

Curriculum Map

Music

As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding. To support intense and rapid learning, the musical activities are designed in one of two ways: 1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills. 2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning. As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.

Year	Year A		
Hedge-hogs and Hoglets	Autumn: Me! - Nursery Rhymes	Spring: Action Songs - Everyone	Summer: Funk
	Links to previous learning	Links to previous learning	Links to previous learning
	Nursery Rhymes and traditional songs learned at home or in Nursery	Nursery Rhymes and action songs from last term	Revisit nursery rhymes and action songs Reflect, Rewind and Replay - A consolidation of the year's work, prepare for a performance and look at the history of music.
	Songs for Christmas nativity		
	Knowledge	Knowledge	Knowledge
	I know that Pulse (steady beat) is the foundation of all music, it is a musical heartbeat that never stops I know that Rhythm is long and short sounds that happen over the pulse (steady beat) so, rhythm changes and pulse stays the same I know that Pitch is high and low sounds I know that songs are a part of celebrations like Christmas (link to RE)	I know that Pulse (steady beat) is the foundation of all music, it is a musical heartbeat that never stops I know that Rhythm is long and short sounds that happen over the pulse (steady beat) so, rhythm changes and pulse stays the same I know that Pitch is high and low sounds	I know that Pulse (steady beat) is the foundation of all music, it is a musical heartbeat that never stops I know that Rhythm is long and short sounds that happen over the pulse (steady beat) so, rhythm changes and pulse stay the same I know that Pitch is high and low sounds. I know that there are different styles of music and can recognise classical music and funk music.
	Key Skills	Key Skills	Key Skills
	I can listen and respond to different styles of music I can embed foundations of the interrelated dimensions of music I can listen to and learn to sing or sing along with nursery rhymes and action songs: First half term: <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers Second half term: <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song I can improvise, leading to playing classroom instruments I can share and perform the learning that has taken place I can learn Christmas songs off by heart and sing them with an ensemble, maintaining pace, pitch and rhythm. I can regulate my voice to sing is part of an ensemble.	I can listen and respond to different styles of music I can embed foundations of the interrelated dimensions of music I can listen to and learn to sing or sing along with nursery rhymes and action songs: 1 st half term <ul style="list-style-type: none"> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes 2 nd half term <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey I can improvise, leading to playing classroom instruments I can share and perform the learning that has taken place	I can Listen to and appraise Funk music and classical music I can Embed foundations of the interrelated dimensions of music using voices and instruments I can Learn to sing Big Bear Funk and revisiting other nursery rhymes and action songs I can Play instruments within the song I can Improvise using voices and instruments I can create a Riff-based composition I can Share and perform the learning that has taken place Funk: Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You Worry 'Bout A Thing performed by Incognito My Promise by Earth Wind & Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band Reflect and Rewind: Reflect - William Tell Overture by Rossini Rewind and Listen Out! Celebration by Kool And The Gang Reflect - Dance Of The Sugar Plum Fairy by Tchaikovsky Rewind and Listen Out! Ganesh Is Fresh by MC Yogi Reflect - Flight Of The Bumblebee by Rimsky-Korsakov Rewind and Listen Out! We Are Family by Sister Sledge Reflect – Jupiter, The Bringer of Jolity by Gustav Holst Rewind and Listen Out! Singing In The Rain sung by Gene Kelly

					<p>Reflect - Fantasia On A Theme By Thomas Tallis by Vaughan Williams</p> <p>Rewind and Listen Out! Frogs Legs And Dragon's Teeth by Bellowhead</p> <p>Reflect - E.T. Flying Theme by John Williams</p> <p>Rewind and Listen Out! I Feel Good by James Brown</p>
		Vocabulary	Vocabulary	Vocabulary	
		Pulse Rhythm Pitch Song High and low sounds	Pulse Rhythm Pitch Song High and low sounds Actions	Pulse Rhythm Pitch Song High and low sounds Funk Classical Review Orchestra	
		Cultural opportunities	Cultural opportunities	Cultural opportunities	
		Who I am and what songs are traditional for my culture. To realise that people from different backgrounds, homes and cultures will have different songs.	Who I am and what songs are traditional for my culture. To realise that people from different backgrounds, homes and cultures will have different songs.	I know some of the history of funk music. I know some basic history of classical music.	
		Key values	Key values	Key values	
		Respect and tolerance Patience	Tolerance and respect for others	Tolerance and respect for others	
		Book list & Resources	Book list & Resources	Book list & Resources	
		https://www.cumbriacharanga.co.uk/scheme Year R Autumn Term	https://www.cumbriacharanga.co.uk/scheme Year R Spring Term	https://www.cumbriacharanga.co.uk/scheme Year R Summer Term	

YEAR A

		<p>Autumn:</p> <p>How Can We Make Friends When We Sing Together? Introducing Beat</p> <p>How Does Music Tell Stories About the Past? Adding Rhythm and Pitch</p>	<p>Spring:</p> <p>How Does Music Make the World a Better Place? Introducing Tempo and Dynamics</p> <p>How Does Music Help Us to Understand Our Neighbours? Combining Pulse, Rhythm and Pitch</p>	<p>Summer</p> <p>What Songs Can We Sing to Help Us Through the Day? Having Fun with Improvisation</p> <p>How Does Music Teach Us About Looking After Our Planet? Explore Sound and Create a Story</p>
		Links to previous Learning	Links to previous Learning	Links to previous Learning
		Link to nursery rhymes from R and N.	Link to action songs from R – moving to music	Revise learning from earlier in the year
		Listening to and responding to music	Listening to and responding to music	Listening to and responding to music
Otters	Topic	<p>I demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. I demonstrate a basic understanding of how feelings can connect with/relate to music. I demonstrate some basic understanding of musical style.</p> <p>● Finding and keeping a steady beat. ● Inventing different actions to move in time with the music. ● Moving, dancing and responding with their bodies in any way they can. ● Describing their thoughts and feelings when hearing the music. ● Describing what they see in their individual imaginations when listening to the piece of music. ● Talking about why they like or don't like the music. ● Identifying some of the instruments they can hear. ●</p>	<p>● Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. ● Demonstrate a basic understanding of how feelings can connect with/relate to music. ● Demonstrate some basic understanding of musical style.</p> <p>● Finding and keeping a steady beat. ● Inventing different actions to move in time with the music. ● Moving, dancing and responding with their bodies in any way they can. ● Describing their thoughts and feelings when hearing the music. ● Describing what they see in their individual imaginations when listening to the piece of music. ● Talking about why they like or don't like the music. ● Identifying some of the instruments they can hear. ● Identifying a fast or slow</p>	<p>● Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. ● Demonstrate a basic understanding of how feelings can connect with/relate to music. ● Demonstrate some basic understanding of musical style.</p> <p>● Finding and keeping a steady beat. ● Inventing different actions to move in time with the music. ● Moving, dancing and responding with their bodies in any way they can. ● Describing their thoughts and feelings when hearing the music. ● Describing what they see in their individual imaginations when listening to the piece of music. ● Talking about why they like or don't like the music. ● Identifying some of the instruments they can hear. ● Identifying a fast or slow tempo. ● Identifying loud and quiet</p>

	<p>Identifying a fast or slow tempo. ● Identifying loud and quiet sounds as an introduction to understanding dynamics. ● Beginning to understand where the music fits in the world. ● Beginning to understand the concept of there being different styles of music. ● Discussing the style of the music. ● Discussing together what the song or piece of music might be about. ● Talking about any other music they have heard that is similar.</p> <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p> <p>I demonstrate an awareness of pulse/beat when listening, moving to and performing music. I demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). I demonstrate a basic understanding of the importance of posture and technique when performing. I demonstrate an understanding of the basic concepts of improvisation and composition. I can introduce the performance, explaining what I have learned (any connection to the Social Theme is an added bonus).</p> <ul style="list-style-type: none"> ● Singing, rapping or rhyming as part of a choir/group. ● Beginning to demonstrate good singing posture – standing up straight with relaxed shoulders. ● Singing unit songs from memory. ● Listening out for when a piece of music is ‘in time’ or ‘out of time’. ● Having a go at singing a solo. ● Trying to understand the meaning of the song. ● Understanding and following the leader or conductor. ● Adding actions to a song. ● Playing a part on a tuned or untuned instrument by ear. ● Rehearsing and performing their parts within the context of the unit song. ● Learning to treat instruments carefully and with respect. ● Playing together with everybody while keeping in time with a steady beat. ● Performing short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. ● Beginning to create personal musical ideas using the given notes for this unit. ● Following a steady beat and staying ‘in time’. ● Understanding that improvisation is about making up your own very simple tunes on the spot. ● Performing their simple composition/s using two, three, four or five notes. ● Starting their tune/s on note one and ending it on note one. ● Beginning to understand that composing is like writing a story with music ● Rehearsing a song and then performing it to an audience, explaining why the song was chosen. ● Adding actions to the song. ● Showing their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. ● Performing the song from memory. ● Following the leader or conductor. ● Talking about the performance afterwards; saying what they enjoyed and what they think could have been better. <p>Children learn to sing in unison and perform a Musical Nativity and a Harvest Festival.</p>	<p>tempo. ● Identifying loud and quiet sounds as an introduction to understanding dynamics. ● Beginning to understand where the music fits in the world. ● Beginning to understand the concept of there being different styles of music. ● Discussing the style of the music. ● Discussing together what the song or piece of music might be about. ● Talking about any other music they have heard that is similar</p> <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of pulse/beat when listening, moving to and performing music. ● Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). ● Demonstrate a basic understanding of the importance of posture and technique when performing. ● Demonstrate an understanding of the basic concepts of improvisation and composition. ● Introduce the performance (any connection to the Social Theme is an added bonus). ● Singing, rapping or rhyming as part of a choir/group. ● Beginning to demonstrate good singing posture – standing up straight with relaxed shoulders. ● Singing unit songs from memory. ● Listening out for when a piece of music is ‘in time’ or ‘out of time’. ● Having a go at singing a solo. ● Trying to understand the meaning of the song. ● Understanding and following the leader or conductor. ● Adding actions to a song. ● Playing a part on a tuned or untuned instrument by ear. ● Rehearsing and performing their parts within the context of the unit song. ● Learning to treat instruments carefully and with respect. ● Playing together with everybody while keeping in time with a steady beat. ● Performing short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. ● Beginning to create personal musical ideas using the given notes for this unit. ● Following a steady beat and staying ‘in time’. ● Understanding that improvisation is about making up your own very simple tunes on the spot. ● Performing their simple composition/s using two, three, four or five notes. ● Starting their tune/s on note one and ending it on note one. ● Beginning to understand that composing is like writing a story with music ● Rehearsing a song and then performing it to an audience, explaining why the song was chosen. ● Adding actions to the song. ● Showing their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. ● Performing the song from memory. ● Following the leader or conductor. ● Talking about the performance afterwards; saying what they enjoyed and what they think could have been better. 	<p>sounds as an introduction to understanding dynamics. ● Beginning to understand where the music fits in the world. ● Beginning to understand the concept of there being different styles of music. ● Discussing the style of the music. ● Discussing together what the song or piece of music might be about. ● Talking about any other music they have heard that is similar</p> <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of pulse/beat when listening, moving to and performing music. ● Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). ● Demonstrate a basic understanding of the importance of posture and technique when performing. ● Demonstrate an understanding of the basic concepts of improvisation and composition. ● Introduce the performance (any connection to the Social Theme is an added bonus). ● Singing, rapping or rhyming as part of a choir/group. ● Beginning to demonstrate good singing posture – standing up straight with relaxed shoulders. ● Singing unit songs from memory. ● Listening out for when a piece of music is ‘in time’ or ‘out of time’. ● Having a go at singing a solo. ● Trying to understand the meaning of the song. ● Understanding and following the leader or conductor. ● Adding actions to a song. ● Playing a part on a tuned or untuned instrument by ear. ● Rehearsing and performing their parts within the context of the unit song. ● Learning to treat instruments carefully and with respect. ● Playing together with everybody while keeping in time with a steady beat. ● Performing short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. ● Beginning to create personal musical ideas using the given notes for this unit. ● Following a steady beat and staying ‘in time’. ● Understanding that improvisation is about making up your own very simple tunes on the spot. ● Performing their simple composition/s using two, three, four or five notes. ● Starting their tune/s on note one and ending it on note one. ● Beginning to understand that composing is like writing a story with music ● Rehearsing a song and then performing it to an audience, explaining why the song was chosen. ● Adding actions to the song. ● Showing their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. ● Performing the song from memory. ● Following the leader or conductor. ● Talking about the performance afterwards; saying what they enjoyed and what they think could have been better.
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		Vocabulary	Vocabulary	Vocabulary
		Pulse, Rhythm, pitch , tempo, dynamics, timbre, texture, structure	Audience, composing, improvising, performance, instruments, pitch, pulse, rhythm	Audience, composing, improvising, performance, instruments, pitch, pulse, rhythm
		Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
		'Music Is a Peacebuilder and Friendmaker'. 'Music Is a Storyteller and Time Traveller'.	'Music Is a Changemaker'. 'Music Is a Builder of Community and Guardian of Cultural Identity'.	'Music Is a Friend, Guide and Support'. 'Music Is a Nature Lover and Guardian of the Earth'
		Key values	Key values	Key values
		Peace, Kindness, love for our friends	Patience, Goodness, love for our community	Love, Joy, love for our world
Book List & Resources	Book List & Resources	Book List & Resources		
https://www.cumbriacharanga.co.uk/scheme Step 1: Find The Beat by Joanna Mangona and Pete Readman Step 2: 1-2-3-4-5 by Joanna Mangona and Pete Readman Step 3: Head, Shoulders, Knees And Toes – Nursery Rhyme Step 4: Shapes by Joanna Mangona and Pete Readman Step 5: We Talk To Animals by Joanna Mangona and Rick Coates Step 6: We Are Together by Joanna Mangona and Pete Readman And Step 6: Piano Sonata No. 11 – III. Rondo Alla Turca (Turkish March) by Wolfgang Amadeus Mozart Step 1: Twinkle, Twinkle, Little Star by Jane Taylor Step 2: In The Orchestra by Joanna Mangona and Pete Readman Step 3: Daisy Bell (Bicycle Built For Two) by Harry Dacre Step 4: Dancing Dinosaurs by Joanna Mangona and Pete Readman Step 5: Rock-a-bye Baby – Nursery Rhyme Step 6: I'm A Little Teapot by George Harold Sanders and Clarence Z. Kelley And Step 6: Sleigh Ride by Leroy Anderson	https://www.cumbriacharanga.co.uk/scheme Step 1: If You're Happy And You Know It by Unknown Step 2: Sing Me A Song by Joanna Mangona and Pete Readman Step 3: Sparkle by Joanna Mangona and Pete Readman Step 4: Rhythm In The Way We Walk by Joanna Mangona and Pete Readman Step 5: Big Bear Funk by Joanna Mangona and Pete Readman Step 6: Baby Elephant by Joanna Mangona and Pete Readman And Step 6: Cinderella, Op. 87: 37 – Waltz-Coda by Sergei Prokofiev Step 1: Days Of The Week by Joanna Mangona and Pete Readman Step 2: Name Song by Joanna Mangona and Pete Readman Step 3: Cuckoo by Joanna Mangona and Pete Readman Step 4: Upside Down by Joanna Mangona and Pete Readman Step 5: Hush Little Baby by Unknown Step 6: Who Took The Cookie? by Joanna Mangona and Pete Readman And Step 6: The Planets, Op. 32 – I. Mars, The Bringer Of War by Gustav Holst	https://www.cumbriacharanga.co.uk/scheme Step 1: Getting Dressed by Joanna Mangona and Pete Readman Step 2: Dress Up by Joanna Mangona and Pete Readman Step 3: Brush Our Teeth by Joanna Mangona and Pete Readman Step 4: Get Ready by Joanna Mangona and Pete Readman Step 5: Up And Down by Joanna Mangona and Pete Readman Step 6: Star Light, Star Bright by Unknown And Step 6: Sonata In C Major Hob. XVI:50 – 3rd Movement by Franz Joseph Haydn Step 1: The Bear Went Over The Mountain by Unknown Step 2: In The Sea by Joanna Mangona and Pete Readman Step 3: Alice The Camel by Unknown Step 4: Ten Green Bottles by Unknown Step 5: Zootime by Joanna Mangona and Pete Readman Step 6: She'll Be Coming 'Round The Mountain by Unknown And Step 6: The Pink Panther Theme by Henry Mancini		

Year B

Otters	Topic	Autumn	Spring	Summer
		How Does Music Help Us to Make Friends? Exploring Simple Patterns How Does Music Teach Us About the Past? Focus on Dynamics and Tempo	How Does Music Make the World a Better Place? Exploring Feelings Through Music How Does Music Teach Us About Our Neighbourhood? Inventing a Musical Story	How Does Music Make Us Happy? Music that Makes You Dance How Does Music Teach Us About Looking After Our Planet? Exploring Improvisation
		Links to previous Learning	Links to previous Learning	Links to previous Learning
		How can we make friends by singing together? A How does music teach us about our past? A	How does music make the world a better place? A How Does Music Teach Us About Our Neighbourhood? A	What Songs Can We Sing to Help Us Through the Day? A How Does Music Teach Us About Looking After Our Planet? A
		Listening to and responding to music	Listening to and responding to music	Listening to and responding to music
		<ul style="list-style-type: none"> • Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. • Demonstrate a basic understanding of how feelings can connect with/relate to music. • Demonstrate some basic understanding of musical style. Finding and keeping a steady beat. • Inventing different actions to move in time with the music. • Moving, dancing and responding with their bodies in any way they can. • Describing their thoughts and feelings when hearing the music. • Describing what they see in their individual imaginations when listening to the piece of music. • Talking about why they like or don't like the music. • Talking about the instruments they can hear. • Recognising that some are band instruments and some are orchestral instruments. <ul style="list-style-type: none"> • Describing tempo as fast or slow; beginning to recognise changes in tempo. • Describing dynamics as loud and quiet. 	<ul style="list-style-type: none"> • Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. • Demonstrate a basic understanding of how feelings can connect with/relate to music. • Demonstrate some basic understanding of musical style. Finding and keeping a steady beat. • Inventing different actions to move in time with the music. • Moving, dancing and responding with their bodies in any way they can. • Describing their thoughts and feelings when hearing the music. • Describing what they see in their individual imaginations when listening to the piece of music. • Talking about why they like or don't like the music. • Talking about the instruments they can hear. • Recognising that some are band instruments and some are orchestral instruments. • Describing tempo as fast or slow; beginning to recognise changes in tempo. • Describing dynamics as loud and quiet. • Discussing together what	<ul style="list-style-type: none"> • Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. • Demonstrate a basic understanding of how feelings can connect with/relate to music. • Demonstrate some basic understanding of musical style. Finding and keeping a steady beat. • Inventing different actions to move in time with the music. • Moving, dancing and responding with their bodies in any way they can. • Describing their thoughts and feelings when hearing the music. • Describing what they see in their individual imaginations when listening to the piece of music. • Talking about why they like or don't like the music. • Talking about the instruments they can hear. • Recognising that some are band instruments and some are orchestral instruments. • Describing tempo as fast or slow; beginning to recognise changes in tempo. • Describing dynamics

	<p>Discussing together what the song or piece of music might be about. ● Continuing to understand and talk about different styles of music. ● Discussing the style of the music. ● Talking about any other music they have heard that is similar. ● Beginning to understand and talk about where the music fits in the world</p>	<p>the song or piece of music might be about. ● Continuing to understand and talk about different styles of music. ● Discussing the style of the music. ● Talking about any other music they have heard that is similar. ● Beginning to understand and talk about where the music fits in the world</p>	<p>as loud and quiet. ● Discussing together what the song or piece of music might be about. ● Continuing to understand and talk about different styles of music. ● Discussing the style of the music. ● Talking about any other music they have heard that is similar. ● Beginning to understand and talk about where the music fits in the world</p>
	<p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p>	<p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p>	<p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p>
	<p>● Demonstrate an awareness of pulse/beat when listening, moving to and performing music. ● Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). ● Demonstrate a basic understanding of the importance of posture and technique when performing. ● Demonstrate an understanding of the basic concepts of improvisation and composition. ● Introduce the performance (any connection to the Social Theme is an added bonus).</p> <p>● Singing, rapping or rhyming as part of a choir/group. ● Demonstrating good singing posture – standing up straight with relaxed shoulders. ● Singing unit songs from memory. ● Listening for being ‘in time’ or ‘out of time’. ● Having a go at singing a solo. ● Trying to understand the meaning of the song. ● Singing to communicate the meaning of the words. ● Singing with more pitching accuracy. ● Understanding and following the leader or conductor. ● Adding actions to a song.</p> <p>● Playing a part on a tuned instrument by ear or from notation. ● Rehearsing and performing their parts within the context of the unit song. ● Treating instruments carefully and with respect. ● Playing together with everybody while keeping in time with a steady beat. ● Listening to and following musical instructions from a leader.</p> <p>● Beginning to create personal musical ideas using the given notes for this unit. ● Following a steady beat and staying ‘in time’. ● Understanding that improvisation is about making up your own very simple tunes on the spot.</p> <p>● Realising the importance of the home note. ● Performing their simple composition/s using two, three, four or five notes. ● Starting their tune/s on note one and ending it on note one. ● Creating a melody in keeping with the style of the backing track.</p> <p>● Planning, rehearsing and performing a song to an audience, explaining why the song was chosen. ● Performing the song from memory. ● Showing their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. ● Following the leader or conductor. ● Talking about the performance afterwards; saying what they enjoyed and what they think could have been better. ● Presenting what has been learnt in the lessons with confidence. ● Introducing the performance with an understanding of what the song is about, and anything else connected to it and themselves. ● Deciding on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. ● Talking about the difference between rehearsing a song and performing it</p>	<p>● Demonstrate an awareness of pulse/beat when listening, moving to and performing music. ● Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). ● Demonstrate a basic understanding of the importance of posture and technique when performing. ● Demonstrate an understanding of the basic concepts of improvisation and composition. ● Introduce the performance (any connection to the Social Theme is an added bonus).</p> <p>● Singing, rapping or rhyming as part of a choir/group. ● Demonstrating good singing posture – standing up straight with relaxed shoulders. ● Singing unit songs from memory. ● Listening for being ‘in time’ or ‘out of time’. ● Having a go at singing a solo. ● Trying to understand the meaning of the song. ● Singing to communicate the meaning of the words. ● Singing with more pitching accuracy. ● Understanding and following the leader or conductor. ● Adding actions to a song.</p> <p>● Playing a part on a tuned instrument by ear or from notation. ● Rehearsing and performing their parts within the context of the unit song. ● Treating instruments carefully and with respect. ● Playing together with everybody while keeping in time with a steady beat. ● Listening to and following musical instructions from a leader.</p> <p>● Beginning to create personal musical ideas using the given notes for this unit. ● Following a steady beat and staying ‘in time’. ● Understanding that improvisation is about making up your own very simple tunes on the spot.</p> <p>● Realising the importance of the home note. ● Performing their simple composition/s using two, three, four or five notes. ● Starting their tune/s on note one and ending it on note one. ● Creating a melody in keeping with the style of the backing track.</p> <p>● Planning, rehearsing and performing a song to an audience, explaining why the song was chosen. ● Performing the song from memory. ● Showing their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. ● Following the leader or conductor. ● Talking about the performance afterwards; 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	<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>

	<p>Audience, composing, improvising, performance, instruments, pitch, pulse, rhythm, in-time, unison,</p> <p>Cultural Opportunities</p> <p>‘Music Is a Peacebuilder and Friendmaker’. ‘Music Is a Storyteller and Time Traveller’.</p> <p>Key values</p> <p>Respect, tolerance, self control,</p> <p>Book List & Resources</p> <p>https://www.cumbriacharanga.co.uk/scheme Step 1: Music Is In My Soul by Joanna Mangona and Pete Readman Step 2: Boléro by Maurice Ravel Step 3: Hey Friends! by Rick Coates Step 4: Eye Of The Tiger by Survivor and Gloria Gaynor Step 5: Hello! by Joanna Mangona and Pete Readman</p> <p>Step 1: Sparkle In The Sun by Joanna Mangona and Chris Taylor Step 2: For The Beauty Of The Earth by John Rutter Step 3: Listen by Joanna Mangona and Pete Readman Step 4: Fascinating Rhythm by George and Ira Gershwin Step 5: The Orchestra Song by Joanna Mangona and Pete Readman</p>	<p>Audience, composing, improvising, performance, instruments, pitch, pulse, rhythm, in-time, unison,</p> <p>Cultural Opportunities</p> <p>‘Music Is a Changemaker’. ‘Music Is a Builder of Community and Guardian of Cultural Identity’.</p> <p>Key values</p> <p>Kindness, Goodness, Love for one another</p> <p>Book List & Resources</p> <p>https://www.cumbriacharanga.co.uk/scheme Step 1: Rainbows by Joanna Mangona and Pete Readman Step 2: Maple Leaf Rag by Scott Joplin Step 3: Hands, Feet, Heart by Joanna Mangona and Pete Readman Step 4: Let’s Twist Again by Karl Mann, Dave Appell and Chubby Checker Step 5: All Around The World by Joanna Mangona and Pete Readman</p> <p>Step 1: Helping Each Other by Joanna Mangona and Pete Readman Step 2: Piano Trio In A Minor Op. 150 I. Allegro by Amy Beach Step 3: The Music Man by Unknown Step 4: Swing Time: The Way You Look Tonight by Jerome Kern and Dorothy Fields Step 5: Let’s Sing Together by Joanna Mangona</p>	<p>Audience, composing, improvising, performance, instruments, pitch, pulse, rhythm, in-time, unison,</p> <p>Cultural Opportunities</p> <p>‘Music Is a Friend, Guide and Support’. ‘Music Is a Nature Lover and Guardian of the Earth’. T</p> <p>Key values</p> <p>Love our world, Kindness, Love, Joy</p> <p>Book List & Resources</p> <p>https://www.cumbriacharanga.co.uk/scheme Step 1: I Wanna Play In A Band by Joanna Mangona and Pete Readman Step 2: Flying Theme From E.T. The Extra-Terrestrial by John Williams Step 3: Music Is All Around by Joanna Mangona and Pete Readman Step 4: Moon River by Henry Mancini Step 5: Saying Sorry by Joanna Mangona</p> <p>Step 1: The Sunshine Song by Joanna Mangona and Pete Readman Step 2: No More Dinosaur by Chris Madin Step 3: Four White Horses by Unknown Step 4: Que Llueva, Que Llueva by Unknown Step 5: Down By The Bay by Unknown</p>
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Butterflies and Swifts Year A

Butterflies and Swifts	<p>Autumn</p> <p>Livin’ on a Prayer – Bon Jovi</p> <p>Classroom Jazz 1</p> <p>How does music bring us together?</p>	<p>Spring</p> <p>Make you feel my love</p> <p>Learn to play and perform the recorder</p> <p>How does music shape our lives?</p>	<p>Summer</p> <p>Dancing in the Street</p> <p>Summer Musical Production</p> <p>How does music teach us about the past?</p>
	Links to previous Learning	Links to previous Learning	Links to previous Learning
	How Does Music Help Us to Make Friends? KS1	How Does Music Make Us Happy? KS1	How Does Music Teach Us About the Past? KS1
	<p>Knowledge</p> <p>I know that Livin’ on a Prayer is a Rock song that was released in 1986. ● The words tell us about life in the 1980’s.</p> <p>I know five songs from memory and who sang them or wrote them. I know the style of the five songs.</p> <p>I know how to choose one song and be able to talk about: ○ Its lyrics: what the song is about, Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch), Identify the main sections of the song (introduction, verse, chorus etc.), Name some of the instruments they heard in the song</p> <p>I Know how to find and demonstrate the pulse.</p> <p>I Know the difference between pulse and rhythm.</p> <p>I Know how pulse, rhythm and pitch work together to create a song.</p> <p>I Know that every piece of music has a pulse/steady beat.</p> <p>I Know the difference between a musical question and an answer.</p> <p>I know and can to talk about:</p> <ul style="list-style-type: none"> – Singing in a group can be called a choir – Leader or conductor: A person who the choir or group follow <p>I know that Songs can make you feel different things e.g. happy, energetic or sad</p> <p>I know that Singing as part of an ensemble or large group is fun,</p>	<p>The Vikings</p> <p>Knowledge</p> <p>I know that : Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008</p> <p>I know how to choose one song and be able to talk about: ○ Its lyrics: what the song is about, Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch), Identify the main sections of the song (introduction, verse, chorus etc.), Name some of the instruments they heard in the song</p> <p>I Know how to find and demonstrate the pulse.</p> <p>I Know the difference between pulse and rhythm.</p> <p>I Know how pulse, rhythm and pitch work together to create a song.</p> <p>I Know that every piece of music has a pulse/steady beat.</p> <p>I Know the difference between a musical question and an answer.</p> <p>I know and can to talk about:</p> <ul style="list-style-type: none"> – Singing in a group can be called a choir – Leader or conductor: A person who the choir or group follow <p>I know that Songs can make you feel different things e.g. happy, energetic or sad</p> <p>I know that Singing as part of an ensemble or large group is fun, but that you must listen to each other</p>	<p>Knowledge</p> <p>I know that Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.</p> <p>I know five songs from memory and who sang them or wrote them. I know the style of the five songs.</p> <p>I know how to choose one song and be able to talk about: ○ Its lyrics: what the song is about, Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch), Identify the main sections of the song (introduction, verse, chorus etc.), Name some of the instruments they heard in the song</p> <p>I Know how to find and demonstrate the pulse.</p> <p>I Know the difference between pulse and rhythm.</p> <p>I Know how pulse, rhythm and pitch work together to create a song.</p> <p>I Know that every piece of music has a pulse/steady beat.</p> <p>I Know the difference between a musical question and an answer.</p> <p>I know and can to talk about:</p> <ul style="list-style-type: none"> – Singing in a group can be called a choir – Leader or conductor: A person who the choir or group follow <p>I know that Songs can make you feel different things e.g. happy,</p>

but that you must listen to each other
 I know why you must warm up your voice
 I know and can to talk about:

- The instruments used in class (a glockenspiel, a recorder)

I know and can to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them

I know that using one or two notes confidently is better than using five
 I know that if you improvise using the notes you are given, you cannot make a mistake
 I know and can to talk about:

- A composition: music that is created by you and kept in some way.
- It's like writing a story.
- It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

I know and can to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music

Key Skills

I can confidently identify and move to the pulse.
 I can think about what the words of a song mean.
 I can take it in turn to discuss how the song makes them feel.
 I can Listen carefully and respectfully to other people's thoughts about the music.
 I can complete the Bronze, Silver and Gold Challenges.

1. Find the Pulse
2. Rhythm Copy Back:
 - Clap and say back rhythms
 - Create your own simple rhythm patterns
 - lead the class using their simple rhythms
3. Pitch Copy Back Using 2 Notes
 - 'Listen and sing back' (no notation)
 - Copy back with instruments, without then with notation
 - Copy back with instruments, without and then with notation

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I can sing in unison and in simple two-parts.
 I can demonstrate a good singing posture.
 I can follow a leader when singing.
 I can enjoy exploring singing solo.
 I can sing with awareness of being 'in tune'.
 I can have an awareness of the pulse internally when singing.
 I can treat instruments carefully and with respect.
 I can Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.
 I can rehearse and perform their part within the context of the Unit song.
 I can listen to and follow musical instructions from a leader.
 I can Improvise using instruments in the context of the song they are learning to perform.
 Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:

- Bronze Challenge: ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note.
- Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes.
- Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.

I can Help create at least one simple melody using one, three or five different notes.
 I can Plan and create a section of music that can be performed within the context of the unit song.
 I can Talk about how it was created.
 I can Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
 I can Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
 I can choose what to perform and create a programme.
 I can communicate the meaning of the words and clearly articulate them.
 I can talk about the best place to be when performing and how to stand or sit.
 I can record the performance and say how they were feeling, what they were pleased with what they would change and why

Vocabulary

Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier,

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 I can record the performance and say how they were feeling, what they were pleased with what they would change and why

Vocabulary

Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar,

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 I can sing with awareness of being 'in tune'.
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 I can talk about the best place to be when performing and how to stand or sit.
 I can record the performance and say how they were feeling, what they were pleased with what they would change and why

Vocabulary

musical dimensions: pulse, rhythm, pitch, dynamics and tempo.

	<p><i>tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</i> <i>Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</i></p>	<p>bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Melody, notation, unison, improvise, compose, two-part Rehearse, choir, conductor Posture introduction, verse, chorus</p>
	Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
	Did you have any strong feelings about the music you have performed? Were you proud of yourself, happy or annoyed?	How can you express love through music?	Where does MOTOWN fit into the timeline of music?
	Key values	Key values	Key values
	Patience, Love, Joy	Love, kindness, respect, friendship, acceptance and happiness	friendship, peace, hope and unity.
	Book List & Resources	Book List & Resources	Book List & Resources
	Listen to 5 other rock songs: ● 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	Listen to 5 other pop ballads ● Make You Feel My Love by Bob Dylan ● So Amazing by Luther Vandross ● Hello by Lionel Ritchie ● The Way You Look Tonight by Tony Bennett ● Love Me Tender by Elvis Presley	Listen to 5 other Motown songs: ● I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops ● I Heard it Through the Grapevine by Marvin Gaye ● Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell ● You Are the Sunshine of My Life by Stevie Wonder ● The Tracks of My Tears sung by Smokie Robinson
	Listen to 4 other bossa nova or swing pieces: ● Desafinado by Stan Getz (swing) ● Cotton Tail by Ben Webster ● 5 Note Swing by Ian Gray ● Perdido by Woody Herman		

Butterflies and Swifts Year B

Butterflies and Swifts	Topic	Autumn Let your Spirit Fly Learn to play the glockenspiel How does music connect us with our past?	Spring Three Little Birds Learn to play the recorder How does music teach us about our community?	Summer The Fresh Prince of Bel-Air (Old-school Hip Hop.) Summer Musical Production How does music shape our lives?
		Links to previous Learning	Links to previous Learning	Links to previous Learning
		How Does Music Teach Us About the Past? KS1	How Does Music Teach Us About Our Neighbourhood?	What Songs Can We Sing to Help Us Through the Day?
		Knowledge	Knowledge	Knowledge
		<p>I know that RnB is Rhythm and blues, commonly known as R&B, is a musical genre developed by Black Americans in the 1940s that's been continuously refined through the present day. R&B derived from gospel, jazz, folk, and traditional blues music and emerged in tandem with rock 'n' roll. R&B notably diverged from rock music in later decades. Contemporary R&B is often driven by keyboards, synthesizers, strong bass lines, and looped drum beats. In this sense, it has more in common with hip hop than rock music. Contemporary R&B songs regularly top charts, making R&B one of the most commercially successful genres in the modern music industry. RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.</p> <p>I know five songs from memory and who sang them or wrote them. I know the style of the five songs. I Know and am able to talk about: ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and</p>	<p>I know five songs from memory and who sang them or wrote them. I know that Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide I know the style of the five songs.</p> <p>I know five songs from memory and who sang them or wrote them. I know the style of the five songs. I Know and am able to talk about: ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to I know and am able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a</p>	<p>I know and can recognise old school hip-hop. I know that the Fresh Prince of Bel-Air was sung by Will Smith and was taken from an American TV programme of the same name. I know it was written by Quincy Jones. I know that Quincy Jones was a record producer and film director who worked with many famous artists, raising the profile of black artists through film and music.</p> <p>I know five songs from memory and who sang them or wrote them. I know the style of the five songs. I Know and am able to talk about: ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to I know and am able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To</p>

	<p>low sounds that create melodies ● How to keep the internal pulse</p> <ul style="list-style-type: none"> ● Musical Leadership: creating musical ideas for the group to copy or respond to <p>I know and am able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice</p> <p>I know and am able to talk about: ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>I know and am able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>I know that using one or two notes confidently is better than using five</p> <p>I know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>I know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>I know and can talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>I know Different ways of recording compositions (letter names, symbols, audio etc)</p> <p>I know and am able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>thinner texture than a large group ● To know why you must warm up your voice</p> <p>I know and am able to talk about: ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>I know and am able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. 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	<p>Key Skills</p> <p>I can Explore and develop playing skills using the glockenspiel.</p> <p>I can Compose using the notes C, D, E, F + G</p> <p>I can choose one song and be able to talk about: ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song.</p> <p>I can confidently identify and move to the pulse.</p> <p>I can talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>I can Talk about the music and how it makes them feel.</p> <p>I can Listen carefully and respectfully to other people's thoughts</p>	<p>Key Skills</p> <p>I can choose one song and be able to talk about: ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song.</p> <p>I can confidently identify and move to the pulse.</p> <p>I can talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>I can Talk about the music and how it makes them feel.</p> <p>I can Listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can use musical words.</p>	<p>Key Skills</p> <p>I can choose one song and be able to talk about: ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song.</p> <p>I can confidently identify and move to the pulse.</p> <p>I can talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>I can Talk about the music and how it makes them feel.</p> <p>I can Listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can use musical words.</p>

	<p>about the music. I can use musical words. I can Find the Pulse I can Clap and say back rhythms I can Create my own simple rhythm patterns I can lead the class using simple rhythms I can Copy Back Using 2 Notes I can Copy back – ‘Listen and sing back’ (no notation) I can Copy back with instruments, without then with notation I can Copy back with instruments, without and then with notation I can sing in unison and in simple two-parts. I can demonstrate a good singing posture. I can follow a leader when singing. I can enjoy exploring singing solo. I can sing with awareness of being ‘in tune’. I can re-join the song if lost. I can listen to the group when singing. I can treat instruments carefully and with respect. I can Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. I can rehearse and perform their part within the context of the Unit song. I can listen to and follow musical instructions from a leader. I can experience leading the playing by making sure everyone plays in the playing section of the song. I can improvise using instruments in the context of a song I am learning to perform I can Help create at least one simple melody using one, three or all five different notes. I can Plan and create a section of music that can be performed within the context of the unit song. I can Talk about how it was created. I can Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. I can Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). I can choose what to perform and create a programme. I can Present a musical performance designed to capture the audience. I can communicate the meaning of the words and clearly articulate them. 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	<p>Vocabulary Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p>	<p>Vocabulary Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</p>	<p>Vocabulary Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>

	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody	
	Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
	How has R&B changed through history? How is music expressed in different communities around the world? How has music evolved as communities have come together?	How is music expressed in different communities around the world? How has music evolved as communities have come together?	How does hip-hop fit into the timeline of musical history? How can music, film and TV raise the profile of different groups in society? Do you know of any female hip-hop artists?
	Key values	Key values	Key values
	Joy, goodness	Respect for diversity, love, kindness	Respect for diversity, love
	Book List & Resources	Book List & Resources	Book List & Resources
	Listen to 4 other songs/pieces: ● Colonel Bogey March by Kenneth Alford (Film) ● Consider Yourself from the musical ‘Oliver!’ (Musicals) ● Ain’t No Mountain High Enough by Marvin Gaye (Motown) ● You’re The First, The Last, My Everything by Barry White (Soul)	Reggae: Jamming by Bob Marley ● Small People by Ziggy Marley ● 54-46 Was My Number by Toots and The Maytals ● Ram Goat Liver by Pluto Shervington ● Our Day Will Come by Amy Winehouse	Listen to 5 other hip hop songs: ● Me Myself and I by De La Soul ● Ready or Not by Fugees ● Rapper’s Delight by The Sugarhill Gang ● U Can’t Touch This by MC Hammer ● It’s Like That by Run DMC

Butterflies and Swifts Year C

Butterflies and Swifts	Autumn Mamma Mia Learn to play the glockenspiel How does music bring us together?	Spring Lean on Me Learn to play and perform the recorder How does music shape our lives?	Summer Blackbird How does music improve our world?
	Links to previous Learning	Links to previous Learning	Links to previous Learning
	How Does Music Help Us to Make Friends? KS1	What Songs Can We Sing to Help Us Through the Day?	How Does Music Make the World a Better Place?
	Knowledge	Knowledge	Knowledge
	<p>I know that Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.</p> <p>I know that ABBA was a Swedish pop group formed in 1972.</p> <p>I know how to play these tunes on the glockenspiel: ● Mardi Gras Groovin’ ● Two-Way Radio ● Flea Fly ● Rigadoon ● Mamma Mia</p> <p>I know five songs from memory, who sang or wrote them, when they were written and, if possible, why? I know the style of the five songs and to name other songs from the Units in those styles.</p> <p>I can choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ I know some of the instruments I heard in the songs I know The historical context of the songs. I know What else was going on at this time? I Know and am able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>I know that Lean On Me is a soul song written by Bill Withers in 1972. The song has been covered and interpreted as a Gospel song because of its lyrics.</p> <p>I know five songs from memory, who sang or wrote them, when they were written and, if possible, why? I know the style of the five songs and to name other songs from the Units in those styles.</p> <p>I can choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ I know some of the instruments I heard in the songs I know The historical context of the songs. I know What else was going on at this time? I Know and am able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>I know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>I can choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ I know what the song is about and the meaning of the lyrics ○ I know</p>	<p>I know that The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr.</p> <p>I know that In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement – led by Martin Luther King Jr. – challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement.</p> <p>I know five songs from memory, who sang or wrote them, when they were written and, if possible, why? I know the style of the five songs and to name other songs from the Units in those styles.</p> <p>I can choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ I know some of the instruments I heard in the songs I know The historical context of the songs. I know What else was going on at this time? I Know and am able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how</p>

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 I know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends
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 I know that if you improvise using the notes you are given, you cannot make a mistake
 I know that you can use some of the riffs you have heard in the Challenges in your improvisations
 I know three well-known improvising musicians
 I know and am able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol
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Key Skills

I can identify and move to the pulse with ease.
 I can think about the message of songs.
 I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
 I can Listen carefully and respectfully to other people's thoughts about the music.
 I can use musical words.
 I can talk about the musical dimensions working together in the Unit songs.
 I can Talk about the music and how it makes you feel.
 I can Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes
 I can sing in unison and to sing backing vocals.
 I can enjoy exploring singing solo.

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 I can think about the message of songs.
 I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
 I can Listen carefully and respectfully to other people's thoughts about the music.
 I can use musical words.
 I can talk about the musical dimensions working together in the Unit songs.
 I can Talk about the music and how it makes you feel.
 I can Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes
 I can sing in unison and to sing backing vocals.
 I can enjoy exploring singing solo.

	<p>I can listen to the group when singing. I can demonstrate a good singing posture. I can follow a leader when singing. I can experience rapping and solo singing. I can listen to each other and be aware of how you fit into the group. I can sing with awareness of being 'in tune'. I can Play a musical instrument with the correct technique within the context of the Unit song. I can Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. I can rehearse and perform their part within the context of the Unit song. I can listen to and follow musical instructions from a leader. I can lead a rehearsal session. I can Improvise using instruments in the context of a song to be performed. I can Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. I can explain the keynote or home note and the structure of the melody. I can Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. I can Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). I can choose what to perform and create a programme. I can communicate the meaning of the words and clearly articulate them. I can talk about the venue and how to use it to best effect. I can record the performance and compare it to a previous performance. I can discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>I can demonstrate a good singing posture. I can follow a leader when singing. I can experience rapping and solo singing. I can listen to each other and be aware of how you fit into the group. I can sing with awareness of being 'in tune'. 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I can Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. I can rehearse and perform their part within the context of the Unit song. I can listen to and follow musical instructions from a leader. I can lead a rehearsal session. I can Improvise using instruments in the context of a song to be performed. I can Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. I can explain the keynote or home note and the structure of the melody. I can Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. I can Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). I can choose what to perform and create a programme. 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	<p>Vocabulary</p> <p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody Disco, beat,</p>	<p>Vocabulary</p> <p>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Vocabulary</p> <p>texture, dynamics, tempo, rhythm and pitch Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>
	<p>Cultural Opportunities</p> <p>How does music unite people from around the world? Eurovision Song Contest.</p>	<p>Cultural Opportunities</p> <p>How can music help when we are feeling low/lonely? How can my faith be expressed in music?</p>	<p>Cultural Opportunities</p> <p>Racial Equality – link to Black History (Rosa Parks, Martin Luther King Jnr, Paul Stephenson, Bristol Bus Boycott)</p>
	<p>Key values</p> <p>Joy, Love</p>	<p>Key values</p> <p>Love, Peace, Faithfulness</p>	<p>Key values</p> <p>Love, Goodness, Kindness Respect for diversity</p>
	<p>Book List & Resources</p> <p>Listen to 4 other ABBA songs/pieces: ● Mamma Mia ● Dancing Queen ● The Winner Takes It All ● Waterloo ● Super Trouper ● Thank You For The Music</p>	<p>Book List & Resources</p> <p>Soul/Gospel: 5 other soul/gospel songs: ● He Still Loves Me by Walter Williams and Beyoncé ● Shackles by Mary Mary ● Amazing Grace by Elvis Presley ● Ode To Joy Symphony No 9 by Beethoven ● Lean On Me by The ACM Gospel Choir</p>	<p>Book List & Resources</p> <p>5 other songs by The Beatles ● Yellow Submarine ● Hey Jude ● Can't Buy Me ● Yesterday ● Let It Be</p>

Ospreys (Every Year)			
Ospreys	<p style="text-align: center;">Autumn</p> <p style="text-align: center;">Unit 1 – How Does Music Bring Us Together? Musical Focus: Melodic phrases</p> <p style="text-align: center;">Unit 2 – How Does Music Connect Us with Our Past? Musical focus: Structure and Form</p>	<p style="text-align: center;">Spring</p> <p style="text-align: center;">Unit 3 – How Does Music Improve Our World? Gaining Confidence through Performance</p> <p style="text-align: center;">Unit 4 – How Does Music Teach Us about Our Community? Musical Notation</p>	<p style="text-align: center;">Summer</p> <p style="text-align: center;">Unit 5 – How Does Music Shape Our Way Of Life? Chords and Structure</p> <p style="text-align: center;">Summer Musical Production</p>
	<p>Links to previous Learning</p> <p>How does music connect us with our past (Y3/4/5)?</p>	<p>Links to previous Learning</p> <p>How does music teach us about our neighbourhood/community? (Y3/4/5)</p>	<p>Links to previous Learning</p> <p>How does music shape our way of life? (Y3/4/5)</p>
	<p>Knowledge</p> <p>Listening and Responding – Fanfare For The Common Man/ Why?: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. ● Identify and describe feelings as they relate to music. ● Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</p> <p>Understanding and Using the Language of Music:</p> <ul style="list-style-type: none"> ● Create a four, six, eight or twelve-bar melody according to the instructions given for the Music Notepad composition task. ● Follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. ● Make an informed decision as to which notes and expression to use when composing and improvising with the song. 	<p>Listening and Responding to Music: Listen and Respond – 1812 Overture/– Mazurka In G Minor, Op. 24 No. 1</p> <ul style="list-style-type: none"> ● Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. ● Identify and describe feelings as they relate to music. ● Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music. <p>Understanding and Using the Language of Music:</p> <ul style="list-style-type: none"> ● Create a four, six, eight or twelve-bar melody according to the instructions given for the Music Notepad composition task. ● Follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. ● Make an informed decision as to which notes and expression to use when composing and improvising with the song. 	<p>Listening and Responding to Music: Listen and Respond – We Shall Overcome</p> <ul style="list-style-type: none"> ● Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. ● Identify and describe feelings as they relate to music. ● Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music. <p>Understanding and Using the Language of Music:</p> <ul style="list-style-type: none"> ● Create a four, six, eight or twelve-bar melody according to the instructions given for the Music Notepad composition task. ● Follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. ● Make an informed decision as to which notes and expression to use when composing and improvising with the song.
	<p>Key Skills</p> <p>Developing Performance Awareness and Skills: Create and Present a Performance of a Unit Song of Your Choice:</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of pulse/beat when listening, moving to and performing music. ● Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing. ● When planning, rehearsing, introducing and performing the song: ○ Understand and make connections between the music encountered and the Social Theme. ○ Understand and apply learning from the Musical Spotlight. ○ Introduce the performance with context and understanding of the song, the learning process and any other relevant connections. ● Singing as part of a choir and in unison. ● Demonstrating good singing posture. ● Singing the unit songs from memory or notation. ● Listening for being ‘in time’ or ‘out of time’, with an awareness of following the beat and correcting themselves. ● Listening for being ‘in tune’ or ‘out of tune’. ● Singing with attention to clear diction. ● Rejoining the group with help if they get lost or out of time. ● Singing expressively, with attention to breathing and phrasing. ● Developing confidence as a soloist. ● Connecting with and trying to understand the meaning, emotion 	<p>Key Skills</p> <p>Developing Performance Awareness and Skills: Create and Present a Performance of a Unit Song of Your Choice:</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of pulse/beat when listening, moving to and performing music. ● Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing. ● When planning, rehearsing, introducing and performing the song: ○ Understand and make connections between the music encountered and the Social Theme. ○ Understand and apply learning from the Musical Spotlight. ○ Introduce the performance with context and understanding of the song, the learning process and any other relevant connections. ● Singing as part of a choir and in unison. ● Demonstrating good singing posture. ● Singing the unit songs from memory or notation. ● Listening for being ‘in time’ or ‘out of time’, with an awareness of following the beat and correcting themselves. ● Listening for being ‘in tune’ or ‘out of tune’. ● Singing with attention to clear diction. ● Rejoining the group with help if they get lost or out of time. ● Singing expressively, with attention to breathing and phrasing. ● Developing confidence as a soloist. ● Connecting with and trying to understand the meaning, emotion and intent of the song. ● Discussing together what the song or piece of music might be about. 	<p>Key Skills</p> <p>Developing Performance Awareness and Skills: Create and Present a Performance of a Unit Song of Your Choice:</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of pulse/beat when listening, moving to and performing music. ● Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing. ● When planning, rehearsing, introducing and performing the song: ○ Understand and make connections between the music encountered and the Social Theme. ○ Understand and apply learning from the Musical Spotlight. ○ Introduce the performance with context and understanding of the song, the learning process and any other relevant connections. ● Singing as part of a choir and in unison. ● Demonstrating good singing posture. ● Singing the unit songs from memory or notation. ● Listening for being ‘in time’ or ‘out of time’, with an awareness of following the beat and correcting themselves. ● Listening for being ‘in tune’ or ‘out of tune’. ● Singing with attention to clear diction. ● Rejoining the group with help if they get lost or out of time. ● Singing expressively, with attention to breathing and phrasing. ● Developing confidence as a soloist. ● Connecting with and trying to understand the meaning, emotion

and intent of the song. ● Discussing together what the song or piece of music might be about. ● Performing actions confidently and in time. ● Making suggestions on how to sing expressively, with attention to the meaning of the words. ● Following and understanding the leader or conductor. ● Singing expressively, with attention to staccato and legato. ● Making suggestions on how to sing expressively, with attention to dynamics. ● Leading a singing session. ● Responding to a leader or conductor.

Playing Instruments as Part of the Performance:

● Playing a part on a tuned instrument by ear or from notation. ● Playing the right notes with secure rhythms. ● Rehearsing and performing their part within the context of the unit song. ● Playing together with everybody while keeping the beat. ● Listening to and following musical instructions from a leader. ● Treating instruments carefully and with respect. ● Playing their instruments with good posture. ● Understanding how to rehearse a piece of music in order to improve. ● Playing a harder part.

Improvising as Part of the Performance

Following a steady beat and staying ‘in time’. ● Becoming more skilled in improvising; perhaps trying more notes and rhythms. ● Including rests or silent beats. ● Thinking about creating music with ‘phrases’ made up of notes, rather than just lots of notes played one after the other. ● Challenging themselves to play for longer periods, both as a soloist and in response to others in a group. ● Improvising over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

Composing as Part of the Performance

● Understand the structure of the composition. ● Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). ● Including a home note, to give a sense of an ending; coming home. ● Performing their simple composition using their own choice of notes. ● Describing how their melody was created. ● Successfully creating a melody in keeping with the style of the backing track. ● Creating their composition with an awareness of the basic/simple chords in the backing track.

Presenting a Performance (evaluation)

● The children’s thoughts and feelings about their performance. ● Was the performance carefully planned to suit the audience? ● Did the performance communicate ideas, thoughts and feelings about the song/music? ● What went well and what could have been better?

Vocabulary

Tempo
Time signature
Key signature
Rhythmic patterns using: Minims, crotchets, quavers and semiquavers
Melodic patterns
Bridge passage, intro and outro

● Performing actions confidently and in time. ● Making suggestions on how to sing expressively, with attention to the meaning of the words. ● Following and understanding the leader or conductor. ● Singing expressively, with attention to staccato and legato. ● Making suggestions on how to sing expressively, with attention to dynamics. ● Leading a singing session. ● Responding to a leader or conductor.

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Vocabulary

20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music
Rhythmic patterns using: dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers
Stave, treble clef

and intent of the song. ● Discussing together what the song or piece of music might be about. ● Performing actions confidently and in time. ● Making suggestions on how to sing expressively, with attention to the meaning of the words. ● Following and understanding the leader or conductor. ● Singing expressively, with attention to staccato and legato. ● Making suggestions on how to sing expressively, with attention to dynamics. ● Leading a singing session. ● Responding to a leader or conductor.

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Vocabulary

major and minor tonality, chord triads I, IV and V, and intervals within a major scale.
Octave
Dynamic Ranges: Fortissimo, mezzo forte, pianissimo, mezzo piano
Scales
Chord progressions

	<p>syncopated rhythms Phrasing, dynamics, articulation Ternary Form (ABA)</p> <p>Cultural Opportunities</p> <p>The ancient origins of music having arisen in ceremonies and stories; it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other. ● The central role of listening in music also being a key skill in paying attention to others, which leads to caring and aiding the development of empathy. ● How music can bring people closer together by sharing what we like and listen to. How the measurable physical and emotional effects of music can bring us into closer coordination with other people. ● How the purpose and content of some music can explicitly encourage or reflect upon themes such as friendship, sharing, peace, love, forgiveness or other such topics.</p> <p>● How music has always helped us tell stories and still does today, in many different ways! ● How music often IS the story, or carries the story within it. ● The role of music and musicians as ‘history book’ guardians of historical and cultural heritage. ● How music is a kind of time travel, often reanimating long ‘dead’ notes with the click of a finger (or the pluck of a string!). ● How music can be both a teacher and a tool for improving our lives and societies. It is only by sharing and listening to each other’s stories and histories that we can come to a better understanding of each other. ● How whenever we create something new in music, we do so by building on all the music that has come before it.</p> <p>Key values</p> <p>Peace, Love, forgiveness, sharing, empathy, community, kinship and friendship</p> <p>Book List & Resources</p> <p>Step 1: Do What You Want To by Joanna Mangona and Chris Taylor Step 2: Fanfare For The Common Man by Aaron Copland Step 3: It’s All About Love by Joanna Mangona and Chris Taylor Step 4: Main Title Theme (From Schindler’s List) by John Williams Step 5: Sunshine On A Rainy Day by Joanna Mangona and Chris Taylor</p> <p>Step 1: My Best Friend by Joanna Mangona and Chris Taylor Step 2: Why? by Supaman Step 3: Singing Swinging Star by Joanna Mangona and Chris Madin Step 4: The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction by Igor Stravinsky Step 5: Roll Alabama by Unknown</p>	<p>Sharps and flats (# b)</p> <p>Cultural Opportunities</p> <p>Simply by existing, music makes the world a better place for us humans! ● Performing, participating in or listening to music has also been shown in many ways to improve psychological and cognitive performance and wellbeing, and many cultures have long-held beliefs over the healing properties of music (physical, psychological and spiritual). ● How, as well as being something that brings people together in many diverse ways, music can also be used to divide people. ● Music can, of course, be a vehicle for positive social change: music can play a role in efforts to bring people closer together, to see things from others’ perspectives and to move to more diversity, equality, equity, tolerance and understanding in society.</p> <p>The ancient origins of music having arisen in ceremonies and stories, meaning it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other. ● The role of music and musicians as ‘history book’ guardians of historical and cultural heritage, all over the world and throughout the ages. ● How music is also very significant to collective and individual identity. What kind of music you listen to can help people get to know you, and is a great topic to discuss. For those who create and perform music, it is often an intimate expression of their deepest feelings, at the core of their personal identity. Listening to and appreciating many different styles and artists, and listening to other people’s music, can teach us a lot about respect and values.</p> <p>Key values</p> <p>Friendship and teamwork New Beginnings – respect, independence, confidence</p> <p>Book List & Resources</p> <p>Step 1: Disco Fever by Joanna Mangona and Chris Taylor Step 2: 1812 Overture by Pyotr Ilyich Tchaikovsky Step 3: La Bamba by Unknown Step 4: Hondo (War) and Vakuru (Elders) by Kudaushe Matimba and Harare Music Step 5: Change by Joanna Mangona and Chris Taylor</p> <p>Step 1: Let’s Rock by Joanna Mangona and Chris Taylor Step 2: Mazurka In G Minor, Op. 24 No. 1 by Frédéric Chopin Step 3: Simple Gifts by Joseph Brackett Step 4: Danny Boy by Frederic Weatherly Step 5: Friendship Should Never End by Joanna Mangona and Chris Taylor</p>	<p>Cultural Opportunities</p> <p>● How music can play a significant part in helping us get through our daily life, in improving our quality of life and in being a part of – even shaping – our way of life. ● Music’s psychological impact, which is increasingly recognised, including in scientific research. ● How listening to music might accompany every step of someone’s working day. ● How (on a larger timescale) music punctuates the important parts of many people’s lives. Every step of the way, music is there. ● How musical artists are often role models and influencers who are admired and followed, or considered as moral guides. ● How songs that are a part of our identity and history are often very consoling and reassuring in times of need. Some songs are even credited with saving lives or inspiring major turning points in a listener’s life. For musicians themselves, music is even more intimately linked to their own path. ● How there are many ways we can consider how music accompanies and affects our own personal journeys. This can be a fruitful topic of conversation – inside or outside the classroom!</p> <p>Key values</p> <p>British values: Tolerance, respect, democracy</p> <p>Book List & Resources</p> <p>Step 1: Wake Up! by Joanna Mangona and Chris Taylor Step 2: We Shall Overcome by Unknown Step 3: Down By The Riverside by Unknown Step 4: You Belong With Me by Joanna Mangona and Chris Taylor Step 5: Dance The Night Away by Joanna Mangona and Chris Taylor</p>
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