

Aycliffe Drive Music Curriculum 2023-2024

ONGOING SKILLS

EYFS:

Reception

EXPLORE AND CREATE (MUSICAL ACTIVITIES)

Knowledge

- To know that we can move with the pulse of the music.
- To know that the words of songs can tell stories and paint pictures.

Skills

There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:

-Activity A Games Track

Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.

-Activity B Copycat Rhythm

Copy basic rhythm patterns of single words, building to short phrases from the song/s.

-Activity C High and Low

Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.

-Activity D Create Your Own Sounds

Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.

-Extension Activity

Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.

SINGING

Knowledge

- To sing or rap nursery rhymes and simple songs from memory.
- Songs have sections.

Skills

- To sing along with a pre-recorded song and add actions.
- To sing along with the backing track.

SHARE AND PERFORM

Knowledge

-A performance is sharing music.

Skills

-Perform any of the nursery rhymes by singing and adding actions or dance.

-Perform any nursery rhymes or songs adding a simple instrumental part.

-Record the performance to talk about.

KS1:

Year 1

LISTEN AND APPRAISE

Knowledge

-To know 5 songs off by heart.

-To know what the songs are about.

-To know and recognise the sound and names of some of the instruments they use.

Skills

To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

GAMES

Knowledge

-To know that music has a steady pulse, like a heartbeat.

-To know that we can create rhythms from words, our names, favourite food, colours and animals.

Skills

There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:

-Game 1 – Have Fun Finding The Pulse!

Find the pulse. Choose an animal and find the pulse

-Game 2 – Rhythm Copy Back

Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.

-Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy

KS1:

Year 2

LISTEN AND APPRAISE

Knowledge

-To know five songs off by heart.

-To know some songs have a chorus or a response/answer part.

-To know that songs have a musical style.

Skills

-To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

-To learn how songs can tell a story or describe an idea.

GAMES

Knowledge

-To know that music has a steady pulse, like a heartbeat.

-To know that we can create rhythms from words, our names, favourite food, colours and animals.

-Rhythms are different from the steady pulse.

-We add high and low sounds, pitch, when we sing and play our instruments.

Skills

There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:

-Game 1 – Have Fun Finding the Pulse!

Find the pulse. Choose an animal and find the pulse.

-Game 4 – Pitch Copy Back and Vocal Warm-up 1

Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat

-Game 4a – Pitch Copy Back and Vocal Warm-up 2

Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.

SINGING

Knowledge

-To confidently sing or rap five songs from memory and sing them in unison.

Skills

-Learn about voices, singing notes of different pitches (high and low).

-Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.

-Learn to start and stop singing when following a leader.

PLAYING

Knowledge

-Learn the names of the notes in their instrumental part from memory or when written down.

-Learn the names of the instruments they are playing.

Skills

-Treat instruments carefully and with respect.

-Play a tuned instrumental part with the song they perform.

-Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).

-Listen to and follow musical instructions from a leader.

IMPROVISATION

Knowledge

-Improvisation is about making up your own tunes on the spot.

-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

-Everyone can improvise!

Skills

Use the improvisation tracks provided. Improvise using the three challenges:

-Game 2 – Rhythm Copy Back

Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.

-Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.

-Game 4 – Pitch Copy Back and Vocal Warm-up 1

Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.

-Game 4a – Pitch Copy Back and Vocal Warm-up 2

Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.

SINGING

Knowledge

-To confidently know and sing five songs from memory.

-To know that unison is everyone singing at the same time.

-Songs include other ways of using the voice e.g. rapping (spoken word).

-To know why we need to warm up our voices.

Skills

-Learn about voices singing notes of different pitches (high and low).

-Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).

-Learn to find a comfortable singing position.

-Learn to start and stop singing when following a leader.

PLAYING

Knowledge

-Learn the names of the notes in their instrumental part from memory or when written down.

-Know the names of untuned percussion instruments played in class.

Skills

-Treat instruments carefully and with respect.

-Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).

-Play the part in time with the steady pulse.

-Listen to and follow musical instructions from a leader.

<p>-Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>-Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>-Improvise! – Take it in turns to improvise using one or two notes.</p> <p><u>COMPOSITION</u></p> <p><u>Knowledge</u></p> <p>-Composing is like writing a story with music. -Everyone can compose.</p> <p><u>Skills</u></p> <p>-Help to create a simple melody using one, two or three notes. -Learn how the notes of the composition can be written down and changed if necessary.</p> <p><u>PERFORMANCE</u></p> <p><u>Knowledge</u></p> <p>-A performance is sharing music with other people, called an audience.</p> <p><u>Skills</u></p> <p>-Choose a song they have learnt from the Scheme and perform it. -They can add their ideas to the performance. -Record the performance and say how they were feeling about it.</p>	<p><u>IMPROVISATION</u></p> <p><u>Knowledge</u></p> <p>-Improvisation is making up your own tunes on the spot. -When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -Everyone can improvise, and you can use one or two notes.</p> <p><u>Skills</u></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>-Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). -Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. -Improvise! – Take it in turns to improvise using one or two notes.</p> <p><u>COMPOSITION</u></p> <p><u>Knowledge</u></p> <p>-Composing is like writing a story with music. -Everyone can compose.</p> <p><u>Skills</u></p> <p>-Help create three simple melodies with the Units using one, three or five different notes. -Learn how the notes of the composition can be written down and changed if necessary.</p> <p><u>PERFORMANCE</u></p> <p><u>Knowledge</u></p> <p>-A performance is sharing music with an audience. -A performance can be a special occasion and involve a class, a year group or a whole school. -An audience can include your parents and friends.</p> <p><u>Skills</u></p> <p>-Choose a song they have learnt from the Scheme and perform it. -They can add their ideas to the performance. -Record the performance and say how they were feeling about it.</p>
<p><u>LKS2</u></p> <p><u>Year 3</u></p>	<p><u>LKS2</u></p> <p><u>Year 4</u></p>

LISTEN AND APPRAISE

Knowledge

- To know five songs from memory and who sang them or wrote them.
- To know the style of the five songs.
- To choose one song and be able to talk about:
 - Its lyrics: what the song is about
 - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)

Identify the main sections of the song (introduction, verse, chorus etc.)

Name some of the instruments they heard in the song

Skills

- To confidently identify and move to the pulse.
- To think about what the words of a song mean.
- To take it in turn to discuss how the song makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.

MUSICAL ACTIVITIES: GAMES

Knowledge

- Know how to find and demonstrate the pulse.
- Know the difference between pulse and rhythm.
- Know how pulse, rhythm and pitch work together to create a song.
- Know that every piece of music has a pulse/steady beat.
- Know the difference between a musical question and an answer.

Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:

-Find the Pulse

Rhythm Copy Back:

- Bronze:** Clap and say back rhythms
- Silver:** Create your own simple rhythm patterns
- Gold:** Perhaps lead the class using their simple rhythms

Pitch Copy Back Using 2 Notes

- Bronze:** Copy back – 'Listen and sing back' (no notation)
- Silver:** Copy back with instruments, without then with notation

LISTEN AND APPRAISE

Knowledge

To know five songs from memory and who sang them or wrote them. To know the style of the five songs.

To choose one song and be able to talk about:

- Some of the style indicators of that song (musical characteristics that give the song its style).
- The lyrics: what the song is about.
- Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
- Identify the main sections of the song (introduction, verse, chorus etc).
- Name some of the instruments they heard in the song.

Skills

- To confidently identify and move to the pulse.
- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
- Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.

GAMES

Knowledge

Know and be able to talk about:

- How pulse, rhythm and pitch work together
- Pulse: Finding the pulse – the heartbeat of the music
- Rhythm: the long and short patterns over the pulse
- Know the difference between pulse and rhythm
- Pitch: High and low sounds that create melodies
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to

Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:

-Find the Pulse

-Gold: Copy back with instruments, without and then with notation

Pitch Copy Back and Vocal Warm-ups

MUSICAL ACTIVITIES: SINGING

Knowledge

To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- To know why you must warm up your voice

Skills

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To have an awareness of the pulse internally when singing.

MUSICAL ACTIVITIES: PLAYING INSTRUMENTS

Knowledge

To know and be able to talk about:

- The instruments used in class (a glockenspiel, a recorder)

Skills

- To treat instruments carefully and with respect.
- Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.

MUSICAL ACTIVITIES: IMPROVISATION

Knowledge

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them

Rhythm Copy Back:

-Bronze: Clap and say back rhythms

-Silver: Create your own simple rhythm patterns

-Gold: Perhaps lead the class using their simple rhythms

Pitch Copy Back Using 2 Notes

-Bronze: Copy back – 'Listen and sing back' (no notation)

-Silver: Copy back with instruments, without then with notation

-Gold: Copy back with instruments, without and then with notation

Pitch Copy Back and Vocal Warm-ups

SINGING

Knowledge

To know and be able to talk about:

- Singing in a group can be called a choir
- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- Texture: How a solo singer makes a thinner texture than a large group
- To know why you must warm up your voice

Skills

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To rejoin the song if lost.
- To listen to the group when singing.

PLAYING

Knowledge

To know and be able to talk about:

- The instruments used in class (a glockenspiel, recorder or xylophone).
- Other instruments they might play or be played in a band or orchestra or by their friends.

Skills

- To treat instruments carefully and with respect.

- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake

Skills

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:

Bronze Challenge:

- Copy Back** – Listen and sing back
- Play and Improvise** – Using instruments, listen and play your own answer using one note.
- Improvise!** – Take it in turns to improvise using one note.

Silver Challenge:

- Sing, Play and Copy Back** – Listen and copy back using instruments, using two different notes.
- Play and Improvise** – Using your instruments, listen and play your own answer using one or two notes.
- Improvise!** – Take it in turns to improvise using one or two notes.

Gold Challenge:

- Sing, Play and Copy Back** – Listen and copy back using instruments, two different notes.
- Play and Improvise** – Using your instruments, listen and play your own answer using two different notes.
- Improvise!** – Take it in turns to improvise using three different notes.

MUSICAL ACTIVITIES: COMPOSITION

Knowledge

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

Skills

- Help create at least one simple melody using one, three or five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

- Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To experience leading the playing by making sure everyone plays in the playing section of the song.

IMPROVISATION

Knowledge

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs you have heard in the Challenges in your improvisations

Skills

Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

Bronze Challenge:

- Copy Back** – Listen and sing back melodic patterns
- Play and Improvise** – Using instruments, listen and play your own answer using one note.
- Improvise!** – Take it in turns to improvise using one note.

Silver Challenge:

- Sing, Play and Copy Back** – Listen and copy back using instruments, using two different notes.
- Play and Improvise** – Using your instruments, listen and play your own answer using one or two notes.
- Improvise!** – Take it in turns to improvise using one or two notes.

Gold Challenge:

- Sing, Play and Copy Back** – Listen and copy back using instruments, two different notes.
- Play and Improvise** – Using your instruments, listen and play your own answer using two different notes.
- Improvise!** – Take it in turns to improvise using three different notes.

-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

PERFORMANCE

Knowledge

To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music

Skills

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

COMPOSITION

Knowledge

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

Skills

- Help create at least one simple melody using one, three or all five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

PERFORMANCE

Knowledge

To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music

Skills

- To choose what to perform and create a programme.
- Present a musical performance designed to capture the audience.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

UKS2

Year 5

LISTEN AND APPRAISE

Knowledge

- To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
- To know the style of the five songs and to name other songs from the Units in those styles.
- To choose two or three other songs and be able to talk about:
- Some of the style indicators of the songs (musical characteristics that give the songs their style)
- The lyrics: what the songs are about
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the songs (intro, verse, chorus etc.)
- Name some of the instruments they heard in the songs
- The historical context of the songs. What else was going on at this time?

Skills

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities, and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel.

GAMES

Knowledge

- Know and be able to talk about:
How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
- How to keep the internal pulse
 - Musical Leadership: creating musical ideas for the group to copy or respond to **Skills**

UKS2

Year 6

LISTEN AND APPRAISE

Knowledge

- To know five songs from memory, who sang or wrote them, when they were written and why?
- To know the style of the songs and to name other songs from the Units in those styles.
- To choose three or four other songs and be able to talk about:
- The style indicators of the songs (musical characteristics that give the songs their style)
- The lyrics: what the songs are about
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
- Identify the structure of the songs (intro, verse, chorus etc.)
- Name some of the instruments used in the songs
- The historical context of the songs. What else was going on at this time, musically and historically?
- Know and talk about that fact that we each have a musical identity

Skills

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- Use musical words when talking about the songs.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel, using musical language to describe the music.

GAMES

Knowledge

- Know and be able to talk about:
- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
 - How to keep the internal pulse

-Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:

Bronze Challenge

- Find the pulse
- Copy back rhythms based on the words of the main song, that include syncopation/off beat
- Copy back one-note riffs using simple and syncopated rhythm patterns

Silver Challenge

- Find the pulse
- Lead the class by inventing rhythms for others to copy back
- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes

Gold Challenge

- Find the pulse
- Lead the class by inventing rhythms for them to copy back
- Copy back three-note riffs by ear and with notation
- Question and answer using three different notes

SINGING

Knowledge

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- To choose a song and be able to talk about:
 - Its main features
 - Singing in unison, the solo, lead vocal, backing vocals or rapping
 - To know what the song is about and the meaning of the lyrics
 - To know and explain the importance of warming up your voice

Skills

- To sing in unison and to sing backing vocals.
- To enjoy exploring singing solo.
- To listen to the group when singing.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

-Musical Leadership: creating musical ideas for the group to copy or respond to

Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:

Bronze Challenge

- Find the pulse
- Copy back rhythms based on the words of the main song, that include syncopation/off beat
- Copy back one-note riffs using simple and syncopated rhythm patterns

Silver Challenge

- Find the pulse
- Lead the class by inventing rhythms for others to copy back
- Copy back two-note riffs by ear and with notation
- Question and answer using two different notes

Gold Challenge

- Find the pulse
- Lead the class by inventing rhythms for them to copy back
- Copy back three-note riffs by ear and with notation
- Question and answer using three different notes

SINGING

Knowledge

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- To know about the style of the songs so you can represent the feeling and context to your audience

To choose a song and be able to talk about:

- Its main features
- Singing in unison, the solo, lead vocal, backing vocals or rapping
- To know what the song is about and the meaning of the lyrics
- To know and explain the importance of warming up your voice

Skills

- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.

PLAYING

Knowledge

To know and be able to talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B & C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends

Skills

- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

IMPROVISATION

Knowledge

Know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs you have heard in the challenges in your improvisations
- To know three well-known improvising musicians

Skills

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

Play and Copy Back

Bronze – Copy back using instruments. Use one note.

Silver – Copy back using instruments. Use the two notes.

Gold – Copy back using instruments. Use the three notes.

Play and Improvise You will be using up to three notes:

Bronze – Question and Answer using instruments. Use one note in your answer.

-To listen to each other and be aware of how you fit into the group.

-To sing with awareness of being ‘in tune’.

PLAYING

Knowledge

To know and be able to talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B & C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends

Skills

- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

IMPROVISATION

Knowledge

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
- To know three well-known improvising musicians

Skills

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

Play and Copy Back

Bronze – Copy back using instruments. Use one note.

Silver – Copy back using instruments. Use the two notes.

Gold – Copy back using instruments. Use the three notes.

Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.

Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.

Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:

Bronze – Improvise using one note.

Silver – Improvise using two notes.

Gold – Improvise using three notes.

COMPOSITION

Knowledge

To know and be able to talk about:

-A composition: music that is created by you and kept in some way. It's like writing a story.

It can be played or performed again to your friends.

-A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture, and structure

-Notation: recognise the connection between sound and symbol

Skills

-Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

-Explain the keynote or home note and the structure of the melody.

-Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

PERFORMANCE

Knowledge

To know and be able to talk about:

-Performing is sharing music with other people, an audience

-A performance doesn't have to be a drama! It can be to one person or to each other.

-Everything that will be performed must be planned and learned

-You must sing or rap the words clearly and play with confidence

-A performance can be a special occasion and involve an audience including of people you don't know

Play and Improvise You will be using up to three notes:

Bronze – Question and Answer using instruments. Use one note in your answer.

Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.

Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.

Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:

Bronze – Improvise using one note.

Silver – Improvise using two notes.

Gold – Improvise using three notes.

Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

COMPOSITION

Knowledge

To know and be able to talk about:

-A composition: music that is created by you and kept in some way. It's like writing a story.

It can be played or performed again to your friends.

-A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

-Notation: recognise the connection between sound and symbol

Skills

-Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

-Explain the keynote or home note and the structure of the melody.

-Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

PERFORMANCE

Knowledge

To know and be able to talk about:

-Performing is sharing music with an audience with belief

-A performance doesn't have to be a drama! It can be to one person or to each other

-It is planned and different for each occasion
-A performance involves communicating ideas, thoughts, and feelings about the song/music

Skills

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

-Everything that will be performed must be planned and learned

-You must sing or rap the words clearly and play with confidence
-A performance can be a special occasion and involve an audience including of people you don't know

-It is planned and different for each occasion

-A performance involves communicating ideas, thoughts and feelings about the song/music

Skills

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Curriculum Units

Reception Autumn

Unit:

Me!

Main songs:

- Pat-a-cake
- 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man
- Five Little Ducks Name Song
- Things For Fingers

Supporting songs:

- Celebration by Kool And The Gang
- Happy by Pharell Williams Sing by The Carpenters
- Sing A Rainbow by Peggy Lee
- Happy Birthday by Stevie Wonder
- Our House by Madness

Cross curricular /topic based focus:

Growing, homes, colour, toys, how I look.

Explore and create:

Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

Games Track:

Find the pulse

Copycat rhythm games:

Copy-clap the rhythm of names.

High and low games:

Explore high sounds and low sounds using voices and glockenspiels.

Reception Spring**Unit:**

Our world

Main songs:

Old Macdonald Incy Wincy Spider Baa Baa Black Sheep

Row, Row, Row Your Boat

The Wheels On The Bus

The Hokey Cokey

Supporting songs:

Lovely Day by Bill Withers

Beyond The Sea sung by Robbie Williams

Mars from The Planets Suite by Gustav Holst

Frog's Legs And Dragon's Teeth by Bellowhead

Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral

Singing In The Rain performed by Gene Kelly

Cross curricular/topic based focus:

Animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space.

Explore and create:

Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

Games Track:

Find the pulse and show others your ideas.

Copycat rhythm games:

Copy-clap some rhythms of phrases from the songs.

High and low games:

Explore high pitch and low pitch using the images from the songs.

Create your own sounds using instruments:

Use the starting note to explore melodic patterns using one or two notes.

Instrument notes:

Old Macdonald Incy Wincy Spider G, G + A

Baa Baa Black Sheep

D, D + E

Row, Row, Row Your Boat

C, C + D

Wheels On The Bus C, C + D

The Hokey Cokey F, F + G

Reception Summer**Unit:**

Big Bear Funk

Unit Theme:

Funk

Main songs:

Big Bear Funk

Supporting songs:

Big Bear Funk by Joanna Mangona

I Feel Good by James Brown

Don't You Worry 'Bout a Thing sung by Incognito

My Promise by Earth Wind And Fire

Superstition by Stevie Wonder

Pick Up The Pieces by Average White Band

Cross curricular/topic based focus:

Transition unit

Explore and create:

Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

Games track:

Find a funky pulse

Copycat rhythm games:

Copy-clap 3 or 4 word phrases from the song.

High and low games A. play together:

Keep the beat of the song with a pitched note.

High and low games B. pitch activities:

Add pitched notes to the rhythm of the words or phrases in the song.

High and low games C. extended options:

Enjoy playing patterns using a combination of any of the three notes C, D and E.

Instrument notes:

Big Bear Funk D, D + E, D + C

KS1 Autumn (Cycle A)**Unit:**

Round and Round

Unit Theme:

Pulse, rhythm and pitch in different styles of music

Style of main song:

Bossa Nova

Supporting songs:

Livin' La Vida Loca by Ricky Martin (Latin/Pop)

Imperial War March by John Williams (Film)

It Had Better Be Tonight by Michael Bublé (Latin/Big Band)

Why Don't You by Gramophonedzie (Big Band/Dance)

Oya Como Va by Santana (Latin/Jazz)

Instrumental Parts:

Key: D minor

One note: D

Easy Part: D, F, C & D

Medium Part: D, E, F, G & A

Melody: D, F, G, A & C

Warm up Games:

Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.

Game 1:

Find The Pulse Choose an animal and find the pulse

Game 2:

Rhythm Copy Back Listen to the rhythm and clap back

Game 3:

Rhythm Copy Back, Your Turn

Game 4:

Pitch Copy Back and Vocal Warm-up 1

Game 4a:

Pitch Copy Back and Vocal Warm-up 2

Improvisation:

Challenge 1:

Clap and Improvise

Listen and clap back, then listen and clap your own answer (rhythms of words).

Challenge 2:

Sing, Play and Improvise

Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.

Challenge 3:

Improvise!

Take it in turns to improvise using D or D and E

KS1

Spring (Cycle A)

Unit:

I Wanna Play in a Band

Unit Theme:

Playing together in a band

Style of main song:

Rock

Supporting songs:

We Will Rock You by Queen

Smoke On The Water by Deep Purple

Rockin' All Over The World by Status Quo

Johnny B.Goode by Chuck Berry

I Saw Her Standing There by The Beatles

Instrumental Parts:

Key: D

One note: F

Easy Part: D & C

Medium Part: G, F & C

Melody: C, D & F

Warm up Games:

Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.

Game 1:

Find the Pulse Choose an animal and find the pulse

Game 2:

Rhythm Copy Back Listen to the rhythm and clap back

Game 3:

Rhythm Copy Back, Your Turn

Game 4:

Pitch Copy Back and Vocal Warm-up 1

Game 4a:

Pitch Copy Back and Vocal Warm-up 2

Improvising:

Challenge 1:

Clap and Improvise

Listen and clap back, then listen and clap your own answer (rhythms of words).

Challenge 2:

Sing, Play and Improvise

Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.

Challenge 3:

Improvise!

Take it in turns to improvise using F or F and G.

Composing:

With one note: F

With three notes: F, G & A

With five notes: F, G, A, B \flat (A \sharp) + C

KS1

Summer (Cycle A)

Unit:

Friendship Song

Unit Theme:

A song about being friends

Style of main song:

Pop

Supporting songs:

Count On Me by Bruno Mars

We Go Together (from the Grease soundtrack)

You Give A Little Love (from Buggy Malone)

That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John

You've Got A Friend In Me by Randy Newman

Instrumental Parts:

Key: C

One note: C

Easy Part: E & G

Medium Part: E, G, A & B

Melody: C, D, E, F, G, A & B

Warm up Games:

Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.

Game 1:

Find the Pulse Choose an animal and find the pulse

Game 2:

Rhythm Copy Back Listen to the rhythm and clap back

Game 3:

Rhythm Copy Back, Your Turn

Game 4:

Pitch Copy Back and Vocal Warm-up 1

Game 4a:

Pitch Copy Back and Vocal Warm-up 2

Improvising:

Challenge 1:

Clap and Improvise

Listen and clap back, then listen and clap your own answer (rhythms of words).

Challenge 2:**Sing, Play and Improvise**

Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.

Challenge 3:**Improvise!**

Take it in turns to improvise using C or C and D.

Composing:

With one note: C

With three notes: C, D & E

With five notes: C, D, E, G & A

TAKE ONE TUNE – Whole school Project (all skills – Summer 2)

KS1**Autumn (Cycle B)****Unit:****Rhythm in the way we walk & The Banana Rap****Unit Theme:**

Pulse, rhythm and pitch, rapping, dancing and singing.

Style of main song:

Reggae

Supporting songs:

The Planets, Mars by Gustav Holst (Classical)

Tubular Bells by Mike Oldfield (Pop)

The Banana Rap by Jane Sebba (Hip Hop)

Happy by Pharrell Williams (Pop)

When I'm 64 by The Beatles (Pop)

Warm up Games:

Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.

Game 1:

Find The Pulse Choose an animal and find the pulse

Game 2:

Rhythm Copy Back Listen to the rhythm and clap back

Game 3:

Rhythm Copy Back, Your Turn

Game 4:

Pitch Copy Back and Vocal Warm-up 1

Game 4a:

Pitch Copy Back and Vocal Warm-up 2

KS1

Spring (Cycle B)

Unit:

In the Groove

Unit Theme:

How to be in the groove with different styles of music.

Style of main song:

Blues, Baroque, Latin, Bhangra, Folk, Funk

Supporting songs:

How Blue Can You Get by B.B. King (Blues)

Let The Bright Seraphim by Handel (Baroque)

Livin' La Vida Loca by Ricky Martin (Latin/Pop)

Jai Ho by J.R. Rahman (Bhangra/Bollywood)

Lord Of The Dance by Ronan Hardiman (Irish)

Diggin' On James Brown by Tower Of Power (Funk)

Instrumental Parts:

Key: C

One note: C

Easy Part: C & D

Medium Part: C & D

Melody: C, G & A

Warm up Games:

Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.

Game 1:

Find The Pulse Choose an animal and find the pulse

Game 2:

Rhythm Copy Back Listen to the rhythm and clap back

Game 3:

Rhythm Copy Back, Your Turn

Game 4:

Pitch Copy Back and Vocal Warm-up 1

Game 4a:

Pitch Copy Back and Vocal Warm-up 2

Improvisation:

Challenge 1:

Clap and Improvise

Listen and clap back, then listen and clap your own answer (rhythms of words).

Challenge 2:

Sing, Play and Improvise

Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.

Challenge 3:

Improvise!

Take it in turns to improvise using C or C and D

Composing:

With one note: C

With three notes: C, D & E

With five notes: C, D, E, F & G

KS1

Summer (Cycle B)

Unit:

Hands, Feet, Heart

Unit Theme:

South African music

Style of main song:

Afropop, South African

Supporting songs:

The Click Song sung by Miriam Makeba

The Lion Sleeps Tonight sung by Soweto Gospel Choir

Bring Him Back by Hugh Masekela

You Can Call Me Al by Paul Simon

Hlokoloza by Arthur Mafokate

Instrumental Parts:

Key: G

One note: G

Easy Part: G, A & C

Medium Part, G, A, B & C

Melody: E, F, G, A, B & C

Warm up Games:

Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.

Game 1:

Find the Pulse Choose an animal and find the pulse

Game 2:

Rhythm Copy Back Listen to the rhythm and clap back

Game 3:

Rhythm Copy Back, Your Turn

Game 4:

Pitch Copy Back and Vocal Warm-up 1

Game 4a:

Pitch Copy Back and Vocal Warm-up 2

Improvising

Challenge 1

Clap and Improvise

Listen and clap back, then listen and clap your own answer (rhythms of words).

Challenge 2

Sing, Play and Improvise

Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.

Challenge 3

Improvise!

Take it in turns to improvise using C or C and D.

Composing

With one note: C

With three notes: C, D & E

With five notes: C, D, E, F & G

TAKE ONE TUNE – Whole school Project (all skills – Summer 2)

LKS2

Autumn (Cycle A)

Unit:

Three Little Birds

Unit Theme:

Reggae and animals

Style of main song:

Reggae

Supporting songs:

Jamming by Bob Marley

Small People by Ziggy Marley

54-56 Was My Number by Toots and The Maytals

Ram Goat Liver by Pluto Shervington

Our Day Will Come by Amy Winehouse

Instrumental Parts:

Key: G

One note: G

Easy Part: G & A

Medium Part: C & A

Melody: C, D, E, G, A & Bb

Warm up Games:

Bronze:

No notes

Silver:

C & Sometimes D

Gold:

C & D

Improvisation:

Bronze Challenge 1:

Sing and Copy Back

Listen and sing back

Bronze Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using one note: C

Bronze Challenge 3:

Improvise!

Take it in turns to improvise using one note: C

Silver Challenge 1:

Sing, Play and Copy Back

Listen and copy back using instruments and one note: C

Silver Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using one or two notes: C and sometimes D

Silver Challenge 3:

Improvise!

Take it in turns to improvise using one or two notes: C and sometimes D

Gold Challenge 1:

Sing, Play and Copy Back

Listen and copy back using two notes: C and D

Gold Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using two notes: C and D

Gold Challenge 3:

Improvise!

Take it in turns to improvise using two notes: C and D

Composition:

Starting notes: C

Easy option: C, D & E

Harder option: C, D, E, G & A

LKS2

Spring (Cycle A)

Unit:

The Dragon Song

Unit Theme:

Music from around the world, celebrating our differences and being kind to one another

Style of main song:

A pop song that tells a story

Supporting songs:

Birdsong – Chinese Folk Music

Vaishnava Java – A Hindu Song

A Turkish Traditional Tune

Aitutaki Drum Dance from Polynesia

Zebaidir Song from Sudan

Instrumental Parts:

Key: G

One note: G

Easy part: G

Medium part: G, A & B

Melody: B, C, D, E, F & G

Warm up Games:**Bronze:**

No notes

Silver:

G & sometimes A

Gold:

G & A

Improvisation:**Bronze Challenge 1:****Improvise Challenge 1**

Listen and copy back using the notes G, A + B

Silver Challenge 1:**Improvise Challenge 2**

Using your instruments, listen and play your own answer using any of these notes: G, A or B

Gold Challenge 1:**Improvise Challenge 3**

Take it in turns to improvise using all or any of these notes: G, A and B

Composition:

Starting notes: G & A

Easy option: G, A & B

Harder option: D, E, G, A & B

LKS2

Summer (Cycle A)

Unit:

Bringing Us Together

Unit Theme:

Disco, friendship, hope and unity

Style of main song:

Disco

Supporting songs:

Good Times by Nile Rodgers

Ain't Nobody by Chaka Khan

We Are Family by Sister Sledge

Ain't No Stopping Us Now by McFadden and Whitehead

Car Wash by Rose Royce

Instrumental Parts:

Key: C

One note: C

Easy part: C

Medium part: G, A & C

Melody: G, A & C

Warm up Games:

Bronze:

No notes

Silver:

C & Sometimes A

Gold:

C & A

Improvisation:

Bronze Challenge 1:

Sing and Copy Back

Listen and sing back

Bronze Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using one note: C

Bronze Challenge 3:

Improvise!

Take it in turns to improvise using one note: C

Silver Challenge 1:

Sing, Play and Copy Back

Listen and copy back using instruments, one note: C

Silver Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using one or two notes: C and sometimes A

Silver Challenge 3:

Improvise!

Take it in turns to improvise using one or two notes: C and sometimes A

Gold Challenge 1:

Sing, Play and Copy Back

Listen and copy back using two notes: C and A

Gold Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using two notes: C and A

Gold Challenge 3:

Improvise!

Take it in turns to improvise using two notes: C and A

Composition:

Starting notes: C & A

Easy option: C, A & G

Harder option: C, D, E, G & A

TAKE ONE TUNE – Whole school Project (all skills – Summer 2)

LKS2

Autumn (Cycle B)

Unit:

Mamma Mia

Unit Theme:

ABBA's music

Style of main song:

Pop

Supporting songs:

ABBA's music:

Dancing Queen by ABBA

The Winner Takes It All by ABBA

Waterloo by ABBA Super Trouper by ABBA

Thank You For The Music by ABBA

Instrumental Parts:

Key: G

One Note: G

Easy part: G

Medium part: G & A

Melody: G, A, B & C

Warm up Games:

Bronze:

No notes

Silver:

G & Sometimes A

Gold:

G & A

Improvisation:

Bronze Challenge 1:

Sing and Copy Back

Listen and sing back

Bronze Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using one note: G

Bronze Challenge 3:

Improvise!

Take it in turns to improvise using one note: G

Silver Challenge 1:

Sing, Play and Copy Back

Listen and copy back using instruments, one note: G

Silver Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using one or two notes: G and sometimes A

Silver Challenge 3:

Improvise!

Take it in turns to improvise using one or two notes: G and sometimes A

Gold Challenge 1:

Sing, Play and Copy Back

Listen and copy back using two notes: C and D

Gold Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using two notes: C and D

Gold Challenge 3:

Improvise!

Take it in turns to improvise using two notes: C and D

Composition:

Starting notes: G

Easy option: G, A & B

Harder option: G, A, B, D & E

LKS2

Spring (Cycle B)

Unit:

Lean on me

Unit Theme:

Soul/Gospel music and helping one another

Style of main song:

Gospel

Supporting songs:

He Still Loves Me by Walter Williams and Beyoncé (Gospel)

Shackles (Praise You) by Mary Mary (Gospel)

Amazing Grace by Elvis Presley (Gospel)

Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical)

Lean On Me by The ACM Gospel Choir (Gospel)

Instrumental Parts:

Key: C

One note: C

Easy part: C & F

Medium part: E, F & G

Melody: G, A, B, C, D & E

Warm up Games:

Bronze:

No notes

Silver:

F & sometimes G

Gold:

F & G

Improvisation:

Bronze Challenge 1:

Sing and Copy Back

Listen and sing back

Bronze Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using one note: F

Bronze Challenge 3:

Improvise!

Take it in turns to improvise using one note: F

Silver Challenge 1:

Sing, Play and Copy Back

Listen and copy back using instruments, one note: F

Silver Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using one or two notes: F and sometimes G

Silver Challenge 3:

Improvise!

Take it in turns to improvise using one or two notes: F and sometimes G

Gold Challenge 1:

Sing, Play and Copy Back

Listen and copy back using two notes: F and G

Gold Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using two notes: F and G

Gold Challenge 3:

Improvise!

Take it in turns to improvise using two notes: F and G

LKS2

Summer (Cycle B)

Unit:

Blackbird

Unit Theme:

The Beatles, equality and civil rights

Style of main song:

The Beatles/pop

Supporting songs:

Yellow Submarine by The Beatles

Hey Jude by The Beatles

Can't Buy Me Love by The Beatles

Yesterday by The Beatles Let It Be by The Beatles

Instrumental Parts:

Key: C

One note: C

Easy part: C & B

Medium part: G, A, B & C

Melody: C, D, E, F & G

Warm up games:

Bronze:

No notes

Silver:

C & sometimes D

Gold:

C & D

Improvisation:

Bronze Challenge 1:

Sing and Copy Back

Listen and sing back

Bronze Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using one note: C

Bronze Challenge 3:

Improvise!

Take it in turns to improvise using one note: C

Silver Challenge 1:

Sing, Play and Copy Back

Listen and copy back using instruments, one note: C

Silver Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using one or two notes: C and sometimes D

Silver Challenge 3:

Improvise!

Take it in turns to improvise using one or two notes: C and sometimes D

Gold Challenge 1:

Sing, Play and Copy Back

Listen and copy back using two notes: C and D

Gold Challenge 2:

Play and Improvise

Using your instruments, listen and play your own answer using two notes: C and D

Gold Challenge 3:

Improvise!

Take it in turns to improvise using two notes: C and D

Composition:

Starting notes: C

Easy option: C, D & E

Harder option: C, D, E, G & A

TAKE ONE TUNE – Whole school Project (all skills – Summer 2)

UKS2

Autumn (Cycle A)

Unit:

Happy

Unit Theme:

Being Happy!

Style of main song:

Pop/Neo Soul

Supporting songs:

Top Of The World sung by The Carpenters

Don't Worry, Be Happy sung by Bobby McFerrin

Walking On Sunshine sung by Katrina And The Waves

When You're Smiling sung by Frank Sinatra

Love Will Save The Day sung by Brendan Reilly

Instrumental Parts:

Key: D (mixolydian on A)

One note: A

Easy Part: A & G

Medium Part: A, G & B

Melody: G, A, B, C, D & E

Warm up Games

Rhythm and Pitch Copy back and Question and Answer

Bronze challenge 1

Play and Copy back

Copy back using instruments. Use 1 note: A

Bronze challenge 2

Play and Improvise

Question and Answer using instruments. Use 1 note in your answer: A

Bronze challenge 3

Improvise!

Take it in turns to improvise using 1 note: A

Silver challenge 1

Play and Copy back

Copy back using instruments. Use 2 notes: A and G

Silver challenge 2

Play and Improvise

Question and Answer using instruments. Use 2 notes in your answer: A and G

Silver challenge 3

Improvise!

Take it in turns to improvise using 2 notes: A and G

Gold challenge 1

Play and Copy back

Copy back using instruments. Use 3 notes: A, G and B

Gold challenge 2

Play and Improvise

Question and Answer using instruments. Use 3 notes in your answer: A, G and B

Gold challenge 3

Improvise!

Take it in turns to improvise using 3 notes: A, G and B

Composing

Starting notes: A

Easy option: A, G & B

Harder option: C, E, G, A + B

UKS2 Spring (Cycle A)

Unit:

The Fresh Prince of Bel-Air

Unit Theme:

Old-School Hip-Hop

Style of main song:

Old-School Hip-Hop

Supporting songs:

Me Myself and I by De La Soul

Ready or Not by Fugees

Rapper's Delight by The Sugarhill Gang

U Can't Touch This by M C Hammer

Instrumental Parts

One note: A

Easy part: D & A

Medium Part: G & A

Melody: C, D, E, F, G + A

Warm up Games

Rhythm and Pitch Copy Back, and Question and Answer

Bronze: D

Silver: D & E

Gold: D, E & F

Improvisation

Bronze challenge 1:

Play and Copy back

Copy back using instruments. Use 1 note: D

Bronze challenge 2:

Play and Improvise

Question and Answer using instruments. Use 1 note in your answer: D

Bronze challenge 3:

Improvise!

Take it in turns to improvise using 1 note: D

Silver challenge 1:

Play and Copy back

Copy back using instruments. Use 2 notes: D and E

Silver challenge 2:

Play and Improvise

Question and Answer using instruments. Use 2 notes in your answer: D and E

Silver challenge 3:

Improvise!

Take it in turns to improvise using 2 notes: D and E

Gold challenge 1:

Play and Copy back

Copy back using instruments. Use 3 notes: D, E and F

Gold challenge 2:

Play and Improvise

Question and Answer using instruments. Use 3 notes in your answer: D, E and F

Gold challenge 3:

Improvise!

Take it in turns to improvise using 3 notes: D, E and F

Composing

Starting notes: D

Easy option: D, E & F

Harder option: D, E, F, G & A

UKS2

Summer (Cycle A)

Unit:

Reflect, Rewind & Replay

Unit Theme:

The history of music, look back and consolidate your learning

Style of main song:

Classical

Supporting songs:

Music from Compline – Traditional – Early Music

Dido and Aeneas: Overture by Henry Purcell – Baroque

Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical

Minute Waltz in D-flat by Chopin – Romantic

Central Park in the Dark by Charles Edward Ives – 20th Century

Clapping Music by Steve Reich – Contemporary

This unit gives the opportunity to revise all notes, games, improvisation techniques and composition skills taught this year to consolidate learning.

TAKE ONE TUNE – Whole school Project (all skills – Summer 2)

UKS2

Autumn (Cycle B)

Unit:

Livin' On A Prayer

Unit Theme:

Rock Anthems

Style of main song:

Rock

Supporting songs:

We Will Rock You by Queen

Smoke On The Water by Deep Purple

Rockin' All Over The World by Status Quo

Johnny B.Goode by Chuck Berry

I Saw Her Standing There by The Beatles

Instrumental Parts

Key: G

One note: G

Easy part: G, A & B

Medium Part: D, E, F sharp, G

Melody: D, E, F sharp, G, A, B & C

Warm up Games

Rhythm and Pitch Copy Back, and Question and Answer

Bronze: G

Silver: G & A

Gold: G, A & B

Improvisation

Bronze Challenge 1:

Play and Copy Back

Copy back using instruments. Use 1 note: G

Bronze Challenge 2:

Play and Improvise

Question and Answer using instruments. Use 1 note in your answer: G

Bronze challenge 3:

Improvise!

Take it in turns to improvise using 1 note: G

Silver Challenge 1:

Play and Copy back

Copy back using instruments. Use 2 notes: G and A

Silver Challenge 2:

Play and Improvise

Question and Answer using instruments. Use 2 notes in your answer: G and A

Silver challenge 3:

Improvise!

Take it in turns to improvise using 2 notes: G and A

Gold challenge 1:

Play and Copy back

Copy back using instruments. Use 3 notes: G, A and B

Gold challenge 2:

Play and Improvise

Question and Answer using instruments. Use 3 notes in your answer: G, A and B

Gold challenge 3:

Improvise!

Take it in turns to improvise using 3 notes: G, A and B

Composing

Starting notes: G

Easy option: G, A & B

Harder option: G, A, B, D & E

UKS2

Spring (Cycle B)

Unit:

Classroom Jazz 2

Unit Theme:

Jazz, Improvisation and Composition

Style of Main Song:

Bacharach and Blues

Supporting Songs:

Take The 'A' Train by Duke Ellington

Speaking My Peace by H. Parlan

Back 'O'Town Blues by Earl Hines

One 'O' Clock Jump by Count Basie

Instrumental Parts

Key: C and Blues in C

Improvisation

Bronze Challenge 1

Bacharach Anorak C, D, E, F, G, A, B + C Meet the Blues

C, Bb, G, F + C

Bronze Challenge 2

Play and Improvise

Question and Answer using instruments. Use 1 note in your answer: A

Bronze Challenge 3

Improvise!

Take it in turns to improvise using 1 note: A

Silver Challenge 1

Play and Copy back

Copy back using instruments. Use 2 notes: A and G

Silver challenge 2

Play and Improvise

Question and Answer using instruments. Use 2 notes in your answer: A and G

Silver challenge 3

Improvise!

Take it in turns to improvise using 2 notes: A and G

Gold Challenge 1

Play and Copy back

Copy back using instruments. Use 3 notes: A, G and B

Gold Challenge 2

Play and Improvise

Question and Answer using instruments. Use 3 notes in your answer: A, G and B

Gold Challenge 3

Improvise!

Take it in turns to improvise using 3 notes: A, G and B

UKS2 Summer (Cycle B)

Unit:

Music and Me

Unit Theme:

Create your own music inspired by your identity and women in the music industry

Style:

Hip Hop, Classical, Electronic, Soul, Contemporary

Supporting Songs:

Something Helpful by Anna Meredith

O by Shiva Feshareki

V-A-C Moscow by Shiva Feshareki

Heroes & Villains by Eska

Shades Of Blue by Eska

And! by Afrodeutsche

The Middle Middle by Afrodeutsche

TAKE ONE TUNE – Whole school Project (all skills – Summer 2)