



Music Long Term Curriculum Plan

<p>Intent</p>	<p>Music is a universal language that embodies one of the highest forms of creativity. Our high-quality music education will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose and to listen with discrimination to a wide range of music. The National Curriculum for Music states that:</p> <p>In Key Stage 1, pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, tempo, timbre, texture, structure and appropriate musical notations. • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. • Learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and can progress to the next level of music excellence. <p>Key Stage 2, pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. • Learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence. 					
<p>Implementation</p>	<p>At SASJ, we use a variety of resources to support the teaching and learning of music. The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the National Curriculum.</p> <p>As part of the National Curriculum's requirement for pupils to learn an instrument, pupils in Years 3, 4 and 5 receive specialist music teaching of the ukulele, progressing onto the guitar from specialists at Lancashire Music Service. In Year 6, SASJ is supported by the Catholic Singing Partnership, so that pupils learn to sing and to use their voices, to create and compose music on their own and deliver their skills in an end of year musical performance.</p>					
<p>SEND</p>	<p>Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in History and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers</p>					
<p>School Values</p>	<p>Trust</p>	<p>Forgiveness</p>	<p>Love</p>	<p>Peace</p>	<p>Faith</p>	<p>Hope</p>

Golden threads	Developing a sense of pulse, rhythm and melody Active listening		Composition and improvising		Performing and singing	
EYFS	<p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for music are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Communication and Language • Physical Development • Expressive Arts and Design <p>In our EYFS department, pupils are supported in their use of music as part of child-led play, whether singing songs, listening to music, dancing or playing instruments. Thus allowing them to express their creativity and emotions, as well as reaching a deeper level of musical understanding. Teachers may use resources from Charanga or their own planning ideas which will link to topics being covered in all areas of the curriculum.</p>					
Term	Autumn		Spring		Summer	
Themes/topics on Charanga – to be supplemented with Teacher’s own ideas.	Me!	Nativity	My Stories.	Everyone!	Our World.	Big Bear Funk.
Key skills Within every session there will be an element of active listening, composition and performance/singing.	Find the pulse. Copy-cat the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels.	Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs.	Find the pulse as one of the characters from the song. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Invent a pattern to go with a song using one note.	Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs Use the starting note to explore melodic patterns using one or two notes.	Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. Use the starting note to explore melodic patterns using one or two notes.	Find a funky pulse. Copy-clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.

<p>Supporting songs and styles.</p>	<p>Wide variety of musical styles as an introduction.</p> <p>Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness</p>	<p>Songs related to the chosen Nativity performance that year.</p> <p>Christmas Carols – traditional and modern.</p>	<p>Wide variety of musical styles as an introduction.</p> <p>Roll Alabama by Bellowhead Boogie Wonderland by Earth Wind And Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung</p>	<p>Wide variety of musical styles as an introduction.</p> <p>We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart</p>	<p>Wide variety of musical styles as an introduction.</p> <p>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</p>	<p>Funk.</p> <p>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</p>
<p>Outcomes</p>	<p>Learn to sing nursery rhymes and action 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</p>	<p>Children will learn songs related to their Christmas Nativity performance.</p>	<p>Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p>	<p>Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>Children will get ready for moving up into Year 1. Listen and Appraise Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments Perform and Share</p>

Lesson sequence	<p>1: To find the pulse in different ways. 2: Listen to and sing nursery rhymes. 3: Copycat rhythm games as they sing. 4: Listen to and sing songs with actions. 5: Find the pulse in a nursery rhyme. 6: Sing and perform a chosen song.</p>	<p>1: To listen to and learn new songs. 2: Listen to and sing songs with actions. 3: Find the pulse in songs. 4: To hear high and low sounds. 5: To add songs and words to a performance. 6: Sing and perform as part of a group performance.</p>	<p>1: To explore high and low pitch using voices. 2: Listen to and sing songs with actions. 3: Find the pulse in a chosen nursery rhyme. 4: To create own sounds with voices and instruments. 5: Listen to and sing along with a chosen song. 6: Sing and perform a chosen song.</p>	<p>1: Listen to sing along with and play the action song. 2: Explore high and low (pitch and improvisation with voices). 3: Create your own sounds with voices. 4: Create your own sounds with instruments. 5: Explore high and low (pitch and improvisation with voices) 6: Perform and sing nursery rhymes.</p>	<p>1: Using the Games Track, find the pulse in different ways. 2: Explore high and low (pitch and improvisation with voices). 3: Create your own sounds (improvisation and composition with voices and/or instruments). 4: Learn to sing and play nursery rhyme/s. 5: Copycat rhythm games. 6: Sing and perform a chosen song.</p>	<p>1: Start to learn to sing Big Bear Funk and respond to the copyback section. 2: Find the pulse in different ways. 3: Rhythm games (copyback teacher then child-led). 4: Explore pitch by creating your own sounds with voices and instruments. 5: copyback games and riff building leading to improvisation and composition. 6: Perform and sing nursery rhymes.</p>
Cross curricular links	<p>PSE – relationships History – all about me. Growing, homes, colour, toys, how I look.</p>	<p>RE – Christmas PSE – celebrations/family</p>	<p>Imagination, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.</p>	<p>PE – dance and actions to music. Family, friends, people, music from around the world.</p>	<p>Science – animals Geography – world around us. Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.</p>	<p>Transition unit.</p>
Enhancements	<p>End of unit performances to peers in class of favourite songs.</p>	<p>Nativity performance to the whole school and families.</p>	<p>End of unit performance in class, presenting in small groups.</p>	<p>End of unit performance in class, presenting in small groups.</p>	<p>End of unit performance using instruments or props.</p>	<p>End of unit performance in class, presenting in small groups.</p>

	Video for assessment.	Video for assessment.	Video for assessment.	Video for assessment.	Video for assessment.	Video for assessment.
Prior learning links	Children may have experienced singing activities at nursery level or at home. Clapping, patting and experimenting with resources to make sound.					

Years 1 & 2	Autumn		Spring		Summer	
Themes/topics on Charanga – to be supplemented with Teacher’s own ideas.	Hey you! (Year 1 unit) Hip hop.	Nativity. (Year 2 skills) Christmas carols/ traditional and modern. Alongside Charanga unit Ho Ho Ho!	In the Groove. (Year 1 unit) Blues, Baroque, Latin, Bhangra, Folk, Funk	Zoo time. (Year 2 unit) Reggae.	Round and round. Bossa Nova	Friendship song (Year 2 unit). Pop
Key skills Within every session there will be an element of active listening, composition and performance/singing.	How pulse, rhythm and pitch work together.	Learn new songs. Improvise Pitch, rhythm and pulse. A song with rapping and improvising for Christmas.	How to be in the groove with different styles of music.	Rhythm and pitch copy back. Find the pulse. Sing, play and improvise.	Pulse, rhythm and pitch in different styles of music.	Move to music. Find the pulse. Create rhythms. Use voices to find pitch.
Supporting songs and styles.	Old school hip hop. Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper’s Delight by The Sugarhill Gang U Can’t Touch This by MC Hammer It’s Like That by Run DMC	Songs related to the chosen Nativity performance that year. Christmas Carols – traditional and modern. Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song) Suspicious Minds	Blues, Baroque, Latin, Bhangra, Folk, Funk 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	Reggae Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff	Bossa Nova. 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	Pop Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone) That’s What Friends Are

		by Elvis Presley (Pop) Sir Duke by Stevie Wonder (Funk) Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)	(Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)		(Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)	For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman
Outcomes	Pulse and rhythm: Keep a steady pulse in a group and be able to pick out two different tempos in music. Repeat short basic rhythms and perform simple rhythmic ostinato	Singing: Sing songs in unison, both with and without accompaniment or backing tracks.	AL: Identify changing elements (e.g. music gets faster/louder); replicate these differences in a simple performance.	Composing: Repeat longer basic rhythms (2 bars or more) and add imitations and variations to those rhythms.	Melody and notation: Sing back short melodies using at least 3 pitched notes. Perform from musical notation including crotchets and minims.	Performing: Play longer phrases on untuned percussion and using body percussion.
Lesson sequence	1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform	1: Listen to and learn new songs. 2: Hear the pitch in new songs. 3: Find the rhythm in new songs. 4: Perform songs with actions. 5: Add songs to words to tell a story. 6: Perform in front of an audience.	1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the	1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform	1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to	1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform

	today. Start to prepare for the end-of-unit performance. 6: Prepare for the end-of-unit performance.		end-of-unit performance. 6: Prepare for the end-of-unit performance.	today. Start to prepare for the end-of-unit performance. 6: Prepare for the end-of-unit performance.	prepare for the end-of-unit performance. 6: Prepare for the end-of-unit performance.	today. Start to prepare for the end-of-unit performance. 6: Prepare for the end-of-unit performance.
Cross curricular links	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	RE – Christmas PSE – celebrations/family/hope Festivals.	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.	Animals, poetry and the historical context of musical styles.	Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.	Friendship and being kind to one another.
Enhancements	Musician in school. Video for assessment.	Nativity performance to the whole school and families. Video for assessment.	Musicians in school. Visits to listen to music. Video for assessment.	Trip to the zoo/farm/school trip. Video for assessment.	Musicians in school. Geography links to other countries. Video for assessment.	End of year disco. Listen to end of year 6 performance. Video for assessment.
Prior learning links	Children will have experienced playing untuned instruments in EYFS, singing songs, participating in activities to find the pulse, clap a rhythm, sing alone and in groups, perform together.					

Year 3	Autumn		Spring		Summer	
Themes/topics on Charanga – to be supplemented with Teacher’s own ideas and Lancashire Music service teaching.	Let your spirit fly. RnB	Bringing us together. Disco	Ukulele – Lancs music service.	Ukulele – Lancs music service.	Ukulele – Lancs music service.	Ukulele – Lancs music service.
Key Skills	Play and improvise Say and copy back Move to the pulse. Think about what words in a song mean. Sing in unison and two parts.	Find the pulse and pitch and copy back. Have an awareness of being in tune. Sing solo. Have an awareness of pulse when singing.	Rhythm - working on reading, recognising and experiencing rhythms in a variety of ways.	Singing - awareness of pitch.	An element of tablature - the four lines and numbers.	Recognizing and being able to play basic notes and forming melodies with them. To know at least a pentatonic scale's worth (C D E G A *C)
Supporting songs and styles.	RnB Please choose your own song/piece here Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	Disco 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	A variety of songs including: Sponge Bob Square Pants, Mamma Mia, Lean on me, Hey Ho (The Lumineers), Lava (Disney music).			
Outcomes	Pulse and rhythm: Keep a steady pulse alone and with others,	Singing: Sing songs accompanied by	AL: Identify and describe musical features in music from different	Composing: Create basic 3 note tunes and simple rhythms	Melody and notation: Perform and compose, using	Performing: Use tuned percussion, melodic instruments and

	without musical accompaniment. Perform longer rhythms (more than 2 bars), using crotchets, quavers, minims and their rests.	ostinatos from the group	traditions. Sing or play back simple melodies from the music.	using crotchets, quavers, minims and their rests	at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests).	voices to perform melodies and simple rhythms (3 + notes).
Lesson sequence	1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the end-of-unit performance. 6: Prepare for the end-of-unit performance.	1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the end-of-unit performance. 6: Prepare for the end-of-unit performance.	Learn about the parts of the ukulele Learn the notes of the ukulele - open stringed and fretted Sing and develop internal pitch Compose some basic ideas using the ukulele Learn some basic Rhythmic notation and clap it. Each lesson will vary with the class and cohort of pupils.	Develop knowledge of the ukulele Refresh knowledge of the notes by recalling songs learned and learning new ones. Continue to sing- sing the notes we play as well as sing whilst playing a chord accompaniment. Develop a short set of music to play for a performance Each lesson will vary with the class and cohort of pupils.		
Cross curricular links	Historical context of musical styles.	Music unites us, friendship, kindness.	Links to PSHE – friendship songs, building confidence in performing. History of music Geography – music from around the world. Maths – counting beats. English – reading and learning new songs.			

Enhancements	<p>Musicians into school.</p> <p>Video for assessment.</p>	<p>Listening to Nativity performance.</p> <p>Opportunity to be in the school choir.</p> <p>Video for assessment.</p>				<p>End of year performance to parents and the whole school.</p>
Prior learning links	<p>Building upon skills from KS1, pupils will develop their understanding of pulse and rhythm. They will also develop their understanding of pitch, volume and notation. They will learn a tuned instrument and play individually and as part of an ensemble.</p>					

Year 4	Autumn	Spring	Summer			
Themes/topics on Charanga – to be supplemented with Teacher’s own ideas and Lancashire Music service teaching.	<p>Mamma Mia.</p> <p>Pop</p>	<p>Lean on me.</p> <p>Gospel.</p>	Ukulele – Lancs music service.	Ukulele – Lancs music service.	Ukulele – Lancs music service.	Ukulele – Lancs music service.
Key skills	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>Improvise using instruments.</p>	<p>To confidently identify and move to the pulse.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To rehearse and perform their part within the context of the Unit song.</p>	<p>Continue with rhythm - working on reading, recognising and experiencing rhythms in a variety of ways.</p>	<p>Revisit and build on singing - awareness of pitch.</p>	<p>Continue an element of tablature - the four lines and numbers.</p>	<p>Build on knowledge from Year 3 and recognise and be able to play basic notes and form melodies with them. To know at least a pentatonic scale’s worth (C D E G A *C)</p>
Supporting songs and styles.	<p>ABBA’s music: Dancing Queen by</p>	<p>He Still Loves Me by Walter</p>	<p>The primary concern is to make learning stress free and fun and balance progression with the necessary rehashing of skills already learned. This is</p>			

	<p>ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA</p>	<p>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)</p>	<p>done by teaching the skills through learning songs. We will try and learn a variety of songs! And in different ways.</p> <p>In Year 4 songs include: Lean on me, Songs by the Beatles, Thunder (Imagine Dragons)</p>			
Outcomes	<p>Pulse and rhythm: Keep a steady pulse on an instrument in 2/3, 3/4 and 4/4, using different tempi, with other pupils accompanying with an ostinato. Perform pieces with at least 2 simultaneous rhythms; recognise and clap back rhythms using single quaver rests</p>	<p>Singing: Sing songs in 2 parts.</p>	<p>AL: Compare music from different traditions. Perform music heard aurally that contains 2 parts at the same time</p>	<p>Composing: Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (4 bars).</p>	<p>Melody and notation: Perform and compose using 5 pitched notes or 4 chords</p>	<p>Performing: Perform melodies with 5 notes (or 4 chords) with more complex rhythms on tuned instruments.</p>
Lesson sequence	<p>1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song.</p>	<p>1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or</p>	<p>Recap everything learned in y3</p> <p>Recall songs learned as well as learning new ones to help recall the notes and techniques of the ukulele</p> <p>Compose own ideas on the ukulele using the notes learned.</p>	<p>Compose a short song using a pentatonic scale</p> <p>Learn songs with multiple skills involved - notes, chords and singing.</p> <p>Develop a short set of music to play for a performance</p>		

	<p>4: Sing the song and perform composition(s) within the song.</p> <p>5: Choose what you perform today. Start to prepare for the end-of-unit performance.</p> <p>6: Prepare for the end-of-unit performance.</p>	<p>instruments within the song.</p> <p>4: Sing the song and perform composition(s) within the song.</p> <p>5: Choose what you perform today. Start to prepare for the end-of-unit performance.</p> <p>6: Prepare for the end-of-unit performance.</p>	<p>Develop rhythmic knowledge - reading, recall and writing</p> <p>Each lesson will vary with the class and cohort of pupils.</p>	<p>Each lesson will vary with the class and cohort of pupils.</p>		
Cross curricular links	<p>Structure of songs linked to literacy.</p> <p>Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p>	<p>Gospel in its historical context e.g. from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir.</p> <p>Analysing performance.</p>	<p>Links to PSHE – friendship songs, building confidence in performing.</p> <p>History of music</p> <p>Geography – music from around the world.</p> <p>Maths – counting beats.</p> <p>English – reading and learning new songs.</p>			
Enhancements	<p>Musicians into school.</p> <p>Video for assessment.</p>	<p>Listening to Nativity performance.</p> <p>Opportunity to be in the school choir.</p> <p>Video for assessment.</p>				<p>End of year performance to parents and the whole school.</p>

Prior learning links	Building upon skills from KSI, pupils will develop their understanding of pulse and rhythm. They will also develop their understanding of pitch, volume and notation. They will learn a tuned instrument and play individually and as part of an ensemble.
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Year 5	Autumn		Spring		Summer	
Themes/topics on Charanga – to be supplemented with Teacher’s own ideas and Lancashire Music service teaching.	Guitar – Lancs music service.	Guitar – Lancs music service.	Livin’ on a prayer.	Make you feel my love.	Fresh Prince of Bel Air	Dancin’ in the street
			Rock.	Pop ballads	Old school hip hop	Motown
Key skills	Improvise using instruments in the context of a song to be performed. Play a musical instrument with the correct technique within the context of the Unit song.	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. To rehearse and perform their part within the context of the Unit song.	To identify and move to the pulse with ease. To think about the message of songs. To sing in unison and to sing backing vocals. To rehearse and perform their part within the context of the Unit song.	To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To enjoy exploring singing solo.	To talk about the musical dimensions working together in the Unit songs. To sing with awareness of being ‘in tune’. To experience rapping and solo singing	Talk about the music and how it makes you feel. To identify and move to the pulse with ease. Play a musical instrument with the correct technique within the context of the Unit song.
Supporting songs and styles.	Pupils will build upon skills taught in Years 3 and 4. This is done by teaching the skills through learning songs. We will try and learn a variety of songs! And in different ways.		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	Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett	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	I can’t Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My

						Life by Stevie Wonder
Outcomes	Melody and notation: Perform and compose using 5 – 8 pitched notes. Capture the work in different formats so it can be recreated.	Performing: Perform with confidence and accuracy alone or as part of a group	Singing: Sing musically, responding to performance directions, e.g., phrasing. Sing more extended harmonic parts	AL: Describe keys features in music including: tempo, metre, instrumentation, melody. Understand features of at least 4 different	Pulse and rhythm: Follow directions to change tempo accurately, playing alone and with others. Perform pieces which use offbeat and syncopated rhythms in 3 different time signatures and tempi.	Composing: Improvise and compose longer pieces using up to 8 notes with a variety of rhythms, tempi and time signatures.
Lesson sequence	<ol style="list-style-type: none"> 1. Learn about how the guitar differs from the ukulele and Learn what the strings are called. 2. Use this to play some basic songs and fret some notes and use basic tablature to create some songs. 3. Learn some basic chords and play them in time together 4. Adapt their favourite ukulele songs to the guitar 5. Develop a short set of tunes for a performance including: Singing, playing melodies, playing bass lines, playing chord sequences. 6. Further develop their knowledge and use of rhythmic notation. <p>Each lesson will vary with the class and cohort of pupils.</p>	<ol style="list-style-type: none"> 1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the end-of-unit performance. 	<ol style="list-style-type: none"> 1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the end-of-unit performance. 	<ol style="list-style-type: none"> 1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the end-of-unit performance. 	<ol style="list-style-type: none"> 1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the end-of-unit performance. 	

			6: Prepare for the end-of-unit performance.	6: Prepare for the end-of-unit performance.	6: Prepare for the end-of-unit performance.	6: Prepare for the end-of-unit performance.
Cross curricular links	Different genres of song. PSHE - developing performance confidence.		How rock music developed from the Beatles onwards. Analysing performance.	Historical context for ballads.	Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general.	The history of Motown and its importance in the development of Popular music. Civil rights.
Enhancements	Lancs music service teaching of the guitar in the Autumn term. Video for assessment.	Listening to Nativity performance. Opportunity to be in the school choir. Guitar performance to parents and the whole school. Care home Christmas Carols Video for assessment.				
Prior learning links	Building upon skills from KS1, pupils will develop their understanding of pulse and rhythm. They will also develop their understanding of pitch, volume and notation. They will learn a tuned instrument and play individually and as part of an ensemble.					

Year 6	Autumn		Spring		Summer	
Themes/topics	Catholic Singing Partnership – vocal tuition. Introduction to good singing Practise.	Catholic Singing Partnership – vocal tuition. Introduction to rhythmic notation, dynamics and tempo	Catholic Singing Partnership – vocal tuition. Beat and rhythm, more rhythmic notation and dynamics	Catholic Singing Partnership – vocal tuition. Tonality, articulation, grouping beats and introduction to pitch-reading	Catholic Singing Partnership – vocal tuition. Singing in parts and rounds, more rhythmic and pitch notation	Catholic Singing Partnership – vocal tuition. Advanced dynamics, more rhythmic and pitch notation
Skills activity opportunities.	Introduction to good singing Practise.	Introduction to rhythmic notation, dynamics and tempo	Beat and rhythm, more rhythmic notation and dynamics	Tonality, articulation, grouping beats and introduction to pitch-reading	Singing in parts and rounds, more rhythmic and pitch notation	Advanced dynamics, more rhythmic and pitch notation
Supporting songs and styles.	A variety of songs including hymns, chants, musical rounds.					
Outcomes	Pulse and rhythm: Follow directions to change tempo accurately, playing alone and with others. Perform pieces which use offbeat and syncopated rhythms in 3 different time signatures and tempi	Melody and notation: perform and compose using 8 pitched notes. Capture the work in different formats, including staff notation so it can be recreated.	AL: describe keys features in music including: tempo, metre, instrumentation, melody. Understand features of at least 4 different types/genres of music.	Composing and improvising: Improvise and compose longer pieces using up to 8 notes with a variety of rhythms, tempi and time signatures	Performing: Perform with confidence and accuracy alone or as part of a group	Singing: Sing musically, responding to performance directions, e.g., phrasing. Sing more extended harmonic parts.
Lesson sequence	Pitch match Matching the shape of a melody (up/down)	I. Introduction to cat/monkey/nap (crotchet, quaver, crotchet rest)	Cat/monkey/nap (without pictures) (crotchet, quaver, crotchet rest) Getting louder (crescendo) and	(Y4 and above) Major and minor tonality Cat/monkey/nap (bars and barlines)	Pitch resource 2 (mi-so-la) Cat/monkey/nap (semiquavers)	Pitch resource 3 (do-re-mi) Fortissimo, pianissimo, mezzo-forte and mezzo-piano

	<p>Keeping a steady beat with chants Singing in a group and on their own Distinguish between speaking, chanting and singing voice Distinguish between high, middle and low Loud/quiet (forte/piano) Sing a range of well-known nursery rhymes and songs with a small range Introduction to good singing posture and the importance of good breathing.</p> <p>Each lesson will vary with the class and cohort of pupils.</p>	<p>Move in time with the music</p> <p>To know what dynamics are.</p> <p>Copy changes in dynamics and understand their expressive use.</p> <p>Remember and sing entire songs.</p> <p>What is tempo? Fast vs slow.</p> <p>Each lesson will vary with the class and cohort of pupils.</p>	<p>getting quieter (diminuendo) Changing the speed of the beat as the tempo changes Call and response songs (taking it in turn to be leader) (Y4 and above) Rests Pause Beat vs rhythm.</p> <p>Each lesson will vary with the class and cohort of pupils.</p>	<p>Legato (smooth) and staccato (detached) 2 time vs 3 time Grouping beats in twos and threes (tapping knees on the first beat and clapping the remaining beats) Pitch resource 1 (mi-so)</p> <p>Each lesson will vary with the class and cohort of pupils.</p>	<p>Question phrase vs answer phrase (Y4 and above) Adding simple harmony (Y4 and above) Rounds and partner songs.</p> <p>Each lesson will vary with the class and cohort of pupils.</p>	<p>Cat/monkey/nap (quavers with pairs of semiquavers etc.) Consolidation of objectives.</p> <p>Each lesson will vary with the class and cohort of pupils.</p>
Cross curricular links	The songs taught will primarily focus on the school's Catholic ethos and will support the singing of a wide range of hymns and music for worship across the school year.					
Enhancements	Catholic Singing Partnership – every week	Listening to Nativity performance.				End of year performance to

	throughout the year. Video for assessment.	Opportunity to be in the school choir. Carol Concert Video for assessment.				parents and the whole school.
Prior learning links	Building upon skills from KSI, pupils will develop their understanding of pulse and rhythm. They will also develop their understanding of pitch, volume and notation. They will learn how to use their voices in an ensemble and complete an end of year musical production.					