



A.R.H. Curriculum Progression Document – Music

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Curriculum uses NC objectives alongside MMC (Model Music Curriculum) guidance aspects, in particularly the emphasis on intrinsic qualities of music as a subject in its own right. MMC also puts emphasis on the importance of children accessing the world of music in richness and depth, something only achieved by making space for at least an hour a week within our school. MMC influence has been highlighted within the progression document, but runs throughout our music curriculum in support of the national curriculum guidance.

There is a strong intention that pupils should be 'doing music' as much as possible, including performing their compositions and improvisations – MMC

*Learning objectives have been formed with influence from MMC but not highlighted blue.

<p>EYFS Children in Nursery will: • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. Children in Reception will: • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.</p>									
<p>Early Learning Goals – Being Imaginative and Expressive • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>									
<p>KS1/2 - Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>									
National Curriculum Aims KS1				National Curriculum Aims KS2					
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music

Year 1	Hey you! - Joanna Mangona Genre: HipHop	Rhythm in the way we walk – Joanna Mangona Genre: Reggae	In the groove – Joanna Mangona Genre: A collection	Learning to Listen	Having fun with Improvisation	Reflect, rewind and replay	Vocabulary
Unit	Previous knowledge	Description and coverage:		Unit Questions, knowledge and skills	Date Covered	Y1	
Hey you! – By Joanna Mangona Genre: HipHop	<ul style="list-style-type: none"> Children in Foundation Stage have experience of singing nursery rhymes on Charanga. They explore simple rhythms through clapping. Children in Foundation Stage have experience of singing in time to music. They explore simple rhythms through clapping. Children in Foundation Stage have experience of exploring instruments to improvise and compose as part of structured play. 	<p>Aut 1 lessons overview:</p> <p>To be able to sing, play and perform ‘Hey You!’ by Joanna Mangona</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to listen to and understand the genre of Hip-hop</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>Introduce the children to the genre. Explore different appropriate songs within the genre. Ask multiple key questions to get children to consider the impact of the genre.</p> <p>Lesson 2- To be able to listen to the unit song and identify HipHop features</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring genre to compare.</p>		<p>Questions:</p> <p>How can we explore how rhythm, tempo and pitch work in hip-hop songs?</p> <p>What is HipHop?</p> <p>Where can you hear different genres of Music?</p> <p>How can we make sure we are all singing in the same pitch?</p>		<p>Listen</p> <p>Play</p> <p>Sing</p> <p>Chant</p> <p>Perform</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Improvise</p> <p>Compose</p> <p>Melody</p> <p>Audience</p> <p>Hip-hop</p> <p>Reggae</p> <p>Boomwhacker</p> <p>Tuned</p> <p>Untuned</p>	

	<ul style="list-style-type: none"> Children have previous experience of pulse, rhythms and playing instrumental parts from Foundation Stage 	<p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support.</p> <p>Lesson 4- To know what rhythm and tempo mean and to demonstrate using a Boomwhacker</p> <p><i>No need/requirement to use scheme for this lesson. (If useful, could explore Boomwhacker introduction resources Boomwhackers/First Notes to First Band/Instruments/Home – Leicestershire Interactive Music)</i></p> <p>Teach the keyword ‘rhythm’ and the keyword ‘tempo’. Demonstrate with Boomwhackers and use time to experiment, improvise and create sounds with these keywords at the centre of the lesson.</p> <p>Lesson 5- To be able to combine sound and song</p> <p>Begin to allow children to combine ‘play’ and ‘sing’ for first time with use of the unit song.</p> <p>Lesson 6- To be able to perform to a small group audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>	<p>music</p> <p>Recognising and naming musical instruments</p> <p>Exploring the style of hip-hop music.</p> <p>Equipment: Boomwhackers</p>		
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<p>Rhythm in the way we walk – Joanna Mangona</p> <p>Genre: Reggae</p>		<p>Aut 2 lessons overview:</p> <p>To be able to sing, play and perform ‘Rhythm in the way we walk’ by Joanne Mangona</p> <p>Lesson 1- To be able to listen and understand the genre of Reggae. <i>No need/requirement to use scheme for this lesson.</i></p> <p>Introduce the children to the genre. Explore different appropriate songs within the genre. Ask multiple key questions to get children to consider the impact of the genre.</p> <p>Lesson 2- To be able to listen to the unit song and identify Reggae features</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring genre to compare.</p> <p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support.</p> <p>Lesson 4 - To be able to experiment with sound and rhythm using Boomwhackers</p> <p><i>No need/requirement to use scheme for this lesson. (If useful, could explore Boomwhacker introduction resources Boomwhackers/First Notes to First Band/Instruments/Home –</i></p>	<p>Questions:</p> <p>How can we explore how rhythm, tempo and pitch work in Reggae songs?</p> <p>What is Reggae?</p> <p>Where can you hear different genres of Music?</p> <p>How can we make sure we are all singing in the same pitch?</p> <p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Singing in time to music Recognising and naming musical instruments Exploring the style of Reggae music.</p> <p>Equipment:</p> <p>Boomwhackers</p>		
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		<p>Leicestershire Interactive Music)</p> <p>Lesson 5- To be able to combine sound and song</p> <p>Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song.</p> <p>Lesson 6- To be able to perform to a small group audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
<p>In the groove – Joanna Mangona</p> <p>Genre: A collection</p>	<p>See above for Year prior learning</p>	<p>Spring 1 lessons overview:</p> <p>To be able to sing, play and perform 'In the groove' by Joanna Mangona</p> <p>Lesson 1- To be able to listen and appraise the song 'In the groove' and the other songs in other styles.</p> <p>Listen to the unit song and compare to the songs below. Discuss songs and styles and the range of genres. Lesson is about exposing children to a range of music genres.</p> <ul style="list-style-type: none"> ● How Blue Can You Get by B.B. King ● Let The Bright Seraphim by Handel ● Livin' La Vida Loca by Ricky Martin ● Jai Ho by J.R. Rahman 	<p>Questions:</p> <p>How can we compare different music genres?</p> <p>What does improvise mean?</p> <p>What does compose mean?</p> <p>How do we sing in the same pitch?</p> <p>How do we control tempo of an instrument?</p>		

		<ul style="list-style-type: none"> ● Lord Of The Dance by Ronan Hardiman ● Diggin' On James Brown by Tower Of Power <p>Lesson 2 - To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support.</p> <p>Lesson 3- To be able to explore improvisation using Boomwhackers</p> <p>Teach keyword 'improvise' Use composition section of unit/steps <i>No need/requirement to use scheme for this lesson. (If useful, could explore Boomwhacker introduction resources Boomwhackers/First Notes to First Band/Instruments/Home – Leicestershire Interactive Music)</i></p> <p>Lesson 4- To be able to combine sound and song</p> <p>Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song (In the groove) using Boomwhackers.</p> <p>Lesson 5- To be able to perform to a small group audience Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Singing in time to music Recognising and naming musical instruments</p> <p>Equipment:</p> <p>Boomwhackers</p>		
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<p>Learning to Listen</p>	<p>See above for Year prior learning</p>	<p>Spring 2 lessons overview:</p> <p>To be able to develop listening skills and understand how to listen effectively</p> <p>Throughout unit, focus on listening and questioning the children’s understanding of listening through the steps of the Charanga scheme.</p> <p>Lesson 1- To be able to listen to ‘Days of the week’ and discuss feelings and emotions within the song</p> <p>Listen together. Enjoy moving in any way suitable to the beat of the music. Experience music through movement and dance. Talk about the song together and explore feelings, thoughts and emotions towards the song Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song.</p> <p>Lesson 2- To be able to listen to ‘The name song’ and discuss the feelings and emotions within the song</p> <p>Develop children’s articulation of the feelings and thoughts within the song. Build on previous lesson but with a different song.</p> <p>Lesson 3- To be able to listen to ‘Cuckoo’ and discuss musical concepts</p> <p>Encourage the children to listen, move, dance, march and enjoy the music. Try to</p>	<p>Questions:</p> <p>What is listening?</p> <p>How can we listen?</p> <p>How can we improve listening?</p> <p>What can you hear?</p>		
		<p>Skills:</p> <p>Recognising sounds and rhythms</p> <p>Listening with care and attention</p> <p>Equipment:</p>			

		<p>relate to musical concepts such as beat, tempo, dynamics etc.</p> <p>Lesson 4- To be able to listen to 'Upside down' and discuss musical concepts</p> <p>Use scheme to follow Listen-Respond-Did you know? Encourage conversation around the song with peers.</p> <p>Lesson 5- To be able to show understanding of listening within Music</p> <p>Step 6 on Charanga (checkpoint assessment) <u>Evidence</u> on Seesaw</p>			
<p>Having fun with Improvisation</p>	<p>See above for Year prior learning</p>	<p>Summer 1 lessons overview:</p> <p>To be able to explore early improvisation in Music</p> <p>Lesson 1- To be able to know hat improvisation is</p> <p>Focus on definition of keyword 'improvisation'. Lesson can be delivered through different means and improvisation should be shown in a number of forms. No need for Charanga scheme</p> <p>Lesson 2- To be able to explore improvisation further through playing</p> <p>Use Charanga to support. Emphasise the improvisation section in step 1 and step 2.</p>	<p>Questions:</p> <p>What is improvisation?</p> <p>Where can improvisation be seen?</p> <p>How can you improvise?</p> <p>When might improvising be beneficial?</p> <p>How can we apply improvisation to a performance?</p>		

		<p>Lesson 3- To be able to explore musicianship through improvisation</p> <p>Use Charanga to support. Emphasise the improvisation section in step 3.</p> <p>Lesson 4- To be able to apply improvisation within a song</p> <p><i>Use Charanga step 4</i></p> <p>Lesson 5- To be able to perform, applying improvisation to a performance</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Improvising in performance</p> <p>Equipment:</p> <p>Boomwhackers</p>		
<p>Reflect, rewind and replay</p>	<p>See above for Year prior learning</p>	<p>Summer 2 lessons overview:</p> <p>A chance for you to recap, review and quiz the children’s learning and understand of the key concepts taught this year. This unit also looks at some more genres to widen the children’s exposure to music.</p> <p>Each Lesson begins with a classical composer and song. This is supported by information and a placing on the history of music timeline.</p> <p>Lesson 1- To be able to listen to and understand music from a classical genre</p>	<p>Questions:</p> <p>What is improvisation?</p> <p>Where can improvisation be seen?</p> <p>How are genres different to each other?</p> <p>What different genres can you recall?</p>		

		<p>Listen together. Enjoy moving in any way suitable to the beat of the music. Discuss and compare to other genres. Discuss the role of a composer and the how the music makes you feel.</p> <p>Lesson 2- To be able to revisit HipHop through ‘Hey You!’.</p> <p>Continue to explore classical music as a starter but reflect and revisit HipHop through previous unit’s song. Make comparisons having been exposed to more music since Autumn.</p> <p>Lesson 3- To be able to revisit Reggae through ‘rhythm in the way we walk’.</p> <p>Continue to explore classical music as a starter but reflect and revisit reggae through previous unit’s song. Make comparisons having been exposed to more music since Autumn.</p> <p>Lesson 4- To be able to revisit the song ‘In the groove’ and make comparisons between genres.</p> <p>Follow Charanga scheme to support</p> <p>Lesson 5- To be able to recall what improvisation is</p> <p>Optional use of Charanga. Search for improvisation to access resources that might be useful for lesson. Plan a lesson that shows</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms</p> <p>Equipment:</p> <p>Boomwhackers</p>		
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		<p>again to the children how improvisation can be seen in many ways.</p> <p>Lesson 6 – To be able to recall key learning from the year</p> <p>Create a showcase of learning from this year. This could be seen through a mind map, presentation, video, seesaw evidence or performance.</p>			
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Year 2	Hands, feet, heart - Joanna Mangona Genre: South African Music	Ho Ho Ho – Joanna Mangona and Jane Sebba	I wanna play in a band– Joanna Mangona Genre: Rock	‘Zootime’ – Joanna Mangona Genre: Reggae	Recognising different sounds	Reflect, rewind and replay	Vocabulary
Unit	Previous knowledge	Description and coverage:		Unit Questions, knowledge and skills		Y2	
Hands, feet, heart - Joanna Mangona Genre: South African Music	<ul style="list-style-type: none"> Children have experience of playing non-tuned instruments from Year 1 (Boomwhackers). Children have experience of exploring pulse and keeping rhythm from Foundation Stage and Year 1. Children have experience of independently exploring percussion instruments from Foundation Stage. 	Aut 1 lessons overview: To be able to sing, play and perform ‘Hands, feet, Heart’ by Joanna Mangona Resource: Charanga Alderman Richard Hallam Scheme Lesson 1- To be able to listen to and understand the genre of South African music <i>No need/requirement to use scheme for this lesson.</i> Introduce the children to the genre. Explore different appropriate songs within the genre. Ask multiple key questions to get children to consider the impact of the genre. Hands, Feet, Heart by Joanna Mangona <ul style="list-style-type: none"> The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir 		Questions: Where is South Africa? What can be noticed in South African music? What is dynamic? What is melody? What is pulse? Skills: Experimenting, improvising and creating sounds Finding and demonstrating rhythms Singing in time to music Recognising and naming musical		Listen Play Sing Chant Perform Improvise Compose Pulse Rhythm Pitch Improvise Compose Melody Tempo Dynamic Audience Hip-hop Reggae South African Rock Boomwhacker Tuned Untuned	

	<ul style="list-style-type: none"> • Children have experience of understanding that we have different musical genres • Children have experience of rhythm and pulse from Foundation Stage onwards. • Children have already explored the genre of Reggae • Children have been introduced to composition and improvisation • Children should have become confident in listening 	<ul style="list-style-type: none"> • Bring Him Back by Hugh Masekela • Hiokoloza by Arthur Mofokate <p>Lesson 2- To be able to listen to the unit song and identify South African music features</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring genre to compare. (Charanga step 1)</p> <p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p>Lesson 4- To know what the terms pulse, melody and dynamic mean in relation to music</p> <p><i>No need/requirement to use scheme for this lesson. (If useful, could explore Boomwhacker introduction resources Boomwhackers/First Notes to First Band/Instruments/Home – Leicestershire Interactive Music)</i></p> <p>Teach the keywords explicitly. Demonstrate with Boomwhackers and use time to experiment, improvise and create sounds with these keywords at the centre of the lesson. Search keywords into Charanga for explanation resources for class.</p>	<p>instruments</p> <p>Exploring the style of hip-hop music.</p> <p>Equipment:</p> <p>Boomwhackers</p>		
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		<p>Lesson 5- To be able to combine sound and song</p> <p>Begin to allow children to combine ‘play’ and ‘sing’ for first time with use of the unit song.</p> <p>Lesson 6- To be able to perform to a small group audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>				
<p>Ho Ho Ho – Joanna Mangona and Jane Sebba</p>	<p>See above for Year prior learning</p>	<p>Aut 2 lessons overview:</p> <p>To be able to sing, play and perform ‘Ho Ho Ho’ by Joanna Mangona and Jane Sebba</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to listen to begin to sing the song ‘Ho Ho Ho’</p> <p>Listen to the unit song, discuss the song and its purpose. Consider listening to similar Christmas songs and compare. Start to sing the song, with further reinforcement n singing coming in L2.</p> <p>Lesson 2- To be able to sing the unit song collectively and at the same pitch in a group</p>	<p>Questions:</p> <p>What is notation?</p> <p>How can we read notation?</p> <p>How can we sing collectively?</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds</p> <p>Finding and demonstrating rhythms</p> <p>Singing in time to music</p> <p>Recognising and</p>		

		<p>Explore collective singing further. Discuss pitch and melody further and discuss with the children how to sing collectively well. Begin the consider singing in harmony, unison and section.</p> <p>Discuss The vocal line: how many singers? Male/female? One male and one female. Children’s voices, rapping and voices shouting out Christmas words</p> <p>Lesson 3- To begin to read notation within music</p> <p>Use Charanga: Unit page – lyrics and scoring – Children’s sheet music - glockenspiel – Ho Ho Ho easy</p> <p>Print off for children and teach to read, follow to the music.</p> <p>Lesson 4- To be able to play the Boomwhacker and read notation</p> <p>Use notation sheets from last lesson. Combine and build on last lesson to play and build up confidence reading from the sheet.</p> <p>Lesson 5- To be able to combine sound and song</p> <p>Begin to allow children to combine ‘play’ and ‘sing’ for first time with use of the unit song.</p>	<p>naming musical instruments Reading notation</p> <p>Equipment: Boomwhackers</p>		

		<p>Lesson 6- To be able to perform to a small group audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>				
<p>I wanna play in a band– Joanna Mangona</p> <p>Genre: Rock</p>	<p>See above for Year prior learning</p>	<p>Spring 1 lessons overview:</p> <p>To be able to sing, play and perform ‘I wanna play in a band’ by Joanna Mangona</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to listen to and understand the genre of Rock</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>Introduce the children to the genre. Explore different appropriate songs within the genre. Ask multiple key questions to get children to consider the impact of the genre</p> <ul style="list-style-type: none"> ● We Will Rock You by Queen ● Smoke On The Water by Deep Purple ● Rockin’ All Over The World by Status Quo ● Johnny B.Goode by Chuck Berry ● I Saw Her Standing There by The Beatles 	<p>Questions:</p> <p>What is Rock music?</p> <p>What instruments are often found within Rock music?</p> <p>How can we sing collectively?</p> <p>How does Rocky music compare to other genres?</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds</p> <p>Finding and demonstrating rhythms</p> <p>Singing in time to music</p> <p>Recognising and naming musical instruments</p>		

		<p>Lesson 2- To be able to listen to the unit song and identify Rock features</p> <p>Introduce children to unit song. Compare to songs introduced in last lesson. Identify rock features and the impact of the music.</p> <p>Ideas for listening include:</p> <ul style="list-style-type: none">● The vocal line: how many singers? Male/female? Male, with some backing vocals.● The backing/accompaniment: how many instruments? Which ones? A rock band: electric guitar, bass, drums, keyboards.● Which instruments plays the solo? The electric guitar plays a solo.● Is there a hook? Yes: it's in the chorus: "We will, we will rock you". The well-known drum and clapping riff is also a hook, we remember it, in fact we cannot get it out of our heads!● The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? The texture is thick all the way through the song, all the instruments play throughout the song.● The tempo: is it fast, slow or inbetween? Inbetween.● The dynamics:	<p>Equipment: Boomwhackers</p>		

		<p>is the music loud, quiet or inbetween? Is it the same throughout or does it vary? As the texture thickens, more instruments come in, the dynamics get louder.</p> <p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support.</p> <p>Lesson 4- To be able to combine sound and song</p> <p>Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song.</p> <p>Lesson 5- To be able to perform to a small group audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
<p>'Zootime' – Joanna Mangona</p> <p>Genre: Reggae</p>	<p>See above for Year prior learning</p>	<p>Spring 2 lessons overview:</p> <p>To be able to sing, play and perform 'Zootime' by Joanna Mangona</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to listen to and</p>	<p>Questions:</p> <p>What is Reggae music?</p> <p>What instruments are often found within Reggae music?</p> <p>How can we sing</p>		

		<p>understand the genre of Reggae</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>Children have spent time looking at Reggae in Year 1. Recap their reggae song from y1 (see up in prog document) and explore other reggae songs suitable. Discuss themes, rhythm and pulse of the genre.</p> <ul style="list-style-type: none"> ● Kingston Town by UB40 ● Shine by ASWAD ● I.G.Y. by Donald Fagen ● Feel Like Jumping by Marcia Griffiths ● I Can See Clearly Now by Jimmy Cliff <p>Lesson 2- To be able to listen to the unit song and identify Reggae features</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring genre to compare. (Charanga step 1)</p> <p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p>Lesson 4- To recap what the terms pulse, melody and dynamic mean in relation to music</p> <p><i>No need/requirement to use scheme for</i></p>	<p>collectively?</p> <p>How does Reggae music compare to other genres?</p> <p>How does the rhythm in Reggae compare to other genres?</p> <p>What countries does Reggae originate from?</p>		
		<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Singing in time to music Recognising and naming musical instruments</p> <p>Equipment: Boomwhackers</p>			

		<p><i>this lesson. (If useful, could explore Boomwhacker introduction resources Boomwhackers/First Notes to First Band/Instruments/Home – Leicestershire Interactive Music)</i></p> <p>Teach the keywords explicitly. Demonstrate with Boomwhackers and use time to experiment, improvise and create sounds with these keywords at the centre of the lesson. Search keywords into Charanga for explanation resources for class.</p> <p>Lesson 5- To be able to combine sound and song</p> <p>Begin to allow children to combine ‘play’ and ‘sing’ for first time with use of the unit song.</p> <p>Lesson 6- To be able to perform to a small group audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
	See above for Year prior learning	<p>Summer 1 lessons overview:</p> <p>To be able to recognise a wide range of musical sounds and how vocals and instruments work in harmony</p> <p>Use Charanga throughout</p>	<p>Questions:</p> <p>What is Gospel music?</p> <p>How do we sing?</p> <p>How can we sing collectively?</p>		

		<p>This unit focuses on listening and an awareness of the importance of vocals alongside instruments. Children should be taught how each complement each other and work in unison.</p> <p>Lesson 1- To be able to listen to ‘helping each other’ and explore singing in pitch</p> <p>Listen together. Enjoy moving in any way suitable to the beat of the music. Experience music through movement and dance. Talk about the song together and explore feelings, thoughts and emotions towards the song Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song. Apply vocals to the song without use of instruments.</p> <p>Lesson 2- To be able to use instruments to compliment vocals within ‘helping each other’</p> <p>Help children to understand the importance of both instrument and vocals to create and balance sounds. Sing and play to the song of ‘helping each other’.</p> <p>Lesson 3- To be able to listen to ‘the music man’ and explore singing in pitch</p> <p>Encourage the children to listen, move, dance, march and enjoy the music. Try to</p>	<p>What sounds are made from singing?</p> <p>How can we change the sounds made from singing?</p> <p>What is pitch?</p> <p>How do instruments and vocals complement each other?</p> <p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Singing in time to music Recognising and naming musical instruments</p> <p>Equipment: Boomwhackers</p>		
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		<p>relate to musical concepts such as beat, tempo, dynamics etc.</p> <p>Lesson 4- To be able to use instruments to compliment vocals within ‘The music man’</p> <p>Help children to understand the importance of both instrument and vocals to create and balance sounds. Sing and play to the song of ‘The music man’.</p> <p>Lesson 5- To be able to sing collectively in a group</p> <p>Use step 5 on Charanga to listen to and perform a gospel song collectively in a group. Exposure of new genre to children. Discuss feelings and emotions within the genre. How does it compare to others?</p> <p>Lesson 6 - To be able demonstrate understanding of vocals and instruments complimenting their sounds</p> <p>Step 6 on Charanga (checkpoint assessment) <u>Evidence</u> on Seesaw</p>			
<p>Reflect, rewind and replay</p>	<p>See above for Year prior learning</p>	<p>Summer 2 lessons overview:</p> <p>A chance for you to recap, review and quiz the children’s learning and understand of the key concepts taught this year. This unit also looks at some</p>	<p>Questions:</p> <p>How are genres different to each other?</p>		<p>Y2</p> <p>Listen Play Sing Chant</p>

	<p>more genres to widen the children's exposure to music.</p> <p>Each Lesson begins with a classical composer and song. This is supported by information and a placing on the history of music timeline.</p> <p>Lesson 1- To be able to listen to and understand music from a classical genre</p> <p>Listen together. Enjoy moving in any way suitable to the beat of the music. Discuss and compare to other genres. Discuss the role of a composer and the how the music makes you feel.</p> <p>Discuss the composer and where it fits in the history of music timeline</p> <p>Lesson 2- To be able to revisit South African Music through 'Hands, feet, heart'.</p> <p>Continue to explore classical music as a starter but reflect and revisit South African Music through previous unit's song. Make comparisons having been exposed to more music since Autumn.</p> <p>Lesson 3- To be able to revisit Reggae through 'rhythm in the way we walk'.</p> <p>Continue to explore classical music as a starter but reflect and revisit reggae through previous unit's song. Make</p>	<p>What different genres can you recall?</p> <p>What is a composer?</p> <p>What composers can you recall?</p>		
	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Recognising genres of music</p> <p>Equipment:</p> <p>Boomwhackers</p>			

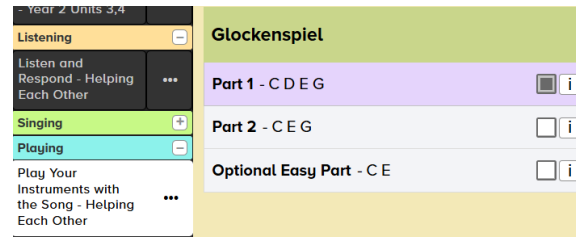
		<p>comparisons having been exposed to more music since Autumn.</p> <p>Lesson 4- To be able to revisit the song 'In the groove' and make comparisons between genres.</p> <p>Follow Charanga scheme to support</p> <p>Lesson 5- To be able to recall what improvisation is</p> <p>Optional use of Charanga. Search for improvisation to access resources that might be useful for lesson. Plan a lesson that shows again to the children how improvisation can be seen in many ways.</p> <p>Lesson 6 – To be able to recall key learning from the year</p> <p>Create a showcase of learning from this year. This could be seen through a mind map, presentation, video, seesaw evidence or performance.</p>			
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Year 3	Glockenspiel Stage 1	Writing Music down	'Three Little Birds' - Bob Marley Genre: Reggae	'The Dragon Song' – Joanna Mangona and Pete Readman Genre: Traditional Tales/Folk melodies	Glockenspiel Stage 2	'Bringing us together' – Joanna Mangona and Pete Readman Genre: Disco (Dance)	Vocabulary
Unit	Previous knowledge	Description and coverage:			Unit Questions, knowledge and skills	Date Covered	Perform Improvise Compose
Glockenspiel Stage 1	<ul style="list-style-type: none"> Children have previous experience of playing along to a piece of music, either with their hands or on an untuned instrument. Reading musical notes will be a new taught skill. They have some experience of being exposed to musical notes in previous units. Children have previously looked at Reggae in both Y1 and Y2. 	<p>Aut 1 lessons overview:</p> <p>To be able to know the language of music through playing the glockenspiel</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Children are not expected to be able to confidently read notation. This is about exposing children to reading music but a strong focus on the language of music.</p> <p>Lesson 1- To be able to recognise and play the note E and D on the glockenspiel</p> <p>Use step 1 of scheme. Support children through listening, playing and improvising with the two notes.</p> <p>Lesson 2- To be able to play the note E and D on the glockenspiel alongside song</p> <p>Use step 2 of scheme. Build up confidence</p>			<p>Questions:</p> <p>What is a tuned instrument? What is an Untuned instrument?</p> <p>What is the difference between the sound of musical notes?</p> <p>What is composition?</p>		<p>Pulse Rhythm Pitch Improvise Compose Melody Tempo Dynamic Structure</p> <p>Note</p> <p>Audience</p> <p>Reggae Folk melody Disco</p> <p>Glockenspiel Tuned Untuned</p>

		<p>through song.</p> <p>Lesson 3- To be able to recognise and play the note C alongside E and D on the Glockenspiel</p> <p>Use step 3 of scheme. Support children through listening, playing and improvising with the three notes.</p> <p>Lesson 4- To be able to recognise and play the note F</p> <p>Use step 4 of scheme. Support children through listening, playing and improvising with the note. Apply to song with the previous notes learnt.</p> <p>Lesson 5- To be able to combine four musical notes and play on the Glockenspiel</p> <p>Use step 5 of scheme. Build confidence.</p> <p>Lesson 6- To be able to create a composition from the four musical notes learnt</p> <p>Whole lesson focus on recall of notes and into self – composition. This will be performed next lesson.</p> <p>Lesson 7- To be able to perform a composition consisting of four musical notes</p> <p>Assessment checkpoint for staff. Evidence on seesaw through video</p>	<p>Performing</p> <p>Equipment:</p> <p>Glockenspiels</p>		
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<p>Writing music down</p>	<p>See above for Year prior learning</p>	<p>Aut 2 lessons overview:</p> <p>To be able to read, write and perform from musical notation</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to understand and recall key notation symbols</p> <p><i>Must use Charanga scheme Step 1. Click over to musical elements and theory. Don't use the lesson content (L3)</i></p> <p>Work through all of the musical theory videos, showing the children the musical notation and how this is represented in symbols. Get the children confident with recall.</p> <p>Lesson 2- To be able to recall key musical vocabulary</p> <p><i>Must use Charanga scheme Step 1. Click over to musical elements and theory. Don't use the lesson content (L3)</i></p> <p>Work through the musical concepts. The children should be confident with the definitions and how these can change within different genres of music. Recap and discuss the previous lesson to consolidate learning of notation.</p> <p>Lesson 3- To be able to read notation and play with a tuned instrument</p>	<p>Questions:</p> <p>How can we explore how rhythm, tempo and pitch work in hip-hop songs?</p> <p>What is HipHop?</p> <p>Where can you hear different genres of Music?</p> <p>How can we make sure we are all singing in the same pitch?</p>		
			<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Singing in time to music Recognising and naming musical instruments Reading notation</p> <p>Equipment: Glockenspiel</p>		

Use scheme step 1



Under the tab 'play', click on the i to bring up the notation. Encourage children to use notation language after recapping at the beginning of the lesson.

Lesson 4- To be able to improvise within a song

Use Step 2 of Charanga to introduce improvisation to the song previously learnt.

Lesson 5- To be able to combine sound and song

Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song.

Lesson 6- To be able to perform to a small group audience

Performance should include an attempt at notation reading. Print out notation and

		<p>perform song 'helping each other'.</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
<p>'Three Little Birds' - Bob Marley</p> <p>Genre: Reggae</p>	<p>See above for Year prior learning</p>	<p>Spring 1 lessons overview:</p> <p>To be able to listen to, sing, play, improvise to, compose to and perform 'Three Little Birds' by Bob Marley</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to listen to and understand the genre of Reggae</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>This is the third year the children have looked at Reggae. Recap the two previous songs that they have learnt in Y1 and Y2. Further song bank below. Both found on Charanga Y1 – Rhythm in the way we walk Y2 - Zootime</p> <p>This lesson is based on questioning and widening the children's music depth.</p> <ul style="list-style-type: none"> ● Kingston Town by UB40 ● Shine by ASWAD ● I.G.Y. by Donald Fagen ● Feel Like Jumping by Marcia Griffiths ● I Can See Clearly Now by Jimmy Cliff 	<p>Questions:</p> <p>What is a tuned instrument? What is an Untuned instrument?</p> <p>What is the difference between the sound of musical notes?</p> <p>What is composition?</p> <p>What do you know about Reggae music?</p> <p>Where does Reggae music originate from?</p>		
			<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Composing from learnt</p>		

	<p>Lesson 2- To be able to listen to the unit song and identify Reggae features</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring genre to compare. (Charanga step 1). Children should have a good understanding of Reggae by Y3. Discuss the below keywords with class when listening to Three Little Birds</p> <ul style="list-style-type: none"> - Rhythm - Dynamic - Pitch - Tempo - Pulse - Instruments used - Vocals used <p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p>Lesson 4- To be able to combine sound and song with improvisation</p> <p>Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song. <i>Step 3 on Charanga</i> <i>Focus on Improvisation</i></p> <p>Lesson 5- To be able to create and perform compositions within a song</p> <p>Used Step 4 within Charanga. Children should be creating compositions and applying them during the song, ready for performance the</p>	<p>musical notes Performing</p> <p>Equipment:</p> <p>Glockenspiels</p>		
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		<p>week following</p> <p>Lesson 6- To be able to perform a composition to a small audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
<p>'The Dragon Song' – Joanna Mangona and Pete Readman</p> <p>Genre: Traditional Tales/Folk melodies</p>	<p>See above for Year prior learning</p>	<p>Spring 2 lessons overview:</p> <p>To be able to listen to, sing, play, improvise to, compose to and perform 'The Dragon Song' by Joanne Mangona and Pete Readman</p> <p>Lesson 1- To be able to listen to and understand the genre of folk melodies</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>This should be new for the children. Look at how the songs tell stories and what messages are given through the words. Songs are from all around the world.</p> <ul style="list-style-type: none"> ● Birdsong - Chinese Folk Music ● Vaishnava Java - A Hindu Song ● A Turkish Traditional Tune ● Aitutaki Drum Dance from Polynesia ● Zebaidir Song from Sudan <p>Lesson 2- To be able to listen to the unit song and discuss the social themes</p> <p>Introduce children to unit song. Reflect back to</p>	<p>Questions:</p> <p>What is a tuned instrument? What is an Untuned instrument?</p> <p>What is the difference between the sound of musical notes?</p> <p>What is composition?</p> <p>What social themes are found within the folktale?</p> <p>How does the song make you feel?</p>		
			<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating</p>		

		<p>previous lesson where exploring genre to compare. (Charanga step 1). Discuss the musical keywords below:</p> <ul style="list-style-type: none"> - Rhythm - Dynamic - Pitch - Tempo - Pulse - Instruments used - Vocals used <p>Also give time to discuss the social themes – Are any of these presented in the song?</p> <p>Friendship</p> <ul style="list-style-type: none"> ● Peace ● Listen to one another ● Happiness ● Welcome new people and new ideas ● Acceptance - accept everybody ● The environment ● Music from around the world ● People from around the world ● New ideas and cultures to learn about and get to know <p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p>Lesson 4- To be able to combine sound and song with improvisation</p> <p>Begin to allow children to combine ‘play’ and ‘sing’ for first time with use of the unit song.</p>	<p>rhythms Composing from learnt musical notes Performing</p> <p>Equipment:</p> <p>Glockenspiels</p>		
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		<p><i>Step 3 on Charanga</i> <i>Focus on Improvisation</i></p> <p>Lesson 5- To be able to create and perform compositions within a song</p> <p>Used Step 4 within Charanga. Children should be creating compositions and applying them during the song, ready for performance the week following</p> <p>Lesson 6- To be able to perform a composition to a small audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
<p>Glockenspiels Stage 2</p>	<p>See above for Year prior learning</p>	<p>Summer 1 lessons overview:</p> <p>To be able to know the language of music through playing the glockenspiel</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Children are not expected to be able to confidently read notation. This is about exposing children to reading music but a strong focus on the language of music.</p> <p>Lesson 1- To be able to revisit the notes C, D, E and F from Autumn term</p>	<p>Questions:</p> <p>What is a tuned instrument? What is an Untuned instrument?</p> <p>What is the difference between the sound of musical notes?</p> <p>What is composition?</p>		

		<p>Use step 1 of scheme. Support children through listening, playing and improvising with the four notes. This should be recapping learning from Autumn term (Glockenspiels 1)</p> <p>Lesson 2- To be able to confidently recall, demonstrate and know the meaning of 'pitch' and 'rhythm'</p> <p>Following on from last lesson. Use Step 2 of scheme. No new notes yet introduced.</p> <p>Lesson 3- To be able to recognise and play the note G on the Glockenspiel</p> <p>Use step 3 of scheme. Support children through listening, playing and improvising with the note alongside previous notes learnt.</p> <p>Lesson 4- To be able to recognise and read notation of musical notes</p> <p>Use step 4 of scheme. Support children through reading notation of the five musical notes.</p> <p>Lesson 5- To be able to create a composition from the musical notes learnt</p> <p>Use step 5 of scheme and revisit step 1 to create compositions ready to perform in Lesson 6.</p> <p>Lesson 6- To be able to perform a composition on the Glockenspiel to a small</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Composing from learnt musical notes Performing</p> <p>Equipment:</p> <p>Glockenspiels</p>		
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		<p>audience</p> <p>Assessment checkpoint for staff. Evidence on seesaw through video</p>				
<p>'Bringing us together' – Joanna Mangona and Pete Readman</p> <p>Genre: Disco (Dance)</p>	<p>See above for Year prior learning</p>	<p>Summer 2 lessons overview:</p> <p>To be able to listen to, sing, play, improvise to, compose to and perform 'Bringing us together' by Joanna Mangona and Pete Readman</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to listen to and understand the genre of Disco</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>Further song bank below. Explore the songs and allow children to explore deep enquiry questions on the genre. This lesson is based on questioning and widening the children's music depth.</p> <ul style="list-style-type: none"> ● Bringing Us Together by Joanna Mangona and Pete Readman ● 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 	<p>Questions:</p> <p>What is a tuned instrument? What is an Untuned instrument?</p> <p>What is composition? What can you here within Disco music?</p> <p>Where might Disco music be heard?</p> <p>How can you describe the tempo within disco music?</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Composing from learnt</p>		

		<p>Lesson 2- To be able to listen to the unit song and identify Disco features</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring genre to compare. (Charanga step 1). Look and discuss the following:</p> <ul style="list-style-type: none"> - Rhythm - Dynamic - Pitch - Tempo - Pulse - Instruments used - Vocals used <p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p>.</p> <p>Lesson 4- To be able to combine sound and song with improvisation</p> <p>Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song. <i>Step 3 on Charanga</i> <i>Focus on Improvisation</i></p> <p>Lesson 5- To be able to create and perform compositions within a song</p> <p>Used Step 4 within Charanga. Children should be creating compositions and applying them during the song, ready for performance the week following</p>	<p>musical notes Performing</p> <p>Equipment:</p> <p>Glockenspiels</p>		

		<p>When performing with the track, children will play their composition during the playing/instrumental section</p> <p>Lesson 6- To be able to perform a composition to a small audience</p> <p>When performing with the track, children will play their composition during the playing/instrumental section</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
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Year 4	'Mamma Mia' - ABBA Genre: Pop	Compose with friends	Djembe drums 1	'Blackbird' – The Beatles	Dragon beats Yu Studio	Djembe drums 2	Vocabulary
Unit	Previous knowledge	Description and coverage:			Unit Questions, knowledge and skills	Date Covered	
'Mamma Mia' - ABBA Genre: Pop	<ul style="list-style-type: none"> . Children will be using knowledge from Y3 glockenspiel lessons and the start of Y4 in order to play more complex rhythms. Children have previously explored when artists move in and out of genres Children have previously learnt composition and have experiences composing within a song. Children have explored improvisation since EYFS Exploring who the Beatles were will be a new taught skill. Children will also explore the history of civil rights (children may have prior 	<p>Aut 1 lessons overview:</p> <p>To be able to listen to, sing, play, improvise to, compose to and perform 'Mamma Mia' by ABBA</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to listen to and understand the genre of Pop (70s pop)</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>Further song bank below. Explore the songs and allow children to explore deep enquiry questions on the genre. This lesson is based on questioning and widening the children's music depth.</p> <ul style="list-style-type: none"> ● Mamma Mia by Abba ● 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 			<p>Questions:</p> <p>What is Pop music?</p> <p>What instruments are used in pop music?</p> <p>How can you use your voice as an instrument?</p> <p>What is composition?</p> <p>What is improvisation?</p>		<p>Listen</p> <p>Play</p> <p>Sing</p> <p>Chant</p> <p>Perform</p> <p>Improvise</p> <p>Compose</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Improvise</p> <p>Compose</p> <p>Melody</p> <p>Tempo</p> <p>Dynamic</p> <p>Texture</p> <p>Structure</p> <p>Mix</p> <p>Bassline</p> <p>Beat</p> <p>Audience</p> <p>Hip-hop</p> <p>Pop</p> <p>Glockenspiel</p> <p>Music</p>

	<p>experience of this from the diverse curriculum).</p> <ul style="list-style-type: none"> • Children have experience of reading musical notes from Year 3 and previous units in Year 4. • Children will have the opportunity to revisit playing in time to music, dynamics and tempo from Foundation Stage onwards. • 	<p>Lesson 2- To be able to listen to the unit song and identify Disco features</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring genre to compare. (Charanga step 1). Look and discuss the following:</p> <ul style="list-style-type: none"> - Rhythm - Dynamic - Pitch - Tempo - Pulse - Instruments used - Vocals used <p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p>.</p> <p>.</p> <p>Lesson 4- To be able to combine sound and song with improvisation</p> <p>Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song.</p> <p><i>Step 3 on Charanga</i> <i>Focus on Improvisation</i></p> <p>Use step 3 of scheme. Support children through listening, playing and improvising with the three notes.</p> <p>Lesson 5- To be able to create and perform</p>	<p>Glockenspiels</p>		<p>Technology Tuned Untuned</p>
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		<p>compositions within a song</p> <p>Used Step 4 within Charanga. Children should be creating compositions and applying them during the song, ready for performance the week following</p> <p>Lesson 6- To be able to perform the song 'Mamma Mia' to a small audience</p> <p>Assessment checkpoint for staff. Evidence on seesaw through video</p>			
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<p>Compose with friends</p>		<p>Aut 2 lessons overview:</p> <p>To be able to develop confidence through composition</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to recall musical notation</p> <p><i>Must use Charanga scheme Step 1. Click over to musical elements and theory. Don't use the lesson content (L3)</i></p> <p>Work through all of the musical theory videos, showing the children the musical notation and how this is represented in symbols. Get the children confident with recall.</p> <p>Lesson 2- To be able to recall key musical vocabulary</p> <p><i>Must use Charanga scheme Step 1. Click over to musical elements and theory. Don't use the lesson content (L3)</i></p> <p>Work through the musical concepts. The children should be confident with the definitions and how these can change within different genres of music.</p> <p>Recap and discuss the previous lesson to consolidate learning of notation.</p>	<p>Questions:</p> <p>What is texture?</p> <p>What is composition?</p> <p>How can I work as part of a group to compose?</p> <hr/> <p>Skills:</p> <p>Experimenting, improvising and creating sounds</p> <p>Finding and demonstrating rhythms</p> <p>Singing in time to music</p> <p>Recognising and naming musical instruments</p> <p>Reading notation</p> <p>Equipment:</p> <p>Glockenspiel</p>		
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		<p>Lesson 3- To be able to combine sound and song to play 'bringing us together'</p> <p>Use scheme step 1</p> <p>Lesson 4- To be able to compose within a rehearsed song</p> <p>Use Step 2 of Charanga to apply composition on the song previously learnt.</p> <p>Lesson 5- To be able to combine sound and song to play 'bringing us together'</p> <p>Use scheme step 3</p> <p>Lesson 6 - To be able to perform with composition o a small group audience</p> <p>Performance should be either of the two songs learnt and should include a piece of composition within.</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
Djembe drums 1	See above for Year prior learning	<p>Spring 1 lessons overview:</p> <p>To be able to play, grown in confidence and perform a piece of music on the Djembe drum</p>	<p>Questions:</p> <p>What is a Djembe drum?</p>		

		<p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to understand beat and playing in time on a djembe drum</p> <p>Scheme Lesson 1</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - Correct playing posture - Playing with alternative left and right hands - Understanding beat - Playing together 	<p>What genre of music would a djembe drum fit into?</p> <p>How can you show a low tone?</p> <p>How can you show a high tone?</p> <p>What is texture?</p> <p>How can you increase and decrease the tempo?</p>		
		<p>Lesson 2- To be able to play the different high and low tones with an understanding of rhythm and tempo</p> <p>Scheme Lesson 2</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - Playing with alternative hands - Playing the different high and low tones - Understand rhythm - Understand tempo <p>Lesson 3- To be able to develop confidence playing high and low tones accurately</p> <p>Scheme lesson 3</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds</p> <p>Finding and demonstrating rhythms</p> <p>Composing from learnt musical notes</p> <p>Performing</p> <p>Equipment:</p> <p>Djembe drums</p>		

		<p>Success criteria:</p> <ul style="list-style-type: none">- Playing the different low and high tones accurately- Understand rhythm and playing in time- Understand temp and playing in time- Responding the call and response accurately <p>Lesson 4- To be able to understand dynamics with the Djembe drum</p> <p>Scheme lesson 4</p> <p>Success criteria:</p> <ul style="list-style-type: none">- Understand dynamics- Understand rhythm and playing in time- Understand temp and playing in time- Responding the call and response accurately <p>Lesson 5- To be able to develop understanding of duration and note length</p> <p>Scheme lesson 5</p> <p>Success criteria:</p> <ul style="list-style-type: none">- Understand duration and note length- Understand rhythm and playing in time- Understand temp and playing in time- Responding the call and response accurately			
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<p>'Blackbird' – The Beatles</p>	<p>See above for Year prior learning</p>	<p>Spring 2 lessons overview:</p> <p>To be able to listen to, sing, play, improvise to, compose to and perform 'Blackbird' by the Beatles</p> <p>Lesson 1- To be able to listen to and become aware of the Beatles and their experimentation with different genres</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>Explore the Beatles and how they worked within multiple genres.. Look into the history of the Beatles and where they sit on a historical music timeline.</p> <ul style="list-style-type: none"> ● Blackbird by The Beatles ● 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 <p>Lesson 2- To be able to listen to the unit song and discuss the musical elements</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring the Beatles. Use Charanga step 1.</p> <p>The song is all about civil rights. Explore this within the appropriateness of the age group.</p> <p>Lesson 3- To be able to sing the unit song</p>	<p>Questions:</p> <p>What is a tuned instrument? What is an Untuned instrument?</p> <p>What is the difference between the sound of musical notes?</p> <p>What is composition?</p> <p>What social themes are found within the folktale?</p> <p>How does the song make you feel?</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Composing from learnt musical notes Performing</p> <p>Equipment:</p> <p>Glockenspiels</p>		
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		<p>collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p>Lesson 4- To be able to combine sound and song with improvisation</p> <p>Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song. <i>Step 3 on Charanga</i> <i>Focus on Improvisation</i></p> <p>Lesson 5- To be able to create and perform compositions within a song</p> <p>Used Step 4 within Charanga. Children should be creating compositions and applying them during the song, ready for performance the week following</p> <p>Lesson 6- To be able to perform a composition to a small audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
Dragon Beats Yu Studio	See above for Year prior learning	<p>Summer 1 lessons overview:</p> <p>To be able to create and compose a track using music technology</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p>	Questions: What is a loop? How can you balance the sounds on your track?		

		<p>This is the children’s first introduction to music tech. The aim is for the children to be able to compose in a different way.</p> <p>Lesson 1- To be able to compose a drum beat and bassline in HipHop style</p> <p>Use step 1 of scheme.</p> <p>Lesson 2- To be able to use the piano roll to create a simple melody</p> <p>Use step 2 of scheme</p> <p>Lesson 3- To be able to add a loop and create a new arrangement</p> <p>Use step 3 of scheme</p> <p>Lesson 4- To be able to appraise others and offer constructive feedback</p> <p>Use step 4 of scheme. Support children in using correct musical terminology when offering feedback to peers.</p> <p>Lesson 5- To be able to create a full composition complete with a drum beat, bassline, melody, piano roll and loop</p> <p>Use step 5 of scheme</p> <p>Lesson 6- To be able to perform a composition to a small audience</p>	<p>How can you add delay?</p>		
		<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Composing Using music technology Performing</p> <p>Equipment:</p> <p>Laptops</p>			

		Assessment checkpoint for staff. Evidence on seesaw through video or screen record.				
Djembe drums 2	See above for Year prior learning	<p>Summer 2 lessons overview:</p> <p>To be able to play, grown in confidence and perform a piece of music on the Djembe drum</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To begin to understand structure and improvisation with the Djembe drum</p> <p>Scheme Lesson 6</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - Playing with increasing accuracy, incorporating dynamics, different rhythms and changes to tempo. - Begin to understand structure - Improvising rhythmic patterns. <p>Lesson 2- To begin to compose own rhythmic patterns using the Djembe drum</p> <p>Scheme Lesson 7</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - Playing with increasing accuracy, incorporating dynamics, different rhythms and changes to tempo. - Begin to understand structure - Improvising rhythmic patterns. 	<p>Questions:</p> <p>What is a Djembe drum?</p> <p>What genre of music would a djembe drum fit into?</p> <p>How can you show a low tone?</p> <p>How can you show a high tone?</p> <p>What is texture?</p> <p>How can you increase and decrease the tempo?</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds</p> <p>Finding and demonstrating rhythms</p> <p>Composing from learnt musical notes</p>		

	<p>Lesson 3- To be able to develop confidence improvising and composing with the Djembe drum</p> <p>Scheme lesson 8</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - Playing the different low and high tones accurately - Understand rhythm and playing in time - Understand temp and playing in time - Responding the call and response accurately <p>Lesson 4- To be able to recall and revisit learning of Djembe drums</p> <p>Lesson 5- To begin the perform with an awareness of audience</p> <p>Scheme lesson 9</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - Appraise own work and identify areas of improvement - Begin to perform with an awareness of audience <p>Lesson 6- To begin the perform with an awareness of audience</p>	<p>Performing</p> <p>Equipment:</p> <p>Djembe drum Djembe drums</p>		
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		Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)			
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Year 5	Recorder	'Living on a prayer' - Bon Jovi Genre: Rock	'Make me feel my love' – Bob Dylan sung by Adele	'The fresh prince of Bel Air' – Will Smith Hip Hop	'Dancing in the street' - Martha and the Vandellas Genre: Motown	Hip Hop Yu Studio	Vocabulary
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Unit	Previous knowledge	Description and coverage:	Unit Questions, knowledge and skills	Date Covered	
To be able to learn and play a range of notes in tune using the recorder		<p>Aut 1 lessons overview:</p> <p>To be able to learn and play a range of notes in tune using the recorder</p> <p>Resource: ActiveINSPIRE Flipchart A:\General\Curriculum\Music - JW\25_26</p> <p>+ Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1 – To be able to play in tune the notes A and B</p> <p>Lesson 2 – To be able to play in tune the note G and apply within a song</p> <p>Recap previous lessons learning before teaching new content</p> <p>Lesson 3 – To be able to play in tune the note E and apply within a song</p> <p>Recap previous lessons learning before teaching new content</p> <p>Lesson 4 – To be able to play in tune the note D and apply within a song</p> <p>Recap previous lessons learning before teaching new content</p> <p>Lesson 5 – To be able to play in tune the note F and apply within a song</p> <p>Recap previous lessons learning before</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds</p> <p>Finding and demonstrating rhythms</p> <p>Composing from learnt musical notes</p> <p>Performing</p> <p>Equipment:</p> <p>Recorders</p>		<p>Listen</p> <p>Play</p> <p>Sing</p> <p>Chant</p> <p>Perform</p> <p>Improvise</p> <p>Compose</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Improvise</p> <p>Compose</p> <p>Melody</p> <p>Tempo</p> <p>Dynamic</p> <p>Texture</p> <p>Structure</p> <p>Mix</p> <p>Bassline</p> <p>Beat</p> <p>Audience</p> <p>Rock</p> <p>Recorder</p> <p>Music</p> <p>Technology</p> <p>Tuned</p> <p>Untuned</p>

		<p>teaching new content</p> <p>Lesson 6 – To be able to play in tune the note C and apply within a song Recap previous lessons learning before teaching new content</p> <p>Lesson 7 – To be able to play in tune the note D’ and perform with a range of notes Assessment and performance of High D is for drummer Delaney</p>				
<p>‘Living on a prayer’ - Bon Jovi</p>	<ul style="list-style-type: none"> • Children have previous knowledge of reading musical notes from Year 3 and 4 (glockenspiels and djembe drums), as well as pitch and improvising and composing. • Exploring playing the recorder will be a new taught skill for most in this unit. • Children have previous knowledge and experience learning about HipHop and Rock music. <p>Children have previous knowledge of reading</p>	<p>Aut 2 lessons overview:</p> <p>To be able to listen to, sing, play, improvise to, compose to and perform ‘Living on a prayer’ by Bon Jovi</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to listen to and understand the genre of Rock</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>Further song bank below. Explore the songs and allow children to explore deep enquiry questions on the genre. This lesson is based on questioning and</p>	<p>Questions:</p> <p>What is texture?</p> <p>What is composition?</p> <p>How can I work as part of a group to compose?</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Composing from learnt musical notes</p>		

	<p>musical notes from Year 3 and 4, playing accurately as part of a team and singing in pitch and improvising and composing</p>	<p>widening the children’s music depth.</p> <ul style="list-style-type: none"> ● Livin’ On A Prayer by Bon Jovi ● We Will Rock You By Queen ● Smoke On The Water by Deep Purple ● Rockin’ All Over The World by Status Quo ● Johnny B. Goode by Chuck Berry ● I Saw Her Standing There by The Beatles <p>Lesson 2- To be able to listen to the unit song and identify Rock features</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring genre to compare. (Charanga step 1). Look and discuss the following:</p> <ul style="list-style-type: none"> - Rhythm - Dynamic - Pitch - Tempo - Pulse - Instruments used - Vocals used <p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>Lesson 4- To be able to combine sound and song with improvisation</p> <p>Begin to allow children to combine ‘play’ and</p>	<p>Performing</p> <p>Equipment:</p> <p>Recorders</p>		
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		<p>'sing' for first time with use of the unit song. <i>Step 3 on Charanga</i> <i>Focus on Improvisation</i></p> <p>Use step 3 of scheme. Support children through listening, playing and improvising with the three notes.</p> <p>Lesson 5- To be able to create and perform compositions within a song</p> <p>Used Step 4 within Charanga. Children should be creating compositions and applying them during the song, ready for performance the week following</p> <p>Lesson 6- To be able to perform the song 'Living on a prayer' to a small audience</p> <p>Assessment checkpoint for staff. Evidence on seesaw through video</p>				
<p>'Make You feel my love' – Bob Dylan sung by Adele</p>	<p>See above for Year prior learning</p>	<p>Spring 1 lessons overview:</p> <p>To be able to listen to, sing, play, improvise to, compose to and perform 'Make you feel my love' by Bob Dylan performed by Adele</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>Lesson 1- To be able to listen to and understand the genre of Pop Ballad</p>	<p>Questions:</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Composing from learnt musical notes</p>		

		<p><i>No need/requirement to use scheme for this lesson.</i></p> <p>Further song bank below. Explore the songs and allow children to explore deep enquiry questions on the genre. This lesson is based on questioning and widening the children's music depth.</p> <ul style="list-style-type: none"> ● Make You Feel My Love by Bob Dylan - Adele version ● Make You feel my Love - Bob Dylan version ● So Amazing by Luther Vandross ● Hello by Lionel Richie ● The Way You Look Tonight by Jerome Kern ● Love Me Tender by Elvis Presley <p>Lesson 2- To be able to listen to the unit song and identify Pop Ballad features</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring genre to compare. (Charanga step 1). Look and discuss the following:</p> <ul style="list-style-type: none"> - Rhythm - Dynamic - Pitch - Tempo - Pulse - Instruments used - Vocals used <p>Lesson 3- To be able to sing the unit song</p>	<p>Performing</p> <p>Equipment:</p> <p>Recorders</p>		
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		<p>collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p>.</p> <p>.</p> <p>Lesson 4- To be able to combine sound and song with improvisation</p> <p>Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song.</p> <p><i>Step 3 on Charanga</i> <i>Focus on Improvisation</i></p> <p>Use step 3 of scheme. Support children through listening, playing and improvising with the three notes.</p> <p>Lesson 5- To be able to create and perform compositions within a song</p> <p>Used Step 4 within Charanga. Children should be creating compositions and applying them during the song, ready for performance the week following</p> <p>Lesson 6- To be able to perform the song 'Make you feel my love' with composition to a small audience</p> <p>Assessment checkpoint for staff. Evidence on seesaw through video</p>			
<p>'The Fresh Prince of Bel-Air'– Will Smith</p>	<p>See above for Year prior learning</p>	<p>Spring 2 lessons overview:</p> <p>To be able to listen to, sing, play, improvise to, compose to and perform 'The Fresh Prince of Bel Air' by Will Smith</p>	<p>Questions:</p> <p>What is a tuned instrument?</p> <p>What is an Untuned</p>		

		<p>Lesson 1- To be able to listen to and discuss the genre of HipHop</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>Explore the Genre of HipHop. Look into the history of Hip Hop and where the unit song sits on a historical music timeline. Listen to the songs below</p> <p>Fresh Prince Of Bel-Air by Will Smith</p> <ul style="list-style-type: none"> ● Me, Myself And I by De La Soul ● Ready Or Not by The Fugees ● Rapper’s Delight by The Sugarhill Gang ● U Can’t Touch This by MC Hammer ● It’s Like That by Run DMC <p>Lesson 2- To be able to listen to the unit song and discuss the musical elements</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring HipHop. Use Charanga step 1.</p> <p>Lesson 3- To be able to rap the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p>Lesson 4- To be able to combine sound and song with improvisation</p>	<p>instrument?</p> <p>What is the difference between the sound of musical notes?</p> <p>What is composition?</p> <p>How does the song make you feel?</p>		
			<p>Skills:</p> <p>Experimenting, improvising and creating sounds</p> <p>Finding and demonstrating rhythms</p> <p>Composing from learnt musical notes</p> <p>Performing</p> <p>Equipment:</p> <p>Recorder</p>		

		<p>Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song. <i>Step 3 on Charanga</i> <i>Focus on Improvisation</i></p> <p>Lesson 5- To be able to create and perform compositions within a song</p> <p>Used Step 4 within Charanga. Children should be creating compositions and applying them during the song, ready for performance the week following</p> <p>Lesson 6- To be able to perform a composition to a small audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
<p>'Dancing in the street' by Martha and the Vandellas</p>	<p>See above for Year prior learning</p>	<p>Summer 1 lessons overview:</p> <p>To be able to listen to, sing, play, improvise to, compose to and perform 'Dancing in the street' by Martha and the Vandellas</p> <p>Lesson 1- To be able to listen to and discuss the genre of Motown</p> <p><i>No need/requirement to use scheme for this lesson.</i></p> <p>Explore the Genre of Motown. Look into the history and where the unit song sits on a historical music timeline. Listen to the songs</p>	<p>Questions:</p> <p>What is a loop?</p> <p>How can you balance the sounds on your track?</p> <p>How can you add delay?</p>		

		<p>below</p> <ul style="list-style-type: none"> ● Dancing In The Street by Martha And The Vandellas ● I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops ● I Heard It Through The Grapevine sung by Marvin Gaye ● Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell ● You Are The Sunshine Of My Life sung by Stevie Wonder <p>Lesson 2- To be able to listen to the unit song and discuss the musical elements</p> <p>Introduce children to unit song. Reflect back to previous lesson where exploring Motown. Use Charanga step 1.</p> <p>Lesson 3- To be able to sing the unit song collectively and at the same pitch in a group</p> <p>Use scheme to support. (Step 1 into 2)</p> <p>Lesson 4- To be able to combine sound and song with improvisation</p> <p>Begin to allow children to combine 'play' and 'sing' for first time with use of the unit song. <i>Step 3 on Charanga</i> <i>Focus on Improvisation</i></p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Composing Using music technology Performing</p> <p>Equipment:</p> <p>Laptops</p>		
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		<p>Lesson 5- To be able to create and perform compositions within a song</p> <p>Used Step 4 within Charanga. Children should be creating compositions and applying them during the song, ready for performance the week following</p> <p>Lesson 6- To be able to perform a composition to a small audience</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>				
<p>Hip Hop Yu Studio</p>	<p>See above for Year prior learning</p>	<p>Summer 2 lessons overview:</p> <p>To be able to create and compose a track using music technology</p> <p>Resource: Charanga Alderman Richard Hallam Scheme</p> <p>This is the second unit of Music tech, building on from year 4.</p> <p>Lesson 1- To be able to compose a drum beat and bassline in HipHop style</p> <p>Use step 1 of scheme. Video 2 and 3</p> <p>Lesson 2- To be able to use the piano roll to create a simple chord progression</p> <p>Use step 2 of scheme Video 4</p>	<p>Questions:</p>	<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Composing from learnt musical notes Performing Music Technology</p> <p>Equipment:</p>		

		<p>Lesson 3- To be able to add a melody in a Hip Hop style</p> <p>Use step 3 of scheme Video 5</p> <p>Lesson 4- To be able to add rap samples and experiment with arrangement and structure</p> <p>Use step 4 of scheme. Video 6</p> <p>Lesson 5- To be able to experiment with FX and volume sliders to control the mix</p> <p>Use step 5 of scheme, video 7</p> <p>Lesson 6- To be able to complete project and evaluate</p> <p>Assessment checkpoint for staff. Evidence on seesaw through video or screen record.</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			
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Year 6	<p>Steel Pans</p> <p>To be able to learn basic skills and techniques through using the Steel pans</p> <p>Whole class music</p>	<p>Steel Pans</p> <p>To be able to learn basic skills and techniques through using the Steel pans</p> <p>Whole class music</p>	<p>Steel Pans</p> <p>To be able to develop skills and apply composition and improvisation with Steel pans</p> <p>Whole class music</p>	<p>Steel Pans</p> <p>To be able to develop skills and apply composition and improvisation with Steel pans</p> <p>Whole class music</p>	<p>Steel Pans</p> <p>To be able to compose, improvise and perform using Steel Pans</p> <p>Whole class music</p>	<p>Steel Pans</p> <p>To be able to compose, improvise and perform using Steel Pans</p> <p>Whole class music</p>	Vocabulary
Unit	Previous knowledge	Description and coverage:			Unit Questions, knowledge and skills	Date Covered	
To be able to learn basic skills and techniques through using the Steel pans	<ul style="list-style-type: none"> Children have previous knowledge of reading musical notes from Year 3 (glockenspiels) 4 (glockenspiel and djembe) and 5 (recorders), playing instrumental parts and pitch and improvising and composing. Children have previous experience of playing accurately and as part of a 	<p>Aut 1 lessons overview:</p> <p>To be able to learn basic skills and techniques through using the Steel pans</p> <p>Resource: Leicestershire Music</p> <p>L1-6 Planned and delivered by Leicestershire Music</p> <p>Lesson 6-</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>			<p>Questions:</p> <p>What are steel pans? What is the correct posture we need to play the steel pans? What is a C/F scale?</p> <p>How can I play root notes? How can I lead simple patterns?</p>		
					<p>Skills:</p> <p>Experimenting, improvising and creating sounds</p>		

	<p>performance and composing a melody from units in Year 5</p> <ul style="list-style-type: none"> • Developing knowledge of steel pans continued throughout the year. 		<p>Finding and demonstrating rhythms Singing in time to music Recognising and naming musical instruments</p> <p>Equipment: Steel pans</p>		
<p>To be able to learn basic skills and techniques through using the Steel pans</p>	<p>See above for Year prior learning</p>	<p>Aut 2 lessons overview:</p> <p>To be able to learn basic skills and techniques through using the Steel pans</p> <p>Resource: Leicestershire Music</p> <p>L1-6 Planned and delivered by Leicestershire Music</p> <p>Lesson 6-</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>	<p>Questions:</p> <p>What are steel pans? What is the correct posture we need to play the steel pans? What is a C/F scale?</p> <p>How can I play root notes? How can I lead simple patterns?</p> <p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms</p>		

			<p>Singing in time to music Recognising and naming musical instruments</p> <p>Equipment: Steel pans</p>		
<p>To be able to develop skills and apply composition and improvisation with Steel pans</p>	<p>See above for Year prior learning</p>	<p>Spring 1 lessons overview:</p> <p>To be able to develop skills and apply composition and improvisation with Steel pans</p> <p>Resource: Leicestershire Music</p> <p>L1-6 Planned and delivered by Leicestershire Music</p> <p>Lesson 6-</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>	<p>Questions:</p> <p>What are steel pans? What is the correct posture we need to play the steel pans? What is a C/F scale?</p> <p>How can I play root notes? How can I lead simple patterns?</p> <hr/> <p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Singing in time to music Recognising and</p>		

			<p>naming musical instruments</p> <p>Equipment: Steel pans</p>		
<p>To be able to develop skills and apply composition and improvisation with Steel pans</p>	<p>See above for Year prior learning</p>	<p>Spring 2 lessons overview:</p> <p>To be able to develop skills and apply composition and improvisation with Steel pans</p> <p>Resource: Leicestershire Music</p> <p>L1-6 Planned and delivered by Leicestershire Music</p> <p>Lesson 6-</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>	<p>Questions:</p> <p>What are steel pans? What is the correct posture we need to play the steel pans? What is a C/F scale?</p> <p>How can I play root notes? How can I lead simple patterns?</p> <p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Singing in time to music Recognising and naming musical instruments</p>		

			Equipment: Steel pans		
To be able to compose, improvise and perform using Steel Pans	See above for Year prior learning	<p>Summer 1 lessons overview:</p> <p>To be able to develop skills and apply composition and improvisation with Steel pans</p> <p>Resource: Leicestershire Music</p> <p>L1-6 Planned and delivered by Leicestershire Music</p> <p>Lesson 6-</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>	<p>Questions:</p> <p>What are steel pans? What is the correct posture we need to play the steel pans? What is a C/F scale?</p> <p>How can I play root notes? How can I lead simple patterns?</p> <hr/> <p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Singing in time to music Recognising and naming musical instruments</p> <p>Equipment: Steel pans</p>		

<p>To be able to compose, improvise and perform using Steel Pans</p>	<p>See above for Year prior learning</p>	<p>Summer 2 lessons overview:</p> <p>To be able to develop skills and apply composition and improvisation with Steel pans</p> <p>Resource: Leicestershire Music</p> <p>L1-6 Planned and delivered by Leicestershire Music</p> <p>Lesson 6-</p> <p>Performance and <u>Teacher Assessment</u> of individual children (Please evidence on Seesaw)</p>	<p>Questions:</p> <p>What are steel pans? What is the correct posture we need to play the steel pans? What is a C/F scale?</p> <p>How can I play root notes? How can I lead simple patterns?</p>		
			<p>Skills:</p> <p>Experimenting, improvising and creating sounds Finding and demonstrating rhythms Singing in time to music Recognising and naming musical instruments</p> <p>Equipment: Steel pans</p>		

Joe notes:

Vocab and questions to improve?

Once finished, Prog doc needs running through Charanga

Key info:

KS1 focus on listening playing singing and create/experiment. Improvisation and Composition drip fed

KS2: Introduction to composition and improvisation.

Y3 introduction to musical notation (Once introduce in y2 as exposure)

Y3 main first composition in Glockenspeil stage 1. Performance is not of song but of own composition.

Lessons don't have to be 60 minute block lessons. For example, singing lessons could be broken out into the week. 2 x30 mins 3x20mins singing etc.