music and Me</b>	<b>Reflect, Rewind &amp; Replay</b>
Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Hip Hop, Classical, Electronic, Soul, Contemporary	Classical
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	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	I Mun Be Married on Sunday  Fishing Song	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	Something Helpful by Anna Meredith  O by Shiva Feshareki  V-A-C Moscow by Shiva Feshareki  Heroes & Villains by Eska  Shades Of Blue by Eska  And! by Afrodeutsche  The Middle Middle by Afrodeutsche	L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music  Armide Overture by Jean-Baptiste Lully – Baroque  The Marriage of Figaro: Overture by Mozart – Classical  Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic  Sonata for Horn in F by Paul Hindemith – 20th century  Homelands by Nitin Sawhney – Contemporary