

Music Key Content Spring MTP 2021-2022

		Theme	Key Concepts			Assessment
EYFS	Unit of work	The Charanga Model Music scheme of learning starts at Year 1 and therefore learning intentions have been taken from Development Matters and Birth to Five	Children will have access to musical opportunities within the EYFS continuous provision and will have opportunities to listen to and learn new songs. This will include learning simple songs by memory and listening to a range of music styles from across the world. The children will also develop their skills to put on performances both in the provision.			This will take place through formative assessments within the EYFS continuous provision. The Developmental Matters (2021) will be used to support the effective development of the EYFS curriculum and provision. Observations of children's learning journeys will be documented on Tapestry.
	Key Content	I can learn new songs and sing them from memory.				
		I can create my own song and make up songs using ideas from other songs.				
		I can sing the melody of songs I know.				
	Second order concepts	I can explore similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques)				
I can use written, oral and creative expression						
I understand significance in music (composers, pieces of music and musical movements)						
YEAR 1	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions
	Unit of work How can we make friends when we sing together?	Singing Listening Performing Musicianship	<ul style="list-style-type: none"> Children should be able to sing a range of well-known nursery rhymes, poems and songs from memory. Children will have taken part in a performance. 	<ul style="list-style-type: none"> How to find and keep a steady beat How to sing, dance and clap in time to a beat How to sing simple songs, chants and rhymes from memory How to talk about feelings created by the music/song. How to copy back simple long and short rhythmic patterns What a tempo is and be able to describe it as fast and slow. I can describe the dynamics as loud and quiet What a performance is and how to perform How to copy simple melodic patterns using high and low notes. 		What is an audience? How does tempo change the feeling of a piece of music? How this piece of music makes you feel? beat What is the song about (We are together)? Use Charanga unit 1 quiz and performances to support teacher assessment.
	Suggested lessons	Lesson 1: Charanga (Step 1- Find the Beat) Baseline quiz Children to find and try to keep a steady beat	Lesson 2: Charanga (Step 2- 1,2,3,4,5) Children to find and try to keep a steady beat and follow simple rhythm patterns and melodic	Lesson 3: Charanga (step 3- Head, Shoulders, Knees and Toes) Children to find and try to keep a steady beat and follow simple rhythm patterns and	Lesson 4: Charanga (step 4- shapes) Children to find and try to keep a steady beat and follow simple rhythm patterns and melodic	Lesson 5: Charanga (step 5- We Talk to Animals) Children to find and try to keep a steady beat and follow simple rhythm patterns and melodic patterns.

	and follow simple rhythm patterns and melodic patterns. Children will learn to move in time to the beat/ music. Learn to sing the song- find the beat and perform this.	patterns. Listen, dance and march to the music. Talk about how the music makes us feel and why. Talk about the tempo of the music, dynamics and beat of the music. Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song. Talk about why we need to warm up our voices. Learn to sing 1,2 3, 4, 5 as a group. Talk about the song and the story behind this song. Explore singing the sound in a high and low pitch voice.	melodic patterns. Children listen to 'Head, Shoulders, Knees and Toes' They dance and march to the music. Talk about how the music makes us feel and why. Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet using the song and sing the song with actions. Put on a performance to an audience or record as part of TA and send to parents.	patterns. Talk about what a rap is and whether they have heard of any before. Throughout the week you could play some child friendly raps for the children to listen to. Listen to 'Shapes', dance and march to the music. How does this music differ from Head, Shoulders, Knees and Toes? Explore the 'did you know' facts and think about any shapes that are in pop music. Sing the shape song, practise singing it low and high. Can you make up some actions to go with the song?	Listen to 'We Talk to Animals Listen, dance and march to the music. Talk about how the music makes us feel and why. Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet using the song. What is the music telling us? Sing the We Talk to Animals song, practise singing it low and high. Can you make up some actions to go with the song? Is there a story behind the song? The children will perform this song next lesson.	made them feel. Listen to the piece of music again but this time ask the children to express how they feel. This could be through dance or discussion about the emotions they may feel. Singing/ performance Recap learning the We Talk to Animals song with actions. Children then perform their song to others – video for parents or in assembly. Complete the unit 1 quiz on Charanga.
Key Content	I can sing songs, chants and rhymes from memory.					
	I can sing with my class at the same pitch and begin to follow simple visual directions and counting in.					
	I can move and dance to the music.					
	I can find and keep a steady beat.					
	I can talk about my feelings and emotions about the music I am listening to.					
	I can the music tempo as fast or slow.					
	I can describe the music dynamics as loud and quiet.					
	I can join in with key parts of the song.					
	I can copy back simple rhythmic patterns using long and short					
	I can copy simple melodic patterns using high and low					
Second order concepts	I can explore similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques)					
	I can use written, oral and creative expression					
	I understand significance in music (composers, pieces of music and musical movements)					
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions		
Unit of work How does music tell stories from the past?	Singing Listening Composing Performing Musicianship	Children will understand what a beat is and how to follow and repeat simple melodies and rhythm patterns. Know that songs can be sung in different high/ low, slow/ fast or quiet and loud. That there are different types of	<ul style="list-style-type: none"> Children will learn what an orchestra is and sing in it Learn the names and sounds of the instruments in the orchestra How to compose a rhythm using instruments, vocal or body percussion The importance of rhythm and pitch in music How to find and keep a steady beat 	Why are rhythm and pitch important in music? How could you keep a steady beat? How does this piece of music make you feel and why? What is tempo?		

			<p style="text-align: center;">music.</p> <p style="text-align: center;">What a performance is and how to perform to an audience</p>		<p style="text-align: center;">  What instruments can you hear in these two pieces of music? Can you hear any of the same instruments? </p> <p style="text-align: center;">Use Charanga unit 2 quiz and performance to support teacher assessment.</p>		
	<p>Suggested lessons</p>	<p>Lesson 1: Charanga (Step 1: Twinkle, Twinkle Little Star)</p> <p>Children to find and try to keep a steady beat and follow simple rhythm and melodic patterns.</p> <p>Listen to 'Twinkle, Twinkle Little Star' and explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song. Complete the respond questions.</p> <p>Learn the song and talk about what the song is telling us as a story.</p> <p>Play around with signing the song in different pitches.</p>	<p>Lesson 2: Charanga (Step 2: In the Orchestra)</p> <p>Children to find and try to keep a steady beat and follow simple rhythm and melodic patterns.</p> <p>Listen to 'The Orchestra' and explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the music. Children could Walk, move, clap a steady beat with others. Find the beat, perhaps use body percussion.</p> <p>Learn the song in the orchestra. Children could pretend to be playing different instruments as their actions to the music.</p>	<p>Lesson 3: Charanga (step 3: Daisy Bell: a bicycle made for two)</p> <p>Children to find and try to keep a steady beat and follow simple rhythm and melodic patterns.</p> <p>Listen to 'Daisy Bell: A bicycle made for two' and explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song. Learn the song and join in with singing along to it.</p>	<p>Lesson 4: Charanga (step 4: Dancing Dinosaurs)</p> <p>Children to find and try to keep a steady beat and follow simple rhythm and melodic patterns.</p> <p>Listen to 'Dancing Dinosaurs' and explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song. Learn the song and join in with singing along to it.</p>	<p>Lesson 5: Charanga (step 5: Rock- a -bye- baby)</p> <p>Children to find and try to keep a steady beat and follow simple rhythm and melodic patterns.</p> <p>'Rock a bye baby' and explore the concepts of a steady beat, tempo and dynamics. When might you sing or hear this lullaby? What did you find out about the song? Complete the respond questions.</p> <p>Learn the song and join in with singing along to it.</p>	<p>Lesson 6: Charanga (step 6: Unit Assessment Checkpoint)</p> <p>Children to find and try to keep a steady beat and follow simple rhythm and melodic patterns.</p> <p>Listen to 'I'm a Little Teapot' and ask the children to reflect and think about how this piece of music makes them feel. Listen to the piece of music again but this time ask the children to express how they feel.</p> <p>Choose a song that the children have enjoyed from this unit to prepare for a performance, for example, Dancing Dinosaurs.</p> <p>Complete the unit 2 quiz on Charanga.</p>
	<p>Key Content</p>	<p>Sing collectively and at the same pitch, responding to simple visual directions and counting in.</p> <p>Sing simple songs with a small range (mi-so) and some pentatonic songs.</p> <p>I can move and dance to the music</p> <p>Begin to understand about different styles of music</p> <p>I can find and keep a steady beat.</p> <p>I can talk about how the music/ song makes me feel.</p> <p>I can talk about some band and orchestral instruments.</p> <p>I can change simple vocal chants.</p> <p>I can create musical sound effects and short sequences of sounds by choosing and playing instruments.</p> <p>I know the difference between a rhythm pattern and pitch pattern</p>					

		I can choose and prepare a song to perform and have fun performing it to an audience.					
Second order concepts		I can explore similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques)					
		I can use written, oral and creative expression					
		I understand significance in music (composers, pieces of music and musical movements)					
Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions		
	Unit of work How does music help us make friends? Singing Listening Composing Performing Musicianship	<ul style="list-style-type: none"> How to find and keep a steady beat What a performance is and what it involves Why rhythm and pitch are important in music High and low notes How to follow simple rhythm and melodic patterns 	<ul style="list-style-type: none"> Understand the difference between a rhythm pattern and pitch pattern. Understand that the speed of the beat can change, creating a faster or slower pace (tempo) How to create and copy rhythmic and melodic patterns using minims, crotchets, quavers and rests The meaning of dynamics (loud/quiet) and tempo (fast/slow) How to create and present a performance to an audience, understanding the song and where it fits in the world 	How can we change the tempo of the music? Why is it important to do vocal warmups? Can you copy back a melodic pattern? Define tempo What is the same and what is different about these two styles of music? Use Charanga unit 1 quiz and performance to support teacher assessment.			
YEAR 2	Suggested lessons	Lesson 1: Charanga (step 1: Music is in my soul part 1) Baseline quiz Children find and try and keep a steady beat copying back long and short rhythms by clapping in warm up task. They then begin to group beats in twos or threes by tapping knees on the first beat (strongest) and clapping the remaining beats. Children then listen to 'Music in my Soul music' discussing how the music makes the children feel and why. Children then learn the	Lesson 2: Charanga (step 2: Music is in my soul part 2) This lesson is about gospel music. Encourage the children to move, dance and feel the music. Children warm up their faces, body and voice with warm up task 1 Children then complete improvisation task. Listen to the 'Bolero'. Describe the tempo the composer intended. Children learn the song and think about what the song is about.	Lesson 3: Charanga (step 3: Hey Friends part 1) This lesson is all about jazz music. Can the children hear a few things that make this music different from other styles of music? Children complete the warmup activity and are encouraged children to internalise, keep and move in time with a steady beat in 4/4 time. Children listen to 'Hey Friends' and encourage the children to listen, dance, march and enjoy the music then learn the song and think about what the song is about. Using the skills learnt in this lesson and prior learning, create a performance. Recap what a good performance	Lesson 4: Charanga (step 4: Hey Friends part 2) This is a second lesson as part of the Hey Friends song. Children begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats? Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests. Play follow me as part as improvising and then ask the children to take leads. Children listen to the 'Eye of the Tiger'. encourage the children to listen, dance, march and enjoy the music.	Lesson 5: Charanga (step 5: Hello) This lesson teaches the children about different languages and how to say hello. Talk about the importance of respecting different cultures. Children listen to 'Hello' and encourage the children to listen, dance, march and enjoy the music. Talk about how the music makes the children feel and why. Learn the song Hello and talk about the meaning of the song. Talk about the importance of vocal warmups.	Lesson 6: Charanga (step 6: Unit Assessment Checkpoint) Children revisit the 'Bolero' piece of music. Ask the children to reflect and think about how this piece of music makes them feel. Listen to the piece of music again but this time ask the children to express how they feel. Can the children use musical language to describe the music? Children revisit the Music is in my Soul. Recap the elements taught for this song, for example, any actions developed. revise them in response to feedback. Discuss the importance of the home note. Complete the unit 1 quiz on Charanga.

	song and think about what the song is about.		entail. Record as part of the unit TA assessment.				
Key Content	I can sing loud/ quiet (dynamics) and fast/ slow (tempo) when following directions.						
	I can find a steady beat and move in time to the music.						
	I can talk about how a song makes me feel.						
	I can talk about the music (tempo as fast or slow and dynamics as loud or quiet).						
	I begin to talk about different music from around the world.						
	I can practise, rehearse and perform a song that has been learned in the lesson confidently.						
	I can copy back simple rhythmic patterns using long and short.						
	I can copy back simple melodic patterns using high and low.						
Second order concepts	I can explore similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques)						
	I can use written, oral and creative expression						
	I understand significance in music (composers, pieces of music and musical movements)						
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions			
Unit of work How does music teach us about the past?	Singing Listening Composing Performing Musicianship	<ul style="list-style-type: none"> • What an orchestra is and some of the instruments that play in an orchestra • What jazz music means and is • How to walk/ move confidently and in time to the beat in a piece of music • How to talk about how the music makes them feel • Understand what long and short sounds are • How to warm up our vocals and why it is important • What are choir 	<ul style="list-style-type: none"> • How to copy back simple melodic patterns using high and low • How to confidently perform by practising, rehearsing and sharing a song that has been learned in the lesson, from memory or with notation • The meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding • How to represent high and low sounds, and long and short sounds using symbols • Where music might fit into the world. • How to demonstrate good singing posture. • Sing short phrases independently • Mark the beat of a listening piece (e.g., Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. • How to begin talking about the structure of a song • How to describe the tempo as fast or slow. • How to describe dynamics as loud or quiet. • How to begin performing pieces with a simple structure (introduction, chorus and verse) 	What is a chorus? What is a melodic pattern? Explain how Jazz music makes you feel. What is a bolero? What is significant about the orchestral piece of music?	Use Charanga unit 2 quiz and performance to support teacher assessment.		

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Suggested lessons	Lesson 1: Charanga (step 1: Sparkle in the Sun part 1) This lesson celebrates why jazz music is fun. It looks at how jazz music has changed over time to keep up with changing styles. Children complete the warm up challenge and copy back the rhythm. Learn the song 'Sparkle in the Sun'. Talk about what the song was intended for and its Putting all the elements the today's lesson together, perform the song	Lesson 2: Charanga (step2: Sparkle in the Sun part 2) Children complete a warm up tempo activity. Then they listen to 'For the Beauty of the Earth' and encourage the children to listen, dance, march and enjoy the music. Talk about how the music makes the children feel and why. Continue to learn the song, 'Sparkle in the Sun'. Focus on dynamics and tempo. Perform the song using the singing. Record as part of teacher assessment.	Lesson 3: Charanga (step 3: Listen part 1) This lesson the children will listen to the world around us and talk about the unusual places we will find music. Children then listen to the music and find the beat. Children to express themselves to the music. Listen to 'Listen'. Work through listen, respond and 'did you know' questions. Learn to 'Listen' and incorporate any actions. Children to discuss what the story is about. Discuss the dynamics of the song.	Lesson 4: Charanga (step: Listen part 2) Listen to the music and find the beat. Children to express themselves to the music. Listen to 'Fascinating Rhythm'. Work through listen, respond and 'did you know' questions. Ask the children if they think this song was written for a special purpose? Complete the listen, respond and 'did you know' section. Continue to learn the song 'Listen'. After this revisit 'Sparkle in the Sun' song, listen to it then sing along. Improvise with the song.	Lesson 5: Charanga (step 5: The Orchestra song) The children will be singing along to the orchestra and learning why it is important to listen to a range of musical style. Listen to the music and find the beat. Children to express themselves to the music. Listen to 'The Orchestra'. Discuss the music and talk about how it makes you feel. Work through listen, respond and 'did you know' questions. Was the music fast/slow? Discuss the rhythmic effect the composer intended. Listen, learn and sing, 'The Orchestra' song. Incorporate any actions to the song.	Lesson 6: Charanga (step6: Assessment checkpoint) Listen to the music and find the beat. Children to express themselves to the music. Listen to 'For the Beauty of the Earth. Discuss the music and explore about how it makes you feel, emotions and thoughts. Children to choose which song to revisit from this unit to perform: Sparkle in the Sun, Listen or The Orchestra. Learn the song again and recap the playing options using instruments, composing options/ improvisations related to the song choice. Perform to another year group in school as a final performance.	
	Key Content	I can sing songs with increasing vocal control.					
		I can sing loud/ quiet (dynamics) and fast/ slow (tempo) when following directions.					
		I can talk about the music tempo being fast or slow.					
		I can begin to talk about the style of a song I am listening to.					
		I can recognise and talk about some band and orchestral instruments.					
		I can create music in response to a non-musical stimulus					
		I can talk about what the song means and add actions/ instrumental parts ready to perform.					
		I can practise, rehearse and perform a song that has been learned in the lesson confidently.					
Second order concepts	I can explore similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques)						
	I can use written, oral and creative expression						
	I understand significance in music (composers, pieces of music and musical movements)						
> 4	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions		

<p>Unit of work</p> <p>How does music bring us closer together?</p>	<p>Singing Listening Performing Musicianship</p>	<ul style="list-style-type: none"> • What country music is • What a melodic pattern is and how to copy them back using voices • How to count the beats in the music • What a glockenspiel, recorder, harp and saxophone is • What an introduction, chorus and verse is • Know the meaning of the word notation • An introduction into the musical vocabulary: minim, crotchet, quaver and rest 	<ul style="list-style-type: none"> • What texture is in relation to music. • What a stave, line, space and clef is in music. • Different tempos e.g., time signatures (2/4, 3/4 and 4/4), rhythmic patterns and melodic patterns developing their musicianship skills and improvisation skills • How to effectively listen and respond to different pieces of music e.g., exploring feelings, thoughts and emotions, • How to sing appropriately and effectively through developing pitch, melody, rhythm and control • How to find the beat or groove of the music 	<p> How can we find and keep a steady beat?</p> <p> What is this song about?</p> <p> What has been your favourite piece of music from this half term and why?</p> <p> What does texture mean?</p> <p> What similarities and differences are there between Home is where the heart is and Let's work it out together?</p> <p>Use Charanga quiz and performance to support teacher assessment.</p>		
<p>Suggested lessons</p>	<p>Lesson 1: Charanga (step 1: Home is Where the Heart is part 1)</p> <p>Baseline quiz</p> <p>Complete the understanding music activity.</p> <p>Listen to, 'Home is Where the Heart is'. Complete the listen and respond activity.</p> <p>Children to learn the song, 'Home is Where the Heart is' using the online resource to assist. The children could add movement</p>	<p>Lesson 2: Charanga (step 2: Home is Where the Heart is part 2)</p> <p>Complete the understanding music activity.</p> <p>Listen to, 'Hallelujah from the Messiah'. Complete the listen and respond</p> <p>Children to learn the song, 'Home is Where the Heart is' using the online resource to assist.</p>	<p>Lesson 3: Charanga (step 3: Let's Work it Out Together)</p> <p>Complete the understanding music activity.</p> <p>Listen to, 'Let's Work it Out Together'. Complete the listen and respond activity.</p> <p>Children to learn the song using the online resource to assist. Talk about the meaning of the song and add actions to the time of the music.</p>	<p>Lesson 4: Charanga (step 4: Let's Work it Out Together)</p> <p>Complete the understanding music activity.</p> <p>Listen to, 'The Loco-Motion'. Complete the listen and respond activity.</p> <p>Children to learn the song, move in time to the music and describe what the song is about.</p>	<p>Lesson 5: Charanga (step 5: Please Be Kind)</p> <p>Complete the understanding music activity.</p> <p>Listen to, 'Please Be Kind' and complete the listen and respond activity.</p> <p>Learn to sing the song.</p>	<p>Lesson 6: Charanga (step 6: assessment checkpoint)</p> <p>As a class decide which song to perform from this half term.</p> <p>Complete the understanding music activity.</p> <p>Listen and respond activity for 'Hallelujah' chorus from Messiah. Ask the children to write down the answers to the listen and respond or record vocal answers.</p> <p>Sing the song chosen at the beginning of the lesson to practise.</p>

	and choreograph moves.					Performing Rehearse the performance and discuss the differences between rehearsing and performing..
Key Content	I can sing a range of songs with varying structures tunefully and with expression.					
	I can perform actions confidently and in time.					
	I can walk, move or clap a steady beat and change the speed of the beat as the tempo of the music changes.					
	I can share my thoughts and feelings about the music as a class.					
	I can talk some of the instruments I can hear playing.					
	I can find the beat of groove of them music.					
	I can confidently improvise using my voice or percussion instrument.					
Second order concepts	I can explore similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques)					
	I can use written, oral and creative expression					
	I understand significance in music (composers, pieces of music and musical movements)					
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
Unit of work. How does music connect us with the past?	Singing Listening Performing Musicianship	<ul style="list-style-type: none"> What texture is in relation to music. What a stave, line, space and clef is in music. How to effectively listen and respond to different pieces of music e.g How to sing appropriately and effectively through developing pitch, melody, rhythm and control How to find 	<ul style="list-style-type: none"> How to copy back and create rhythmic patterns What the musical style of disco is and C major Tempo: 140 Time signature: 4/4 How to build layers of sound and structure, for example, introduction, verse, chorus, ostinato, riff, call and response, question and answer, copy back/echo What harmony means in terms of music 		True or false: A riff is a repeated melodic phrase. What has been your favourite style of music to learn so far? Listen to this piece of music (Sea Shanty): What is the song about? What is meant by the term harmony? Discuss the significance of disco movements. Use performances and quiz to inform TA.	

			the beat or groove of the music			
Suggested lessons	<p>Lesson 1: Love What We Do- part 1</p> <p>This lesson is about disco music.</p> <p>Baseline quiz</p> <p>Complete the understanding music activity.</p> <p>Listen to, 'Love What We Do' and complete the respond questions.</p> <p>Learn to sing 'Love What We Do' and complete the activities,</p>	<p>Lesson 2: Love What We Do- part 2</p> <p>Complete the understanding music activity.</p> <p>Listen to, 'Love What We Do' and complete the respond questions.</p> <p>Learn to sing the song – Love What We Do. Use the online screen to listen, learn and learn.</p>	<p>Lesson 3: When the Saints go Marchin' in- part 1</p> <p>Complete the understanding music activity.</p> <p>Listen to the song and complete the respond questions.</p> <p>Learn the song by breaking it down into manageable sections. Can the children choreograph moves to the song?</p>	<p>Lesson 4: When the Saints go Marchin' in- part 2</p> <p>Complete the understanding music activity.</p> <p>Listen to Jaws and complete the respond questions. Talk about the music together and what the story is behind the music.</p> <p>Continue to learn When the saints go marchin' in song. Talk about the design/ structure of the song.</p>	<p>Lesson 5: My Bonnie lies over the ocean</p> <p>Complete the understanding music activity.</p> <p>Listen to 'My Bonnie lies over the ocean' and complete the respond questions.</p> <p>Learn to sing the song and add movement to the song.</p>	<p>Lesson 6: Assessment checkpoint</p> <p>Complete the understanding music activity.</p> <p>Revisit 'Let's Groove'. Children to draw/ write down their responses and answers.</p> <p>Choose a song to sing from this unit in preparation to perform later in the session.</p> <p>Complete unit 2 quiz</p>
Key Content	<p>I can sing a range of unison songs of varying styles and structures with a pitch range of 'do-so', tunefully and with expression</p> <p>I can perform actions in time to songs</p> <p>I can perform forte and piano (loud and soft)</p> <p>I can share my thoughts and feelings about the music</p> <p>I can find the beat and groove of the music</p> <p>I can talk about the song</p>					
Second order concepts	<p>I can identify similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques)</p> <p>I can use written, oral and creative expression (terminology, responding, refining, describing, experimenting, exploring)</p> <p>I can discuss significance in music (movements)</p>					
YEAR 4	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions	
	Unit of work	<p>Singing</p> <p>Listening</p> <p>Composing</p> <p>Performing</p> <p>Musicianship</p>	<p>Children have accessed weekly lessons with Hull Music Service.</p>	<ul style="list-style-type: none"> Understand accompaniment and can sing or play an ostinato as part of a performance How to play froseth rhythms by call and response How to read basic crotchet quaver minim notation. 	<p>Assessment will take place practically in conjunction with the Hull Music Service teacher (Mr King).</p>    	
	Suggested	Following SoW provided by Hull Music Service and delivered by Mr King.				

lessons				
Key Content	I can talk about the words of a song			
	I can talk about the words of a song			
	I can think about why the song was written			
	I can explore musical components by composing music			
	I can perform in two or more parts (eg: melody and accompaniment or duet) from simple notation using instruments played in whole class teaching			
	Find and keep a steady beat			
Second order concepts	I can identify similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques)			
	I can use written, oral and creative expression (terminology, responding, refining, describing, experimenting, exploring)			
	I can discuss significance in music (movements)			
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions
Unit of work	Singing Listening Composing Performing Musicianship	Children have had had weekly glockenspiel lessons run by Hull Music Service.	<ul style="list-style-type: none"> How to develop their instrumental and singing work through practise Build on their prior instrumental knowledge to expand their range and improve their individual and class sound How to work in groups and produce a composition 	    <p>Assessment will take place practically in conjunction with the Hull Music Service teacher (Mr King).</p>
Suggested lessons	Following SoW provided by Hull Music Service and delivered by Mr King.			
Key Content	I can talk about the words of a song			
	I can talk about the words of a song			
	I can think about why the song was written			
	I can explore musical components by composing music			
	I can perform in two or more parts (eg: melody and accompaniment or duet) from simple notation using instruments played in whole class teaching			
	Find and keep a steady beat			
Second order	I can identify similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques)			
	I can use written, oral and creative expression (terminology, responding, refining, describing, experimenting, exploring)			

	concepts	I can discuss significance in music (movements)				
YEAR 5	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions	
	Unit of work	Singing Listening Composing Performing Musicianship	Children have completed one Samba unit with Hull Music Service in Autumn 1. In Y4, they had weekly glockenspiel lessons run by Hull Music Service.	Mr King will send this through at the beginning of the spring term.	Assessment will take place practically in conjunction with the Hull Music Service teacher (Mr King).	
	Suggested lessons	Following SoW provided by Hull Music Service and delivered by Mr King.				
	Key Content	I can talk about feelings created by the song				
		I can find and demonstrate a steady beat				
		I can explain the role of a main theme in musical structure				
		I can recognise different musical styles				
		I can find and keep a steady beat				
		I can perform a range of repertoire pieces and arrangements combining acoustic instruments to form ensembles				
	I can experiment with a wider range of dynamics through improvisation and composition work					
Second order concepts	I can discuss the chronology of music					
	I can identify similarities and differences in music					
	I understand significance in music (composers, pieces of music and musical movements)					
	I can use written, oral and creative expression					
I understand significance in music (composers, pieces of music and musical movements)						
	Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions	
	Unit of work	Singing Listening Composing Performing Musicianship	<ul style="list-style-type: none"> Children have completed two samba units in conjunction with Hull Music Service 	<ul style="list-style-type: none"> How to listen and respond to a variety of songs discussing the structure of the song and the feelings it evokes Copy back melodic phrases through improvisation How to sing a broad range of songs from an extended repertoire with accurate pitch, style and performance About a variety of different musical movements and the significance of them 	True or false? The second note is higher than the first note. Listen to this extract: What is the song about? Which genre of music do you enjoy listening to the most and why? What is the name for a 5-note scale? Discuss the significance of gospel movements.	
	How does music bring us together?					

Suggested lessons	Children will initially complete baseline quiz. They will explore musicianship through 'Understanding Music' and 'Improvise Together' before listening and responding to and singing 'Ghost Parade'.	Children will look at 'Understanding Music' and 'Improvise Together' before listening and responding to 'Lively'. They will continue learning to sing the song 'Ghost Parade'.	Children will continue to explore musicianship through 'Understanding Music' and 'Improvise Together' before listening and responding to and singing 'Words Can Hurt'.	Children will look at 'Understanding Music' and 'Improvise Together' before listening and responding to 'His Eye is on the Sparrow'. They will continue learning to sing the song 'Words Can Hurt'.	Children will continue to explore musicianship through 'Understanding Music' and 'Improvise Together' before listening and singing 'Joyful, Joyful'.	Children will complete the 'Understanding Music' as a warm-up activity before listening and responding to 'Lively'. They will sing the three songs that have been a focus for the unit.
Key Content	<p>I can sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance</p> <p>I can sing three part rounds, partner songs and songs with a verse and chorus</p> <p>I can perform a range of songs to an audience</p> <p>I can talk about feelings created by the song</p> <p>I can find and demonstrate the steady beat</p> <p>I can identify 2/4, 3/4, 4/4, 6/8 metre</p> <p>I can discuss the structure of the music with reference to features such as: verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB</p> <p>I can recognise different musical styles (eg: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals) and any key features that distinguish the style</p> <p>I can improvise over a simple groove, responding to the beat and creating a melodic shape and experiment with a range of dynamics</p> <p>I can play melodies on tuned percussion or melodic instruments following staff notation on one stave</p> <p>I can read and play short rhythmic phrases using conventional symbols for known rhythms and note durations</p> <p>I understand the difference between 2/4, 3/4, and 4/4 time signatures</p> <p>I can use the time signatures of: 2/4, 3/4, 4/4, 6/8</p> <p>I can copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGABbCDE</p>					
Second order concepts	<p>I can discuss the chronology of music</p> <p>I can identify similarities and differences in music</p> <p>I understand significance in music (composers, pieces of music and musical movements)</p> <p>I can use written, oral and creative expression</p>					
Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	

	Unit of work How does music bring us together/?	Singing Listening Performing Musicianship	<ul style="list-style-type: none"> Percussion lessons (Hull Music Service) in Y4 Samba lessons (Hull Music Service) in Y5 	<ul style="list-style-type: none"> Different tempos e.g., 66 bpm (Adagio), time signature, rhythmic patterns and melodic patterns developing their musicianship skills How to effectively listen and respond to different pieces of music e.g., exploring feelings and emotions, giving opinions, identifying instructress and structure How to sing appropriately and effectively through developing pitch, melody, rhythm and control 	 True or false? This extract starts and ends on the same note.  What type of band would play this style of music?  Which was your favourite song to sing this half term and why?  What is term for the five lines that music is written on?  What was similar and different about the songs we have learnt to sing this half-term?		
YEAR 6	Suggested lessons	Children will initially complete baseline quiz. They will explore musicianship through 'Understanding Music' and 'Improvise Together' before listening and responding to and singing 'Do What You Want To'.	Children will look at 'Understanding Music' and 'Improvise Together' before listening and responding to 'Fanfare for the Common Man'. They will continue learning to sing the song 'Do What You Want To'.	Children will continue to explore musicianship through 'Understanding Music' and 'Improvise Together' before listening and singing 'It's All About Love'.	Children will look at 'Understanding Music' and 'Improvise Together' before listening and responding to 'Let's Write A Song'. They will continue learning to sing the song 'It's All About Love'.	Children will continue to explore musicianship through 'Understanding Music' and 'Improvise Together' before listening and singing 'Sunshine on a Rainy Day'.	Children will complete the 'Understanding Music' as a warm-up activity before listening and responding to 'Fanfare for the Common Man'. They will sing the three songs that have been a focus for the unit.
	Key Content	I can use the time signature of 2/4, 3/4, 4/4 and 6/8 I can find and keep a steady beat I can copy back melodic patterns using the notes DEFGA, CDEFGAB, FGABcDE, GABCDEF#, DEF#GABC#, ABCDEFG I can talk about feelings created by the song and justify an opinion with reference to musical concepts I can identify the wider range of instruments by ear and through a range of media I can identify the sound of a Gospel choir and soloist, rock band, symphony orchestra and a Capella groups I can sing a broad range of songs, including those with syncopated rhythms, from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance I can sing three and four-part rounds or partner songs, developing balance between parts and vocal independence					
	Second order concepts	I can identify similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques) I can use written, oral and creative expression (terminology, responding, refining, describing, experimenting, exploring) I can discuss significance in music (movements)					
	Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	

	Unit of work	Singing Listening Composing Performing Musicianship	<ul style="list-style-type: none"> Weekly music lessons with Hull Music Service in Y 4 Samba lessons taught with Hull Music Service in Y 5. 	Mr King will send this through at the beginning of the spring 2 term.	    <p>Assessment will take place practically in conjunction with the Hull Music Service teacher (Mr King).</p>
	Suggested lessons	Following SoW provided by Hull Music Service and delivered by Mr King.			
	Key Content	<p>I can find and keep a steady beat</p> <p>I can extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> Create music with multiple sections that include repetition and contrast Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape <p>I can engage with others through ensemble playing taking on melody or accompaniment roles</p>			
	Second order concepts	<p>I can identify similarity and difference in music (comparing piece of music, identifying common/. different styles and techniques)</p> <p>I can use written, oral and creative expression (terminology, responding, refining, describing, experimenting, exploring)</p>			
		I can discuss significance in music (movements)			

■	Singing
■	Listening
■	Composing
■	Performing
■	Musicianship