MUSIC OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	**ME!** Listen and Respond • Enjoy listening to the music and respond through dancing or other movement. • Recognise and name some of the characters and stories in the songs. • Invent imaginary characters through movement or dancing. • GD: Find the pulse naturally. Games • Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song. • GD: Enjoy thinking up and sharing their own ideas for actions. • Copy back a rhythm from the words of the song. • GD: Clap some of the words from the song for others to copy. • Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. • GD: Enjoy finding and moving the pitch of their voices within the songs.	**MY STORIES** Listen and Respond • Enjoy listening to the music and respond through dancing or other movement. • Recognise and name some of the characters and stories in the songs. • Invent imaginary characters through movement or dancing. • GD: Find the pulse naturally. Games • Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song. • GD: Enjoy thinking up and sharing their own ideas for actions. • Copy back a rhythm from the words of the song. • GD: Clap some of the words from the song for others to copy. • Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. • GD: Enjoy finding and moving the pitch of their voices within the songs.	**EVERYONE!** Listen and Respond • Enjoy listening to the music and responding to music through dancing or other movement. • Enjoy listening to the music and responding to different speeds through dancing or other movement. • GD: Find the pulse naturally. Games • Find the pulse in different ways and show this through actions eg marching, jumping, moving. • GD: Enjoy thinking up and sharing their own ideas for actions. • Copy back the rhythms of phrases in the song. • GD: Choose one phrase from the song and have a go at clapping the rhythm. • Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. • GD: Enjoy exploring the pitch of their voices. • Play a 1-note pattern in time with the pulse.	**OUR WORLD** Listen and Respond • Enjoy listening to the music and respond through dancing or other movement. • GD: Find the pulse naturally. Games • Find the pulse in different ways and show this through actions eg marching, jumping, moving. • GD: Enjoy thinking up and sharing their own ideas for actions. • Copy back the rhythms of phrases in the song. • GD: Choose one phrase from the song and have a go at clapping the rhythm. • Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. • GD: Enjoy exploring the pitch of their voices. • Play a 1-note pattern in time with the pulse.	**BIG BEAR FUNK** Listen and Respond • Enjoy listening and dancing to funk music. • GD: Will be able to talk about funk music. Games • Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear. • GD: Enjoy thinking up and sharing their own ideas for actions. • Copy back the rhythm of words from the video. • Clap the rhythm of words from the song. • GD: Clap a whole line of a song. • Play the pulse with a pitched note or untuned percussion instrument. • Add one pitched sound to the rhythm of words and short	**Reflect, Rewind and Replay**

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	• Play a pitched note or sound in time with the pulse. GD: Enjoy finding a pattern on the instrument. Singing • Learn to sing a song in unison with support. • Add actions or substitute a word in some section. • GD: Enjoy singing a song from memory. Share and Perform • Choose one of the songs and perform it with any actions you have created. • GD: Enjoy the challenge of performing with just the backing track.	• Play a pitched note or sound in time with the pulse. GD: Enjoy finding a pattern on the instrument. Singing • Learn to sing a song in unison with support. • Add actions or substitute a word in some section. • GD: Enjoy singing a song from memory. Share and Perform • Choose one of the songs and perform it with any actions you have created. • GD: Enjoy the challenge of performing with just the backing track.	• GD: Enjoy inventing a 2-note repeated pattern. Singing • Learn to sing or rap the songs in unison with support. • Add actions or substitute a word in some sections. • GD: Enjoy singing or rapping a song from memory. Share and perform • Choose one of the songs or the rap and perform it with any actions you have created • Listen back to the performance. • GD: Enjoy the challenge of performing with just the backing track.	• GD: Enjoy inventing a 2-note repeated pattern. Singing • Learn to sing a song in unison with support. • Add appropriate actions or substitute a word in some sections. • GD: Enjoy singing a song from memory. Share and Perform • Choose one of the songs and perform it with any actions you have created. • Listen back to the performance. • GD: Enjoy the challenge of performing with just the backing track and adding any actions to the songs.	phrases from the song. • GD: Enjoy playing and experimenting with 2 or 3 note patterns. Singing • Learn to sing the songs in unison with support. • Add actions or substitute a word in some sections. • GD: Enjoy singing a song from memory. Share and Perform • Choose one of the songs and perform it with actions created. • Listen back to the performance. • GD: Enjoy the challenge of performing with just the backing track and adding any actions to the songs.	
KS1 CYCLE A	**HEY YOU!** Listen and Respond • Find the pulse listening to the main unit song. • Recognise and name two or more instruments they hear: male vocal, bass guitar, drums, decks. • GD: Find the pulse to any other unit songs.	**RHYTHM IN THE WAY WE WALK AND BANANA RAP** Listen and Respond • Find the pulse listening to the main unit song. • Recognise and name two or more instruments they hear: singers, keyboard, base, percussion, guitar, trumpets and saxophones.	**IN THE GROOVE** Listen and Respond • Find the pulse listening to the main unit song and understand that it is the heartbeat of the music. • GD: Find the pulse to any other unit songs. • Identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk.	**ROUND AND ROUND** Listen and Respond • Find the pulse listening to the main unit song and understand that it is the heartbeat of the music. • GD: Find the pulse to any other unit songs. • Recognise and name two or more instruments they hear:	**YOUR IMAGINATION** Listen and Respond • Find the pulse listening to the main unit song and understand that it is the heartbeat of the music. • GD: Find the pulse to any other unit songs. • Recognise and name two or more	**Reflect, Rewind and Replay**

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	Musical Activities: Find the pulse • March in time with the pulse. • Be an animal finding the pulse. • Clap Rhythms • Copy back the rhythms they hear. • Clap the rhythm of their name over the track. • GD: Create their own rhythm for others to copy. Sing • Rap and sing in time to the music. • GD: Lead the groups that are rapping and singing. Play and compose • Play accurately and in time as part of the performance. • Compose a simple melody using simple rhythms and use as part of the performance. • Some will play C, D, E	• GD: Find the pulse to any other unit songs. Musical Activities: Find the pulse • March to the pulse. • Copy back the rhythms they hear. • Be an animal and keep the pulse. Clap Rhythms • Copy and clap back rhythms. • Clap the rhythm of your name. • GD: Clap the rhythm of your favourite colour. • Make up your own rhythm. Sing • Rap and sing in time to the music. • Start to understand that pitch is high and low sounds. Play and compose • Play accurately and in time as part of the performance. • Compose a simple melody using simple rhythms and use as part of the performance. Some will play C, D, E	• Dance to each style or move to the pulse. Musical Activities: Find the pulse • March to the pulse. • Copy the actions on screen. • Choose an animal and keep the pulse. Clap Rhythms • Copy back the rhythms that they hear. • Clap the rhythms of their name. • Clap the rhythm of their favourite food. • GD: Make up their own rhythms. Sing • Together and in time, in all the different styles. Play and compose • Play accurately and in time as part of the performance. • Most will use C. • Some will play C, D • Compose a simple melody using simple rhythms and use as part of the performance. • Some will play C, D, E	singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Musical activities Find the pulse • March to the pulse. • Copy the actions on screen. • Use their imagination to find the pulse. Clap Rhythms • Copy back the rhythms that they hear. • Clap the rhythms of their name. • Clap the rhythm of their favourite animal. • GD: Make up their own rhythms. Sing • The song together with the actions. Play and compose • Play accurately and in time as part of the performance. • Most will use D,F,C+D • Improvise in the lessons and as part of the performance. • Most will use D. • Some will use D+E.	instruments they hear: keyboard, drums, bass, a female singer. Musical activities Find the pulse Be a pop star finding the pulse. Use their imagination to find the pulse. Clap rhythms Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite animal. Clap the rhythm of their favourite colour. GD: Make up their own rhythms. Sing • In unison and in two parts. Play and compose • Play accurately and in time as part of the performance. • Most will play c • GD: Some will play C+D	
KS1 CYCLE B	**HANDS, FEET, HEART** Listen and Respond • Find the pulse listening to the main unit song and	**HO HO HO** Listen and Respond • Find the pulse	**I WANNA PLAY IN A BAND** Listen and Respond • Find the pulse and know that this unit is about rock music.	**ZOOTIME** Listen and Respond • Find the pulse and know that this unit is about reggae music.	**FRIENDSHIP SONG** Listen and Respond • Find the pulse and know that this unit is about friends.	**Reflect, Rewind and Replay**

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	understand that it is the heartbeat of the music. • GD: Find the pulse to any other unit songs. • Recognise and name two or more instruments they hear: keyboard, drums, bass, electric guitar. • GD: recognise all or many of the instruments they can hear. Musical activities: Find the pulse • March in time with the pulse. • Be an animal finding the pulse Clap rhythms • Know that rhythm is different to the pulse. • Copy and clap back rhythms. • Clap the rhythm of their name. • GD: create simple rhythms themselves. Sing • Recognise that songs sometimes have a question and answer section and a chorus. Play and compose • Play accurately and in time. • Expected to play G, A+C. • GD: Play G,A,B+C	• Understand that songs have a musical style. • Recognise and name some of the instruments/voices: singers, keyboard bass, guitar, percussion, trumpets and saxophones. Musical activities: Find the pulse • March and find the pulse • Be a rapper and find the pulse • GD: Freestyle find the pulse. Clap rhythms • Copy and clap back rhythms. • Clap the rhythm of their name. • Clap the rhythm of your favourite colour. • GD: Create own rhythms for the class to copy back, Play and compose • Add high and low sounds (pitch) to the pulse and rhythm	• GD: will understand that songs have a musical style • Recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers. • GD: will recognise all or many of the instruments they hear. Musical activities: Find the pulse • March and find the pulse • Be a rockstar and find the pulse • GD: Freestyle find the pulse. Clap rhythms • Copy and clap back rhythms. • Clap the rhythm of their name. • Clap the rhythm of your favourite colour. • GD: Create own rhythms for the class to copy back, Sing • Sing and dance in time using actions. Play and compose • Play accurately and in time. • Expected to play D+C. • GD: Play G, F+C	• GD: will understand that songs have a musical style • Recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers. • GD: will recognise all or many of the instruments they hear. Musical activities: Find the pulse • Be an animal of your choice. Clap rhythms • Copy and clap back rhythms. • Clap the rhythm of their name. • Clap the rhythm of your favourite colour. • GD: Create own rhythms for the class to copy back, Sing • Sing and dance in time using actions. Play and compose • Play accurately and in time. • Expected to play C. • GD: Play C+D.	• GD: will understand that songs have a musical style • Recognise and name some of the instruments they hear: keyboard, drums, bass, female singer, glockenspiel. • GD: will recognise all or many of the instruments they hear. Musical activities: Find the pulse • Decide how to find the pulse. Clap rhythms • Clap the rhythm of their name • Clap the rhythm of their favourite colour • GD: create own rhythms for the class to copy back. Sing • In two parts Play and compose • Play accurately and in time. • Most play E+G • Some will play C.	

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	• Play and improvise in the lesson and performance. • Most will use C. • GD: some will play C+D. • Compose a simple melody using simple rhythms. • Most will use C+D • Some will use C, D+E	when we sing/play and instrument. • Play accurately and in time. • Expected to play G, A+B. • Improvise using words.	• Play and improvise in the lesson and performance. • Most will use F. • GD: some will play F+G. • Compose a simple melody using simple rhythms. • Most will use F, G+A.	• Play and improvise in the lesson and performance. • Most will use C. • GD: some will play C+D. • Compose a simple melody using simple rhythms. • Most will use C+D • Some will use C, D +E	• Play and improvise in the lesson and performance. • Most will use C. • GD: some will play C+D. • Compose a simple melody using simple rhythms and use as part of performance. • Most will use E+G • Some will use E, G, A+B	
LKS2 CYCLE A	**LET YOUR SPIRIT FLY** Listen and Appraise • Identify structure: introduction, verse, chorus • Identify instruments/voices: male/female, bass, drums, guitar, keyboard, synthesizer • Find the pulse whilst listening • GD: will identify funky rhythms, tempo changes, dynamics. Musical activities using Glocks or recorders: Warm up games • Copy back, play, invent rhythmic and melodic patterns. • Most complete bronze challenge (rhythm patterns) • Most complete Silver challenge (C, sometimes D and reading notes)	**GLOCKENSPIEL (STAGE 1)** Musical activities using Glocks • Learn to play and read notes C, D, E + F • Learn to play these tunes - Easy E - Strictly D - Play Your Music - Drive - Dee Cee's Blues - What's Up - D-E-F-initely - Roundabout - March of the Golden Guards - Portsmouth • Improvise with Dee Cee's Blues using notes C +D • Compose using notes C, D, E +F Perform and Share: • Class performance using one or more of the following - Improvivsations	**THREE LITTLE BIRDS** Listen and Appraise • Identify structure: introduction, chorus, verse, chorus, verse, chorus, chorus, chorus • Identify instruments/voices: bass, drums, electric guitar, keyboard, organ, male backing vocals. • Find the pulse and identify funky rhythms, tempo changes, dynamics. Musical activities using Glocks or recorders: Warm up games • Copy back, play, invent rhythmic and melodic patterns. • Most complete bronze challenge (rhythm patterns) • Most complete Silver challenge (C,	**THE DRAGON SONG** Listen and Appraise • Identify themes: kindness, respect, friendship, acceptance and happiness. • Identify instruments/voices: keyboard, drums, bass, female singer. • Explain how the words of the song tell a story • GD: does the music create a story I your imagination> what story? Musical activities using Glocks or recorders: Warm up games • Copy back, play, invent rhythmic and melodic patterns. • Most complete bronze challenge (rhythm patterns) • Most complete Silver challenge (G,	**THE DRAGON SONG** Listen and Appraise • Identify themes: kindness, respect, friendship, acceptance and happiness. • Identify instruments/voices: keyboard, drums, bass, female singer. • Explain how the words of the song tell a story • GD: does the music create a story I your imagination> what story? Musical activities using Glocks or recorders: Warm up games • Copy back, play, invent rhythmic and melodic patterns. • Most complete bronze challenge (rhythm patterns) • Most complete Silver challenge (G,	**Reflect, Rewind and Replay**

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	• GD: gold challenge C + D and reading notes). Singing • In two parts <u>Play and compose</u> • Play instrumental parts accurately and in time, as part of a performance. • Play F, G + C by ear. • GD: Play E, F, G, A, B+C by ear and notation. • Improvise in the lesson and performance. • Bronze challenge C • Silver challenge C and sometimes D • GD: Gold challenge C + D • Compose a simple melody using simple rhythms and use as part of performance. • Use C, D+ E GD: Use C, D, E, F + G.	- Instrumental performances - compositions	sometimes D and reading notes) • GD: gold challenge C + D and reading notes). Singing • In unison <u>Play and compose</u> • Play instrumental parts accurately and in time, as part of a performance. • Play G + A • GD: Play C+A • Improvise in the lesson and performance. • Bronze challenge C • Silver challenge C and sometimes D • GD: Gold challenge C + D • Compose a simple melody using simple rhythms and use as part of performance. • Use C, D+ E GD: Use C, D, E, G + A	sometimes A and reading notes) • GD: gold challenge G + A and reading notes). Singing • In two parts <u>Play and compose</u> • Play instrumental parts accurately and in time, as part of a performance. • Play G by ear. • GD: Play G, A + B by ear and notation. • Improvise in the lesson and performance. • Bronze challenge G, A+B • Silver challenge G, A or B • GD: Gold challenge G, A + B • Compose a simple melody using simple rhythms and use as part of performance.	sometimes A and reading notes) • GD: gold challenge G + A and reading notes). Singing • In two parts <u>Play and compose</u> • Play instrumental parts accurately and in time, as part of a performance. • Play C • GD: Play G, A + C • Improvise in the lesson and performance. • Bronze challenge C • Silver challenge C and sometimes A • GD: Gold challenge C + A • Compose a simple melody using simple rhythms and use as part of performance. • Use notes C, A +G • Use notes C, D, E, G +A	
LKS2 CYCLE B	**MAMMA MIA** <u>Listen and Appraise</u> • Identify structure: introduction, verse, bridge, chorus, introduction, verse, bridge, chorus • Identify instruments/voices: keyboard sounds	**GLOCKENSPIEL (STAGE 2)** <u>Musical activities using Glocks</u> • Learn more complex rhythm patterns. • Revise, play and read notes C, D, E, F +G • Learn to play these tunes - Mardi Gras Groovin'	**STOP!** <u>Listen and Appraise</u> • Identify structure: intro and 6 rapped verses each with a sung chorus. • Identify the instruments/voices: digital /elec sounds,	**LEAN ON ME** <u>Listen and Appraise</u> • Identify structure: verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro • instruments/voices: male vocal, backing vocal, piano, bass, drums, organ.	**Blackbird** <u>Listen and Appraise</u> • Identify themes: equality and civil rights • Identify instruments/voices: solo male vocal in the verses, another male vocal in the chorus,	**Reflect, Rewind and Replay**

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	imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. • Find the pulse whilst listening • GD: will identify changes in tempo, dynamics and texture. <u>Musical activities using Glocks or recorders:</u> Warm up games • Copy back, play, invent rhythmic and melodic patterns. • Most complete bronze challenge (rhythm patterns) • Most complete Silver challenge (G, sometimes A and reading notes) • GD: gold challenge G + A and reading notes). Singing • In unison <u>Play and compose</u> • Play instrumental parts accurately and in time, as part of a performance. • Play G by ear. • GD: Play G + A by ear and notation. • Improvise in the lesson and performance. • Bronze challenge G • Silver challenge G and sometimes A	- Two way Radio - Flea Fly - Rigadoon - Mamma Mia • Revisit these tunes from Stage 1 - Strictly D - Play Your Music - Drive - Portsmouth • Compose using notes C, D, E, F + G <u>Perform and Share:</u> • Class performance • Record and discuss feelings.	turntables, synthesizers, drums • Find the pulse whilst listening • GD: will identify changes in tempo, dynamics and texture. <u>Musical activities using Glocks or recorders:</u> Warm up games • Copy back, play, invent rhythmic and melodic patterns. • Most complete bronze challenge (rhythm patterns) • Most complete Silver challenge (C, sometimes D and reading notes) • GD: gold challenge C +D reading notes). Singing • Singing and rapping in unison and in parts <u>Play and compose</u> • Compose own rapped lyrics about bullying or another topic or themse that you decide upon as a class. <u>Perform and Share:</u> • Class performance Record and discuss feelings.	• Find the pulse whilst listening • GD: will identify changes in tempo, dynamics and texture <u>Musical activities using Glocks or recorders:</u> Warm up games • Copy back, play, invent rhythmic and melodic patterns. • Most complete bronze challenge (rhythm patterns) • Most complete Silver challenge (F, sometimes G and reading notes) • GD: gold challenge F + G reading notes). Singing • Singing in unison <u>Play and compose</u> • Play instrumental parts accurately and in time, as part of a performance. • Play C + F by ear. • GD: Play C, F + G by ear and from notation. • Improvise in the lesson and performance. • Bronze challenge F	acoustic guitar, percussion, birdsong. • Explain how the words of the song tell a story • GD: do the words tell a story? What story? <u>Musical activities using Glocks or recorders:</u> Warm up games • Copy back, play, invent rhythmic and melodic patterns. • Most complete bronze challenge (rhythm patterns) • Most complete Silver challenge (C, sometimes D and reading notes) • GD: gold challenge C + D and reading notes). Singing • In unison <u>Play and compose</u> • Play instrumental parts accurately and in time, as part of a performance. • Play C + G by ear. • GD: Play G, A, B + C by ear and notation. • Improvise in the lesson and performance. • Bronze challenge C	

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	• GD: Gold challenge G + A • Compose a simple melody using simple rhythms and use as part of performance. • Use G, A +B GD: Use G, A, B, D + E			• Silver challenge F and sometimes G • GD: Gold challenge G + F • Compose a simple melody using simple rhythms and use as part of performance. • Use F, G +A GD: Use C, D, F, G +A	• Silver challenge C and sometimes D • GD: Gold challenge C, D + E • Compose a simple melody using simple rhythms and use as part of performance. • Use C, D + E GD: Use C, D, E, G +A	
UKS2 CYCLE A	**LIVIN' ON A PRAYER** Listen and Appraise • Identify structure: introduction, verse 1, bridge, chorus, introduction, verse 2, bridge, chorus, guitar solo, bridge, chorus • Identify instruments/voices: lead vocal, electric guitar, bass guitar, drums, keyboard • Find the pulse whilst listening • GD: will identify changes in tempo, dynamics and texture. Musical activities using Glocks or recorders: Warm up games • Rhythm and pitch copy back and question/answer. • Most complete bronze challenge (G)	**CLASSROOM JAZZ 1** Listen and Appraise • Identify structure: (Three Note Bossa) Intro tune, lead tune, lead repeated, improvisation, lead. • Identify structure (Five note Swing) 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. • Identify instruments/voices: piano, bass, drums, glockenspiel. Musical activities using Glocks or recorders: • Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B	**MAKE YOU FEEL MY LOVE** Listen and Appraise • Identify structure: piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. • Identify instruments/voices: strings, piano, guitar, drums, bass. • Find the pulse whilst listening – tempo, dynamics Musical activities using Glocks or recorders: Warm up games • Rhythm and pitch copy back and question/answer. • Most complete bronze challenge (C)	**THE FRESEH PRINCE OF BEL AIR** Listen and Appraise • Identify structure: piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. • Identify instruments/voices: loops, samples, decks, scratching, drums, bass, synthesizer, rapper. • Find the pulse whilst listening – tempo, dynamics Musical activities using Glocks or recorders: Warm up games • Rhythm and pitch copy back and question/answer. • Most complete bronze challenge (D)	**DANCING IN THE STREEET** Listen and Appraise • Identify structure: intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. • Identify instruments/voices: female voice and backing vocals, keyboard, drums, bass (rhythm) brass (trombone, trumpet and sax). • Find the pulse whilst listening – tempo, dynamics Musical activities using Glocks or recorders: Warm up games • Rhythm and pitch copy back and question/answer. • Most complete bronze challenge (F)	**Reflect, Rewind and Replay**

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	• Most complete Silver challenge (G + A and reading notes) • GD: gold challenge G, A + B and reading notes). Singing • In unison Play and compose • Play instrumental parts accurately and in time, as part of a performance. • Play G, A +B by ear and from notation. • GD: Play D, E, F sharp +G by ear and notation. • Improvise in the lesson and performance. • Bronze challenge G • Silver challenge G + A • GD: Gold challenge G, A + B • Compose a simple melody using simple rhythms and use as part of performance. • Use G, A +B GD: Use G, A, B, D + E Perform and share • Contribute by playing, singing improvising or performing their composition. • Discuss and talk about it musically	• Improvise in a Bossa Nova tyle using the notes G, A + B • Improvise in a swing style using the notes D + E D, E, G D, E, G, A + B Perform and share • Contribute by playing, singing improvising or performing their composition. • Discuss and talk about it musically	• Most complete Silver challenge (C + D and reading notes) • GD: gold challenge C, D + E and reading notes). Singing • In unison Play and compose • Play instrumental parts accurately and in time, as part of a performance. • Play C, D + E by ear and from notation. • GD: Play C, D, E, F + G by ear and notation. • Improvise in the lesson and performance. • Bronze challenge C • Silver challenge C + D • GD: Gold challenge C, D + E • Compose a simple melody using simple rhythms and use as part of performance. • Use C, D + E GD: Use C, D, E, F + G Perform and share • Contribute by playing, singing improvising or performing their composition • Discuss and talk about it musically	• Most complete Silver challenge (D + E and reading notes) • GD: gold challenge D, E + F and reading notes). Singing • Singing and rapping Play and compose • Play instrumental parts accurately and in time, as part of a performance. • Play D + A by ear and from notation. • Play G + A by ear and from notation • GD: Play C, D, E, F , G, A by ear and notation. • Improvise in the lesson and performance. • Bronze challenge D • Silver challenge D + E • GD: Gold challenge D, E + F • Compose a simple melody using simple rhythms and use as part of performance. • Use D, E + F GD: Use D, E, F, G + A Perform and share • Contribute by playing, singing improvising or performing their composition. • Discuss and talk about it musically •	• Most complete Silver challenge (F + G and reading notes) • GD: gold challenge F, G, +A and reading notes). Singing • In two parts Play and compose • Play instrumental parts accurately and in time, as part of a performance. • Play G by ear and from notation. • Play G + A by ear and from notation • GD: Play F, G, A + D by ear and notation. • Improvise in the lesson and performance. • Bronze challenge D • Silver challenge D + E • GD: Gold challenge D, E + F • Compose a simple melody using simple rhythms and use as part of performance. • Use C, D + E GD: Use C, D, E, F, G Perform and share • Contribute by playing, singing improvising or performing their composition. • Discuss and talk about it musically	

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UKS2 CYCLE B	HAPPY	CLASSROOM JAZZ 2	A NEW YEAR CAROL	YOU'VE GOT A FRIEND	MUSIC AND ME	Reflect, Rewind and Replay
	Listen and Appraise • Describe the style indicators of the song/music. • Describe the structure of the song. • Identify the instruments/voices they can hear. • Talk about the musical dimensions used in the song. Musical activities using Glocks or recorders: Warm up games • Rhythm and pitch copy back and question/answer. • Most complete bronze challenge (A) • Most complete Silver challenge (A + G and reading notes) • GD: gold challenge A, G and B reading notes). Singing • In two parts Play and compose • Play instrumental parts accurately and in time, as part of a performance. • Play A and G by ear and from notation. • Play A, G and B by ear and from notation	Listen and Appraise • Describe the style indicators of the song/music. • Describe the structure of the song. • Identify the instruments/voices they can hear. • Talk about the musical dimensions used in the song. Musical activities using Glocks or recorders: • Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B +C. • And C, Bb, G, F + C (Meet the Blues) • Improvise in Bacharach Anorak style using the notes C, D C, D, E C, D, E, F, G C, D, E, F, G, A, B + C • Improvise in Blues style using the notes C C, Bb, G C, Bb, G, F + C Perform and share • Contribute by playing, singing improvising or performing their composition. • Discuss and talk about it musically	Listen and Appraise • Describe the style indicators of the song/music. • Describe the structure of the song. • Identify the instruments/voices they can hear. • Talk about the musical dimensions used in the song. • GD: Describe the mood and story told Musical activities using Glocks or recorders: Warm up games • Learn to clap some of the rhythms used in the song. • Learn some musical phrases that you will sing in the song. • GD: Extension rhythm and pitch game Singing • In unison. Sing the song in its original style and the Urban Gospel version. Perform and share • Contribute by playing, singing improvising or performing their composition. • Discuss and talk about it musically	Listen and Appraise • Describe the style indicators of the song/music. • Describe the structure of the song. • Identify the instruments/voices they can hear. • Talk about the musical dimensions used in the song. Musical activities using Glocks or recorders: Warm up games • Rhythm and pitch copy back and question/answer. • Most complete bronze challenge (A) • Most complete Silver challenge (A + G and reading notes) • GD: gold challenge A, G and E reading notes). Singing • In unison Play and compose • Play instrumental parts accurately and in time, as part of a performance. • Play G, A and B by ear and from notation. • Play C, D, E and F by ear and from notation	Listen and Appraise • Talk about the music of the featured artists. • Talk about any musical connection with previous knowledge and understanding. • GD: Explain why they would or would not go to a concert by one of the featured artists. • GD: Explain which inspirational woman listed on the timeline they would like to meet and why. About the Artists • Talk about why four female artists were chosen for this unit. • Talk about any of the key words or themes from the videos and relate them to themselves. • Begin to talk about the impact of the artists family and culture on their music. Create • Talk about how they planned and wrote their composition in broad terms. • Talk about if and how they were inspired by the featured artists. • Identify the most important thing about the composition.	

MUSIC OVERVIEW

	• GD: Play G, A, B, C, D +E by ear and notation. • Improvise in the lesson and performance. • Bronze challenge A • Silver challenge A + G • GD: Gold challenge A, G + B • Compose a simple melody using simple rhythms and use as part of performance. • Use A, G + B GD: Use C, E, G, A +B _____ <u>Perform and share</u> • Contribute by playing, singing improvising or performing their composition. • Discuss and talk about it musically			• GD: Play D, E, F, G, A, B + C by ear and notation. • Improvise in the lesson and performance. • Bronze challenge A • Silver challenge A + G • GD: Gold challenge A, G + E • Compose a simple melody using simple rhythms and use as part of performance. • Use A, G + E GD: Use E, G, A, C +D _____ <u>Perform and share</u> • Contribute by playing, singing improvising or performing their composition. • Discuss and talk about it musically		