





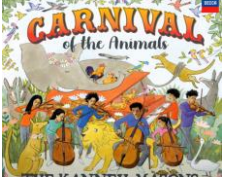









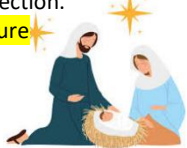
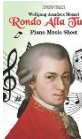




















Autumn conflict		Vocabulary	Singing	Listening	Composing	Musicianship KS1  Performing KS2
<b>KS1</b>  <b>How do musicians know what to play?</b>  <u>Arrange an educational visit to a musical theatre production</u>		<b>Crotchet</b> <b>Quaver</b> <b>Rest</b> <b>Beat</b> <b>Stick notation</b>	Nativity : Children know how to warm up their voice Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction. 	Children listen to popular music and learn part of the music to perform i.e. <a href="#">I wish it could be Christmas every day</a>  Children listen to 3 beat tuned phrases and recognise which notes are high pitch and which are low	Children write their own 3 beat patterns for a tuned instrument (i.e. Xylophone/recorder) which they perform to others <b>British Culture</b> <b>Legacy</b>	Children learn 3 beat dot notation and match it to tunes played on tuned percussion instruments  Children begin to represent notes as crotchets, quavers and rests 
<b>LKS2</b>  <b>What does it mean to: "play by ear"?</b>		<b>Round</b> <b>Accuracy</b> <b>Pitch</b> 	Sing Namuma in rounds  Sing Swing low sweet chariot in rounds <b>British Culture</b> <b>Legacy</b>	<a href="#">3 part music</a> <a href="#">2 part recorder round</a>  Learn 5 notes G-A-B-C-D begin to identify the notes through listening carefully to music	Play G-A-B-C-D accurately  Play 3 part music as a class  Learn a 2 part round as a class	Develop the basic skills needed to play the recorder  Play middle C-G  Perform music in 2 and 3 parts from simple notation  Begin to perform from memory
<b>UKS2</b>  <b>Why is a drum beat so important?</b>		<b>Tempo</b> <b>Dynamic range</b> <b>Rhythm</b> <b>Ensemble</b>	Watch royal guards performing <a href="#">Marines Trooping of the colour 2023 (1hr:25) 2016</a>  Clap along to the beat of each piece of music <b>British Culture</b> <b>Legacy</b>	<a href="#">Japanese drumming</a>  <a href="#">Jin-go-la-ba</a> Nigerian drumming <a href="#">Jalikunda</a> – African drumming 	Learn to hold a 4/4 pulse beat on a drum using left hand + right hand  Compose a rhythm to accompany the beat  Develop a further rhythm to create a group ensemble	Perform as a group keeping the beat and rhythm in time  Experiment with the dynamic range and tempo of the music by changing the beat

Spring Planet Earth	Engages with debate	Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2
<b>KS1</b>	<p>How can music make Meerkat Mail come to life?</p> 	<p>Compose Pattern Ostinato beat Sequence Rhythm</p>	<p>Children perform their word patterns and their musical sequences to an audience</p> <p>Children follow visual direction to start and stop</p> <p>Sing short phrases independently</p>	 <p><a href="#">Elephant</a> <a href="#">Swan</a> <a href="#">Meerkat – Dig a Tunnel</a> Listen to a group performance <a href="#">I'm a train</a></p>	<p>Children create short musical sequences to represent a part of the text</p> <p>Children create their own word patterns</p> <p>Children combine their word patterns with short musical sequences</p> <p>Use dots and symbols to record composed pieces</p>	<p>Perform short repeating rhythm patterns led by the teacher</p> <p>Perform simple word patterns (ostinato) while keeping in time with the beat <a href="#">Voicelinks I'm a train</a></p>
<b>LKS2</b>	<p>What instruments are in the percussion family?</p>	<p>Percussion Ensemble Pitch Rhythm Tempo Piano Timpani Xylophone</p>	<p>Sing and perform to <a href="#">The Greatest Showman</a></p> <p>And other popular music choices British Culture Legacy</p> 	<p><a href="#">Thunderstorm</a></p> <p><a href="#">Dance Monkey</a></p> <p><a href="#">Dum Dum song</a></p> <p>Children identify tuned and untuned percussion instruments</p>	<p>Children learn the difference between tuned percussion and untuned percussion</p> <p>Create a class body percussion to a modern song</p> <p>Children work in small groups to compose body percussion to a piece of music of their choosing</p>	<p>Perform a class arrangement using body percussion to popular music</p> <p>Perform a group arrangement using body percussion</p> 
<b>UKS2</b>	<p>How do string instruments vary?</p>	<p>Guitar Cello Viola Violin Ukulele Harp Tuned percussion</p>	<p>OBSERVE: <a href="#">Libertango (by Astor Piazzolla)</a> <a href="#">Palatine Electric String Quartet perform Palladio by Karl Jenkins</a></p> <p><a href="#">Highway to Hell</a> - The Ukulele Orchestra of Great Britain British Culture Legacy</p>	<p><a href="#">Know 4 chords C, A minor, F G on the ukulele</a></p> 	<p>Use chords to evoke a specific atmosphere or mood i.e. a leadership speech in history/literacy</p> <p>Create music with repetition and chord changes</p> <p>As a pair compose a short melody to accompany the chords</p>	<p>Use staff notation to record a melody</p> <p>In pairs accompany the melody with the 4 chords creating a piece of music to accompany a powerful speech and perform this.</p>

Britain Summer	Engages with debate	Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2
KS1	What kind of music did Floella listen to? 	Calypso Tradition Appreciate Rhythm	Sing simple chants and rhymes responding to simple visual directions from the teacher i.e. being counted in <a href="#">Banana Boat song</a> <b>British Culture</b> <b>Legacy</b> <b>Equality</b>	<a href="#">Banana Boat song</a> <a href="#">Steel Drums</a> <a href="#">Under the sea</a> Know the origins of calypso Listen to music and discuss what they appreciate	Create rhythms using words adapting <a href="#">Banana Boat song</a> - replace Day-O with alternative sounds and explore how this sounds	Learn a simple rhythm pattern using clapping  <a href="#">Under the sea</a>  Create and perform their own calypso music using a simple rhythm
LKS2	What are the skills needed to sing as a group?	Forte Piano Unison Pitch Rounds	Sing unison songs (two parts) rounds  Sing using forte and piano (loud and soft) appropriately	Listen to a range of choirs and groups performing live <b>British Culture</b> <b>Legacy</b> 	Children understand the skills required by performers in order to sing together (listening, direction, pitch, forte)	Perform as a class to a live audience
UKS2	How do individual performances matter in a choir? 	Vocal Balance Phrasing Rhythm	Sing three part rounds and songs with a verse and a chorus  Sing as a choir observing Rhythm, phrasing, accurate pitch and appropriate style	Listen to a range of live performances including <a href="#">theatre</a> , opera and ethnically diverse choirs <b>Equality</b> 	Children can describe the key attributes of performers on a stage  Children can recognise the importance of and commitment required in group participation	Perform as a class to a live audience  <b>British Culture</b> <b>Legacy</b> 

Autumn Humankind	Engages with debate	Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2
<b>KS1</b> <b>How would you represent Mr Men using music?</b> 		Beat Sounds Dot notation Performance	Nativity : Children know how to warm up their voice Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction. <b>British Culture Legacy</b> 	<a href="#">Mozart</a> Rondo alla Turca  <a href="#">Symphonic variations on an African Air</a> –Coleridge Taylor  Listen to a range of pieces of music and discuss which characters they could represent   Children begin to identify instruments through listening	Recognise how symbols can represent sounds i.e. dots increasing in size representing increased volume  Explore and invent symbols to represent sounds  Follow symbols to guide playing (i.e. 4 dots = 4 beats of a drum)	Explore pitch understanding how regular and strong beats on a drum can replicate characters  Perform a short piece of music to represent a character  
<b>LKS2</b> <b>What is the effect of singing in unison?</b>		Unison Crescendo Desrescendo Pitch Dynamics (loud, quiet)	Sing a range of unison songs  Use pitch accurately  Follow directions for crescendo and decrescendo  	Listen to recorded performances  discuss the affect the music has on the audience and the performer  <a href="#">Nathan Evans - Wellerman Selection</a> of shanties <a href="#">One More day</a> <b>British Culture Legacy</b>	Use voice to sing in whole class or group performances adjusting dynamics to suit the part  	Perform a class shanty to peers.  Understand the relevance of shanties to fishermen  reflect on the emotion created through singing in unison
<b>UKS2</b> <b>How has music evolved over the decades?</b>		Popular music Culture Medley Era Verse Chorus	Sing a range of popular music with verses and a chorus in assemblies <b>British Culture Legacy</b> 	Listen to and evaluate a range of popular music spanning several decades <a href="#">Medley</a> <a href="#">1940s</a> jazz <a href="#">1950s</a> <a href="#">Elvis</a> 1960S <a href="#">Beach boys</a> <a href="#">James brown</a> 1970s <a href="#">ABBA</a> disco 1980s <a href="#">David Bowie</a> 1990s <a href="#">Oasis</a>	Select pieces of music from different eras and combine parts of the music to create a short medley <b>British Culture Legacy</b>	Perform/play the medley to an audience  

Spring inventions		Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2
KS1	How does Disney use classical music to create emotion?	Pulse Pitch Vocal control Crescendo Decrescendo Tempo 	Sing songs with vocal control Learn <a href="#">Hey Hey Look at me</a> and sing with accurate pitch  Children explore the effects of dynamics and tempo (crescendo and decrescendo)	' <a href="#">Garland Waltz</a> ' from Tchaikovsky's Sleeping Beauty ballet  <a href="#">Ponchielli's Dance of the Hours</a>  <b>Legacy</b>	Children change the expression in their voice to show emotion  Children adapt the words of the simple chant Hey Hey look at me to fit a range of emotions	Children respond to the pulse in recorded music through movement and dance (Watch <a href="#">Ponchelli's ostrich dance</a> )   (Link to PE Gymnastics )
LKS2	How does music help tell a story?	Tempo Dynamics Pitch Pentatonic scale Penta (etymology)	Sing <a href="#">Senwa De Dende</a> in 2 and 4 parts  Include body percussion in the final 4 part performance   <b>Equality</b>	The Lion <a href="#">The Lion King</a> Clips  Discuss the character of 3 chosen animals in terms of tempo, dynamics and pitch (Pumba, low pitch, slow tempo, loud dynamic)  <b>British Culture Legacy</b>	Compose music to create a specific mood for characters from the Lion King  Use the pentatonic scale, C,D,E,G,A to create melodies  	Perform melodies in a small group to the class
UKS2	How do films use music to create tension?  	Xylophone Keyboard Dynamic range Tempo Penta (etymology) Pentatonic scale	Sing a range of popular music with verses and a chorus in assemblies  	Listen to a range of cinematic moments where tension is created through sound.  <a href="#">Jaws</a>  <a href="#">Imperial March</a>  Discuss how choice of dynamic range, and tempo impact the listener  <b>British Culture Legacy</b>	Plan and compose an 8 or 16 beat melodic phrase to create suspense, using the pentatonic scale (C,D,E,G,A)  Notate the melody using staff notation  Advance the written recording showing knowledge of semi quavers, and semibreves	Make decisions about dynamic range (Volume)  Add rhythmic variety using crotchets, quavers and minims  Learn the skill of using semi quavers, and semibreves

Summer civilisations	Engages with debate	Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2
<b>KS1</b>	<p><b>What can happen when the tempo of the music changes?</b></p> 	<p>Tempo Speed Beat Call and respond Rhythm</p>	<p>Children sing simple songs responding to visual directions <a href="#">Rain Rain go away Seasons</a></p> <p>Children sing to a call and response song <a href="#">Pretty trees around the world</a> <a href="#">Ram Sam Sam</a> <a href="#">Boom Chicka Boom</a></p>	<p>Children compare two pieces of music with different tempo <a href="#">slow tempo</a> v <a href="#">fast tempo</a></p> <p><a href="#">Ram Sam Sam – speeds up</a></p> 	<p>Children adapt simple songs retaining the rhythm (change the character in rain rain go away or the style of boom chicka)</p> <p>Children create music in response to non-musical stimulus i.e. rain fall or a snow storm</p>	<p>Understand that the speed of a beat can change</p> <p>Create fast and slow beats to represent weather</p> <p>Use body percussion to play repeated patterns to represent different types of weather</p>
<b>LKS2</b>	<p><b>What skills do musicians need?</b></p>	<p>Notation Crotchets Rests Quavers Minims</p>	<p><a href="#">Orchestra Disney Medley</a></p> <p><a href="#">Harry Potter Orchestral music</a></p> <p>Children can give opinions on performances</p> <p>Children can identify the skills musicians demonstrate <b>British Culture</b> <b>Legacy</b></p>	<p><a href="#">Learn the recorder</a></p> 	<p>Learn to read basic staff notation- crotchets, rests, quavers and minims</p> <p>With a partner Use B-A-G to compose a simple notation to perform on the recorder</p> 	<p>Develop the basic skills needed to play the recorder</p> <p>Play middle B-A-G <a href="#">fluently</a></p> <p>Play a simple melody using staff notation as a whole class <a href="#">Sailor, Sailor on the sea</a></p>
<b>UKS2</b>	<p><b>How do individual performances matter in musical theatre ?</b></p> 	<p>Vocal Balance Phrasing Rhythm</p>	<p>Sing three part rounds and songs with a verse and a chorus</p> <p>Sing as a choir observing Rhythm, phrasing, accurate pitch and appropriate style</p>	<p>Listen to a range of live performances including <a href="#">theatre</a> <a href="#">children's choir</a>, <a href="#">Spirit Young performers</a></p> 	<p>Children can describe the key attributes of performers on a stage</p> <p>Children can recognise the importance of and commitment required in group participation</p>	<p>Perform as a class to a live audience</p> <p><b>British Culture</b></p> <p><b>Legacy</b></p> 