

Redwood Primary School




Music Curriculum Coverage: Key Stage One/Key Stage Two

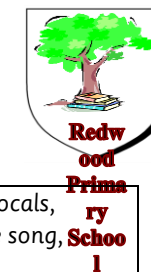
Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for prior learning for KS2





Our Redwood Curriculum Principles Covered throughout all year groups



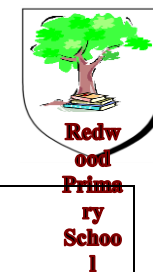
<p>1</p> <p>My Musical Heartbeat</p>	<ul style="list-style-type: none"> * To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.</p> <p>Social Question: How Can We Make Friends When We Sing Together?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G</p> <p>Song 1 – Find the Beat (Hip Hop) Song 2 – 1-2-3-4-5 (Jazz) Song 3 – Heads, Shoulders, Knees and Toes (Hip Hop) Song 4 – Shapes (Pop) Song 5 – We Talk to Animals (Pop) Song 6 – We Are Together (Soul)</p>	<p>Actions, audience, backing singers/backing vocals, ballet, band, bass, bass guitar, bassline, beat, beaters, bells, big band, brass instruments, celeste, cello, chimes, chorus, clap, Classical music, compose, composer, composition, concert, conga drums, copy back, count, count in, Country music, cymbals, dance, double bass, drum kit, drums, drumsticks, electric guitar, electric organ, electronic, fast and slow, film, flute, Funk, glockenspiel, Gospel, groove, guitar, harpsichord, high and low sounds, Hip Hop, imagination, improvise, instrument, introduction, Jazz, keyboard, listen, Lullaby, loud and quiet sounds, maracas, march, marching band, marimba, melody, Musicals, musician, note, nursery rhyme, octobass, orchestra, orchestral, outro, percussion, perform, piano, piano keys, pitch, play, player, Pop, pulse, question and answer, rap, rattle, Reggae, rhythm, Rock, saxophone, section, singer, sleigh bells, smooth and spiky sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure, musical style, Swing, synthesizer, tempo,</p>
<p>2</p> <p>Dance, Sing and Play!</p>	<ul style="list-style-type: none"> * To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments 	<p>Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and</p>	



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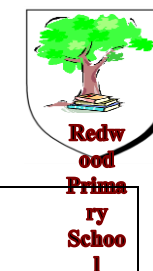
	<p>musically</p> <ul style="list-style-type: none"> * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music  	<p>play instruments with the music in this unit, explore these sounds and how they work together.</p> <p>Social Question: How Does Music Tell Stories About the Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Song 1 – Twinkle, Twinkle, Little Star (Reggae) Song 2 – In The Orchestra (20th and 21st century orchestra) Song 3 – Daisy Bell (20th and 21st century orchestra) Song 4 – Dancing Dinosaurs (Pop) Song 5 – Rock-a-bye Baby (Lullaby) Song 6 – I’m a Little Teapot (Pop)</p>	<p>trumpet, tuba, verse, viola, violin, vocals, voice, Waltz, warm up, words of the song, xylophone.</p>
<p>3 Exploring Sounds</p>	<ul style="list-style-type: none"> * To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music  	<p>Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p> <p>Social Question: How Does Music Make the World a Better Place?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Song 1 – If You’re Happy and You Know It (Pop) Song 2 – Sing Me A Song (Waltz) Song 3 – Sparkle (Pop) Song 4 – Rhythm In The Way We Walk (Reggae) Song 5 – Big Bear Funk (Funk) Song 6 – Baby Elephant (Lullaby)</p>	




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<p>4 Learning to Listen</p>	<ul style="list-style-type: none"> * To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?</p> <p>Social Question: How Does Music Help Us to Understand Our Neighbours?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Song 1 – Days Of The Week (Jazz Swing) Song 2 – Name Song (Pop) Song 3 – Cuckoo (Waltz) Song 4 – Upside Down (Pop) Song 5 – Hush Little Baby (Lullaby) Song 6 – Who Took The Cookie? (Pop)</p>	
<p>5 Having Fun with Improvisation</p>	<ul style="list-style-type: none"> * To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.</p> <p>Social Question: What Songs Can We Sing to Help Us Through the Day?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Song 1 – Getting Dressed (Pop) Song 2 – Dress Up (Jazz Swing) Song 3 – Brush Our Teeth (Pop) Song 4 – Get Ready (Pop) Song 5 – Up and Down (Pop)</p>	





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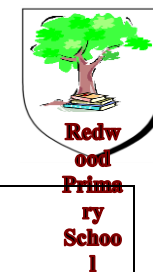
		Song 6 – Star Light, Star Bright (Lullaby)	
<p>6 Let's Perform Together!</p>	<ul style="list-style-type: none"> * To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music  	<p>Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.</p> <p>Social Question: How Does Music Teach Us About Looking After Our Planet?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B</p> <p>Song 1 – The Bear Went Over The Mountain (Pop) Song 2 – In The Sea (20th and 21st Century Orchestra) Song 3 – Alice The Camel (Jazz) Song 4 – Ten Green Bottles (Country) Song 5 – Zootime (Reggae) Song 6 – She'll Be Coming 'Round The Mountain (Gospel)</p>	
Year Two	Curriculum Objective	Knowledge/Activity	Vocab
<p>1 Pulse, Rhythm and Pitch</p>	<ul style="list-style-type: none"> * To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p>Social Question: How Does Music Help Us to Make Friends?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A</p>	<p>Accordion, actions, audience, backing singers/backing vocals, ballet, band, bass, bass drum, bass guitar, bassline, bassoon, beat, beaters, bells, brass band, brass instruments, Calypso, canon, cello, choir, Choral music, chorus, clap, clarinet, Classical music, compose, composer, composition, concert, conductor, copy back, cornet, count, count in, cymbals, dance, double bass, drum kit, drums, drumsticks, dynamics, electric guitar, electric organ/Hammond organ, electronic, euphonium, fast and slow, film, Film Music,</p>





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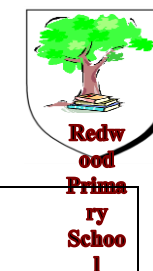
	 	<p>Song 1 – Music Is In My Soul (Soul) Song 2 – Hey Friends! (Jazz) Song 3 – Hello! (Pop)</p>	
<p>2 Playing in an Orchestra</p>	<p>* To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>  	<p>Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p> <p>Social Question: How Does Music Teach Us About the Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B</p> <p>Song 1 – Sparkle in the Sun (Jazz) Song 2 – Listen To The World Around You (Pop) Song 3 – The Orchestra Song (20th and 21st century orchestra)</p>	<p>flute, Folk music, French horn, Funk, glockenspiel, Gospel, groove, guitar, high low sounds, Hip Hop, horn section (trumpets and trombones), hymn, imagination, improvisation, improvise, instrument, instrumental, introduction, Jazz, keyboard, Kwela, layers of sound, lead singer/vocals, listen, Lullaby, loud and quiet sounds, lyrics, major, maracas, march, marching band, melody, minor, mouthpiece, Musicals, musician, noise, note, oboe, off-beat rhythms, one-man band, opera, orchestra, orchestral, outro, penny whistle, percussion, perform, performance, performer, piano, piano accompaniment, piano keys, pianola, piccolo, pitch, play, player, Pop, production, pulse, question and answer, Ragtime, rap, rattle, recorder, records, reeds, Reggae, rhythm, Rock, Rock 'n' Roll, round, Romantic music, saxophone, scat singing, section, side drum (or snare drum), singer, smooth and spiky/detached sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure and form, musical style, sustain pedal, Swing, symphony, synthesizer, tambourine, tempo, time signature, timpani, trio, trombone, trumpet, tuba, verse, vibraslap, viola, violin, vocals, voice, warm up, woodblock, woodwind instruments.</p>
<p>3 Inventing a Musical Story</p>	<p>* To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>How does music make the world a better place?</p> <p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.</p> <p>Social Question: How Does Music Make the World a Better Place?</p>	





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	 	<p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B</p> <p>Song 1 – Rainbows (Pop) Song 2 – Hand, Feet, Heart (Kwela) Song 3 – All Around The World (Pop)</p>	
<p>4 Recognising Different Sounds</p>	<ul style="list-style-type: none"> * To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music  	<p>When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?</p> <p>Social Question: How Does Music Teach Us About Our Neighbourhood?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B</p> <p>Song 1 – Helping Each Other (Pop) Song 2 – The Music Man (Pop/Marching Band) Song 3 – Let’s Sing Together (Gospel)</p>	
<p>5 Exploring Improvisation</p>	<ul style="list-style-type: none"> * To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!</p> <p>Social Question: How Does Music Make Us Happy?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B</p>	



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	 	<p>Song 1 – I Wanna Play In A Band (Rock) Song 2 – Music Is All Around (Jazz) Song 3 – Saying Sorry (Calypso)</p>	
<p>6 Our Big Concert</p>	<p>* To use their voices expressively and creatively by singing songs and speaking chants and rhymes * To play tuned and untuned instruments musically * To listen with concentration and understanding to a range of high-quality live and recorded music * To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>  	<p>Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.</p> <p>Social Question: How Does Music Teach Us About Looking After Our Planet?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>Song 1 – The Sunshine Song (Pop) Song 2 – Four White Horses (Calpsy) Song 3 – Down By The Bay (Reggae)</p>	
<p>Year Three</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>1 Writing Music Down</p>	<p>* To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * To improvise and compose music for a range of purposes using the inter-related dimensions of music * To listen with attention to detail and recall sounds with increasing aural</p>	<p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a staff.</p> <p>Social Question: How Does Music Bring Us Closer Together? Explore this question as you progress through the unit.</p>	<p>20th and 21st Century Orchestral music, Appalachian music, articulation, backing singers/backing vocals, backing track, Ballad, bar, barline, Baroque music, bass, Blues, chorus, clef, compose, composition, Country music, crotchet, Disco, dotted crotchet, dynamics, expression, Film & TV Soundtracks, Folk music, forte (Italian musical term for 'loud'), Gospel, Hip Hop, hook, imagination, improvise, intro/introduction, key signature,</p>

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	<p>memory</p> <ul style="list-style-type: none"> * To use and understand staff and other musical notations * To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *To develop an understanding of the history of music 	<p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p> <p>Song 1 – Home Is Where The Heart Is (Country) Song 2 – Let’s Work It Out Together (Pop) Song 3 – Please Be Kind (Pop)</p>	<p>lead singer/vocals, legato (Italian musical term for ‘smooth’), major, melody, minor, Musicals, musical style, Native American music, New Orleans Jazz, notation, ostinato, pentatonic scale, piano (instrument), piano (Italian musical term for ‘quiet/soft’), pitch, Pop, pulse, quaver, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Romantic music, semibreve, semiquaver, scale, Sea Shanty, staccato (Italian musical term for ‘detached’), Soul, stave, structure and form, synthesizer, tempo, texture (layers of sound), time signature, tune, verse.</p>
<p>2 Playing in a Band</p>	 	<p>Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p> <p>Social Question: What Stories Does Music Tell Us About the Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p> <p>Song 1 – Love What We Do (Disco) Song 2 – When The Saints Go Marchin’ In (New Orleans Jazz) Song 3 – My Bonnie Lies Over The Ocean (Folk/Sea Shanty)</p>	
<p>3 Compose Using Your Imagination</p>		<p>Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p> <p>Social Question: How Does Music Make the World a Better Place?</p>	

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		<p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p> <p>Song 1 – Your Imagination (Pop) Song 2 – You're A Shining Star (Pop/Ballad) Song 3 – Music Makes The World Go Round (Musicals)</p>	
<p>4 More Musical Styles</p>		<p>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p> <p>Social Question: How Does Music Help Us Get to Know Our Community?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p> <p>Song 1 – Friendship Song (Pop) Song 2 – Family (Rock) Song 3 – Come On Over (Soul)</p>	
<p>5 Enjoying Improvisation</p>		<p>Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?</p> <p>Social Question: How Does Music Make a Difference to Us Every Day?</p>	



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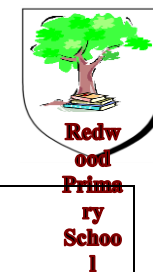
		<p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, Bb, B</p> <p>Song 1 – He’s Got The Whole World In His Hands (Gospel) Song 2 – Why Does Music Make A Difference? (Jazz) Song 3 – Panda Extravaganza (Hip Hop)</p>	
<p>6 Opening Night</p>		<p>Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p> <p>Social Question: How Does Music Connect Us with Our Planet?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G#, G, A, Bb, B</p> <p>Song 1 – Michael Row The Boat Ashore (Gospel) Song 2 – The Dragon Song (Pop) Song 3 – Follow Me (Hip Hop)</p>	
<p>Year Four</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>1 Musical Structures</p>	<p>* To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * To improvise and compose music for a range of purposes using the inter-related</p>	<p>Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p> <p>Social Question: How Does Music Bring Us Together?</p>	<p>20th and 21st Century Orchestral music, acoustic guitar, alto clef, articulation, backing singers/backing vocals, backing track, Ballad, bar, barline, bass, bass clef, by ear, Choral music, choreography, Classical music, compose, composition, Contemporary R&B, crescendo (Italian musical term for ‘gradually</p>

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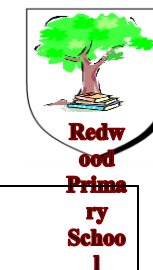
	<p>dimensions of music</p> <p>* To listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb</p> <p>Song 1 – Hoedown (20th and 21st century orchestral) Song 2 – I’m Always There (Soul Ballad) Song 3 – Martin Luther King (Contemporary R&B)</p>	<p>getting louder’), crotchet, digital/electronic sounds, diminuendo (Italian musical term for ‘gradually getting quieter’), Disco, dotted crotchet, dotted quaver, dynamics, Electronic Dance Music (EDM), Folk music, forte (loud), fortissimo (Italian musical term for ‘very loud’), Funk, Gospel, hook, improvisation, improvise, Jazz, key signature, legato (smooth), lyrics, major, Medieval music, melody, mezzo forte (Italian musical term for ‘medium-loud’), mezzo piano (Italian musical term for ‘medium-quiet’), minim, minor, Musicals, musical style, notation, ostinato, pentatonic scale, pianissimo (Italian musical term for ‘very quiet/soft’), piano (quiet/soft), pitch, Pop, pulse, quaver, rap, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Romantic music, semiquaver, solo, Soul, staccato (detached), stave, structure and form, tempo, texture, timbre (sound quality), time signature, tonality, treble clef, tune, turntables, unison.</p>
<p>2 Exploring Feelings When You Play</p>	<p>* To use and understand staff and other musical notations</p> <p>* To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>*To develop an understanding of the history of music</p>	<p>Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.</p> <p>Social Question: How Does Music Connect Us with Our Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>Song 1 – Looking In The Mirror (EDM) Song 2 – Take Time In Life (Folk) Song 3 – Scarborough Fair (Folk)</p>	
<p>3 Compose With Your Friends</p>	<p> </p>	<p>When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like ‘home’, or where a melody should ‘land’. This is called the ‘tonic pitch’ or the ‘home note’ and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.</p> <p>Social Question: How Does Music Improve Our World?</p>	


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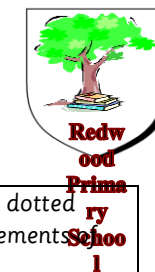
		<p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>Song 1 – Bringing Us Together (Disco) Song 2 – Old Joe Clark (Folk) Song 3 – Dance With Me (20th and 21st Century Orchestral)</p>	
<p>4 Feelings Through Music</p>		<p>Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p> <p>Social Question: How Does Music Teach Us About Our Community?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F#, G, A, Bb, B</p> <p>Song 1 – Let Your Spirit Fly (Contemporary R&B) Song 2 – Frere Jacques (Jazz) Song 3 – The Other Side Of The Moon (Rock)</p>	
<p>5 Expression and Improvisation</p>		<p>Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p> <p>Social Question: How Does Music Shape Our Way of Life?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p>	



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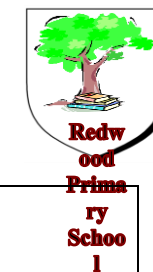
		<p>Song 1 – Train Is A-Comin’ (Gospel) Song 2 – Oh Happy Day (Gospel) Song 3 – A World Full Of Sound (20th and 21st Century Orchestral)</p>	
<p>6 The Show Must Go On!</p>		<p>Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to.</p> <p>Social Question: How Does Music Connect Us with the Environment?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B, B, C#</p> <p>Song 1 – You Can See It Through (EDM) Song 2 – The Octopus Slide (Funk) Song 3 – Connect (EDM)</p>	
<p>Year Five</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>1, 2 and 3</p>		<p>Throughout Year 5, children learn to play a woodwind instrument through Derbyshire Music Hub.</p>	
<p>Year Six</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>1 Music and Technology</p>	<p>* To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the YuStudio tab will teach you invaluable</p>	<p>20th and 21st Century Orchestral music, alto clef, articulation, bar, bass clef, bassline, Blues, brass section, by ear, chords, compose, composition, Contemporary R&B, cover, crescendo, crotchet, Dimensions of Music,</p>

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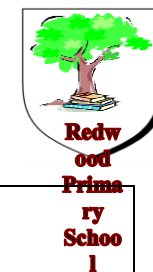
	<ul style="list-style-type: none"> * To improvise and compose music for a range of purposes using the inter-related dimensions of music * To listen with attention to detail and recall sounds with increasing aural memory * To use and understand staff and other musical notations * To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * To develop an understanding of the history of music 	<p>skills in music production that will enrich and enhance your musical journey and inspire your creativity.</p> <p>Social Question: How Does Music Bring Us Together?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>Song 1 – Do What You Want To (Soul) Song 2 – It’s All About Love (Pop) Song 3 – Sunshine On A Rainy Day (Soul)</p>	<p>diminuendo, Disco, dotted crotchet, dotted minim, dotted quaver, dynamics, Elements of Music/Musical Elements, Film & TV Soundtracks, Folk music, forte, fortissimo, Gospel, groove, harmony, Hip Hop, hook, improvisation, improvise, Jazz, key signature, legato, major, melody, mezzo forte, mezzo piano, minor, Motown, Musicals, notation, note names, note values, ostinato, phrases, pianissimo, piano, pitch, Pop, producer, pulse, quaver, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Rock ‘n’ Roll, Romantic music, Salsa music, semibreve, semiquaver, solo, Soul, staccato, stave, structure and form, Style Indicators, Swing, syncopation, tempo, texture, timbre, time signature, tonality, treble clef, triplet crotchet, triplet quaver, unison, Zimbabwean Pop.</p>
<p>2 Developing Ensemble Skills</p>	 	<p>You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting.</p> <p>Social Question: How Does Music Connect Us with Our Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>Song 1 – My Best Friend (Soul) Song 2 – Singing Swinging Star (Jazz/Swing) Song 3 – Roll Alabama (Rock)</p>	
<p>3 Creative Composition</p>		<p>By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the</p>	

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		<p>music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p> <p>Social Question: How Does Music Improve Our World?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p> <p>Song 1 – Disco Fever (Disco) Song 2 – La Bamba (Rock 'n' Roll) Song 3 – Change (Pop)</p>	
<p>4 Musical Styles Connect Us</p>		<p>Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p> <p>Social Question: How Does Music Teach Us About Our Community?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p> <p>Song 1 – Let's Rock (Rock) Song 2 – Simple Gifts (Folk) Song 3 – Friendship Should Never End (Pop)</p>	
<p>5 Improvising With Confidence</p>		<p>You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is</p>	

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		<p>made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p> <p>Social Question: How Does Music Shape Our Way of Life?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p> <p>Song 1 – Wake Up! (Hip Hop) Song 2 – Down By The Riverside (Gospel) Song 3 – Dance The Night Away (Salsa)</p>	
<p>6 Farewell Tour</p>		<p>this is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!</p> <p>Social Question: How Does Music Connect Us with the Environment?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p> <p>Song 1 – Heal The Earth (Reggae) Song 2 – Let's Go Surfin' (Pop) Song 3 – So Amazing (Soul)</p>	