

# Scheme Overview

## Introduction

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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.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

## How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing

## The Activity Manual

This manual will give you knowledge, understanding and support when preparing and delivering your music lessons. It will explain the supporting ideas and methodology and how each strand of musical learning within the Units of Work correspond with the national curriculum. Use it as a handbook, a teaching companion.

## Mastery in your music lessons

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Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

**Scheme Progression Overview With Teaching And Learning Outcomes** is a new document that can be used for a teaching and learning overview of each unit, year and Key Stage. This document brings all the possible musical learning outcomes together for the end of year and Key Stage, linking to the Progressive Teacher and Children's Statements within the Assessment Framework. It highlights differentiated and deeper learning for each child, that constantly builds through each step/lesson, unit and year.

### Resources/Instruments

- A class set or half a class set of glockenspiels - this is the most important resource along with any un-tuned percussion instruments you might have in school
- iPad app - glock or un-tuned percussion app can be used
- Recorders - use if you have experience playing and teaching this instrument
- If children play band/orchestral instruments, encourage them to use those instruments in the music lesson
- A combination of the above

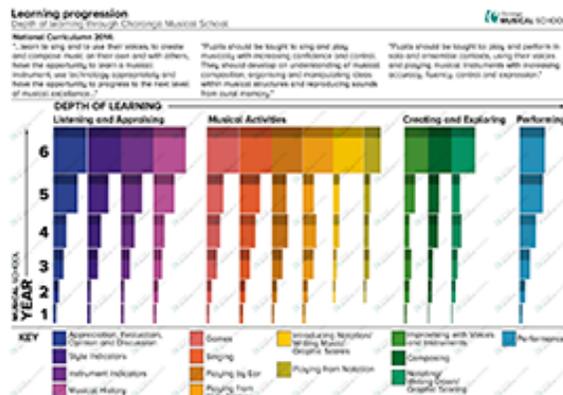
### Mixed Year Groups

If you are delivering the scheme in a school with mixed age or year groups, please do adapt it to suit your needs. Remember that the Units of Work are progressive but can also be delivered as stand-alone units due to the depth of learning and spiral progression methodology. This means you can choose a Unit of Work for your class by looking at the suitability of the main unit song for the age group that you are teaching.

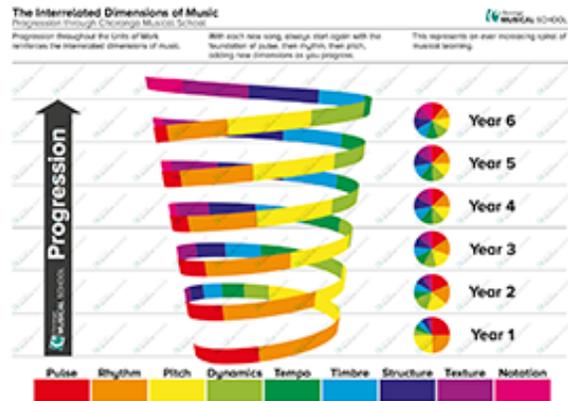
## Various ways/ideas to tackle the mixed-age group issue

1. Deliver a two-year rolling programme - this will alleviate repetition.
2. Build your own scheme from the Units of Work, topics and other resources in Freestyle. In order to do so you will need extra units if you have extra classes so:
  - a. You could deliver less Units of Work in each year so perhaps you might deliver something different in Autumn 2 linked to what is taking place at Christmas time - perhaps use one of the productions. This means that you will have some spare units.
  - b. Use Summer 2 for revision and practise for a concert. Summer is notoriously difficult anyway due to SATS, Sports Day etc. Again, you will have spare units.

## Learning Progression



The diagram above depicts the depth of learning that occurs as the children move through the year groups. As they progress, the colour deepens and the learning widens.



All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

## What is included in each Unit of Work?

1. **Listen and Appraise**
2. **Musical Activities** include Games, Singing, Playing, Improvising and Composing
3. **Perform/Share**

Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes. If you are in this situation you may prefer to use the Musical School Freestyle approach where you can build your own lessons to suit your circumstances (in the Freestyle tab at the top of the page).

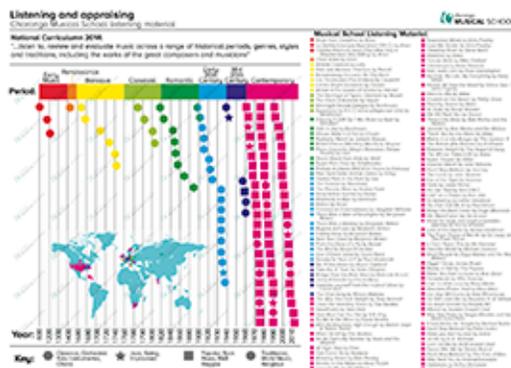
### How to structure an hour long lesson:

Listen and Appraise – 20 mins  
Musical Activities – 25 mins  
Perform/Share – 15 mins

### How to structure a 45 minute lesson:

Listen and Appraise – 15 mins  
Musical Activities – 20 mins  
Perform/Share – 10 mins

## 1. Listen and Appraise



This overview diagram includes all the listening opportunities in this Scheme through historical periods to present day.

### Style Indicators Overview

#### Styles

Rock	2
Hip Hop	2
South African	3
Blues	4
Bhangra	4
Funk	5
Folk	5
Latin	6
Pop ballad	6
Motown	6
Gospel	7
Reggae	8
etc	9

This Style Indicator guide will support learning and is printable.

## 2. Musical Activities

All activities are based around a song. The Activity Manual provided is to support the teaching and learning here.

- a. **Games** embed the Interrelated Dimensions of Music through repetition
- b. **Singing** is at the heart of all the musical learning
- c. **Playing** instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- d. **Improvising** with the song using voices and instruments occurs in some Units of Work
- e. **Composing** with the song using instruments occurs in some Units of Work

## 3. Perform/Share

Share what has taken place during the lesson and work towards performing to an audience.

# Musical Progression

The musical progression through KS1 and KS2 is demonstrated in the diagram below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.

Musical Progression KS1

Musical Progression KS2

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links
Year 1	Autumn 1	Hey You	Old School Hip Hop	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.
	Autumn 2	Rhythm In The Way We Walk and Banana Rap	Reggae, Hip Hop	Action songs that link to the foundations of music.
Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque.				

Style and Cross-Curricular Links KS1

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links
Year 1	Autumn 1	Let Your Spirit Fly	R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul	Historical context of musical styles.
	Autumn 2	Glockenspiel Stage 1	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition
Year 2	Spring 1	Three Little Birds	Reggae	Animals, Jamaica, poetry and the historical context of musical styles.
	Spring 2	The Dragon Song	Coming soon!	Coming soon!

Style and Cross-Curricular Links KS2

# Assessment

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence.

Visit 'Assessment' in the 'My Workspace' tab to use the full Musical School Assessment Framework (you can refer to the assessment documentation on the right hand side of the Scheme home page).

# Music in Reception

## Ages 4-5

### Unit Overview

#### Introduction

This half termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning is focussed around nursery rhymes and action songs.

Each Unit of Work is supported by weekly lesson plans and assessment and has a **cross-curricular/topic-based focus and a musical focus** that will allow the teachers to engage the children in activities related to the developmental events taking place in their changing lives.

The Units of Work in Terms 1 and 2 are more flexible allowing for child-led activities based around the focus for learning. In Term 3, Big Bear Funk transitions from being focus based to preparing for Year 1. The final Unit for the year Reflect, Rewind and Replay consolidates the year's learning.

The Units of Work can be delivered as a full 30-45 minute lesson, or in shorter 5, 10, 15, 20 minute bite-size sections. You decide.

#### Summary of learning:

**Musical learning focus for Terms 1 and 2:** Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.

#### Autumn Term

##### Unit 1

**Cross-curricular/topic-based focus: Me!** - explore: growing, homes, colour, toys, how I look

##### Unit 2

**Cross-curricular and topic-based focus: My Stories** - explore: using your imagination,

Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time

## **Spring Term**

### **Unit 1**

**Cross-curricular and topic-based focus: Everyone!** - explore: family, friends, people and music from around the world

### **Unit 2**

**Cross-curricular and topic-based focus: Our World** - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space

## **Summer Term**

**Musical learning focus for Term 3:**

### **Unit 1**

**Big Bear Funk - A Transition Unit:**

1. Listen and Appraise
2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments
3. Perform and Share

### **Unit 2**

**Reflect, Rewind and Replay:** Consolidation of learning and contextualising the history of music.

## **More about musical learning - How the Units are organised:**

Deliver flexibly or as a whole Unit

**In Terms 1 and 2 each 6-week Unit comprises:**

1. Listen and Respond
2. Explore and Create - initially using voices only but building to using classroom instruments too
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform

### **1. Listen and Respond**

In each step there is option to listen and respond to a different song or piece of music in a different style. Use this music to inspire imaginative movement, initially free and

child-led movement but start to teach the children to follow and copy instruction. The children will begin to respond verbally and with movement.

## **2. Explore & Create**

### **General Information about Pulse, Rhythm and Pitch:**

**Pulse** (steady beat) is the foundation of all music, it is a musical heartbeat that never stops

**Rhythm** is long and short sounds that happen over the pulse (steady beat) so, rhythm changes and pulse stays the same

**Pitch** is high and low sounds

If we sing a song we need all three - the pulse keeps the steady beat, the words of the song are rhythmic but we need high and low sounds (pitch) to sing them otherwise we would be speaking or rapping them.

Reception is where we start our integrated approach to musical learning, laying down the foundations for KS1 and KS2 where we learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments and that they are all linked.

### **Games**

Internalise the song and learn about the dimensions of music through games, use the games track/s provided. (The games track is always the backing track of one of the songs to be learnt or listened to. It gives a context in which to learn about pulse, rhythm, pitch and other dimensions of music. You cannot find the pulse if there is no pulse to find, you cannot clap a rhythm if there is no understanding of pulse etc.. ).

Make sure that each game leads easily into the next. Build in a sprinkling of the other dimensions as appropriate. Use the games track throughout the whole of the pulse/rhythm/pitch games. Keep the session imaginative, fun and lively at all times, use a combination of teacher-led and child-initiated activities. Make sure that all children are fully engaged and that they are enjoying themselves. Remember that music is repetition and skills based. Classroom instruments are incorporated into the games as the Units progress.

There are suggested activities in the lesson plans, use these ideas as a starting point.

## **3. Singing (singing and playing instruments)**

**In each Unit of Work the children will have the option to learn four nursery rhymes and two action songs.**

The on-screen resource will assist you with listening and learning to sing the nursery rhymes and action songs with Kim and Chris (Charanga session singers). A flexible approach gives you the option to listen to, learn and/or sing along with the songs.

You will see different ways to learn each song in the “**Learn to Sing the Song**” section of the on-screen resource - you decide how this will work for your children. The words of the songs are highlighted on the screen for you to use if you choose - most children will not be able to read them at the start of the year. As the year progresses, there will be option to use classroom instruments along with the correct note/s to use.

#### **4. Share and Perform**

Anything that has taken place within your lesson. Perhaps record the process for fun and tracking/assessment purposes. You will find the songs and tracks in the “**Learn to Sing the Song**” section of the on-screen resource. When you have chosen your track, click on the tab with vocal or backing only:

- Sing the songs with Kim and Chris
- Sing along with the backing track

### **Term 3:**

**Big Bear Funk** - A transition Unit preparing for Years 1-6

This 6-week Unit comprises:

1. Listen and Appraise
2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments
3. Perform and Share

**Reflect, Rewind and Replay** - A consolidation of the year’s work, prepare for a performance and look at the history of music.

# Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
<b>Title</b>	<b>Me!</b>	<b>My Stories</b>	<b>Everyone!</b>	<b>Our World</b>	<b>Big Bear Funk</b>	<b>Reflect, Rewind &amp; Replay</b>
<b>Main Songs</b>	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	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	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	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
<b>Cross-curricular / topic-based focus</b>	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
<b>Explore and Create</b>	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
<b>Games Track</b>	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

<b>Copy Cat Rhythm Games</b>	Copy-clap the rhythm of names.	Copy-clap the rhythm of small phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap 3 or 4 word phrases from the song.	Revise existing.
<b>High and Low Games</b>	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.
<b>High and Low Games A. Play Together</b>					Keep the beat of the song with a pitched note.	Revise existing.
<b>High and Low Games B. Pitch Activities</b>					Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing.
<b>High and Low Games C. Extended Options</b>					Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing.
<b>Create your own Sounds using instruments</b>		Invent a pattern to go with a song using one note.	Use the starting note to explore melodic patterns using one or two notes.	Use the starting note to explore melodic patterns using one or two notes.		Revise existing.

Instrument Notes	1	2	3	4	5	6
		I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E	Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A	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	Big Bear Funk D, D + E, D + C	Revise existing.

## Supporting Songs and Styles

1	2	3	4	5	6
<b>Me!</b> by Joanna Mangona	<b>My Stories</b> by Joanna Mangona	<b>Everyone!</b> by Joanna Mangona	<b>Our World</b> by Joanna Mangona	<b>Big Bear Funk</b> by Joanna Mangona	<b>Reflect, Rewind and Replay</b>
Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Funk.	Classical.
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	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 by Michael Bubl�	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	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	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	William Tell Overture by Rossini  Dance Of The Sugar Plum Fairy by Tchaikovsky  Flight Of The Bumblebee by Rimsky-Korsakov  Jupiter, The Bringer Of Jollity by Gustav Holst  Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams  E.T. Flying Theme by John Williams

## Listen and Respond

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know twenty nursery rhymes off by heart.</li> <li>● To know the stories of some of the nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>● To learn that music can touch your feelings.</li> <li>● To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> </ul>

## Explore and Create (Musical Activities)

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know that we can move with the pulse of the music.</li> <li>● To know that the words of songs can tell stories and paint pictures.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>● <b>Activity A Games Track</b> 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.</li> <li>● <b>Activity B Copycat Rhythm</b> Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>● <b>Activity C High and Low</b> Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>● <b>Activity D Create Your Own Sounds</b> 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.</li> <li>● <b>Extension Activity</b> Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</li> </ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To sing or rap nursery rhymes and simple songs from memory.</li> <li>● Songs have sections.</li> </ul>	<ul style="list-style-type: none"> <li>● To sing along with a pre-recorded song and add actions.</li> <li>● To sing along with the backing track.</li> </ul>

## Share and Perform

Knowledge	Skills
<ul style="list-style-type: none"> <li>● A performance is sharing music.</li> </ul>	<ul style="list-style-type: none"> <li>● Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>● Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>● Record the performance to talk about.</li> </ul>

# Knowledge & Skills – Year 1

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Instrumental Parts</b>						
Key	C		C	D minor	C	Revise existing
One Note	C		C	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	
Medium Part	C + G		C + D	D, E, F, G + A	C, E + G	
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A	
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	<b>Find The Pulse</b> Choose an animal and find the pulse					
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					

	1	2	3	4	5	6
<b>Improvisation</b>						
Challenge 1	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).		<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	<b>Sing, Play and Improvise</b> 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	<b>Improvise!</b> Take it in turns to improvise using C or C and D		<b>Improvise!</b> Take it in turns to improvise using C or C and D	<b>Improvise!</b> Take it in turns to improvise using D or D and E	<b>Improvise!</b> Take it in turns to improvise using D or D and E	
<b>Composing</b>						
With one note	C		C		C	Revise existing
With three notes	C, D + E		C, D + E		C, D + E	
With five notes	C, D, E, F + G		C, D, E, F + G		C, D, E, F + G	

## Supporting Songs and Styles

1	2	3	4	5	6
<b>Hey You!</b> By Joanna Mangona	<b>Rhythm In The Way We Walk and The Banana Rap</b> by Joanna Mangona and Jane Sebba	<b>In The Groove</b> by Joanna Mangona	<b>Round and Round</b> by Joanna Mangona	<b>Your Imagination</b> by Joanna Mangona and Pete Readman	<b>Reflect, Rewind and Replay</b>
Old-School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
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	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)	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)	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)	Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin	A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>

## Games

Knowledge	Skills
<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li><b>Game 1 – Have Fun Finding The Pulse!</b> Find the pulse. Choose an animal and find the pulse</li> <li><b>Game 2 – Rhythm Copy Back</b> 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.</li> <li><b>Game 3 – Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy</li> <li><b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b> Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat</li> <li><b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.</li> </ul>

## Singing

Knowledge	Skills
<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<ul style="list-style-type: none"> <li>● Learn about voices, singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>

## Playing

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Learn the names of the instruments they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>● Treat instruments carefully and with respect.</li> <li>● Play a tuned instrumental part with the song they perform.</li> <li>● 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).</li> <li>● Listen to and follow musical instructions from a leader.</li> </ul>

## Improvisation

Knowledge	Skills
<ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise!</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol>

## Composition

Knowledge	Skills
<ul style="list-style-type: none"> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>

## Performance

Knowledge	Skills
<p>A performance is sharing music with other people, called an audience.</p>	<ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>

# Knowledge & Skills – Year 2

Unit	1	2	3	4	5	6
Title	<b>Hands, Feet, Heart</b>	<b>Ho, Ho, Ho</b>	<b>I Wanna Play in a Band</b>	<b>Zootime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	G	D	C	C	Revise existing
One Note	G	G	F	C	C	
Easy Part	G, A + C	G, A + B	D + C	C + D	E + G	
Medium Part	G, A, B + C	G, A + B	G, F + C	C + D	E, G, A + B	
Melody	E, F, G, A, B + C	N/A	C, D + F	C + D	C, D, E, F, G, A + B	
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	<b>Find the Pulse</b> Choose an animal and find the pulse					
Game 2	<b>Rhythm Copy Back</b> Listen to the rhythm and clap back					
Game 3	<b>Rhythm Copy Back, Your Turn</b>					
Game 4	<b>Pitch Copy Back and Vocal Warm-up 1</b>					
Game 4a	<b>Pitch Copy Back and Vocal Warm-up 2</b>					

	1	2	3	4	5	6
<b>Improvising</b>						
Challenge 1	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).		<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>Clap and Improvise</b> Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.	<b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	<b>Sing, Play and Improvise</b> 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	<b>Improvise!</b> Take it in turns to improvise using C or C and D.		<b>Improvise!</b> Take it in turns to improvise using F or F and G.	<b>Improvise!</b> Take it in turns to improvise using C or C and D.	<b>Improvise!</b> Take it in turns to improvise using C or C and D.	
<b>Composing</b>						
With one note	C		F	C	C	Revise existing
With three notes	C, D + E		F, G + A	C, D + E	C, D + E	
With five notes	C, D, E, F + G		F, G, A, B $\flat$ (A $\sharp$ ) + C	C, D, E, F + G	C, D, E, G + A	

## Supporting Songs and Styles

1	2	3	4	5	6
<b>Hands, Feet, Heart</b> by Joanna Mangona	<b>Ho, Ho, Ho</b> by Joanna Mangona	<b>I Wanna Play in a Band</b> by Joanna Mangona	<b>Zootime</b> by Joanna Mangona	<b>Friendship Song</b> by Joanna Mangona and Pete Readman	<b>Reflect, Rewind and Replay</b>
Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
<p>The Click Song sung by Miriam Makeba</p> <p>The Lion Sleeps Tonight sung by Soweto Gospel Choir</p> <p>Bring Him Back by Hugh Masekela</p> <p>You Can Call Me Al by Paul Simon</p> <p>Hlokoloza by Arthur Mafokate</p>	<p>Please choose your own song here</p> <p>Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)</p> <p>Suspicious Minds by Elvis Presley (Pop)</p> <p>Sir Duke by Stevie Wonder (Funk)</p> <p>Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)</p>	<p>We Will Rock You by Queen</p> <p>Smoke On The Water by Deep Purple</p> <p>Rockin' All Over The World by Status Quo</p> <p>Johnny B.Goode by Chuck Berry</p> <p>I Saw Her Standing There by The Beatles</p>	<p>Kingston Town by UB40</p> <p>Shine by ASWAD</p> <p>IGY by Donald Fagen</p> <p>Feel Like Jumping by Marcia Griffiths</p> <p>I Can See Clearly Now by Jimmy Cliff</p>	<p>Count On Me by Bruno Mars</p> <p>We Go Together (from the Grease soundtrack)</p> <p>You Give A Little Love (from Bugsy Malone)</p> <p>That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</p> <p>You've Got A Friend In Me by Randy Newman</p>	<p>Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic</p> <p>Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque</p> <p>From The Diary Of A Fly by Béla Bartók – 20th Century</p> <p>Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century</p> <p>Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic</p> <p>The Robots (Die Roboter) by Kraftwerk – Contemporary</p>

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know five songs off by heart.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul>	<ul style="list-style-type: none"> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>● To learn how songs can tell a story or describe an idea.</li> </ul>

## Games

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>● Rhythms are different from the steady pulse.</li> <li>● We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>● <b>Game 1 – Have Fun Finding the Pulse!</b> Find the pulse. Choose an animal and find the pulse.</li> <li>● <b>Game 2 – Rhythm Copy Back</b> 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.</li> <li>● <b>Game 3 – Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy.</li> <li>● <b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b> Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat.</li> <li>● <b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.</li> </ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn about voices singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>

## Playing

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Know the names of untuned percussion instruments played in class.</li> </ul>	<ul style="list-style-type: none"> <li>● Treat instruments carefully and with respect.</li> <li>● 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).</li> <li>● Play the part in time with the steady pulse.</li> <li>● Listen to and follow musical instructions from a leader.</li> </ul>

## Improvisation

Knowledge	Skills
<ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise, and you can use one or two notes.</li> </ul>	Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> <li><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol>

## Composition

Knowledge	Skills
<ul style="list-style-type: none"> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>Help create three simple melodies with the Units using one, three or five different notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>

## Performance

Knowledge	Skills
<ul style="list-style-type: none"> <li>A performance is sharing music with an audience.</li> <li>A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>An audience can include your parents and friends.</li> </ul>	<ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>

## Knowledge & Skills – Year 3

Unit	1	2	3	4	5	6
Title	<b>Let Your Spirit Fly</b>	<b>Glockenspiel Stage 1</b>	<b>Three Little Birds</b>	<b>The Dragon Song</b>	<b>Bringing Us Together</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	C	Multiple pieces	G	G	C	Revise existing
One Note	C	E	G	G	C	
Easy Part	C, F + G	D + E and D + C	G + A	G	C	
Medium Part	E, F, G, A, B + C	D, E, F and C, D + E	C + A	G, A + B	G, A + C	
Melody	N/A	N/A	C, D, E, G, A + Bb	B, C, D, E, F + G	G, A + C	
<b>Warm-up Games</b>	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	C + sometimes D	n/a	C + sometimes D	G + sometimes A	C + sometimes A	
Gold	C + D	n/a	C + D	G + A	C + A	

	1	2	3	4	5	6
<b>Improvisation</b>						
<b>Bronze Challenge 1</b>	<b>Sing and Copy Back</b> Listen and sing back	Improvise using the note D	<b>Sing and Copy Back</b> Listen and sing back	<b>Improvise Challenge 1</b> Listen and copy back using the notes G, A + B	<b>Sing and Copy Back</b> Listen and sing back	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one note: C		<b>Improvise!</b> Take it in turns to improvise using one note: C	n/a	<b>Improvise!</b> Take it in turns to improvise using one note: C	
<b>Silver Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments and one note: C		<b>Sing, Play and Copy Back</b> Listen and copy back using instruments and one note: C	<b>Improvise Challenge 2</b> Using your instruments, listen and play your own answer using any of these notes: G, A or B	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	
<b>Silver Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes A	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D		<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	n/a	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes A	

	1	2	3	4	5	6
<b>Improvisation, continued</b>						
<b>Gold Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	Improvise using the notes D E F	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	<b>Improvise Challenge 3</b> Take it in turns to improvise using all or any of these notes: G, A and B	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and A	Revise existing
<b>Gold Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	n/a	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and A	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	n/a	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	n/a	<b>Improvise!</b> Take it in turns to improvise using two notes: C and A	
<b>Composition</b>						
Starting notes	C	D or E	C	G + A	C + A	Revise existing
Easy option	C, D + E	D + E	C, D + E	G, A + B	C, A + G	
Harder option	C, D, E, F + G	D + E	C, D, E, G + A	D, E, G, A + B	C, D, E, G + A	

## Supporting Songs and Styles

1	2	3	4	5	6
<b>Let Your Spirit Fly</b> by Joanna Mangona	<b>Glockenspiel Stage 1</b>	<b>Three Little Birds</b> by Bob Marley	<b>The Dragon Song</b> by Joanna Mangona and Pete Readman	<b>Bringing Us Together</b> by Joanna Mangona and Pete Readman	<b>Reflect, Rewind and Replay</b>
RnB	Mixed styles	Reggae	A Pop song that tells a story	Disco	Classical
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)	Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth	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	Birdsong – Chinese Folk Music  Vaishnava Java – A Hindu Song  A Turkish Traditional Tune  Aitutaki Drum Dance from Polynesia  Zebaidir Song from Sudan	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	L'Homme Arme by Robert Morton – Early Music  Les Tricoteuses (The Knitters) – Baroque  The Clock: Il Andante by Franz Joseph Haydn – Classical  Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic  Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century  Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>

## Musical Activities: Games

Knowledge	Skills
<ul style="list-style-type: none"> <li>● Know how to find and demonstrate the pulse.</li> <li>● Know the difference between pulse and rhythm.</li> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> <li>● Know that every piece of music has a pulse/steady beat.</li> <li>● Know the difference between a musical question and an answer.</li> </ul>	<p>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:</p> <ol style="list-style-type: none"> <li>1. <b>Find the Pulse</b></li> <li>2. <b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Clap and say back rhythms</li> <li>b. <b>Silver:</b> Create your own simple rhythm patterns</li> <li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. <b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</li> <li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li> <li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol>

## Musical Activities: Singing

Knowledge	Skills
To know and be able to talk about: <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing.</li> </ul>

## Musical Activities: Playing Instruments

Knowledge	Skills
To know and be able to talk about: <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> </ul>

## Musical Activities: Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>

## Musical Activities: Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>

# Knowledge & Skills – Year 4

Unit	1	2	3	4	5	6
Title	<b>Mamma Mia</b>	<b>Glockenspiel 2</b>	<b>Stop!</b>	<b>Lean On Me</b>	<b>Blackbird</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
<b>Instrumental Parts</b>						
Key	G	multiple pieces		C	C	Revise existing
One Note	G	C		C	C	
Easy Part	G	C + D		C + F	C + B	
Medium Part	G + A	C, D + E		E, F + G	G, A, B + C	
Melody	G, A, B + C	C, D, E, F + G		G, A, B, C, D + E	C, D, E, F + G	
<b>Warm-up Games</b>	Progressive challenges within each unit that include four games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	G + sometimes A	n/a	C + sometimes D	F + sometimes G	C + sometimes D	
Gold	G + A	n/a	C + D	F + G	C + D	

	1	2	3	4	5	6
<b>Improvisation</b>						
<b>Bronze Challenge 1</b>	<b>Sing and Copy Back</b> Listen and sing back	n/a	<b>Sing and Copy Back</b> Listen and sing back	<b>Sing and Copy Back</b> Listen and sing back	<b>Sing and Copy Back</b> Listen and sing back	Revise existing
<b>Bronze Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: G		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: F	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one note: C	
<b>Bronze Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one note: G		<b>Improvise!</b> Take it in turns to improvise using one note: C	<b>Improvise!</b> Take it in turns to improvise using one note: F	<b>Improvise!</b> Take it in turns to improvise using one note: C	
<b>Silver Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: G		<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: F	<b>Sing, Play and Copy Back</b> Listen and copy back using instruments, one note: C	
<b>Silver Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: G and sometimes A		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: F and sometimes G	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	
<b>Silver Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using one or two notes: G and sometimes A		<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	<b>Improvise!</b> Take it in turns to improvise using one or two notes: F and sometimes G	<b>Improvise!</b> Take it in turns to improvise using one or two notes: C and sometimes D	
<b>Gold Challenge 1</b>	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D		<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: F and G	<b>Sing, Play and Copy Back</b> Listen and copy back using two notes: C and D	
<b>Gold Challenge 2</b>	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D		<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: F and G	<b>Play and Improvise</b> Using your instruments, listen and play your own answer using two notes: C and D	
<b>Gold Challenge 3</b>	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D		<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	<b>Improvise!</b> Take it in turns to improvise using two notes: F and G	<b>Improvise!</b> Take it in turns to improvise using two notes: C and D	

	1	2	3	4	5	6
<b>Composition</b>						
Starting notes	G	C	n/a	C	C	
Easy option	G, A + B	C, D + E		F, G + A	C, D + E	
Harder option	G, A, B, D + E	C, D, E, F + G		C, D, F, G + A	C, D, E, G + A	

### Supporting Songs and Styles

1	2	3	4	5	6
<b>Mamma Mia</b> by ABBA	<b>Glockenspiel Stage 2</b>	<b>Stop!</b> by Joanna Mangona	<b>Lean On Me</b> sung by Bill Withers	<b>Blackbird</b> by The Beatles	<b>Reflect, Rewind &amp; Replay</b>
Pop	Mixed styles	Grime and mixed styles	Gospel	Pop/The Beatles	Classical
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	Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas	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)	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	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)

## Listen and Appraise

Knowledge	Skills
<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>● The lyrics: what the song is about.</li> <li>● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>● Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>● Name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> </ul>

## Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm and pitch work together</li> <li>● Pulse: Finding the pulse – the heartbeat of the music</li> <li>● Rhythm: the long and short patterns over the pulse</li> <li>● Know the difference between pulse and rhythm</li> <li>● Pitch: High and low sounds that create melodies</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>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:</p> <ol style="list-style-type: none"> <li>1. <b>Find the Pulse</b></li> <li>2. <b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Clap and say back rhythms</li> <li>b. <b>Silver:</b> Create your own simple rhythm patterns</li> <li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. <b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</li> <li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li> <li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol>

## Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>● To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being ‘in tune’.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing.</li> </ul>

## Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>

## Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back melodic patterns</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>

## Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or all five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● Present a musical performance designed to capture the audience.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>