



**Music curriculum  
EYFS, KS1 and KS2**



**Music Curriculum**  
**Progression of Knowledge**  
**EYFS, KS1 and KS2**

At Pakeman, we are a one and a half form entry school and therefore we have a Year A / Year B cycle of topics in nursery, KS1 and KS2 (this is not needed in 2-plus or reception).

We use a bespoke music curriculum devised our specialist music teacher. This includes units specialist to Pakeman and from other providers such as Music Express, Charanga and BBC Ten Pieces that have been adapted to suit the progression of our students.

Music is taught as a spiral curriculum with the interrelated dimensions of music taught from reception to year 6. Key skills, vocabulary and knowledge are built upon with a grounding in musical concepts.

Music is an academic subject but also plays a key role in the wellbeing of our children. Through music, dance and art we allow our children to express themselves and be confident in their abilities.

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## Music Topic Map EYFS, KS1 and KS2 (Year A / Year B cycle)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>2-Plus</b>	<p><b>Topic: All About Me</b></p> <p><b>Music mini-themes 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Action Rhymes</b> (If You're Happy &amp; You Know It / Heads, Shoulders Knees &amp; Toes)</li> </ul>	<p><b>Topic: Nursery Rhymes</b></p> <p><b>Music mini-themes 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Instruments</b></li> <li>• <b>Nativity performance</b> (Twinkle Twinkle)</li> </ul>	<p><b>Topic: Favourite Stories</b></p> <p><b>Music mini-themes 3:</b></p> <ul style="list-style-type: none"> <li>• We're Going on a Bear Hunt</li> </ul>	<p><b>Topic: Transport</b></p> <p><b>Music mini-themes 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Noise Makers</b></li> <li>• Wheels on the Bus</li> <li>• Down at the Station</li> </ul>	<p><b>Topic: Down at the Farm</b></p> <p><b>Music mini-themes 5:</b></p> <ul style="list-style-type: none"> <li>• Old MacDonald</li> <li>• The Farmer in the Dell</li> </ul>	<p><b>Topic: Under the Sea</b></p> <p><b>Music mini-themes 6:</b></p> <ul style="list-style-type: none"> <li>• 1,2,3,4,5, Once I caught a Fish Alive</li> <li>• Baby Shark</li> </ul>
<b>Nursery (Year A)</b>	<p><b>Topic: Marvellous Me</b></p> <p><b>Music mini-themes 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Action Rhymes</b> (This is the Way We Wash Our Hands / Finger families)</li> </ul>	<p><b>Topic: Building &amp; Construction</b></p> <p><b>Music mini-themes 2:</b></p> <ul style="list-style-type: none"> <li>• This Is the Way We Build Our House</li> <li>• Five Little Bulldozers</li> <li>• <b>Nativity performance</b> (Nativity songs and actions)</li> </ul>	<p><b>Topic: Making Music</b></p> <p><b>Music mini-themes 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Singing with instruments</b></li> <li>• I am the Music Man</li> </ul>	<p><b>Topic: Pirates</b></p> <p><b>Music mini-themes 4:</b></p> <ul style="list-style-type: none"> <li>• If You're a Pirate and You Know It</li> <li>• A Sailor Went to Sea</li> </ul>	<p><b>Topic: Shopping</b></p> <p><b>Music mini-themes 5:</b></p> <ul style="list-style-type: none"> <li>• 5 Currant Buns</li> <li>• Bingo Was His Name-O (Shopping Version)</li> </ul>	<p><b>Topic: Pets</b></p> <p><b>Music mini-themes 6:</b></p> <ul style="list-style-type: none"> <li>• B-I-N-G-O</li> <li>• Old McDonald Had a Farm (Pet Edition!)</li> </ul>
<b>Nursery (Year B)</b>	<p><b>Topic: Marvellous Me</b></p> <p><b>Music mini-themes 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Action Rhymes</b> (This is the Way We Wash Our Hands / Finger families)</li> </ul>	<p><b>Topic: Building &amp; Construction</b></p> <p><b>Music mini-themes 2:</b></p> <ul style="list-style-type: none"> <li>• This Is the Way We Build Our House</li> <li>• Five Little Bulldozers</li> <li>• <b>Nativity performance</b> (Nativity songs and actions)</li> </ul>	<p><b>Topic: Songs &amp; Rhymes</b></p> <p><b>Music mini-themes 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Singing with props and resources</b></li> </ul>	<p><b>Topic: Dinosaurs</b></p> <p><b>Music mini-themes 4:</b></p> <ul style="list-style-type: none"> <li>• The Dinosaur Stomp</li> <li>• We Are the Dinosaurs</li> </ul>	<p><b>Topic: People Who Help Us</b></p> <p><b>Music mini-themes 5:</b></p> <ul style="list-style-type: none"> <li>• Miss Polly Had a Dolly</li> <li>• 5 Little Firefighters</li> </ul>	<p><b>Topic: On Safari</b></p> <p><b>Music mini-themes 6:</b></p> <ul style="list-style-type: none"> <li>• 5 Elephants Went Out to Play</li> <li>• Leo the Lion</li> </ul>

<b>Reception</b>	<b>Topic: Who Am I?</b> Music unit 1: Simple song and dance	<b>Topic: Bears</b> Music unit 2: Simple song and dance	<b>Topic: What We Eat</b> Music unit 3: Songs about Food	<b>Topic: Traditional Tales</b> Music unit 4: Traditional Nursery Rhymes and Folk songs	<b>Topic: Spring</b> Music unit 5: Classroom Instruments	<b>Topic: Adventures</b> Music unit 6: Classroom Instruments
<b>Year 1 and year 2 (Year A)</b>	Music unit 1: Hey You	Music unit 2: Ocean Adventure and Christmas	Music unit 3: Music and Art	Music unit 4: African Call and Response	Music unit 5: I Wanna Play in a Band	Music unit 6: School Show Preparation
<b>Year 1 and year 2 (Year B)</b>	Music unit 1: Feel the Pulse	Music unit 2: Taking Off and Christmas	Music unit 3: Taking Off 2	Music unit 4: Classical Music 'Big Hits'	Music unit 5: The Long and Short of It	Music unit 6: Opposites
<b>Year 3 and year 4 (Year A)</b>	Music unit 1: Ukuleles	Music unit 2: The Nutcracker	Music unit 3: Music Technology 1	Music unit 4: Glockenspiels and Musical Notation	Music unit 5: Body Percussion	Music unit 6: School Show
<b>Year 3 and year 4 (Year B)</b>	Music unit 1: Ukuleles	Music unit 2: Ukuleles	Music unit 3: Bucket Beats 1	Music unit 4: Mamma Mia	Music unit 5: Glockenspiels and Musical Notation	Music unit 6: The Beatles and School Show Preparation
<b>Year 5 and year 6 (Year A)</b>	Music unit 1: Bucket Beats 2	Music unit 2: Songwriting: Christmas Songs	Music unit 3: Make You Feel my Love	Music unit 4: Mambo!	Music unit 5: Keyboard and Musical Notation	Music unit 6: Keyboard and Musical Notation + Year 6 Show
<b>Year 5 and year 6 (Year B)</b>	Music unit 1: Earth (Hans Zimmer) A Class Composition	Music unit 2: Dancing in the Street	Music unit 3: Classroom Jazz	Music unit 4: Music Technology 2	Music unit 5: Keyboard and Musical Notation	Music unit 6: Keyboard and Musical Notation + Year 6 Show

**Pakeman Primary School**  
**Music curriculum – 2 Plus**

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>All About Me</b>	<b>Nursery Rhymes</b>	<b>Favourite Stories</b>	<b>Transport</b>	<b>Down at the Farm</b>	<b>Under the Sea</b>
<b>Music-related mini themes (including songs and rhymes)</b>	<b>Action Rhymes</b>  If You're Happy & You Know It  Heads, Shoulders Knees & Toes	<b>Instruments</b>  <b>Nativity performance</b> (Twinkle Twinkle)	We're Going on a Bear Hunt	<b>Noise Makers</b>  Wheels on the Bus  Down at the Station	Old MacDonald  The Farmer in the Dell	1,2,3,4,5, Once I caught a Fish Alive  Baby Shark
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Explore a range of sound makers and instruments and play them in different ways.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> </ul>					
<b>Key knowledge (topic specific)</b>	We can use actions to represent words.  Singing together can be fun and make us feel happy.  We can make sounds with different parts of our bodies.	Different instruments make different sounds.  We can use instruments to make loud and quiet sounds.  We can tap instruments in time with songs.	We can make sounds with our voice, e.g. swishy swashy, hoo-woo.  Some stories sound like songs.	We can match instruments to sounds, e.g. bell on the bus goes <i>ding ding ding</i> – can be played on a triangle.  We can make vehicle sounds with our voices: beep beep, toot toot, brum brum.	We can make animal sounds with our voices: moo, baaa, cluck, neigh.  We can clap along to songs and rhymes as we sing.	If we join in with songs we can learn remember the words.  Songs can get faster or slower.
<b>Key vocabulary (topic specific)</b>	actions happy head shoulders knees toes eyes	instruments sounds loud quiet tap bang triangle	voice sounds rhyme actions over under through	match sounds instruments beep ding swish toot	sing clap in time together cow – moo sheep – baa horse – neigh	join remember learn fast faster slow slower

	ears mouth nose clap stamp feet nod	drum tambourine in time together nativity		brum triangle drum tambourine tap bang	chicken – cluck duck - quack	
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**Pakeman Primary School**  
**Music curriculum – Nursery**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Building &amp; Construction</b>	<b>Making Music</b>	<b>Pirates</b>	<b>Shopping</b>	<b>Pets</b>
<b>Music-related mini themes (including songs and rhymes)</b>	<b>Action Rhymes</b>  This is the Way We Wash Our Hands  Finger families	This Is the Way We Build Our House  Five Little Bulldozers  <b>Nativity performance</b> (Nativity songs and actions)	<b>Singing with instruments</b>  I am the Music Man	If You're a Pirate and You Know It  A Sailor Went to Sea	5 Currant Buns  Bingo Was His Name-O (Shopping Version)	B-I-N-G-O  Old McDonald Had a Farm (Pet Edition!)
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Listen with increased attention to sounds</li> <li>• Sing the pitch of a tone sung by another person ('pitch match')</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> <li>• Remember and sing entire songs</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>• Create their own songs or improvise a song around one they know</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul>					
<b>Key knowledge (topic specific)</b>	We can add our own words and actions to songs (this is the way we brush our teeth/comb our hair).  We can make the sound of our voice go up high and down low.	We can make up new songs using rhymes we already know (This is the Way We Wash Our Hands → This Is the Way We Build Our House).	We can play different instruments to accompany our songs.  We can play instruments hard, softly, fast and slowly.	We can make up new songs using rhymes we already know (If You're Happy and You Know It → If You're a Pirate and You Know It).	We can use actions and props to help us remember the words to songs.  We need to listen carefully to songs to copy the correct tune.	We can make up new songs using rhymes we already know and add our own words and actions.  We can replace some words with actions.

		We can learn and perform songs for others.				
<b>Key vocabulary (topic specific)</b>	songs words join actions wash brush comb voice high low	songs rhymes new different same words perform confident actions	instruments drum triangle tambourine xylophone maracas castanets slow fast hard soft	pirate plank deck ahoy songs rhymes new different same words	actions props listen copy tune sing words baker currant bun shopkeeper	wait clap farmer dog cat fish bird hamster

**Pakeman Primary School**  
**Music curriculum – Nursery**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Building &amp; Construction</b>	<b>Songs &amp; Rhymes</b>	<b>Dinosaurs</b>	<b>People Who Help Us</b>	<b>On Safari</b>
<b>Music-related mini themes (including songs and rhymes)</b>	<b>Action Rhymes</b>  This is the Way We Wash Our Hands  Finger families	This Is the Way We Build Our House  Five Little Bulldozers  <b>Nativity performance</b> Nativity songs and actions	<b>Singing with props and resources</b>	The Dinosaur Stomp  We Are the Dinosaurs	Miss Polly Had a Dolly  5 Little Firefighters	5 Elephants Went Out to Play  Leo the Lion
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Listen with increased attention to sounds</li> <li>• Sing the pitch of a tone sung by another person ('pitch match')</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> <li>• Remember and sing entire songs</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>• Create their own songs, or improvise a song around one they know</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul>					
<b>Key knowledge (topic specific)</b>	We can add our own words and actions to songs (this is the way we brush our teeth/comb our hair).  We can make the sound of our voice go up high and down low.	We can make up new songs using rhymes we already know (This is the Way We Wash Our Hands → This Is the Way We Build Our House).  We can learn and perform songs for others.	We can play different instruments to accompany our songs.  We can play instruments hard, softly, fast and slowly.	We can use actions and props to help us remember the words to songs.  We can make the sound of our voice go up high and down low.	We can use actions and props to help us remember the words to songs.  We need to listen carefully to songs to copy the correct tune.	We can use actions and props to help us remember the words to songs.  We can use our voices to add sound effects to songs.

<b>Key vocabulary (topic specific)</b>	songs words join actions wash brush comb voice high low	songs rhymes new different same words perform confident actions	instruments drum triangle tambourine xylophone maracas castanets slow fast hard soft	stomp roar swish songs rhymes new different same words	actions props listen copy tune sing words dolly doctor firefighter 1,2,3,4,5	actions props songs voices sound effects elephant lion roar jaw big wide
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**Pakeman Primary School**  
**Music curriculum – Reception**

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>Who Am I?</b>	<b>Bears</b>	<b>What We Eat</b>	<b>Traditional Tales</b>	<b>Spring</b>	<b>Adventures</b>
<b>Music unit of work</b>	<b>Simple song and dance</b>	<b>Simple song and dance</b>	<b>Songs about Food</b>	<b>Traditional Nursery Rhymes and Folk songs</b>	<b>Minibeasts</b>	<b>Classroom Instruments</b>
<b>Key Skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings</li> <li>• Explore and control sounds using voices and instruments with more accuracy.</li> <li>• Sing simple songs from memory and with expression</li> <li>• Play and repeat simple rhythmic patterns or beats.</li> <li>• Respond to music through movement with more coordination.</li> <li>• Begin to create simple musical patterns (composing).</li> <li>• Use musical terminology when speaking about music</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Music has elements: pulse/beat, rhythm, tempo, dynamics, pitch, timbre.</li> <li>• Music can convey mood, ideas, or stories.</li> <li>• Music can be performed alone or as part of a group.</li> <li>• Music comes from different cultures</li> </ul>					
<b>Key skills (topic specific)</b>	<p>Can sing and chant songs as a group.</p> <p>Can use our bodies expressively to music.</p> <p>Learn how to play pitched and unpitched percussion instruments.</p>	<p>Can chant songs as a group.</p> <p>Can perform simple two note songs accurately.</p> <p>Can keep a pulse.</p> <p>Can clap simple rhythms.</p> <p>Can improvise using two notes on a tuned</p>	<p>Can perform more two note songs with more complex rhythms.</p> <p>Can keep a pulse and react to different pulses and describe them, faster/slower.</p> <p>Can clap simple rhythms.</p> <p>Can improvise using two notes on a tuned</p>	<p>Can perform increasingly complex songs with their voices and on instruments.</p> <p>Can play simple patterns on tuned percussion.</p> <p>Can play simple melodies on tuned percussion.</p>	<p>Can perform increasingly complex songs with their voices and on instruments.</p> <p>Can play simple rhythms on tuned percussion.</p> <p>Can play simple melodies on tuned percussion.</p>	<p>Can perform Come with Me, Says the Bee</p> <p>Lots of Worms</p>

		<p>percussion instrument.</p> <p>Can begin to distinguish differences in Pitch – high/low.</p>	<p>percussion instrument.</p> <p>Can begin to distinguish differences in Pitch – high/low.</p> <p>Can begin to use dynamics in their singing.</p> <p><i>Apples and Bananas</i> <i>One Potato</i> <i>Hot Cross Buns</i> <i>Jelly on a Plate</i> <i>Cheesecake</i> <i>Chop Chop Choppity Chop.</i></p>	<p><i>My Shoes are Made of Spanish</i> <i>My Bonnie Lies Over the Ocean</i> <i>The Boy who Cried Wolf</i> <i>Is Jack climbing up the beanstalk?</i> <i>Tiddalik the Frog.</i></p>		
<b>Key knowledge (topic specific)</b>	<p>A pulse is a steady heartbeat of a song.</p>	<p>In music, we sing and play notes.</p> <p>A pulse is a steady heartbeat of a song.</p> <p>A rhythm is a mixture of long and short sounds.</p> <p>Pitch means high sounds and low sounds, and all the sounds between.</p> <p>A chant is words, spoken rhythmically.</p>	<p>A pulse is a steady heartbeat of a song.</p> <p>A rhythm is a mixture of long and short sounds.</p> <p>Improvising is when we make up new things on the spot.</p> <p>Pitch means high sounds and low sounds, and all the sounds between</p> <p>Dynamics is a musical word for volume.</p>	<p>Tuned Percussion – examples are Glockenspiels and bells.</p> <p>Untuned percussion – drums, woodblocks, maracas.</p> <p>Melody – a melody is another word for a tune. The part of the song you can sing along to.</p>	<p>Tuned percussion is something we hit or strike that has notes.</p>	<p>Dynamics are how loud or soft we play an instrument.</p> <p>Improvising is when we make up new things on the spot.</p>

<b>Key vocabulary (topic specific)</b>	Triangle Woodblock Boomwhacker Glockenspiel Bells	Notes Pulse Rhythm Pitch Chant Glockenspiel	Pulse Rhythm Improvising Pitch Dynamics Glockenspiel Bells Drum Boomwhackers	Pulse Rhythm Untuned percussion Bouncy Smooth	Pulse Rhythm Pitch Tuned percussion Melody	Pulse Rhythm Pitch Improvising

**Pakeman Primary School**  
**Music curriculum - Year 1/2**  
Year A

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>Toys</b>	<b>Heroes</b>	<b>Kings and Queens</b>	<b>Celebrations</b>	<b>Classroom adventures</b>	<b>Minibeasts</b>
<b>Music unit of work</b>	<b>Hey You</b>	<b>Ocean Adventure and Christmas</b>	<b>Music and Art</b>	<b>African Call and Response</b>	<b>I Wanna Play in a Band</b>	<b>School Show Preparation</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Develop basic musical skills through singing, listening, and performing</li> <li>• Use voices expressively</li> <li>• Explore different sounds using instruments, and recognise rhythm, pitch, tempo and timbre</li> <li>• Listen to and discuss a variety of music, developing an understanding of tempo and structure</li> <li>• Begin to compose, allowing experimentation with sounds and creating simple musical patterns</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• To begin to understand the interrelated dimensions of music pitch, duration, dynamics, tempo, timbre, texture, and structure and how they can be manipulated</li> <li>• Listen to and discuss a variety of music from different cultures and eras</li> </ul>					
<b>Key skills (topic specific)</b>	<p>Can perform a rap and keep in time with a backing track.</p> <p>Can change their voices from rapping to singing.</p> <p>Can perform an ostinato with a backing track.</p> <p>Can combine instrumental and vocal sounds within a given structure.</p>	<p>Can respond to music through movement.</p> <p>Can use their voices expressively.</p> <p>Can use dynamics with their voice and on untuned percussion instruments.</p>	<p>Respond to music using art.</p> <p>Can experiment with Timbre and Dynamics on untuned and tuned percussion instruments.</p> <p>Compose a soundscape as a class using two different pieces of art as a stimulus.</p>	<p>Can use voices expressively.</p> <p>Can perform in unison and call and response.</p> <p>As a class ensemble, can create a performance of 'Zimbole'.</p> <p>Can play an ostinato on untuned percussion.</p>	<p>Can perform an ostinato to a backing track.</p> <p>Can play tuned percussion instruments with increasing accuracy.</p> <p>Can create short musical rhythm and pitch patterns.</p> <p>Choose dynamics, tempo and timbre for a piece of music.</p>	<p>Performance skills.</p> <p>Understand how to present ourselves when onstage.</p> <p>Understand how to protect and use our voices safely.</p>

	<p>Can begin to identify instruments by ear and remember names.</p> <p>Can perform in unison and call and response.</p> <p>Can perform in an ensemble and discuss changes to improve performance.</p>		<p>Conduct a class performance and build a sequence.</p>	<p>Can play an ostinato on tuned percussion.</p> <p>Can listen to and reflect on performance – what went well? What could improve?</p>		
<b>Key knowledge (topic specific)</b>	<p>A style of music is called a genre.</p> <p>Hip Hop is a music genre that often includes rapping, rhythmic beats made by drums and electronic sounds, and a strong, steady rhythm.</p> <p>Unison means performing at the same time.</p> <p>We can use our voice in different ways.</p> <p>Instruments can be electric and acoustic.</p>	<p>The CBeebies Prom ‘Ocean Adventure’ is a music event for children.</p> <p>The orchestra has four families of instruments: strings, brass, woodwind, and percussion.</p> <p>Benjamin Britten was a composer who wrote a piece called ‘Storm’.</p>	<p>Different emotions can be created in music if we alter the way we play our instruments – pitch, dynamics, timbre, texture.</p> <p>Composing is when we create music.</p> <p>A conductor can control a musical performance.</p> <p>“The Fighting Temeraire” by Turner shows a ship and can inspire music about journeys or the sea.</p>	<p>Songs from Eastern Africa are often sung in the Swahili language and have unique rhythms and styles.</p> <p>An ostinato is a short repeated pattern.</p> <p>Texture in music is the layers of sound and how they are combined.</p> <p>A Djembe is a type of drum from Africa.</p> <p>Percussion instruments can be untuned or tuned.</p>	<p>Rock is a music genre with its own instruments and mood, often featuring electric guitars and a strong beat.</p> <p>A style of music is called a genre.</p> <p>The most common instruments used in rock music are drum kit, electric guitar, bass guitar, keyboard.</p> <p>A band is a name for a group of musicians who play together.</p>	<p>Repertoire means a collection of songs or pieces that someone can perform.</p> <p>Choreography means the steps and movements planned for a dance.</p>

			<p>“Storm on the Sea of Galilee” by Rembrandt shows a storm at sea and can inspire music that sounds wild and powerful, like a storm.</p>	<p>Structure is how a piece of music is built/organised.</p>	<p>An ostinato is a short repeated pattern.</p> <p>A riff is a short repeated pattern commonly used in rock music and often played on a guitar.</p> <p>Dynamics are how quiet or loud a sound is.</p>	
<p><b>Key vocabulary (topic specific)</b></p>	<p>pulse rhythm tempo ostinato unison call and response hip hop genre rap drum machine synthesiser scratching DJ electric acoustic</p>	<p>classical music Benjamin Britten composer strings brass woodwind percussion dynamics</p>	<p>timbre dynamics texture untuned percussion tuned percussion conductor compose/composition</p>	<p>djembe untuned percussion tuned percussion ostinato structure texture</p>	<p>rock music genre band drum kit electric guitar tuned percussion ostinato dynamics riff</p>	<p>stage stage right stage left upstage downstage projection harmony</p>
<p><b>Week 1</b></p>	<p>LO: To explore how we can use our voices in different ways (singing, chanting, rapping).</p>	<p>LO: To respond to classical music (CBeebies Prom) through movement and begin to use our voices expressively.</p>	<p>LO: To create two contrasting pieces of art using music as an inspiration.</p>	<p>LO: To use voices expressively and perform in unison and through call and response.</p>	<p>LO: To listen to a famous rock song and identify and learn about its main instrument (drums).</p>	<p>LO: To prepare the class for their school show performance.</p>

<b>Week 2</b>	LO: To understand that Hip Hop is a genre of music that often includes rap, strong rhythms, and electronic sounds.	LO: To continue watching the Cbeebies Prom and introduce the four families of the orchestra.	LO: To begin composing a soundscape as a class, using Turner's <i>"The Fighting Temeraire"</i> as inspiration.	LO: To learn Jambo, a traditional Swahili song and add Untuned percussion.	LO: To listen to another famous rock song and identify and learn about one of its prominent instruments (electric guitar).	LO: To prepare the class for their school show performance.
<b>Week 3</b>	LO: To perform a rap in time with a backing track.	LO: Continue watching the Cbeebies Prom and consolidate last weeks learning about the orchestral families.	LO: To explore how texture is created by layering sounds together and how this can change dynamics.	LO: To add tuned percussion to our Jambo performance.	LO: To learn to sing the song 'I Wanna Play in a Band' and learn a simple ostinato on tuned percussion.	LO: To prepare the class for their school show performance.
<b>Week 4</b>	LO: To add tuned and untuned percussion to our rap performance.	LO: Finish watching the Cbeebies Prom and perform 'Way Down in the Ocean Deep'.	LO: To extend the class composition by creating a contrasting soundscape inspired by Rembrandt's <i>"Storm on the Sea of Galilee"</i> .	LO: To learn and perform the song "Zimbole" as a class ensemble.	LO: To learn a famous 'Riff' on tuned percussion.	LO: To prepare the class for their school show performance.
<b>Week 5</b>	LO: To add rhythmic and melodic improvisation into our rap performance.	LO: To listen to Benjamin Britten's 'Young Person's Guide to the Orchestra' and learn some facts about Benjamin Britten.	LO: Rehearse and refine our class composition with a conductor.	LO: To play ostinatos on untuned and tuned percussion to accompany singing.	LO: To compose our own ostinatos to a backing track.	LO: To prepare the class for their school show performance.
<b>Week 6</b>	LO: To perform and record our piece.	LO: To consolidate our learning about the orchestra with a quiz.	LO: To perform the two class soundscapes as a sequence, with a conductor leading the performance.	LO: To perform "Zimbole" with voices, percussion, and ostinatos, and reflect on what went well and how to improve.	LO: To perform our ostinatos and record.	LO: To prepare the class for their school show performance.

**Pakeman Primary School**  
**Music curriculum - Year 1/2**  
Year B

<u>Year B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>This is Me!</b>	<b>Animals</b>	<b>Explorers</b>	<b>World Wonders</b>	<b>Inventions</b>	<b>Holidays</b>
<b>Music unit of work</b>	<b>Feel the Pulse</b>	<b>Taking Off and Christmas</b>	<b>The Long and Short of It</b>	<b>Classical Music 'Big Hits'</b>	<b>Opposites</b>	<b>Music of the British Isles (Folk Music)</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Develop basic musical skills through singing, listening, and performing</li> <li>Use voices expressively</li> <li>Explore different sounds using instruments, and recognise rhythm, pitch, tempo and timbre</li> <li>Listen to and discuss a variety of music, developing an understanding of tempo and structure</li> <li>Begin to compose, allowing experimentation with sounds and creating simple musical patterns</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>To begin to understand the interrelated dimensions of music pitch, duration, dynamics, tempo, timbre, texture, and structure and how they can be manipulated</li> <li>Listen to and discuss a variety of music from different cultures and eras</li> </ul>					
<b>Key skills (topic specific)</b>	<p>Can use body percussion and unpitched percussion to play the pulse of a song.</p> <p>Can use body percussion and unpitched percussion to play simple rhythm parts of a song.</p> <p>Can create their own pulse.</p>	<p>Can sing simple songs with a focus on pitch, ranging from 2-note songs to songs using an octave.</p> <p>Can play tuned percussion instruments – simple copy-back melodies using two/three notes and an octave.</p> <p>Can respond independently to pitch changes heard in short melodic</p>	<p>Can make and control long and short sounds in different ways, including hitting and shaking.</p> <p>Can perform from graphic notation.</p> <p>Can play tuned percussion instruments correctly</p> <p>Can create a simple graphic score to represent a composition.</p>	<p>Can listen and respond expressively to classical music in different ways – orally, movement, art</p>	<p>Can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Can choose dynamics, tempo, and timbre for a piece of music.</p> <p>Can perform <i>The Opposite Song</i> as a class.</p>	<p>To use our voices to expressively</p> <p>Play untuned percussion instruments musically as accompaniment</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>

	<p>Can create their own short clapping rhythms.</p> <p>Can create rhythms using word phrases as a starting point.</p> <p>Can listen to and repeat short, simple rhythmic patterns (ostinato).</p> <p>Can recognise changing tempos</p> <p>Can combine instrumental and vocal sounds within a given structure.</p>	<p>phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).</p> <p>Can start to compose simple melodies with two or three notes.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Can start to compose simple melodies with two or three notes.</p> <p>Can make improvements to their work as suggested by the teacher.</p> <p>Can think about the duration of sounds when composing simple melodies.</p>			
<b>Key knowledge (topic specific)</b>	<p>Recognise and understand the difference between pulse and rhythm: Pulse is the steady heartbeat of a piece of music. Tempo is the speed of the music</p> <p>An ostinato is a short repeated pattern</p> <p>A rhythm is a mixture of long and short sounds.</p>	<p>Pitch describes how high or low a sound is in music</p> <p>We can train our ears to hear and tell the difference between high and low pitches.</p> <p>We can notice when the pitch of a sound goes up or down.</p> <p>Instruments and voices can be put</p>	<p>Sounds can be different lengths (short/medium/long).</p> <p>A graphic score can represent sounds.</p> <p>Percussion instruments can be untuned or tuned</p> <p>A rhythm is a mixture of long and short sounds.</p>	<p>Classical music is a style of music that has been listened to for many years.</p> <p>Music can make us feel different emotions, like happy, sad, or excited.</p> <p>The orchestra is made up of four families of instruments: strings,</p>	<p>Children will consolidate key vocabulary from previous topics – the interrelated dimensions of music (tempo, pitch, dynamics).</p> <p>A pulse is the steady heartbeat of a piece of music.</p> <p>Tempo is the speed of the music</p>	<p>Folk music is traditional music that belongs to a particular culture or group of people.</p> <p>People would learn the music by listening to other people playing it and then copy them. This is called learning music orally.</p>

		together to make music that follows a pattern or structure.	A pulse is the steady heartbeat of a piece of music.	brass, woodwind, and percussion.  Some pieces of music are well known and can be recognised when we hear them, like the <i>Harry Potter Theme</i> , <i>Swan Lake</i> , <i>Can-Can</i> , <i>Sonata in C Major</i> (Mozart), and <i>Zadok the Priest</i> .  Texture in music means how many sounds we hear at once – just one sound or many sounds together.	Pitch describes how high or low a sound is in music  Dynamics are how quiet or loud a sound is.  We can describe the character of a sound as timbre.	Call and Response is when a leader chants or sings a phrase and another group answers with a complimentary phrase. Creating a conversation.  Traditional folk instruments: guitar, recorder, bagpipes, accordion, fiddle, concertina, mandolin, percussion  Instrumental music is music without vocals.  Melody is a sequence of notes.
<b>key vocabulary (topic specific)</b>	pulse rhythm tempo body percussion untuned percussion ostinato	pitch melody compose tuned percussion	duration note rhythm pulse graphic score untuned percussion tuned percussion	classical music dynamics timbre orchestra celesta strings woodwind brass percussion texture	tempo dynamics pitch timbre	Folk traditional call and response guitar recorder bagpipes accordion fiddle concertina mandolin percussion instrumental

<b>Week 1</b>	LO: To keep a pulse using body percussion and untuned percussion instruments.	LO: To respond to changes in pitch using actions (e.g., stand up/sit down, hands high/hands low) and to use our speaking voices in different ways.	LO: To perform from a simple graphic score showing long and short sounds.	LO: To start reading the book 'My First Classical Music Book' and listen to and respond with movement to the Harry Potter theme.	LO: To learn the tempo and pitch opposite songs and complete a tempo quiz.	LO: To learn about what Folk music is and where it comes from. Learn 'Peg Leg Jim' game. Learn the chorus of My Shoes are made of Spanish and accompany with untuned percussion.
<b>Week 2</b>	LO: To perform simple rhythms on body and untuned percussion.	LO: To sing simple 2-note songs, focusing on singing in tune.	LO: To explore making and controlling long and short sounds using voice, body, and percussion.	LO: To learn to dance in two styles (Ballet and the Can Can).	LO: To learn the dynamics opposite song and complete a quiz.	LO: <b>ENGLAND</b> Learn to sing 'Scarborough Fair'
<b>Week 3</b>	LO: To understand that Tempo means the speed of music.	LO: To sing and play short melodic patterns using up to an octave.	LO: To explore making and controlling long and short sounds using voice, body, and percussion.	LO: To talk about Concert Halls and begin a whole class art piece titled 'The Timbres of Mozart'.	LO: To learn the timbre opposite song.	LO: Refresh 'Scarborough Fair' <b>WALES</b> Calon Lan
<b>Week 4</b>	LO: To perform a pulse and rhythm at the same time on untuned percussion.	LO: To copy back simple 2–3 note melodies on tuned percussion.	LO: To play untuned percussion instruments correctly, focusing on long and short sounds.	LO: To finish our class artwork and complete a Mozart quiz.	LO: School Show rehearsal	LO: <b>IRELAND</b> Learn how to dance an Irish Jig
<b>Week 5</b>	LO: To create our own rhythms using words as a starting point.	LO: To recognise the pitch of instruments of the orchestra and complete a quiz.	LO: To create a simple graphic score to represent a short composition.	LO: To watch and talk about the instruments of the orchestra in a performance of 'In	LO: School show rehearsal	LO: <b>SCOTLAND</b> Learn Loch Lomond and Wild Mountain Thyme

				The Hall of The Mountain King’.		
<b>Week 6</b>	LO: To combine vocal and instrumental sounds in a group performance with a clear <b>structure</b> , reflecting on tempo and rhythm.	LO: To consolidate the 6 weeks of learning by refreshing the songs we learnt and the meaning of pitch.	LO: To compose and perform a short melody using 2–3 notes, thinking about the duration of sounds, and improve after feedback.	LO: To create a class drama performance of a Coronation to Handel’s Zadok The Priest.	LO: School show rehearsal	LO: Perform and film all folk songs

**Pakeman Primary School**  
**Music curriculum - Year 3/4**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	Stone Age to Iron Age	Journeys	Anglo Saxons	Mountains	Time-travellers	Rainforests
<b>Music unit of work</b>	Ukuleles	The Nutcracker	Music Technology 1	Glockenspiels and Musical Notation	Body Percussion	School Show Preparation
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Develop musical skills through singing, listening, and performing</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Use voices expressively</li> <li>• Continue to explore different sounds using instruments, and recognize rhythm, pitch, tempo and timbre</li> <li>• Listen to and discuss a variety of music</li> <li>• Begin to compose, allowing experimentation with sounds and creating simple musical patterns.</li> <li>• Begin to use and understand staff and other musical notations</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Build on the knowledge from KS1 about the interrelated dimensions of music pitch, duration, dynamics, tempo, timbre, texture, and structure and how they can be manipulated</li> <li>• Expand inter-related dimensions of music understanding and add extra music vocabulary (beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, pentatonic scale, crescendo, diminuendo)</li> <li>• Understand basic stave notation</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Begin to develop an understanding of the history of music</li> </ul>					
<b>Key skills (topic specific)</b>	<p>Can hold a ukulele correctly.</p> <p>Can play simple one string melodies on a ukulele.</p>	<p>Can use body percussion and or unpitched percussion to perform the main rhythms of Trepak.</p> <p>Can count bars of music in 4/4 and 3/4.</p>	<p>Can use musical sequencing software to:</p> <ul style="list-style-type: none"> <li>- Create and record a drum beat</li> </ul>	<p>Can identify a stave, treble clef and time signature.</p> <p>Can identify a treble clef, crotchet, minim and semibreve and</p>	<p>Can use their body to perform rhythmical patterns in time to a pulse.</p> <p>Can work in a group to create body percussion patterns</p>	<p>Performance skills.</p> <p>Understand how to present ourselves when onstage.</p>

	<p>Know the difference between strumming and picking.</p> <p>Can perform in time with a backing track</p> <p>Hear the difference between a single note and a chord.</p> <p>Can combine instrumental and vocal sounds within a given structure.</p> <p>Can perform two simple Ukulele chords (C and A minor).</p> <p>Can repeat simple rhythm patterns on their ukulele.</p>	<p>Can work together in a group to create a dance/movement for Trepak.</p> <p>Understand that Trepak has a Ternary Form (ABA).</p> <p>Can put together a full performance in a group in an Ternary form.</p>	<ul style="list-style-type: none"> <li>- Adjust the tempo of their piece</li> <li>- Layer loops of music</li> <li>- Structure a piece of music in a 'Pop Song Structure' (ABABCB).</li> </ul> <p>Discuss the effectiveness of the loops (whether they 'fit' together).</p> <p>On Garageband, learn how to add, manipulate and delete sounds.</p>	<p>their corresponding rests.</p> <p>Can identify a bar and bar lines.</p> <p>Can play a simple song from written music notation.</p> <p>Can identify an F, E, D and C on a treble clef staff.</p> <p>Can play simple melodies on a glockenspiel from written music.</p> <p>Can play in time with a backing track.</p>	<p>Recognise and understand the difference between pulse and rhythm.</p>	<p>Understand how to protect and use our voices safely.</p>
<p><b>Key knowledge (topic specific)</b></p>	<p>A ukulele is a string instrument of Portuguese origin that was popularised in Hawaii.</p> <p>A melody is a main musical line that carries a piece of a music (tune).</p> <p>A note is one specific pitch.</p>	<p>The Nutcracker is a ballet written by the Russian composer, Pyotr Ilyich Tchaikovsky.</p> <p>A bar is a group of beats, usually 3 or 4. It divides up the music and helps us to keep track of it.</p>	<p>Garageband is an example of music sequencing software.</p> <p>Recorded music has changed over time, from records to tapes and now to digital formats we use today.</p> <p>Tempo is the speed of music.</p>	<p>A crotchet is worth 1 beat and a crotchet rest is 1 beat of silence.</p> <p>A minim is worth 2 beats and a minim is worth 2 beats of silence.</p> <p>A semibreve is worth 4 beats and a</p>	<p>Our bodies can be used to create sounds.</p> <p>A pulse is the steady heartbeat of a piece of music.</p> <p>Tempo is the speed of the music.</p> <p>Syncopation means off beat.</p>	<p>Repertoire is the set of songs or pieces that a musician or group knows and can perform confidently.</p> <p>Choreography is the planned sequence of dance movements created to match music and</p>

	<p>A chord is a combination of two or more notes.</p>	<p>A crescendo means gradually getting louder.</p> <p>Ternary Form is music that follows an ABA structure.</p> <p>A Waltz is a type of dance in 3/4 time.</p>	<p>Loops are small, prewritten pieces of music.</p> <p>Structure refers to how a song is built.</p> <p>Texture refers to the layers of sound in a song; a thin texture has only a few sounds, while a thick texture has many sounds playing together.</p> <p>Music needs structure and texture to be effective.</p>	<p>semibreve rest is 4 beats of silence.</p> <p>A treble clef is found at the start of a piece of music and signifies the notes above middle C on a piano.</p> <p>A Time Signature tells us how many beats there are in a bar.</p> <p>A bar is how written music is divided. Each bar has the same amount of beats.</p> <p>Musical notation is written on 5 lines called the staff.</p> <p>The note E is written on the bottom line of the staff.</p> <p>The note D is written below the bottom line of the staff.</p> <p>The note F is written in the first space on a staff.</p>	<p>Rhythm is a mixture of long and short sounds.</p> <p>Syncopation means off beat.</p> <p>Composing is when we create our own music.</p> <p>Dynamics refers to quiet, medium and loud sounds.</p> <p>Crescendo means gradually getting louder.</p> <p>Diminuendo means gradually getting quieter.</p>	<p>tell a story or express ideas.</p>
<p><b>Key vocabulary (topic specific)</b></p>	<p>ukulele strings melody (tune)</p>	<p>ballet bar dynamics</p>	<p>Garageband sequencer drum machine</p>	<p>crotchet minim semibreve</p>	<p>pulse rhythm tempo</p>	<p>stage stage right stage left</p>

	chord strumming picking dynamics	crescendo diminuendo ternary form melody ostinato pulse unpitched percussion waltz metre	loops tempo structure texture	rest stave treble clef time signature bar	syncopation body percussion compose/composing dynamics crescendo diminuendo	upstage downstage projection harmony
<b>Week 1</b>	LO: To learn to hold, name the parts and brush the strings of the Ukulele.	LO: Watch the BBC Ten Pieces film and discuss. Create art-work in response to a piece of music.	LO: Make a drum beat on Garageband and adjust the tempo.	LO: Discuss that music can be written down as 'notation' and learn about the stave, and the note E.	LO: Discuss how we can use our bodies to make sound and learn a simple body percussion pattern.	LO: Preparing for the school show.
<b>Week 2</b>	LO: To learn that a Ukulele can be brushed/strummed or picked.	LO: Learn and perform a rhythmic pattern to a pulse. Select appropriate instruments and begin to follow music notation. Create a dance to fit the rhythms.	LO: Use loops to create a verse section (A).	LO: Play a simple song using the minims and the note E and learn the note D.	LO: Refresh the simple body percussion pattern from last week and discuss how dynamics can create musical effect.	LO: Preparing for the school show.
<b>Week 3</b>	LO: To learn the C major chord and play it accurately.	LO: Learn to count bars. Invent rhythms and gestures to fit a given number of bars.	LO: Use loops to create a chorus section (B).	LO: Play a song using D and E reading stave notation.	LO: Learn a body percussion song – Trepak from the Nutcracker.	LO: Preparing for the school show.
<b>Week 4</b>	LO: To learn an A minor chord and play it accurately.	LO: Listen and analyse a piece of music and learn about Ternary form. Structure ideas into Ternary form.	LO: Begin to structure a full pop song structure and create a C section made from section A.	LO: Play a song using D and E but using crotchets instead of minims.	LO: Refresh Trepak. Into groups, creating their own 4 beat patterns.	LO: Preparing for the school show.
<b>Week 5</b>	LO: To alternate between C major and	LO: Learn and perform a waltzing pattern. Choose appropriate	LO: Refine the loops to fit together nicely and create a drop.	LO: Introduce the note F and play a song using D, E, F	LO: Continuing working in groups making 4 beat	LO: Preparing for the school show.

	A minor in time with an accompaniment.	instruments for this pattern.		with minims and crotchets.	patterns. How can they use dynamics to make their piece more interesting.	
<b>Week 6</b>	LO: To introduce an F major chord and play all three chords in a progression.	LO: Learn to count bars in 3. Perform on pitched and unpitched instruments. Structure ideas into a piece.	LO: Share our songs with the class and discuss what went well and what could be improved.	Continue the D, E, F song from last week and record performance.	LO: Performances and recordings.	LO: Preparing for the school show.

**Pakeman Primary School**  
**Music curriculum - Year 3/4**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Ancient Egypt</b>	<b>Energy and power</b>	<b>Romans</b>	<b>Active Planet</b>	<b>Chocolate</b>	<b>Europe</b>
<b>Music unit of work</b>	<b>Ukuleles</b>	<b>Ukuleles</b>	<b>Bucket Beats 1</b>	<b>Mamma Mia</b>	<b>Glockenspiels and Musical Notation</b>	<b>The Beatles and School Show Preparation</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Develop musical skills through singing, listening, and performing</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Use voices expressively</li> <li>• Continue to explore different sounds using instruments, and recognize rhythm, pitch, tempo and timbre</li> <li>• Listen to and discuss a variety of music</li> <li>• Begin to compose, allowing experimentation with sounds and creating simple musical patterns.</li> <li>• Begin to use and understand staff and other musical notations</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Build on the knowledge from KS1 about the interrelated dimensions of music pitch, duration, dynamics, tempo, timbre, texture, and structure and how they can be manipulated</li> <li>• Expand inter-related dimensions of music understanding and add extra music vocabulary (beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, pentatonic scale, crescendo, diminuendo)</li> <li>• Understand basic stave notation</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Begin to develop an understanding of the history of music</li> </ul>					
<b>Key skills (topic specific)</b>	<p>Can hold a ukulele correctly.</p> <p>Can play simple one string melodies on a ukulele.</p>	<p>Building on skills of previous half term.</p> <p>Can perform four chords on a ukulele (C, A minor, F, G7).</p>	<p>Can play untuned percussion instruments – bucket drums.</p> <p>Can hold two drumsticks correctly</p>	<p>Play tuned percussion instruments.</p> <p>Can play an ostinato in time with a backing track.</p>	<p>Can identify a treble clef, crotchet, minim and semibreve and their corresponding rests.</p>	<p>Can sing ‘Blackbird’ by The Beatles.</p> <p>As a class, sing a simple melody in a 2 part harmony.</p>

	<p>Know the difference between strumming and picking.</p> <p>Can perform in time with a backing track.</p> <p>Hear the difference between a single note and a chord.</p> <p>Can combine instrumental and vocal sounds within a given structure.</p> <p>Can perform two simple Ukulele chords (C and A minor).</p> <p>Can repeat simple rhythm patterns on their ukulele.</p>	<p>Can perform the four chords in a repeated sequence (Chord Progression).</p> <p>Chords C7, and Em.</p>	<p>Demonstrate ability to hold a repeated rhythm to a pulse.</p> <p>Develop class ensemble skills.</p> <p>Compose simple 4 beat rhythms and repeat them to a steady pulse.</p> <p>Use musical vocabulary to identify strengths and weaknesses in their own and others music.</p> <p>Can confidently find the pulse of a song.</p> <p>Say what they like or dislike about a piece of music.</p> <p>Can play in a 4/4 and 3/4 time signature</p> <p>Can use crescendo and diminuendo when playing the bucket drum</p>	<p>Can identify instruments aurally.</p> <p>Can play a melody for a whole chorus on the glockenspiel.</p> <p>Can play simple copy back melodies using 2/3 notes.</p> <p>Can sing 'Mamma Mia' with accuracy, controlling the dynamics of their voices .</p> <p>Can sing legato and staccato.</p>	<p>Can identify a stave, treble clef and time signature.</p> <p>Can identify a bar and bar lines.</p> <p>Can play a simple song from written music notation.</p>	<p>Can identify instruments aurally.</p> <p>Can play an ostinato to a backing track.</p> <p>Can compose a simple ostinato and play it on a glockenspiel.</p> <p>Can play simple copy back melodies using 2/3 notes.</p> <p>Can improvise using a pentatonic scale.</p> <p>Play untuned percussion instruments – demonstrating ability to hold a repeated rhythm to a pulse.</p> <p>Develop class ensemble skills.</p>
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<p><b>Key knowledge (topic specific)</b></p>	<p>A ukulele is a string instrument of Portuguese origin that was popularised in Hawaii.</p> <p>A melody is a main musical line that carries a piece of a music (tune).</p> <p>A note is one specific pitch.</p> <p>A chord is a combination of two or more notes.</p> <p>C and A minor are two of the chords that you can play on the ukulele.</p>	<p>Building on knowledge of previous term.</p> <p>C, A minor, F and G7 are four of the chords that you can play on the ukulele.</p>	<p>A pulse is the steady heartbeat of a piece of music.</p> <p>A rhythm is a mixture of long and short sounds.</p> <p>An ostinato is a short repeated pattern.</p> <p>A drum beat is a rhythmic pattern that accompanies other instruments of a song.</p> <p>Metre is how the rhythms in a piece of music are organised – the strong and weak beats.</p> <p>A time signature is how metre is notated.</p> <p>2/4, 3/4, and 4/4 are different time signatures, which show how many beats are in each bar of music.</p>	<p>Pop music is short for popular music.</p> <p>Pop is a music genre known for catchy melodies, simple and easy-to-remember lyrics, and a steady beat. It often uses instruments like keyboards, guitars, drums, and sometimes electronic sounds.</p> <p>ABBA is a famous pop group whose music has influenced many other popular songs.</p> <p>A hook is a part of a song designed to be catchy.</p> <p>A verse tells the story of a song, the lyrics often change as the song progresses.</p> <p>A chorus is a catchy part of a song that sums up the songs main message – the lyrics don't usually change.</p>	<p>A crotchet is worth 1 beat and a crotchet rest is 1 beat of silence.</p> <p>A minim is worth 2 beats and a minim is worth 2 beats of silence.</p> <p>A semibreve is worth 4 beats and a semibreve rest is 4 beats of silence.</p> <p>A treble clef is found at the start of a piece of music and signifies the notes above middle C on a piano.</p> <p>A time signature tells us how many beats there are in a bar.</p> <p>A bar is how written music is divided. Each bar has the same amount of beats.</p> <p>Musical notation is written on 5 lines called the stave.</p>	<p>The Beatles were a famous rock and pop band whose music changed popular music and inspired many other musicians around the world.</p> <p>Melody is the main vocal part of a song. It is another word for tune.</p> <p>An ostinato is a small repeating pattern.</p> <p>Composing is when we write our own music. A composer is someone who composes music.</p> <p>A pentatonic scale is a scale of 5 notes.</p> <p>Improvising is when we make up musical ideas (freestyling).</p> <p>Harmony is when two groups sing the same words at the same time, but their notes are different – Harmony can also refer to the chords</p>
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			<p>Crescendo means gradually getting louder.</p> <p>Diminuendo means gradually getting quieter.</p>	<p>Legato means playing/singing notes smoothly and connected.</p> <p>Staccato means playing/singing notes short and detached.</p> <p>The accompaniment is the music played by instruments that supports the singer.</p>	<p>The note E is written on the bottom line of the stave.</p> <p>The note D is written below the bottom line of the stave.</p>	<p>underneath a melody.</p>
<b>Key vocabulary (topic specific)</b>	<p>ukulele strings melody (tune) chord strumming picking</p>	<p>chord sequence chord progression</p>	<p>pulse rhythm ostinato drum beat metre time signature crescendo diminuendo</p>	<p>ABBA pop music accompaniment hook verse chorus ostinato melody synthesiser saxophone staccato legato</p>	<p>crotchet minim semibreve rest stave treble clef time signature bar</p>	<p>songwriter/composer melody harmony riff chord composing pentatonic scale improvising accompaniment</p>
<b>Week 1</b>	<p>LO: To learn to hold, name the parts and brush the strings of the Ukulele.</p>	<p>LO: Refresh all chords from last half term and play in progressions changing their order.</p>	<p>LO: Introduce bucket drumming basics, different sounds/how to hold sticks – play copy back rhythms – play a basic beat.</p>	<p>LO: Listening to Mamma Mia and completing a listening task for accompaniment, tempo – learning the history of ABBA – learning how to sing Mamma Mia.</p>	<p>LO: Discuss that music can be written down as 'notation' and learn about the stave, and the note E.</p>	<p>LO: Listen to Blackbird by the Beatles and learn how to sing the song.</p>

<b>Week 2</b>	LO: To learn that a Ukulele can be brushed/strummed or picked.	LO: Introduce G7.	LO: Simple Boom Cha beat using the correct hands.	LO: Listening to Dancing Queen and discussing. Playing a simple ostinato to a backing track to 'Mamma Mia'	LO: Play a simple song using the minims and the note E and learn the note D.	LO: Learn facts about the Beatles and listen to Help! Identify accompaniment used. Play an ostinato to accompany Blackbird.
<b>Week 3</b>	LO: To learn the C major chord and play it accurately.	LO: Introduce finger strumming as opposed to thumb strumming and play a chord progression with all 4 chords with a class made strumming rhythm.	LO: Cinquillo beat.	LO: Listening to Waterloo and discuss. To begin to learn the whole chorus melody of Mamma Mia.	LO: Play a song using D and E reading stave notation.	LO: Listen to a Beatles song and discuss. Repeat the Blackbird ostinato. As a class, compose their own new one.
<b>Week 4</b>	LO: To learn an A minor chord and play it accurately.	LO: Introduce C7 and play Silent Night.	LO: Introduce a 'fill' to make our beats more interesting. Improvise fills as a class.	LO: Listening to The Winner Takes it all and discussing. Continuing to learn to sing Mamma Mia with focus on legato and staccato. Practice whole chorus melody of Mamma Mia.	LO: Play a song using D and E but using crotchets instead of minims.	LO: Listen to a Beatles song and discuss. In pairs, compose their own Blackbird ostinato and write it down.
<b>Week 5</b>	LO: To alternate between C major and A minor in time with an accompaniment.	LO: Silent Night rehearsal.	LO: Build a class performance of 'Stargazing' using dynamics for different sections.	LO: Continue to practice chorus melody of Mamma Mia.	LO: Introduce the note F and play a song using D, E, F with minims and crotchets.	LO: Listen to a Beatles song and discuss. Perform their ostinatos and record.
<b>Week 6</b>	LO: To introduce an F major chord and play all three chords in a progression.	LO: Silent Night performance and recording	LO: Rehearse, perform and record performance	LO: Record performance of Mamma Mia melody	LO: Continue the D, E, F song from last week and record performance	LO: Play a Beatles song on the Ukulele.

**Pakeman Primary School**  
**Music curriculum - Year 5/6**  
**Year A**

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>Ancient Greece</b>	<b>Weather and climate</b>	<b>Vikings</b>	<b>Antarctica</b>	<b>Windrush</b>	<b>Citizens of the World</b>
<b>Music unit of work</b>	<b>Bucket Beats 2</b>	<b>Songwriting: Christmas Songs</b>	<b>Make You Feel my Love</b>	<b>Mambo!</b>	<b>Keyboard and Musical Notation</b>	<b>Keyboard and Musical Notation + Year 6 Show</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Develop musical skills through singing, listening, and performing</li> <li>• Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Use voices expressively</li> <li>• Continue to explore different sounds using instruments, and recognise rhythm, pitch, tempo and timbre</li> <li>• Listen to and discuss a variety of music</li> <li>• Continue to compose allowing experimentation with sounds and creating simple musical patterns</li> <li>• Further their knowledge from lower KS2 and use and understand staff notation</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Build on the knowledge of lower KS2 about the interrelated dimensions of music pitch, duration, dynamics, tempo, timbre, texture, and structure and how they can be manipulated</li> <li>• Expand inter-related dimensions of music understanding and add extra music vocabulary (beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, pentatonic scale, crescendo, diminuendo, dynamic markings, minor and major chords)</li> <li>• Understand basic stave notation</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Continue work to further understand the history of music</li> </ul>					
<b>Key skills (topic specific)</b>	Can play untuned percussion instruments – bucket drums.	Write lyrics for a song.  Think about structure and form of a song.	Can play complex patterns on tuned percussion.	Can work as a class in groups to create complex rhythms in a	Play simple melodies on a keyboard from written notation.	Play chords  C Major F Major

	<p>Can hold two drumsticks correctly.</p> <p>Demonstrate ability to hold a repeated rhythm to a pulse.</p> <p>Develop class ensemble skills.</p> <p>Compose more complex 4 and 8 beat rhythms and repeat them to a steady pulse.</p> <p>Use musical vocabulary to identify strengths and weaknesses in their own and other's music.</p> <p>Can confidently find the pulse of a song.</p> <p>Say what they like or dislike about a piece of music.</p> <p>Can play in a 4/4 and 3/4 time signature.</p>	<p>Work collaboratively in groups.</p> <p>Perform confidently.</p>	<p>Can improvise using a pentatonic scale.</p> <p>Can sing a pop ballad using dynamics to create emotion.</p> <p>Can write their own verse for 'Make you feel my love' using the same rhyming structure.</p> <p>Can listen to and identify an increasing amount of instruments.</p>	<p>Latin American style using quavers.</p> <p>Can begin and end a piece of music together.</p> <p>Can increase and decrease tempo for different effect.</p> <p>Can structure a piece of music as a group.</p>	<p>Play in time with a backing track.</p> <p>Use correct fingering for the notes C-G.</p> <p>Play a 1, 121, 12321 warm-up.</p> <p>Understand and begin to hear intervals in a major scale.</p> <p>Compose and notate a simple melody on a stave.</p>	<p>G Major.</p> <p>Play 'Three Little Birds' by Bob Marley using three chords.</p>
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	Can use crescendo and diminuendo when playing the bucket drum.					
<b>Key knowledge (topic specific)</b>	<p>A pulse is the steady heartbeat of a piece of music.</p> <p>A rhythm is a mixture of long and short sounds.</p> <p>An ostinato is a short repeated pattern.</p> <p>A drum beat is a rhythmic pattern that accompanies other instruments of a song.</p> <p>Metre is how the rhythms in a piece of music are organised – the strong and weak beats.</p> <p>A time signature indicates how meter is notated in music.</p> <p>Time signatures show how many beats are in a bar – for example, 2/4 has 2 beats, 3/4 has 3 beats, and 4/4 has 4 beats.</p>	<p>An introduction is at the beginning of a song.</p> <p>A verse is usually the second section of a song and begins the story.</p> <p>A chorus is a repeated part of the song – it is often catchy and contains the song’s main ‘hook’.</p> <p>A bridge is a section of a song towards the end, often before the last chorus.</p>	<p>Accompaniment supports the main melody and can be provided by instruments or voices.</p> <p>A hook is the catchy part of a song.</p> <p>A pop ballad is a song about love that has a slow tempo.</p> <p>A synthesiser is an instrument that resembles a keyboard but can ‘synthesise’ multiple sounds.</p> <p>The tempo is the speed of the song.</p> <p>Harmony in singing is created when two different notes are sung at the same time.</p> <p>Improvising is when we create music on the spot, or freestyle, with certain rules</p>	<p>Leonard Bernstein was an American composer and conductor.</p> <p>West Side Story is modern musical retelling of Romeo and Juliet.</p> <p>A composer is a person who writes music.</p> <p>A conductor is a person who leads an orchestra.</p> <p>Rhythm is a mixture of long and short sounds.</p> <p>A count in is used to begin a song.</p> <p>Untuned percussion is any percussion instrument that does not have a pitch when struck or shaken i.e. drum.</p>	<p>Music is built on a ladder of 5 lines called the staff.</p> <p>A note on the staff shows its pitch and its duration.</p> <p>A scale is a group of notes arranged by an ascending or descending order of pitch.</p> <p>Crotchets, minims, semibreves, and quavers are musical notes that show different lengths of sound. A crotchet is worth 1 beat, a minim 2 beats, a semibreve 4 beats, and a quaver half a beat. Each note has a matching rest that shows silence for the same length of time.</p>	<p>A chord is a combination of 2 or more notes.</p> <p>A major chord is made using the 1<sup>st</sup> 3<sup>rd</sup> and 5<sup>th</sup> notes of a scale. It has a happy sound.</p> <p>A minor chord is made using 1<sup>st</sup>, flattened 3<sup>rd</sup> and 5<sup>th</sup> of a scale. It has a sadder sound.</p>

	<p>Crescendo means gradually getting louder.</p> <p>Syncopation means notes 'off beat'.</p>		<p>Pentatonic Scale is a scale with 5 notes.</p>	<p>Tuned percussion is a percussion instrument that has a specific pitch when struck.</p> <p>Structure refers to how a song is put together in sections.</p> <p>A quaver is a musical note worth <math>\frac{1}{2}</math> a beat.</p>	<p>An interval is the distance in pitch between two notes.</p>	
<b>Key vocabulary (topic specific)</b>	<p>pulse</p> <p>beat</p> <p>rhythm</p> <p>ostinato</p> <p>syncopation</p> <p>crescendo</p>	<p>introduction</p> <p>verse</p> <p>chorus</p> <p>bridge</p> <p>rhyme</p>	<p>accompaniment</p> <p>hook</p> <p>pop ballad</p> <p>synthesiser</p> <p>tempo</p> <p>harmony</p>	<p>composer</p> <p>conductor</p> <p>Latin American music</p> <p>rhythm</p> <p>count in</p> <p>untuned percussion</p> <p>tuned percussion</p> <p>structure</p> <p>quaver</p>	<p>notation</p> <p>stave</p> <p>treble clef</p> <p>time signature</p> <p>crotchet</p> <p>minim</p> <p>semibreve</p> <p>rest</p> <p>interval</p> <p>scale</p>	<p>chord</p> <p>major</p> <p>minor</p> <p>scale</p>
<b>Week 1</b>	<p>LO: Refresh our prior learning on the bucket drums from years 3/4. How to hold sticks, parts of the bucket drum. Copy back, teacher led and student led. Boom Cha beat with fill in a circle.</p>	<p>LO: Christmas mind-map. Differences between a verse and a chorus. In groups, begin to write a verse.</p>	<p>LO: Introduce pop ballads and listen to 'Make You Feel my Love' by Adele. Discuss the accompaniment and style characteristics of a pop ballad. Learn how to sing the song.</p>	<p>LO: Listen to Mambo and appraise. Watch the BBC information film about the music. Draw West Side Story.</p>	<p>LO: Learn how to find C on a keyboard and learn the correct fingering for C-G.</p>	<p>LO: Continuation of Three Little Birds.</p>

<b>Week 2</b>	LO: Create a class performance of 'Don't Start Now' using simple drum beats.	LO: Continue writing verse, making sure it has a clear rhyming structure. With teacher help try and begin to form a melody.	LO: Listen to the original version of 'Make You Feel my Love'. Discuss the differences and preference. Learn a medium difficulty ostinato on the glockenspiels.	LO: Create and perform rhythmic patterns to a pulse.	LO: Using written. Notation as a reference, the 1, 121, 12321 warmup with the correct fingering.	LO: Perform and record Three Little Birds with three chords.
<b>Week 3</b>	LO: Cinquillo beat refresh – link it with Boom Cha beat to become an 2 bar pattern. Begin to add bucket drums to 'I Feel Good'.	LO: Write a chorus. With teacher help, create a melody.	LO: Listen to a Pop Ballad. Appraise. Refresh MYFML ostinato on Glockenspiels. Introduce the Pentatonic Scale.	LO: Learn to play a mambo pulse and the mambo rhythm.	LO: Refresh of written notation vocabulary from year 3 /4. Learning about intervals and completing the worksheet to identify the notes.	LO: School Show Rehearsal.
<b>Week 4</b>	LO: Learn the verse, bridge and chorus drum beats for 'I Feel Good'.	LO: Write a second verse using the same structure as the first.	LO: Listen to a Pop Ballad. Appraise. Improvising using the Pentatonic Scale.	LO: Put their rhythms from week 2 into a structure with a mambo pulse and rhythm.	LO: Compose their own melody with leaps, notate it on a stave.	LO: School Show Rehearsal.
<b>Week 5</b>	LO: Rhythm reading – recap on notation work from 3/4 – Continue to rehearse 'I Feel Good'.	LO: Write a bridge. Rehearse full song.	LO: Further develop improvisation ideas and discuss melody shape.	LO: Learn to play the mambo rhythm with pitches on the glockenspiel.	LO: Learn the chords C, F and G major.	LO: School Show Rehearsal.
<b>Week 6</b>	LO: Rehearse and record their 'I Feel Good' performances.	LO: Perform and record songs.	LO: Performance of the MYFML ostinato with improvisation. Recorded.	LO: Put all of the previous pulse, rhythm and tunes together for a final performance. Record.	LO: Using chords C, F and G, play 'Three Little Birds'.	LO: School Show Rehearsal.

**Pakeman Primary School**  
**Music curriculum - Year 5/6**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>World War 2</b>	<b>Marvellous Maps</b>	<b>London</b>	<b>South America</b>	<b>The Sikh Empire</b>	<b>Food and farming</b>
<b>Music unit of work</b>	<b>Earth (Hans Zimmer) A Class Composition</b>	<b>Dancing in the Street</b>	<b>Classroom Jazz</b>	<b>Music Technology 2</b>	<b>Keyboard and Musical Notation</b>	<b>Keyboard and Musical Notation + Year 6 Show</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Develop musical skills through singing, listening, and performing</li> <li>• Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Use voices expressively</li> <li>• Continue to explore different sounds using instruments, and recognise rhythm, pitch, tempo and timbre</li> <li>• Listen to and discuss a variety of music</li> <li>• Continue to compose allowing experimentation with sounds and creating simple musical patterns</li> <li>• Further their knowledge from lower KS2 and use and understand staff notation</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Build on the knowledge of lower KS2 about the interrelated dimensions of music pitch, duration, dynamics, tempo, timbre, texture, and structure and how they can be manipulated</li> <li>• Expand inter-related dimensions of music understanding and add extra music vocabulary (beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, pentatonic scale, crescendo, diminuendo, dynamic markings, minor and major chords)</li> <li>• Understand basic stave notation</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Continue work to further understand the history of music</li> </ul>					
<b>Key skills (topic specific)</b>	<p>Compose a three note motif to represent the busy Earth.</p> <p>Create a motif for the land, the sea, the city, the countryside.</p>	<p>Be able to identify instruments aurally.</p> <p>To play an ostinato to a backing track.</p>	<p>Be able to identify instruments aurally.</p> <p>To be able to play simple to complex syncopated ostinatos</p>	<p>Be able to create and record a drum beat using a drum machine.</p> <p>To create a chord progression in a</p>	<p>Play simple melodies on a keyboard from written notation.</p> <p>Play in time with a backing track.</p>	<p>Play chords</p> <p>C Major F Major G Major.</p>

	<p>Be able to manipulate dynamics on unpitched and pitched percussion instrument.</p> <p>Work as a class to discuss how to structure a performance of their work.</p>	<p>To compose an ostinato and notate in correctly.</p>	<p>in time with a backing track.</p> <p>To be able to improvise with a G major pentatonic scale.</p> <p>To add in a 'blue note' as a passing note in their improvisations (a flat 3<sup>rd</sup>).</p> <p>Create a satisfying melodic shape when improvising.</p> <p>To be able to play and copy back complex rhythms.</p>	<p>chosen key and record it into the sequencer in time with the beat.</p> <p>Be able to experiment with texture by using the same chord progression to layer sounds.</p> <p>Choose a 2<sup>nd</sup> chord progression to build a new section.</p> <p>Structure chords into a Pop Song Structure A B A B C B.</p>	<p>Use correct fingering for the notes C-G.</p> <p>Understand and begin to hear intervals in a major scale.</p> <p>Compose and notate a simple melody on a staff.</p>	<p>Play 'Three Little Birds' by Bob Marley using three chords.</p>
<p><b>Key knowledge (topic specific)</b></p>	<p>Hans Zimmer is a composer. He writes music for film, tv and games.</p> <p>Timbre is how we describe the quality/character of a sound.</p> <p>Crescendo means gradually getting louder.</p>	<p>Motown is a style of music that originated in the early 1960s in Detroit, USA.</p> <p>Motown music has particular characteristics: usually upbeat songs about love, backing vocals and harmony, rhythmical drums and bass, often a horn section and a string section.</p>	<p>Jazz is a genre of music.</p> <p>Bossa Nova is a style of relaxed jazz from Brazil.</p> <p>Improvising is when we make up musical ideas spontaneously.</p> <p>A pentatonic scale is a scale of 5 notes.</p> <p>A blue note is a</p>	<p>Garageband is an example of music sequencing software.</p> <p>Recorded music has developed through history, starting with vinyl records, then tapes, CDs, and now digital formats like MP3s and streaming services.</p> <p>Tempo is the speed of music.</p>	<p>Music is built on a ladder of 5 lines called the staff.</p> <p>A note on the staff shows its pitch and its duration.</p> <p>A scale is a group of notes arranged by an ascending or descending order of pitch.</p>	<p>A chord is a combination of 2 or more notes.</p> <p>A major chord is made using the 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> notes of a scale. It has a happy sound.</p> <p>A minor chord is made using 1<sup>st</sup>, flattened 3<sup>rd</sup> and 5<sup>th</sup> of a scale. It has a sadder sound.</p>

	<p>Diminuendo means gradually getting quieter.</p> <p>A motif is a very short musical 'idea'.</p> <p>Piano means soft.</p> <p>Pianissimo means very soft.</p> <p>Forte means loud.</p> <p>Fortissimo means very loud.</p> <p>A composition is a piece of music.</p>	<p>Motown music played an important role during the Civil Rights Movement.</p> <p>A hook is the catchy part of a song.</p>	<p>flattened note in a scale that adds an expressive, often melancholic sound.</p>	<p>Structure refers to how a song is built.</p> <p>Texture refers to the layers of sound in a song (is it a thin texture? Or a thick texture).</p> <p>A chord progression is a repeated pattern of chords.</p> <p>Major chords sound happy.</p> <p>Minor chords sound sad.</p>	<p>Crotchets, minims, semibreves, and quavers are musical notes that show different lengths of sound. A crotchet is worth 1 beat, a minim 2 beats, a semibreve 4 beats, and a quaver half a beat. Each note has a matching rest that shows silence for the same length of time.</p> <p>An interval is the distance in pitch between two notes.</p>	
<b>Key vocabulary (topic specific)</b>	<p>composing</p> <p>timbre</p> <p>crescendo</p> <p>diminuendo</p> <p>motif</p> <p>piano (dynamics)</p> <p>pianissimo</p> <p>forte</p> <p>fortissimo</p> <p>pitched percussion</p> <p>unpitched percussion</p>	<p>Motown</p> <p>harmony</p> <p>backing vocals</p> <p>ostinato</p> <p>chord</p> <p>pentatonic scale</p> <p>horn section</p> <p>string section</p> <p>accompaniment</p> <p>hook</p>	<p>jazz</p> <p>Bossa Nova</p> <p>pentatonic scale</p> <p>blue note</p> <p>improvising</p> <p>shape</p> <p>rhythm</p> <p>beat</p> <p>tempo</p>	<p>drum machine</p> <p>tempo</p> <p>chord progression</p> <p>structure</p> <p>texture</p> <p>major and minor chords</p>	<p>notation</p> <p>stave</p> <p>treble clef</p> <p>time signature</p> <p>crotchet</p> <p>minim</p> <p>semibreve</p> <p>rest</p> <p>interval</p> <p>scale</p>	<p>chord</p> <p>major</p> <p>minor</p> <p>scale</p>
<b>Week 1</b>	<p>LO: Listen to Hans Zimmer's 'Earth' from BBC Ten Pieces and discuss. Watch the accompanying film. Create an artwork to</p>	<p>LO: Listen and appraise 'Dancing in the Street'. Learn Motown facts.</p>	<p>LO: To Listen and Appraise a Bossa Nova song. Learn Bossa Nova facts</p>	<p>LO: Refresh Garageband basics – drum beat, tempo, arrangement view. Choose a key for their song.</p>	<p>LO: Learn how to find C on a keyboard and learn the correct fingering for C-G.</p>	<p>LO: Continuation of Three Little Birds.</p>

	show 'Our Earth' and 'My World'.		Learn to play a 3 note pattern to a backing track			
<b>Week 2</b>	LO: Create a shimmering introduction with unpitched and pitched percussion. Learn the vocabulary Piannissimo, Piano, and Forte.	LO: Refresh facts Listen and appraise a Motown song Learn a syncopated ostinato Copy back patterns with 3 notes.	LO: To Listen and Appraise a Bossa Nova song. Learn a G major pentatonic scale. Begin to improvise to a backing track.	LO: Create a chord progression in their chosen key and record it using a keyboard – verse.	LO: Using written. Notation as a reference, the 1, 121, 12321 warmup with the correct fingering.	LO: Perform and record Three Little Birds with three chords.
<b>Week 3</b>	LO: Learn the Hans Zimmer Earth motif.	LO: Listen and appraise a Motown song Copy back patterns with three notes.	LO: To Listen and Appraise a Bossa Nova song. Add a 'blue note' to the pentatonic scale and continue to work on improvisation.	LO: Add extra instruments playing the same chord progression as last week – verse/texture.	LO: Refresh of written notation vocabulary from year 3 /4. Learning about intervals and completing the worksheet to identify the notes.	LO: School Show Rehearsal.
<b>Week 4</b>	LO: In groups, create a new motif to represent people on Earth on pitched and unpitched percussion. Play together as a class.	LO: Using an F major pentatonic scale, compose an ostinato.	<b>LO:</b> At the classes choice, listen to 2 other times of jazz and discuss the differences and similarities. Continue to work on improvisation and show assessment criteria.	LO: Create a second chord progression and layer instruments to create texture – chorus.	LO: Compose their own melody with leaps, notate it on a stave.	LO: School Show Rehearsal.
<b>Week 5</b>	LO: Link the shimmering introduction to Hans Zimmer's motif and new composed motifs.	LO: Notate the ostinato using correct stave notation.	LO: Learn about some famous jazz musicians. Continue to work on improvisation	LO: Create a bridge using another chord sequence.	LO: Learn the chords C, F and G major.	LO: School Show Rehearsal.

			preparing for assessment.			
<b>Week 6</b>	LO: Rehearse and record performance.	LO: Use semiquavers and semiquaver rests in composition.	LO: Film jazz improvisations	LO: Structure their song in a 'Pop Song Structure'.	LO: Using chords C, F and G, play 'Three Little Birds'.	LO: School Show Rehearsal.