

## Music Overview

In our Music Curriculum, the sequencing of units builds into developmental progression and we build on and extend prior learning. Our Overview is devised to foster a love of music, to develop children's talent as musicians and to provide an opportunity for children to progress to the next level of musical excellence. We work in close partnership with Durham Music Service, which offers wider opportunities for learning.

The Durham Music Service Charanga Scheme is followed, which supports Music specialists and Music non-specialists. It provides teachers with week-by-week lessons for each year group in the school, from ages 5–11. It provides lesson plans, assessment and clear progression. The Scheme supports all the requirements of the National Curriculum.

As a Gold Level Rights Respecting School, the content should be taught with children's rights at the forefront.

### EYFS

In the EYFS there are **three characteristics of effective teaching and learning**:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Music is part of 'Expressive Arts and Design'. Music will be taught through a wide range of experiences, including through activities and songs from 'Sky Music Hub'.

#### Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### Early Learning Goals: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

#### Children aged 3-4 will be learning to:

- Enjoy listening to longer stories and remember much of what happens;
- Pay attention to more than one thing at a time, which can be difficult;
- Listen with increased attention to sounds;
- Respond to what they have heard, expressing their thoughts and feelings;
- Remember and sing entire songs;
- Sing the pitch of a tone sung by another person ('pitch match');
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs;
- Create their own songs or improvise a song around one they know;
- Play instruments with increasing control to express their feelings and ideas.

#### Children in Reception will be learning to:

- Understand how to listen carefully and why listening is important;
- Use new vocabulary;
- Listen carefully to rhymes and songs, paying attention to how they sound;
- Remember rhymes, poems and songs;
- Listen attentively, move to and talk about music, expressing their feelings and responses;
- Sing in a group or on their own, increasingly matching the pitch and following the melody;
- Explore and engage in music making and dance, performing solo or in groups.

EYFS Vocabulary: bang, shake, rattle, tap, click, blow, scrape, rhythm, loud, quiet, soft, hard, high, low, fast, slow, loudly, quietly, louder, quieter, slower, faster

	Autumn	Spring	Summer
Year 1	<p><b><u>Hey You!</u></b></p> <p><b>NC Ref:</b> Listen with concentration and understanding to a range of high-quality live and recorded music.  <b>Disciplinary Intent:</b> Listening to a variety of musical styles. Identifying style indicators.</p> <p><b>Topic specific Intent:</b>  To respond to different moods in music to say how a piece of music makes them feel.  To say whether they like or dislike a piece of music.  To choose sounds to represent different things.  To recognise repeated patterns.  To follow instructions about when to play or sing.</p> <p><b>Musical Style:</b> Old School Hip-Hop</p> <p><b>Vocab:</b> Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, pattern, repeated patterns, mood, live music, recorded music, concentration</p> <p><b><u>Rhythm in the Way we Walk and the Banana Rap</u></b></p> <p><b>NC Ref:</b> Listen with concentration and understanding to a range of high-quality live and recorded music.  <b>Disciplinary intent:</b> Listening to a variety of musical styles. Identifying style indicators.</p> <p><b>Topic specific intent:</b>  To respond to different moods in music to say how a piece of music makes them feel.  To say whether they like or dislike a piece of music.  To choose sounds to represent different things.  To recognise repeated patterns.  To follow instructions about when to play or sing.</p> <p><b>Musical Style:</b> Reggae</p> <p><b>Vocab:</b> Keyboard, percussion, names of percussion instruments, trumpets, saxophones, singing, dancing, Reggae</p>	<p><b><u>In the Groove</u></b></p> <p><b>NC Ref:</b> Using voices expressively and creatively by singing songs and speaking chants and rhymes.  <b>Disciplinary intent:</b> Encourage discussions using musical language. Listening to a range of music.</p> <p><b>Topic specific intent:</b>  To use their voice to speak/sing/chant.  To join in with singing.  To use instruments to perform.  To look at their audience when they are performing.  To clap short rhythmic patterns to copy sounds.</p> <p><b>Musical Style:</b> Blues, Baroque, Latin, Irish Folk, Funk</p> <p><b>Vocab:</b> Blues, Baroque, Latin, Irish Folk, Funk, compose, groove, chant, audience, rhythmic patterns, groove</p> <p><b><u>Round and Round</u></b></p> <p><b>NC Ref:</b> Using voices expressively and creatively by singing songs and speaking chants and rhymes.  <b>Disciplinary intent:</b> Understanding dynamics (loud and quiet.).</p> <p><b>Topic specific intent:</b>  To use their voice to speak/sing/chant.  To join in with singing.  To use instruments to perform.  To look at their audience when they are performing.  To clap short rhythmic patterns to copy sounds.</p> <p><b>Musical Style:</b> Bossa Nova</p> <p><b>Vocab:</b> Dynamics, Bossa Nova</p>	<p><b><u>Your Imagination</u></b></p> <p><b>NC ref:</b> Play tuned and un-tuned instruments musically.  <b>Disciplinary intent:</b> Experiment with, and combine sounds.</p> <p><b>Topic specific intent:</b>  To make different sounds with their voice.  To make different sounds with instruments.  To identify changes in sounds.  To change the sound.  To repeat (short rhythmic and melodic) patterns.  To make a sequence of sounds.  To show sounds by using pictures.</p> <p><b>Musical Style:</b> Pop</p> <p><b>Vocab:</b> Imagination, tuned, un-tuned, combine, repeat, rhythmic, melody, melodic, sequence, image, graphic notation, pop music</p> <p><b><u>Reflect, Rewind and Replay</u></b> (Consolidation of units)</p> <p><b>NC ref:</b> Listen with concentration and understanding to a range of high quality live and recorded music.  <b>Disciplinary intent:</b> Chronology of music. Consolidate the foundations of the language of music.</p> <p><b>Topic specific intent</b>  Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) play loudly, quietly, fast, slow.  Play a repeated rhythmic pattern [<b>ostinato</b>] to accompany a song.  Sequence symbols to make a simple structure [<b>score</b>].  Compose own sequence of sounds without help and perform.  Recognise the sounds of the percussion instruments used in the classroom and identify and name them.  Begin to use musical terms [louder/quieter, slower/faster].  Begin to articulate how changes in speed, pitch and dynamics affect the mood.</p> <p><b>Theme:</b> Consolidation of previous units.</p> <p><b>Vocab:</b> chronology, vocal control, in tune, breathing deeply, clearly, ostinato, accompany, structure, score, compose, speed</p>

<p>Year 2</p>	<p><b><u>Hands, Feet, Heart</u></b></p> <p><b>NC ref:</b> Listen with concentration and understanding to a range of high-quality live and recorded music.  <b>Disciplinary intent:</b> Learn to recognise instruments and basic style indicators.</p> <p><b>Topic specific intent:</b>  To sing and follow the melody (tune).  To sing accurately at a given pitch.  To perform simple patterns and accompaniments keeping a steady pulse.  To perform with others.  To play simple rhythmic patterns on an instrument.  To sing/clap a pulse increasing or decreasing in tempo.</p> <p><b>Musical Style:</b> South African Music, Afropop</p> <p><b>Vocab:</b> Drums, bass, electric guitars, improvise, question and answer, tempo, steady pulse, increasing, decreasing, South Africa, Afropop</p> <p><b><u>Ho Ho Ho</u></b></p> <p><b>NC Ref:</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.  <b>Disciplinary intent:</b> Continue to develop use of improvisation for singing and composition.</p> <p><b>Topic specific intent:</b>  To sing and follow the melody (tune).  To sing accurately at a given pitch.  To perform simple patterns and accompaniments keeping a steady pulse.  To perform with others.  To play simple rhythmic patterns on an instrument.  To sing/clap a pulse increasing or decreasing in tempo.</p> <p><b>Musical Style:</b> Christmas Music, Freestyle, Rap</p> <p><b>Vocab:</b> Dimensions, improvisation, composition, accompaniments Christmas, Freestyle, Rap</p>	<p><b><u>I Wanna Play in a Band</u></b></p> <p><b>NC ref:</b> Play tuned and un-tuned instruments musically.  <b>Disciplinary intent:</b> Begin to understand how pulse, rhythm and pitch work together.</p> <p><b>Topic specific intent:</b>  To order sounds to create a beginning, middle and end.  To create music in response to (different starting points).  To choose sounds which create an effect to use symbols to represent sounds.  To make connections between notations and musical sounds.</p> <p><b>Musical Style:</b> Rock</p> <p><b>Vocab:</b> Rock, beginning, middle, end, different starting points, symbols, notation, effects, response, band</p> <p><b><u>Zootime</u></b></p> <p><b>NC ref:</b> Play tuned and un-tuned instruments musically  <b>Disciplinary intent:</b> Performing and playing instruments.</p> <p><b>Topic specific intent:</b>  To order sounds to create a beginning, middle and end.  To create music in response to (different starting points).  To choose sounds, which create an effect.  To use symbols to represent sounds.  To make connections between notations and musical sounds.</p> <p><b>Musical Style:</b> Reggae</p> <p><b>Vocab:</b> Reggae</p>	<p><b><u>Friendship Song</u></b></p> <p><b>NC ref:</b> Use voices expressively and creatively by singing songs, speaking chants and rhymes.  <b>Disciplinary intent:</b> Perform together in an ensemble or band.</p> <p><b>Topic specific intent:</b>  To improve their own work  To listen out for particular things when listening to music.</p> <p><b>Musical Style:</b> Pop</p> <p><b>Vocab:</b> Glockenspiel, ensemble, friendship</p> <p><b><u>Reflect, Rewind and Replay</u></b> (Consolidation of units)</p> <p><b>NC ref:</b> Listen with concentration and understanding to different styles of music.  <b>Disciplinary intent:</b> Chronology of music. Consolidate the foundations of the language of music.</p> <p><b>Topic specific intent:</b>  Sing with a sense of control of <b>dynamics</b> [volume] and <b>tempo</b> [speed].  Demonstrate some confidence in performing as a group and as an individual.  Compose a piece of music that has a beginning, middle and end [<b>structure</b>].  Compose music that conveys different moods.  Respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.]  Recognise and respond to the mood of a piece of music; begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly]</p> <p><b>Theme:</b> Consolidation of previous units.</p> <p><b>Vocab:</b> Control, volume, demonstrate, confidence, group, individual, structure, convey, musical characteristics, recognise, terminology</p>
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Year 3

**Let your Spirit Fly**

**NC ref:** Listen with attention to detail and recall sounds with increasing aural memory.  
**Disciplinary intent:** To recognise the sound of musical instruments and basic features of key musical styles.

**Topic specific intent:**  
To sing in tune with expression.  
To control their voice when singing.  
To play clear notes on instruments.

**Musical Style:** RnB

**Vocab:** Introduction, verse, chorus, synthesizer, hook, attention to detail, recall, aural memory, features, expression, spirit, RnB

**Glockenspiel Stage 1**

**NC ref:** Use and understand staff and other musical notations.  
**Disciplinary intent:** Basic instrument skills by playing tunes in varying styles.

**Topic specific intent:**  
Learn to play and read the notes CDEF.  
To sing in tune with expression.  
To control their voice when singing.  
To play clear notes on instruments.

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

**Vocab:** texture, staff, notes, treble clef, crochet, beat, value, glockenspiel, duration

**Three Little Birds**

**NC Ref:** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  
**Disciplinary intent:** Identify the piece's structure, e.g. introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

**Topic specific intent:**  
To use different elements in their composition.  
To create repeated patterns with different instruments.  
To compose melodies and songs.  
To create accompaniments for tunes.  
To combine different sounds to create a specific mood or feeling.

**Musical Style:** Reggae

**Vocab:** Traditions, great composers, musician, elements, specific mood, organ, backing vocals, riff, Reggae, pentatonic scale

**The Dragon Song**

**NC ref:** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  
**Disciplinary intent:** Identify the piece's structure, e.g. introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

**Topic specific intent:**  
To use different elements in their composition.  
To create repeated patterns with different instruments.  
To compose melodies and songs.  
To create accompaniments for tunes.  
To combine different sounds to create a specific mood or feeling.

**Musical Style:** Traditional Folk and Pop songs from around the world

**Vocab:** Appreciate, folk music, pop

**Bringing us Together**

**NC ref:** Use and understand staff and other musical notations.  
**Disciplinary intent:** Knowing the difference between pulse and rhythm.

**Topic specific intent:**  
Improve their work; explaining how it has improved.  
To use musical words (the elements of music) to describe a piece of music and compositions.  
To use musical words to describe what they like and dislike.  
To recognise the work of at least one famous composer.

**Musical Style:** Disco

**Vocab:** Imagination, improvise, disco, improve

**Reflect, Rewind and Replay** (Consolidation of units)

**NC ref:** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  
**Disciplinary intent:** Demonstrate a developing understanding of the history of music.

**Topic specific intent:**  
Chant or sing a round in two parts.  
Sing songs with a recognised structure (verse and chorus/ call and response)  
Demonstrate an awareness of character or style in performance.  
Follow simple hand directions from a leader  
Perform with an awareness of others.  
Combine musical sounds with narrative and movement.  
Perform a composed piece to a friendly audience, as a member of a group or class.  
Listen to their own compositions and use musical language to describe what happens in them.

**Theme:** Consolidation of previous units.

**Vocab:** two parts, call and response, conductor, hand directions, awareness, narrative, movement

<p>Year 4</p>	<p><b><u>Mamma Mia!</u></b></p> <p><b>NC ref:</b> Listen with attention to detail and recall sounds with increasing aural memory.  <b>Disciplinary intent:</b> Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p> <p><b>Topic specific intent:</b>  To perform a simple part rhythmically.  To sing songs from memory with accurate pitch.  To improvise using repeated patterns.</p> <p><b>Musical Style:</b> The music of Abba, Pop</p> <p><b>Vocab:</b> Solo, unison, bridge, Abba</p> <p><b><u>Glockenspiel Stage 2</u></b></p> <p><b>NC ref:</b> Use and understand staff and other musical notations.  <b>Disciplinary intent:</b> Perform together in an ensemble/band.</p> <p><b>Topic specific intent:</b> Exploring and developing playing skills using the glockenspiel.  To use notations to record and interpret sequences of pitches to use standard notation.  To use notations to record compositions in a small group or on their own  To use their notation in a performance.</p> <p><b>Theme:</b> Exploring and developing playing skills using the glockenspiel.</p> <p><b>Vocab:</b> Interpret, sequences of pitches, standard notation</p> <p><b><u>Brass Tuition – led by DCC peripatetic staff</u></b></p> <p>The weekly lessons deliver all the main elements of the Music Curriculum. The Music Service works with school to use resources effectively to maintain, develop and enrich musical activities. This programme contributes to a broad and balanced curriculum. Pupils are taught within a class context, where their self-confidence grows as they learn alongside each other and their teachers.</p> <p>Team teaching alongside professional musicians is a stimulating experience for many teachers. Pupils develop their musical skills in a creative way, participating in rhythm, games, singing and learning to play instruments. They work together co-operatively, listening to each other and teamwork skills are enhanced throughout the programme. Pupils are given ownership and responsibility for an instrument over half a term. Children respond positively to the trust and responsibility that is placed on them. Performances are planned into the programme, giving parents the opportunity to share in their children's success.</p> <p><b>NC: Ref:</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Listen with attention to detail and recall sounds with increasing aural memory.  Use and understand staff and other musical notations.</p> <p><b>Disciplinary intent:</b> Perform together in an ensemble/band.</p> <p><b>Topic specific intent:</b> Exploring and developing playing skills using a brass instrument.  To use notations to record and interpret sequences of pitches to use standard notation.  To use their notation in a performance.</p> <p><b>Musical Style:</b> Brass Band</p> <p><b>Vocab:</b> Names of brass instruments, mouth piece, keys, hygiene, posture, minim, semi-quaver, quaver, rest, stave</p>	<p><b><u>Stop!</u></b></p> <p><b>NC ref:</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music.  <b>Disciplinary intent:</b> Identifying the difference between pulse and rhythm.</p> <p><b>Topic specific intent:</b>  To use notations to record and interpret sequences of pitches.  To use standard notation.  To use notations to record compositions in a small group or on their own.  To use their notation in a performance.</p> <p><b>Musical Style:</b> Grime, Rap, digital and electronic music</p> <p><b>Vocab:</b> Grime, rapping, lyrics, choreography, digital/electronic sounds, turntables, inter-related</p> <p><b><u>Lean on Me</u></b></p> <p><b>NC ref:</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music.  <b>Disciplinary intent:</b> Make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p> <p><b>Topic specific intent:</b>  To use notations to record and interpret sequences of pitches.  To use standard notation.  To use notations to record compositions in a small group or on their own.  To use their notation in a performance.</p> <p><b>Musical Style:</b> Soul, Gospel</p> <p><b>Vocab:</b> By ear, piano, musical decisions, musical leadership</p>	<p><b><u>Blackbird</u></b></p> <p><b>NC ref:</b> Play and perform in solo and ensemble contexts using his/ her voice and playing musical instruments with increasing accuracy, fluency, control and expression.  <b>Disciplinary intent:</b> Identifying how to know the difference between pulse and rhythm and be able to keep the internal pulse.</p> <p><b>Topic specific intent:</b>  To explain the place of silence and say what effect it has.  To start to identify the character of a piece of music.  To describe and identify the different purposes of music.</p> <p><b>Musical Style:</b> The music of The Beatles, Pop</p> <p><b>Vocab:</b> Acoustic guitar, birdsong, civil rights, racism, equality, silence, character, The Beatles</p> <p><b><u>Reflect, Rewind and Replay</u></b> (Consolidation of units)</p> <p><b>NC ref:</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  <b>Disciplinary intent:</b> Demonstrate a developing understanding of the history of music.</p> <p><b>Topic specific intent:</b>  Sing two/three part rounds with more confidence and increasing pitch accuracy.  Sing confidently as part of a small group or solo being aware of posture and good diction.  Read and play from some conventional music symbols.  Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.  Perform to an audience of adults, an assembly or other classes with increasing confidence,  Arrange a song using tuned/ un-tuned accompaniments developed from the song:  perform to a friendly audience.  Use a range of ICT to sequence, compose, record and share work.  Identify the use of meter in 2 or 3 in a piece of recorded or live music.  Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings,  Recognise music from different times and countries, identifying key elements that give it its unique sound.</p> <p><b>Theme:</b> Consolidation of previous units.</p> <p><b>Vocab:</b> Three-part round, diction, conventional, arrange, arrangements, meter, layers of sound, unique</p>
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Year 5

**Livin' on a Prayer**

**NC ref:** Play and perform in solo and ensemble contexts using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression.

**Disciplinary intent:** 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.

**Topic specific intent:**

- To breathe in the correct place when singing.
- To sing and use their understanding of meaning to add expression.
- To maintain their part whilst others are performing their part.
- To perform 'by ear' and from simple notations.
- To improvise within a group using melodic and rhythmic phrases.
- To recognise and use basic structural forms, e.g. rounds, variations, rondo form.

**Musical Style:** Rock Anthems

**Vocab:** Backbeat, amplifier, fluency, internal pulse, structural forms, variations, rondo form, Rock Anthems

**Classroom Jazz 1**

**NC ref:** Listen with attention to detail and recall sounds with increasing aural memory.

**Disciplinary intent:** Know how 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.

**Topic specific intent:**

- To breathe in the correct place when singing.
- To sing and use their understanding of meaning to add expression.
- To maintain their part whilst others are performing their part.
- To perform 'by ear' and from simple notations.
- To improvise within a group using melodic and rhythmic phrases.
- To recognise and use basic structural forms, e.g. rounds, variations, rondo form.

**Musical Style:** Bossa Nova, Jazz, Improvisation, Swing

**Vocab:** Appraising, Bossa Nova, syncopation, swing, tune/head, note names, Big Bands, Jazz, improvisation

**The Fresh Prince of Bel – Air**

**NC Ref:** Demonstrate a developing understanding of the history of music.

**Disciplinary intent:** Experiment with, create select and combine sounds.

**Topic specific intent:**

- To change sounds or organise them differently to change the effect.
- To compose music which meets specific criteria.
- To use their notations to record groups of pitches (chords)
- To use a music diary to record aspects of the composition process.
- To choose the most appropriate tempo for a piece of music.

**Musical Style:** Old School Hip-hop, Rap, Funk

**Vocab:** Old-school Hip Hop, Rap, backing loops, scratching, cover, chords, music diary

**Make You Feel My Love**

**NC Ref:** Use and understand staff and other music notations.

**Disciplinary intent:** Perform in solo and ensemble contexts in parts and unison.

**Topic specific intent:**

- To change sounds or organise them differently to change the effect.
- To compose music which meets specific criteria.
- To use their notations to record groups of pitches (chords)
- To use a music diary to record aspects of the composition process.
- To choose the most appropriate tempo for a piece of music.

**Musical Style:** Pop Ballads

**Vocab:** Pop Ballad, interlude, tag ending, string

**Dancing in the Street**

**NC Ref:** Improvise and compose music for a range of purposes using the inter-related dimensions of music.

**Disciplinary intent:** 'Style indicators' of Motown. Perform in an ensemble with ease, confidence and knowledge of the audience.

**Topic specific intent:**

- To describe, compare and evaluate music using musical vocabulary.
- To explain why they think their music is successful or unsuccessful.
- To suggest improvements to their own or others' work.
- To choose the most appropriate tempo for a piece of music.
- To contrast the work of famous composers and show preferences.

**Musical Style:** Motown

**Vocab:** Soul, groove, bass line, brass section, harmony, contrast, preferences, Motown

**Reflect, Rewind and Replay** (Consolidation of units)

**NC Ref:** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

**Disciplinary intent:** Demonstrate a developing understanding of the history of music.

**Topic specific intent:**

Sing independently in wide variety of styles with increasing confidence and accuracy.

Perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly.

Perform a piece of music using notation [graphic or conventional].

Perform expressively showing an understanding of the music and its context.

Compose a group / class arrangement of a song using voices and instruments.

Refine and record compositions either graphically or using ICT.

Perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly.

Talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur.

**Theme:** Consolidation of previous units.

**Vocab:** Musical traditions, conventional notation, group arrangement, class arrangement, refine, graphically, genre

<p>Year 6</p>	<p><b><u>Happy</u></b>  <b>NC Ref:</b> Demonstrate a developing understanding of the history of music.  <b>Disciplinary intent:</b> Understand that composition is creating your own melody within given boundaries.  <b>Topic specific intent:</b>          To sing a harmony part confidently and accurately.          To perform parts from memory.          To perform using notations.          To take the lead in a performance.          To take on a solo part.          To provide rhythmic support.</p> <p><b>Musical Style:</b> Pop, Neo Soul</p> <p><b>Vocab:</b> Style indicators, Neo Soul, Pop, producer, groove, hook, riff, solo, boundaries, memory</p> <p>                      </p> <p><b><u>Classroom Jazz 2</u></b>  <b>NC ref:</b> Listen with attention to detail and recall sounds with increasing aural memory.  <b>Disciplinary intent:</b> Know how 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.  <b>Topic specific intent:</b>          To use a variety of different musical devices in their composition (incl melody, rhythms and chords)          To recognise that different forms of notation, serve different purposes,          To use different forms of notation.          To combine groups of beats.</p> <p><b>Musical Style:</b> Bacharach and Blues</p> <p><b>Vocab:</b> Jazz, Blues Improvisation, Swing, Bacharach</p>	<p><b><u>You've got a friend in me</u></b>  <b>NC ref:</b> Use and understand staff and other musical notations.  <b>Disciplinary intent:</b> Confident discussion using accurate musical language, play together in ensembles in parts and unison.</p> <p><b>Topic specific intent:</b>          To refine and improve their work.          To evaluate how the venue, occasion and purpose affects the way a piece of music is created.          To analyse features within different pieces of music to compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p><b>Musical Style:</b> The music of Carole King, 70s Ballads Pop</p> <p><b>Vocab:</b> Civil rights, gender equality, venue, occasion, purpose, impact, 1970s Ballad, Carole King</p>	<p><b><u>Music and me</u></b>  <b>NC ref:</b> To improvise and compose music for a range of purposes using the inter-related dimensions of music.  <b>Disciplinary intent:</b> This unit is about exploring our identity. Our identity is all the different things that make us who we are. Each one of us is completely unique with our own experiences, feelings, family background and dreams. Music is a brilliant way of exploring and expressing our identity. It gives us confidence, power and purpose.</p> <p><b>Topic specific intent:</b>          How can we embed and normalise the important and inspirational role women in the music industry have in children's learning?          To explore the concept of 'identity' – the various elements that shape us. Starting with gender, with reference to social and cultural differences. Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:</p> <ul style="list-style-type: none"> <li>• Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.</li> <li>• Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska.</li> <li>• Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.</li> <li>• Anna Meredith: A composer and performer of electronic and acoustic music.</li> </ul> <p><b>Musical Style:</b> Identity</p> <p><b>Vocab:</b> Gender, Racism, Rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, cultural, identity, inspirational.</p> <p><b><u>Reflect, Rewind and Replay</u></b> (Consolidation of units)  <b>NC Ref:</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  <b>Disciplinary intent:</b> Demonstrate a developing understanding of the history of music.</p> <p><b>Topic specific intent:</b>          Read and play with confidence from conventional or graphic notation.          Lead/conduct a group of instrumental performers.          Perform own compositions to an audience.          Use technology to keep a record of work in progress and record performances.          Use a range of symbols (conventional or graphic) to record compositions.          Use technology to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions.          Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions.          Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.</p> <p><b>Theme:</b> Consolidation of previous units.</p> <p><b>Vocab:</b> Sample, loop, manipulate, soundscapes, sources, cultures, refinement</p>
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