

CASTLE NEWNHAM

Performing Arts

DRAMA · MUSIC · DANCE · FILM

Curriculum Map & Long Term Plans: Music

Year 1

Topic 1	Topic 2	Topic 3	Topic 4
<p><u>Beat, Rhythm, Pulse 1 (EG)</u></p> <p>Lesson 1 - Conducting WALT: Understand what pulse means, feel it in the music and conduct along</p> <p>Key questions - What is the pulse of your body?</p> <p>Lesson 2 - Rhythm Grids WALT - Understand what a Rhythm Grid is and how it relates to the pulse</p> <p>Key questions - What is pulse in music? How do we count the pulse?</p> <p>Lesson 3 - We will Rock you WALT - Use understanding of the pulse to be able to stomp and clap along to We Will Rock You</p> <p>Key questions - What is a rhythm grid? How do we count a rhythm grid?</p> <p>Lesson 4 - The Greatest Showman WALT - Use our knowledge of rhythm grids to follow and stomp and clap along to part of The Greatest Showman https://www.youtube.com/watch?v=VldOnhk-jwo</p>	<p><u>Beat, Rhythm, Pulse 2 (EG)</u></p> <p>Lesson 1 - Rhythm Cafe WALT: Use words to be able to read and clap simple rhythm notation</p> <p>Key Vocabulary or Key Questions : What is pulse? What is a syllable? What is a rhythm grid?</p> <p>Lesson 2 - Rhythm percussion WALT: Use percussion instruments to follow and play basic rhythm notation</p> <p>Key Vocabulary or Key Questions : Tea Coffee Coca-cola Pulse</p> <p>Lesson 3 - WALT: Follow a moving score to play a specific instrument at the correct time</p> <p>Key Vocabulary or Key Questions : How do we know when to play? What can help us play at the right time? Tea</p>	<p>Singing and Performing (JAS)</p> <p>Lesson 1 and 2 Learn and perform 'Let's Jam' https://www.singup.org/song-bank/song/1125-lets-jam/</p> <p>WALT: Learn to sing Let's Jam and identify new instruments</p> <p>Key Questions - What instruments can you hear? What does the music sound like?</p> <p>Lesson 3 and 4 Learn and perform 'The Rockpool rock' https://www.singup.org/song-bank/song/543-the-rockpool-rock/</p> <p>WALT: Learn to sing the Rockpool Rock WALT: Learn to perform the Rockpool Rock with actions</p> <p>Key Questions - What instruments can you hear? What does the music sound like? Where do we need to take a breath to make sure we don't run out?</p>	<p>Singing and Performing (JAS)</p> <p>Lesson 1 and 2 Learn and perform 'Let's go fly a kite' https://www.singup.org/song-bank/song/425-lets-go-fly-a-kite/</p> <p>WALT: Learn to sing Let's go Fly a Kite WALT: Learn to perform Let's go Fly a Kite with actions</p> <p>Key Questions - What instruments can you hear? What does the music sound like? How do we stand to make sure we sing our best? Where do we need to take a breath to make sure we don't run out?</p> <p>Lesson 3 and 4 Learn and perform 'Monster Mash' https://www.singup.org/song-bank/song/384-monster-mash/</p> <p>WALT: Learn to sing Monster Mash WALT: Learn to perform Monster Mash with actions</p> <p>Key Questions - What instruments can you hear? What does the music sound like? How can we change the way we sing to help represent different characters?</p>

<p>Key questions - How do we know when to do which actions when reading a rhythm grid?</p> <p>Lesson 5 -The Greatest Showman 2 WALT - Use our knowledge of rhythm grids to follow and stomp and clap along to all of The Greatest Showman</p> <p>Key questions - How can we make sure we are all in time with each other?</p> <p>Lesson 6 - Can't stop the feeling WALT - Use our knowledge of rhythm grids to follow and stomp and clap along Can't stop the feeling whilst attempting to sing the chorus</p> <p>https://www.youtube.com/watch?v=92gf8dAlhUw</p> <p>Key Questions - How do we start a performance?</p> <p>Lesson 7 - I Just Can't Wait to be King WALT - Use our knowledge of rhythm grids to follow and stomp and clap along I Just Can't Wait to be King whilst attempting to sing the words.</p> <p>https://www.youtube.com/watch?v=kqof84_WR1s</p>	<p>Coffee Coca-cola Pulse</p> <p>https://www.youtube.com/watch?v=6MNLqJRXtGw&list=PL2mHraZxoflx-X-l6jdM-oKMRO0T_p9MI&index=3</p> <p>https://www.youtube.com/watch?v=1Hb5_TK6Uks&list=PL2mHraZxoflx-X-l6jdM-oKMRO0T_p9MI&index=1</p> <p>Lesson 4 - Composing with words WALT: Use words to help us write our own piece of rhythmic percussion music</p> <p>Key Vocabulary or Key Questions : How can we make sure that we can play our composition nicely? How can we make our composition more interesting?</p> <p>Tea Coffee Coca-cola Pulse Volume Louder Quieter</p> <p>Lesson 5 - Composing and practising WALT: Continue developing a composition with a second section</p> <p>Key vocabulary/Key Questions: How can we make our composition more interesting? Can we change the way we play the</p>	<p>Lesson 5 and 6 Learn and perform 'Down by the Bay' https://www.singup.org/song-bank/song/542-down-by-the-bay/</p> <p>WALT: Learn to sing the Down by the Bay WALT: Learn to perform Down by the Bay with actions</p> <p>Key Questions - What instruments can you hear? What does the music sound like? Where do we need to take a breath to make sure we don't run out? How do we need to stand to make sure we sing our best?</p> <p>Additional song if needed: Learn and perform 'Dancer in the ring' https://www.singup.org/song-bank/song/422-dancer-in-the-ring/</p>	<p>Lesson 5 and 6 Learn and perform 'True Colors' https://www.singup.org/song-bank/song/793-true-colors/</p> <p>WALT: Learn to sing True Colours WALT: Learn to perform True Colours with actions</p> <p>Key Questions - What instruments can you hear? What does the music sound like? How do we stand to make sure the air moves the best? Where should we take some of our breaths in this song? What emotion would you use to describe this song? How can we change our volume to fit that emotion?</p> <p>No additional song - if more lessons are in the cycle, recommend spending longer on each song.</p>
--	---	---	--

	<p><i>instruments we have?</i></p> <p><i>Tea</i> <i>Coffee</i> <i>Coca-cola</i> <i>Pulse</i> <i>Volume</i> <i>Louder</i> <i>Higher</i> <i>Lower</i> <i>Long</i> <i>Short</i></p> <p>Lesson 6 - Practice and perform <i>WALT: Perform a composition in front of the rest of the class</i></p> <p><i>Key vocabulary/Key questions:</i> <i>How should we behave when we are performing or watching a performance?</i></p> <p><i>Tea, Coffee, Coca-cola, Pulse, Volume, Louder , Higher, Lower, Long Short</i></p>		
<p>Progression aims:</p> <ul style="list-style-type: none"> ● Keep a steady pulse with some accuracy, (e.g. through tapping, clapping, marching, playing) ● Follow simple instructions of how and when to play ● Copy back simple rhythms <p>National curriculum links:</p> <ul style="list-style-type: none"> ● perform, listen to, review and evaluate music across a range of historical periods ● understand and explore how music is created, produced 	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Clap/play syllables of words ● Play and explore a variety of classroom instruments ● Play and control long and short, loud and soft and high and low sounds <p>National curriculum links:</p> <ul style="list-style-type: none"> ● perform, listen to, review and evaluate music across a range of historical periods ● understand and explore how music is created, produced 	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Enjoy singing with others ● Sing in unison with a small range of notes ● Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music) ● Respond to changes in tempo and dynamics (loud /soft) through movement e.g. marching, big/small gestures 	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Show good posture ● Develop good breath control ● Sing with a steady pulse ● Identify at least 3 instruments by name and sound ● Describe music using adjectives, spiky, spooky, sad, happy etc.

<p>and communicated, including through: dynamics, tempo, and appropriate musical notations.</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>and communicated, including through: dynamics, tempo, and appropriate musical notations.</p> <ul style="list-style-type: none"> • Play untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>National curriculum links:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, texture, timbre • use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>National curriculum links:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, texture, timbre • use their voices expressively and creatively by singing songs and speaking chants and rhymes
--	---	---	---

Year 2

Topic 1	Topic 2	Topic 3	Topic 4
<p><u>Musicianship project: Glockenspiel</u></p> <p>Lesson 1 Twinkle Twinkle Little Star</p> <p><i>WALT: Understand what the Glockenspiel is and how to follow a score to play a song</i></p> <p>Key Questions: Why are the chime bars different sizes? How do we stay on time with each other?</p> <p>Lesson 2 Learn a song in pairs</p> <p><i>WALT: Follow music to play a piece in pairs</i></p> <p>Key Questions: How can you make sure you and your partner keep in time? How can we make a performance more interesting?</p> <p>https://www.youtube.com/watch?v=3YG6cVdqjDE - Hot Cross Buns</p> <p>Lesson 3 Soundscapes</p> <p><i>WALT: Understand what a soundscape is and start developing ideas for our own</i></p> <p>Key Questions: What does soundscape mean? What emotions can a soundscape give you?</p>	<p><u>Musicianship project: Glockenspiel</u></p> <p>Lesson 1 Graphic scores</p> <p><i>WALT: Understand and follow a graphic score</i></p> <p>Key Questions: What does graphic mean? What does score mean? How can we represent images through sound?</p> <p>Lesson 2 Composing using 3 notes - Rhythm</p> <p><i>WALT: Write a piece of music using 3 notes</i></p> <p>Key Questions: What might composing mean? What can we do to change the sound on a chime bar? What does rhythm mean?</p> <p>Lesson 3 Making graphic scores</p> <p><i>WALT: Create a graphic score based on our 3 note composition</i></p> <p>Key Questions: What is a Graphic score? How can we change a graphic to change the sound? What is rhythm? How can we change it?</p>	<p>Singing and Performing</p> <p>Lesson 1 and 2 Learn and perform 'Any dream will do' https://www.singup.org/song-bank/song/478-any-dream-will-do/</p> <p><i>WALT: Learn to sing Any Dream Will Do</i> <i>WALT: Learn to perform Any Dream Will Do with actions</i></p> <p>Key Questions - What instruments can you hear? What does the music sound like? Where might you hear this music? Is there any change in sections?</p> <p>Lesson 3 and 4 Learn and perform 'in every way' https://www.singup.org/song-bank/song/1073-in-every-way/</p> <p><i>WALT: Learn to sing In every Way</i> <i>WALT: Learn to perform In every way with actions</i></p> <p>Key Questions - What instruments can you hear? How would you describe the music? Where might you hear this music? Is there any change in sections? What has changed?</p>	<p>Singing and Performing</p> <p>Lesson 1 and 2 Learn and perform 'Unstoppable' https://www.singup.org/song-bank/song/1091-unstoppable/</p> <p><i>WALT: Learn to sing Unstoppable</i></p> <p>Key Questions - What instruments can you hear? How would you describe the music? Where might you hear this music? What message do you think the words are trying to say?</p> <p>Lesson 3 and 4 Learn and perform 'walking on sunshine' https://www.singup.org/song-bank/song/394-walking-on-sunshine/</p> <p><i>WALT: Learn to sing Walking on Sunshine</i> <i>WALT: Learn to perform Walking on Sunshine and perform it with actions</i></p> <p>Key Questions - What instruments can you hear? How many? How would you describe the music? Where might you hear this music? Is there more than one section? Where does it change?</p>

<p>How can we represent places through sound?</p> <p>Lesson 4 Creating a soundscape</p> <p><i>WALT: To start developing a group soundscape based on the beach, starting with pitched percussion</i></p> <p>Key Questions: What sounds are we used to hearing at the beach? How can we represent the beach sounds on a glockenspiel? How can we write music to represent our soundscape? What is a melody? What is rhythm?</p> <p>Lesson 5 Developing our soundscapes</p> <p><i>WALT: Using unpitched percussion, develop your soundscapes to include new sounds</i></p> <p>Key Questions: How can we use unpitched percussion to develop our music? What can we do to change the sound on unpitched percussion? What is rhythm? How can we represent our new music on our written music?</p> <p>Lesson 6 Group performances</p> <p><i>WALT: Perform our soundscapes to the rest of the class</i></p> <p>Key Questions: What is rhythm?</p>	<p>Lesson 4 Developing compositions</p> <p><i>WALT: Using our graphic score to help, develop our current composition by adding percussion</i></p> <p>Key Questions: What is a percussion instrument? How can we use two instruments at the same time? What is pitch?</p> <p>Lesson 5 Developing graphic score</p> <p><i>WALT: Recap our composition from last week and add to our graphic score so that it represents our new composition</i></p> <p>Key Questions: How can we represent different instruments in a graphic score? How would you show different sections on a graphic score? How would someone else know what to play when they look at your graphic score?</p> <p>Lesson 6 Performance</p> <p><i>WALT: Perform your piece of music to the class whilst following your graphic score</i></p> <p>Key Questions: What is Pulse? What is Rhythm? How do we stay in time with each other? What went well about others' performances? What could be improved?</p>	<p>Lesson 5 and 6 Learn and perform 'Dance to your daddy'</p> <p>https://www.singup.org/song-bank/song/424-dance-to-your-daddy/</p> <p><i>WALT: Learn to sing Dance to your Daddy</i> <i>WALT: Learn to perform Dance to your Daddy with actions</i></p> <p>Key Questions - <i>What instruments can you hear? How many are there</i> <i>How does the music make you feel?</i> <i>Where might you play this music?</i> <i>Is there any change in sections?</i> <i>Where? What changes?</i></p> <p>No additional song - if more lessons are in the cycle, recommend spending longer on each song.</p>	<p>Lesson 5 and 6 Learn and perform 'rockstar'</p> <p>https://www.singup.org/song-bank/song/795-rockstar/</p> <p><i>WALT: Learn to sing Rockstar</i> <i>WALT: Learn to perform Rockstar and perform it with actions</i></p> <p>Key Questions - <i>What instruments can you hear? How many?</i> <i>How would you describe the music?</i> <i>Where might you hear this music?</i> <i>Who might perform this music?</i> <i>Is there more than one section?</i> <i>Where does it change?</i> <i>What about the music helps us know that you are singing about a Rockstar?</i></p> <p>No additional song - if more lessons are in the cycle, recommend spending longer on each song.</p>
---	---	--	---

<p>What is pulse?</p> <p>Prompt questions: What went well? Even better if? I really liked it when... This bit sounded good because... I think it could be developed by...</p>			
<p>Progression aims:</p> <ul style="list-style-type: none"> ● Keep a steady pulse ● Play simple rhythms from traditional notation /graphic notation ● Demonstrate the difference between pulse and rhythm ● Play a simple melody solo or in a group ● Interpret simple graphic score ● Improvise freely using 3 given notes ● Create and play a simple graphic score on a theme ● Identify classroom instruments and describe their timbre <p>National curriculum links:</p>	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Show awareness and blend with others when performing ● Play a simple melody solo or in a group ● Play an accompaniment part (e.g. drone, repeating rhythmic part) ● Create a soundscape or story - include, pitch, tempo and a start / ending ● Clap back a different simple rhythm ● Create a simple rhythmic passage ● Identify the difference between pitched and unpitched instruments <p>National curriculum links:</p>	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Sing loudly and softly with control ● Sing back simple melodic idea ● Sing broadly in tune ● Show (through movement) and describe how elements change (e.g. music gets faster or louder) <p>National curriculum links:</p> <ul style="list-style-type: none"> ● perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ● learn to sing and to use their voices, to create and compose 	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Sing with expression and communicate context of song ● Join in with actions and story-telling and invent relevant actions ● Begin to show and awareness of different genres (e.g. Where might we hear this music? Lullaby, party, festival) ● Identify where elements change (e.g. music gets faster or louder) <p>National curriculum links:</p> <ul style="list-style-type: none"> ● perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including

<ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods understand and explore how music is created, produced and communicated, including through: dynamics, tempo, timbre, duration, pitch and appropriate musical notations. Play tuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods understand and explore how music is created, produced and communicated, including through: dynamics, tempo, timbre, duration, pitch and appropriate musical notations. Play tuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>music on their own and with others</p> <ul style="list-style-type: none"> understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, texture, timbre use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>the works of the great composers and musicians</p> <ul style="list-style-type: none"> learn to sing and to use their voices, to create and compose music on their own and with others understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, texture, timbre use their voices expressively and creatively by singing songs and speaking chants and rhymes
--	--	--	---

Year 3

Topic 1	Topic 2	Topic 3	Topic 4
<p><u>Musicianship project: Glockenspiel (EG)</u> Lesson 1 Twinkle Twinkle Little Star</p> <p><i>WALT: Understand what the Glockenspiel is and how to follow a score to play a song</i></p> <p>Key Questions: Why are the chime bars different sizes? How do we stay on time with each other?</p> <p>Lesson 2 Learn a song in pairs</p>	<p>Music Technology</p> <p>Lesson 1</p> <p><i>WALT: Use Chrome Labs to create graphic scores</i></p> <p>Key Questions: What is a graphic score? What does the word sequence mean?</p> <p>Lesson 2</p>	<p>Singing and Performing</p> <p>Lesson 1 and 2 Learn and perform 'How far i'll go' https://www.singup.org/song-bank/song/899-how-far-ill-go/</p> <p><i>WALT: Learn to sing How Far I'll go</i> <i>WALT: Learn to perform How Far I'll go</i></p> <p>Key Questions - What instruments can you hear? How many?</p>	<p>Singing and Performing</p> <p>Lesson 1 and 2 Learn and perform 'can't stop the feeling' https://www.singup.org/song-bank/song/846-cant-stop-the-feeling/</p> <p><i>WALT: Learn to sing Can't stop the Feeling</i> <i>WALT: Learn to perform Can't stop the feeling in 2 parts</i></p> <p>Key Questions - What instruments can you hear? How</p>

<p><i>WALT: Follow music to play a piece in pairs</i></p> <p>Key Questions: How can you make sure you and your partner keep in time? How can we make a performance more interesting?</p> <p>Lesson 3 Soundscapes</p> <p><i>WALT: Understand what a soundscape is and start developing ideas for our own</i></p> <p>Key Questions: What does soundscape mean? What emotions can a soundscape give you? How can we represent places through sound?</p> <p>Lesson 4 Creating a soundscape</p> <p><i>WALT: To start developing a group soundscape based on the beach, starting with pitched percussion</i></p> <p>Key Questions: What sounds are we used to hearing at the beach? How can we represent the beach sounds on a glockenspiel? How can we write music represent our soundscape? What is a melody? What is rhythm?</p> <p>Lesson 5 Developing our soundscapes</p>	<p><i>WALT: Use Chrome Labs to create a melody on the melody maker</i></p> <p>Key Questions: What is a melody? How many words can you spell with the first 7 letters of the alphabet? What is tempo?</p> <p>Lesson 3</p> <p><i>WALT: Use Chrome Labs to create different rhythms with varying layers</i></p> <p>Key Questions: What is rhythm? What is texture? What is tempo?</p> <p>Lesson 4</p> <p><i>WALT: To begin developing a song using song maker by copying and mirroring a sequence</i></p> <p>Key Questions: What is a melody? What is instrumentation? How many beats are in a bar?</p> <p>Lesson 5</p> <p><i>WALT: Write a song, starting with the melody, using song maker</i></p> <p>Key Questions: What is a melody? What is a rhythm? What is a bar in music?</p>	<p><i>How would you describe the music? Where might you hear this music? Is there more than one section? Where does it change?</i></p> <p>Lesson 3 and 4 Learn and perform 'Shine' https://www.singup.org/song-bank/song/535-shine/</p> <p><i>WALT: Learn to sing Shine WALT: Learn to perform Shine</i></p> <p>Key Questions - <i>What instruments can you hear? How many? How would you describe the music? Where might you hear this music? Is there more than one section? Where does it change? How should we start and end every performance?</i></p> <p>Lesson 5 and 6 Learn and perform 'Big Sing Up Mambo' https://www.singup.org/song-bank/song/579-big-sing-up-mambo/</p> <p><i>WALT: Learn to sing Big Sing up Mambo WALT: Learn to perform Big Sing up Mambo</i></p> <p>Key Questions - <i>What instruments can you hear? How many? What style of music do you think this is? Where might you hear this music?</i></p>	<p><i>many? What style of music do you think this is? Where might you hear this music? Is there more than one section? Where does it change? How?</i></p> <p>Lesson 3 and 4 Learn and perform 'see you again' https://www.singup.org/song-bank/song/880-see-you-again/</p> <p><i>WALT: Learn to sing See you Again WALT: Learn to perform See you Again in 2 parts</i></p> <p>Key Questions - <i>What instruments can you hear? How many? What style of music do you think this is? Where might you hear this music? What new style of singing are we using? What can we do to make sure we portray the correct emotion of the song?</i></p> <p>Lesson 5 and 6 Learn and perform 'wanna be like you' https://www.singup.org/song-bank/song/207-i-wanna-be-like-you/</p> <p><i>WALT: Learn to sing Wanna be Like You WALT: Learn to perform Wanna be like You in 2 parts</i></p> <p>Key Questions - <i>What instruments can you hear? How many?</i></p>
---	--	---	--

<p><i>WALT: Using unpitched percussion, develop your soundscapes to include new sounds</i></p> <p>Key Questions: How can we use unpitched percussion to develop our music? What can we do to change the sound on unpitched percussion? What is rhythm? How can we represent our new music on our written music?</p> <p>Lesson 6 Group performances</p> <p><i>WALT: Perform our soundscapes to the rest of the class</i></p> <p>Key Questions: What is rhythm? What is pulse?</p> <p>Prompt questions: What went well? Even better if? I really liked it when... This bit sounded good because... I think it could be developed by...</p>	<p>Lesson 6</p> <p><i>WALT: Develop a melody by adding a percussion part</i></p> <p>What is rhythm? What is a melody? What is percussion?</p>	<p><i>Is there more than one section? Where does it change? How?</i></p> <p>No additional song - if more lessons are in the cycle, recommend spending longer on each song.</p>	<p><i>What style of music do you think this is? Where might you hear this music? How would you compare this song to the previous song that we have learnt?</i></p> <p>No additional song - if more lessons are in the cycle, recommend spending longer on each song.</p>
<p>Progression aims:</p> <ul style="list-style-type: none"> ● Keep a steady pulse ● Play simple rhythms from traditional notation /graphic notation ● Demonstrate the difference between pulse and rhythm ● Play a simple melody solo or in a group ● Interpret simple graphic score ● Improvise freely using 3 given notes 	<p>Progression aims:</p> <p>National Curriculum Links:</p> <ul style="list-style-type: none"> ● improvise and compose music for a range of purposes using the inter-related dimensions of music ● listen with attention to detail and recall sounds with increasing aural memory ● develop an understanding of the history of music. 	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Sing with appropriate phrasing/breathing ● Sing with a larger range of notes <ul style="list-style-type: none"> ● Sing in two parts (e.g. a round in a large group) ● Identify simple genres e.g. pop, folk, classical, rap, Bhangra <p>National Curriculum links:</p> <ul style="list-style-type: none"> ● listen with attention to detail 	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Sing with clear diction ● Sing songs from different musical genres/ cultures (e.g. rock, folk, traditional, historical, lullaby, Africanchant, Gospel, Raga, Hymns) ● Identify simple structures (repeating melody, introduction, verse/chorus) ● Describe a single piece in terms of tempo, dynamics and mood

<ul style="list-style-type: none"> ● Create and play a simple graphic score on a theme ● Identify classroom instruments and describe their timbre <p>National curriculum links:</p> <ul style="list-style-type: none"> ● perform, listen to, review and evaluate music across a range of historical periods ● understand and explore how music is created, produced and communicated, including through: dynamics, tempo, timbre, duration, pitch and appropriate musical notations. ● Play tuned instruments musically ● Listen with concentration and understanding to a range of high-quality live and recorded music ● experiment with, create, select and combine sounds using the inter-related dimensions of music ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music for a range of purposes using the inter-related dimensions of music ● use and understand staff and other musical notations 	<ul style="list-style-type: none"> ● perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ● understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> ● use and understand staff and other musical notations ● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> ● listen with attention to detail and recall sounds with increasing aural memory ● use and understand staff and other musical notations ● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
--	--	---	--

Year 4

Topic 1	Topic 2	Topic 3	Topic 4
<p><u>Musicianship project: recorder (JAS)</u></p> <p>Lesson 1 Introduction to recorder and Spooky Spinney Story</p> <p><i>WALT: hold a recorder and blow it</i></p> <p><i>Key Questions:</i> <i>What is a recorder?</i> <i>What sound does it make?</i> <i>What family of instruments does the recorder belong to?</i></p> <p>Lesson 2 <i>WALT: play Note B on the recorder</i></p> <p><i>Key Questions:</i> <i>How do you hold a recorder?</i> <i>Which hand do we use to cover the holes on the recorder?</i> <i>What are note values?</i></p> <p>Lesson 3 <i>WALT: confidently play Note B on the recorder</i></p> <p><i>Key Questions:</i> <i>How do we play note B on the recorder?</i> <i>Can anyone show the class?</i> <i>What family of instruments does the recorder belong to?</i> <i>Do you need to tune the instrument?</i> <i>What is a quaver?</i></p> <p>Lesson 4 <i>WALT: play Note A on the recorder</i></p>	<p>Music Technology</p> <p>Lesson 1</p> <p><i>WALT: Use Chrome Labs to create graphic scores</i></p> <p><i>Key Questions:</i> <i>What is a graphic score?</i> <i>What does the word sequence mean?</i></p> <p>Lesson 2</p> <p><i>WALT: Use Chrome Labs to create a melody on the melody maker</i></p> <p><i>Key Questions:</i> <i>What is a melody?</i> <i>How many words can you spell with the first 7 letters of the alphabet?</i> <i>What is tempo?</i></p> <p>Lesson 3</p> <p><i>WALT: Use Chrome Labs to create different rhythms with varying layers</i></p> <p><i>Key Questions:</i> <i>What is rhythm?</i> <i>What is texture?</i> <i>What is tempo?</i></p>	<p>Singing and Performing</p> <p>Lesson 1 and 2 Learn and perform 'let love shine through' https://www.singup.org/song-bank/song/826-let-love-shine-through/</p> <p><i>WALT: Learn to sing Let Love Shine Through</i> <i>WALT: Learn to perform Let Love Shine Through in 2 parts</i></p> <p><i>Key Questions -</i> <i>What instruments can you hear? How many?</i> <i>What style of music do you think this is?</i> <i>Where might you hear this music?</i> <i>How should we stand when we perform?</i></p> <p>Lesson 3 and 4 Learn and perform 'happy' https://www.singup.org/song-bank/song/848-happy/</p> <p><i>WALT: Learn to sing Happy</i> <i>WALT: Learn to perform Happy in 2 parts</i></p> <p><i>Key Questions -</i> <i>What instruments can you hear? How many?</i> <i>What style of music do you think this is?</i> <i>Where might you hear this music?</i></p>	<p>Singing and Performing</p> <p>Lesson 1 and 2 Learn and perform 'I can see clearly now' https://www.singup.org/song-bank/song/108-i-can-see-clearly-now/</p> <p><i>WALT: Learn to sing I can See Clearly Now focussing on diction</i> <i>WALT: Learn to perform I can See Clearly in 2 parts</i></p> <p><i>Key Questions -</i> <i>What instruments can you hear? How many?</i> <i>What style of music do you think this is?</i> <i>Where might you hear this music?</i> <i>How should we stand when we perform?</i> <i>How should each performance begin and end?</i> <i>How can we make sure we sing in time with everyone singing the same part as you?</i> <i>How do we portray the emotion of the song in the way we sing it?</i></p> <p>Lesson 3 to 6 Learn and perform 'Gospel medley' https://www.singup.org/song-bank/song/136-gospel-medley/</p> <p>Additional song Learn and perform 'i've got rhythm' https://www.singup.org/song-</p>

<p><i>Key Questions:</i> <i>How do we play Note A on the recorder?</i> <i>What does our right hand do when playing the recorder?</i> <i>How do you breathe into a recorder?</i> <i>What is a minimum?</i></p> <p>Lesson 5 <i>WALT: confidently play Note A on the recorder</i></p> <p><i>Key Questions:</i> <i>How do we play note A on the recorder?</i> <i>Can anyone show the class?</i> <i>What is crochet?</i></p> <p>Lesson 6 <i>WALT: Perform what you know!</i></p> <p><i>Key Questions:</i> <i>How should we act when someone else is performing?</i> <i>What is good posture for instrument playing?</i></p>	<p>Lesson 4</p> <p><i>WALT: To begin developing a song using song maker by copying and mirroring a sequence</i></p> <p><i>Key Questions:</i></p> <p>What is a melody? What is instrumentation? How many beats are in a bar?</p> <p>Lesson 5</p> <p><i>WALT: Write a song, starting with the melody, using song maker</i></p> <p><i>Key Questions:</i></p> <p>What is a melody? What is a rhythm? What is a bar in music?</p> <p>Lesson 6</p> <p><i>WALT: Develop a melody by adding a percussion part</i></p> <p>What is rhythm? What is a melody? What is percussion?</p>	<p><i>How should we stand when we perform?</i> <i>How should each performance begin and end?</i></p> <p>Lesson 5 and 6 Learn and perform 'count on me' https://www.singup.org/song-bank/song/587-count-on-me/</p> <p><i>WALT: Learn to sing Count on Me</i> <i>WALT: Learn to perform Count on Me in 2 parts</i></p> <p><i>Key Questions -</i> <i>What instruments can you hear? How many?</i> <i>What style of music do you think this is?</i> <i>Where might you hear this music?</i> <i>How should we stand when we perform?</i> <i>How should each performance begin and end?</i> <i>How can we make sure we sing in time with everyone singing the same part as you?</i> <i>How do we portray the emotion of the song in the way we sing it? What areas might we focus on?</i></p> <p>No additional song - if more lessons are in the cycle, recommend spending longer on each song.</p>	<p>bank/song/479-i-got-rhythm/</p> <p><i>WALT: Learn to sing I've Got Rhythm focussing on diction</i> <i>WALT: Learn to perform I've Got Rhythm in 2 parts</i></p> <p><i>Key Questions -</i> <i>What instruments can you hear? How many?</i> <i>What style of music do you think this is?</i> <i>Where might you hear this music?</i> <i>How should we stand when we perform?</i> <i>How should each performance begin and end?</i> <i>How can we make sure we sing in time with everyone singing the same part as you?</i> <i>How do we portray the emotion of the song in the way we sing it? What areas might we focus on?</i></p>
<p>Progression aims:</p> <ul style="list-style-type: none"> • Play longer and more complex rhythms • Follow a conductor adapting to changes in dynamics and tempo • Play a simple melody in 2 parts with 'step by step' movement 	<p>Progression aims:</p>	<p>Progression aims:</p> <ul style="list-style-type: none"> • Sing with even tone across the dynamic range with clear open vowels • Sing with facial expression and good posture 	<p>Progression aims:</p> <ul style="list-style-type: none"> • Identify common orchestral and non-orchestral instruments by sight and sound • Listen to music with simple chords

<ul style="list-style-type: none"> • Play showing 2 techniques on an instrument (e.g. recorder - vibrato) <p>National Curriculum Links:</p> <ul style="list-style-type: none"> • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations • 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. • improvise and compose music for a range of purposes using the inter-related dimensions of music • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> • Show awareness and blend with others when singing • Demonstrate good performance technique (entry, posture, acknowledgement of audience etc.) <p>National curriculum links:</p> <ul style="list-style-type: none"> • develop an understanding of the history of music. • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence 	<ul style="list-style-type: none"> • Use different voices e.g. talking, whisper, squeaky and monster voice confidently • Identify and describe different textures, e.g. solo, duet • Observe and discuss the music of at least 3 culturally diverse musicians • Describe and compare different pieces of music in terms of history, culture and purpose <p>National curriculum links:</p> <ul style="list-style-type: none"> • develop an understanding of the history of music. • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
---	---	--	---

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Key project: Piano</u></p> <p>Lesson 1 Fingers, keyboard notes</p> <p>WALT: <i>Learn the notes on the piano, and finger numbers</i></p> <p><i>Key Questions -</i> <i>What are notes?</i> <i>How do we find the note D on the keyboard?</i> <i>Why do we label our fingers using numbers?</i></p> <p>Lesson 2 Rhythm and notes</p> <p>WALT: <i>Learn about note values, and sharps/flats</i></p> <p><i>Key Questions -</i> <i>What are the note values?</i> <i>What do we call the black keys on a piano?</i> <i>What is a Treble Clef?</i></p> <p>Lesson 3 Learning scales</p> <p>WALT: <i>Learn about scales and how to play them on the piano</i></p> <p><i>Key questions -</i> <i>Why might scales be useful?</i> <i>How can we play a scale</i></p>	<p><u>Aladdin</u></p> <p>Lesson 1 Learn Friend Like Me (Vocals)</p> <p>Lesson 2 Learn Friend Like Me (Vocals)</p> <p>Lesson 3 Learn A Whole New World on the keyboard (Treble Clef)</p> <p>Lesson 4 Practise: A Whole New World on they keyboard (Bass Clef)</p> <p>Lesson; 5 Practise A Whole New World on they keyboard (Duet)</p> <p>Lesson 6 Perform: A Whole New World</p>	<p>Singing and Performing</p> <p>Lesson 1 and 2 Learn and perform 'Ain't no mountain high enough' https://www.singup.org/son-g-bank/song/83-ain/</p> <p>Lesson 3 and 4 Learn and perform 'Oh Happy Day' https://www.singup.org/son-g-bank/song/96-oh-happy-day/</p>	<p><u>Musicianship project: Piano</u></p> <p>Lesson 1 WALT: Draw a treble clef on the stave WALT: Play Minor scales with the right hand</p> <p>Lesson 2 WALT: <i>Understand how a bass clef works and how to draw it on a stave</i></p> <p>WALT: <i>Play Minor scales with the left hand</i></p> <p>Lesson 3 Introduction to 'Little Prelude'</p> <p>WALT: <i>How to map out the proper finger technique for Little Prelude</i></p> <p>Lesson 4 Practise: Little Prelude</p> <p>Lesson 5 Practice: Little Prelude</p> <p>Lesson 6 Perform: Little Prelude</p>	<p>Singing and Performing</p> <p>Lesson 1 and 2 Learn and perform 'Skyfall' https://www.singup.org/son-g-bank/song/770-skyfall/</p> <p>Lesson 3 and 4 Learn and perform 'I won't give up' https://www.singup.org/son-g-bank/song/631-i-wont-give-up/</p> <p>Lesson 5 and 6 Learn and perform 'Hello' https://www.singup.org/son-g-bank/song/827-hello/</p>	<p><u>Composition project: Piano/ensemble</u></p> <p>Lesson 1 Introduction to Chords</p> <p>WALT: <i>How to play chords on the piano</i></p> <p><i>Key Questions -</i> <i>What is a chord?</i> <i>What are the two main types of chords?</i></p> <p>Lesson 2 Chord Progressions</p> <p>Lesson 3 Pentatonic Improvisation</p> <p>Lesson 4 Writing a melody</p> <p>Lesson 5 Finalising and practice</p> <p>Lesson 6 Showcase/performance</p>

<p><i>without running out of fingers? What is Pitch in music?</i></p> <p>Lesson 4 Mary had a Little Lamb (1 hand)</p> <p><i>WALT: Learning to play Mary had a little lamb</i></p> <p><i>Key Questions - Which hand should we use to play the melody? What note values are used in this song?</i></p> <p>Lesson 5 Mary had a Little Lamb (2 hands / duet)</p> <p><i>WALT: Learning to play together</i></p> <p><i>Key Questions - What do we call a performance with 2 people? How many beats are in each bar? What is a good way to keep in time with each other?</i></p> <p>Lesson 6 Performance assessment</p> <p><i>WALT: Perform in front of an audience</i></p> <p><i>Key Questions - How should we act when watching a performance?</i></p>					
--	--	--	--	--	--

<p>Progression aims:</p> <ul style="list-style-type: none"> ● Play a melody with 'step by step' movement, small leaps and repetition ● Play a piece using 2 chords or more ● Discuss and refine performances, deciding on appropriate tempo and dynamic ● Improvise with call and response ideas ● Show awareness of simple chord changes and harmony <p>National Curriculum Links:</p> <ul style="list-style-type: none"> ● understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate 	<p>Progression Aims:</p> <ul style="list-style-type: none"> ● Sing with a range of an octave or more ● Make adjustments to intonation ● Breathe without interrupting the musical line ● Sing songs in two parts that have contrasting melodies and counter melodies <p>National curriculum links:</p> <ul style="list-style-type: none"> ● develop an understanding of the history of music. ● use and understand staff and other musical notations ● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and 	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Discuss and refine performances, deciding on appropriate tempo and dynamic ● Breathe without interrupting the musical line ● Improvise with call and response ideas <p>National curriculum links:</p> <ul style="list-style-type: none"> ● develop an understanding of the history of music. ● use and understand staff and other musical notations ● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great 	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Play longer and more complex rhythms in different metres ● Show awareness of simple chord changes and harmony ● Experiment with taking control of tempo and dynamics in group playing <ul style="list-style-type: none"> ● understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations ● play and perform in solo and ensemble contexts, using 	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Compare 2 versions of the same song/music and discuss instruments, tempo ● Identify a wider range of orchestral and non-orchestral instruments by name sight and sound ● Listen to and discuss a range of non-western styles (e.g. Chinese, Indian, African) <p>National curriculum links:</p> <ul style="list-style-type: none"> ● develop an understanding of the history of music. ● use and understand staff and other musical notations ● appreciate and understand a wide range of high-quality live and 	<p>Progression aims:</p> <ul style="list-style-type: none"> ● Compose a simple chord sequence ● Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic, tempo ● Improvise and compose using pentatonic notes over a drone or chord pattern ● Compose a rap with an accompanying rhythm <ul style="list-style-type: none"> ● understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

<p>musical notations</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations • listen with attention to detail and recall sounds with increasing aural memory 	<p>from great composers and musicians</p> <ul style="list-style-type: none"> • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • listen with attention to detail and recall sounds with increasing aural memory 	<p>composers and musicians</p> <ul style="list-style-type: none"> • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • listen with attention to detail and recall sounds with increasing aural memory 	<p>their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • use and understand staff and other musical notations • listen with attention to detail and recall sounds with increasing aural memory 	<p>recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use technology appropriately and have the opportunity to progress to the next level of musical excellence
---	--	---	--	---	--

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Singing and Performing: Musical Theatre</p> <p>Lesson 1 and 2 Learn and perform 'Another day of sun' https://www.singup.org/song-bank/song/890-another-day-of-sun/</p> <p><i>WALT: Learn how to sing and Perform Another day of Sun</i></p> <p><i>Key Questions - What makes musical theatre music different from other music? What do you think is the meaning of the song? How would we perform this if we were on stage? How can we change the way we sing it to better portray the emotions?</i></p>	<p><u>Musicianship project: ukulele</u> (See booklet for detailed lesson outline)</p> <p>Lesson 1 - Chord Diagrams</p> <p><i>WALT: Learn how to read a Chord Diagram and play a it on the Ukulele</i></p> <p><i>Key Questions - Can you name all the musicals we looked at in the last scheme? Which element of music means volume? Which family of instruments does the trumpet belong to?</i></p> <p>Lesson 2 - Next to Me Singing</p>	<p>Singing and Performing</p> <p>Lesson 1 and 2 Learn and perform 'Stereo Hearts' https://www.singup.org/song-bank/song/817-stereo-hearts/</p> <p>Lesson 3 and 4 Learn and perform 'Rather be' https://www.singup.org/song-bank/song/622-rather-be/</p> <p>Lesson 5 and 6 Learn and perform 'Video killed the radio star' https://www.singup.org/song-bank/song/625-video-killed-the-radio-star/</p>	<p><u>Musicianship Project: brass band</u></p> <p>Lesson 1 - The Basics <i>WALT: Holding the instrument and making a sound</i></p> <p>Key questions:</p> <p>What is a Brass instrument? What does warming up the instrument mean? What's the difference between the Trumpet, Baritone and Trombone?</p> <p>Lesson 2 <i>WALT: Playing a note</i></p> <p>Key questions:</p> <p>What is a mouthpiece? How do we make a</p>	<p><u>Musicianship Project 2: ukulele</u></p> <p>Lesson 1 - Learning I Gotta feeling <i>WALT: Sing the song 'I Gotta feeling' by the Black Eyed Peas</i></p> <p><i>Key questions: Can you name the instruments involved? Is there anything different you notice about the vocals? Can you tell how many beats there are in a bar in this piece of music?</i></p> <p>Lesson 2 - Learning I Gotta feeling <i>WALT: Finish learning to sing the song 'I Gotta feeling' by the Black Eyed Peas</i></p>	<p>Singing, Songwriting and Performing</p> <p>Lesson 1 - What's in a song? <i>WALT: Identify the common features of a song structurally and instrumentally and be able to play a section of a song</i></p> <p>Lesson 2 - Building a chord progression <i>WALT: Build a triad and play a I IV V progression</i></p> <p>Lesson 3 - Writing Lyrics <i>WALT: Write lyrics based on a story of our own creation</i></p>

<p>Lesson 3 and 4 Learn and perform 'Seasons of love' https://www.singup.org/song-bank/song/821-seasons-of-love/</p> <p>WALT: Learn how to sing and Perform Seasons of Love in 2 parts</p> <p>Key Questions - What do you think is the meaning of the song? How would we perform this if we were on stage? How can we change the way we sing it to better portray the emotions? How do we make sure this performance looks more professional?</p> <p>Lesson 5 and 6 Learn and perform 'Go the distance' https://www.singup.org/song-bank/song/472-go-the-distance/</p> <p>WALT: Learn how to sing and Perform Go the Distance</p> <p>Key Questions - What do you think is the meaning of the song? How would we perform</p>	<p>WALT: Learn how to sing Next to me as a class and recap on the Ukulele chords learnt last lesson</p> <p>Key Questions - What is the name for the hole in a Ukulele? Which element of music means speed? Which family of instruments does the oboe belong to?</p> <p>Lesson 3 - Next to me Chords</p> <p>WALT - To recap on the chords and words for Next to Me and to start playing the chords as a small group</p> <p>Key Questions- What is a strum pattern?</p> <p>Which family of instruments does the Cello belong to? What is an ostinato?</p> <p>Lesson 4 - Group Practice</p> <p>WALT - Practice as an ensemble and be in time with each other when playing the Ukulele</p> <p>Key questions -</p>		<p>sound? How do we hold our instrument? How do we warm up?</p> <p>Lesson 3 WALT: Tonguing a note</p> <p>Key Questions: How do we create a sound? What can we do to make a note happen exactly when we want to? What makes a Brass instrument different to other families of instruments?</p> <p>Lesson 4 WALT: Playing a 2 note piece</p> <p>Key Questions:</p> <p>What note are we playing when no valves are used/the slide is up? How do we play the note B? Is B higher or lower than C?</p> <p>Lesson 5 WALT: Learning another note, playing another piece</p> <p>Key Questions:</p>	<p>Key questions: Can you name the instruments involved? What is the effect on the vocals? Can you remember how many beats there are in a bar in this piece of music?</p> <p>Lesson 3 - Recapping Ukulele WALT: Recap how to play the Ukulele and learn the chords for I Gotta feeling</p> <p>Key Questions:</p> <p>How do we read Ukulele chord charts? What is a strumming pattern? Can you remember how to play any chords?</p> <p>Lesson 4 - Learning Ukulele TAB</p> <p>WALT: Read and play from Ukulele tab</p> <p>Key Questions: What makes tab different from notation? Why are Guitar and Ukulele tab different? What should we do with our right hand to be able to play tab?</p>	<p>Lesson 4 - Making the lyrics fit your music WALT: Take the lyrics we have written and set them to a melody for our songs</p> <p>Lesson 5 - Putting a song together WALT: Develop our song to include more than one instrument</p> <p>Lesson 6 - Performing WALT: Perform our song to the rest of the class</p>
---	---	--	---	---	--

<p><i>this if we were on stage? How can we change the way we sing it to better portray the emotions? How do we make sure this performance looks more professional? How can we change our performance to suit the different sections of the music and where does it change?</i></p>	<p><i>Which 3 chords have we learnt on the Ukulele? What does tempo mean? Which family of instruments do Timpani belong to?</i></p> <p>Lesson 5 - Group Practice</p> <p><i>WALT - To rehearse the chords in time and attempt adding the lyrics</i></p> <p><i>Key questions - What are frets on Guitars and Ukuleles? How do we know which fingers to use when playing a chord? What is the name for the main part of the Ukulele?</i></p> <p>Lesson 6 - Performance</p> <p><i>WALT - To perform Next to Me as a group to the rest of the class</i></p> <p><i>Key questions - Which element of music describes how high or low a note is? What is the name for the top of the Ukulele? Which is the highest sounding string instrument?</i></p>		<p>What valve/ position do we need for the note B? How many beats does a semibreve last? How many beats does a minim last?</p> <p>Lesson 6 <i>WALT: P Lay and perform both pieces learnt</i></p> <p>Key Questions:</p> <p>How many beats does a crotchet last? How can we make sure we have enough air to play a piece of music? What sound do we need to make with our tongue to make sure the sound happens quickly?</p>	<p>Lesson 5 - Putting a performance together <i>WALT: Create a group performance of I Gotta feeling</i></p> <p>Key Questions: <i>How do we make sure our performance is well rounded? What makes effective practice? How can we make sure we stay in time with each other?</i></p> <p>Lesson 6 - Performing <i>WALT: Perform with our group and give feedback on others</i></p> <p>Key Questions: How can we be a good audience? How do we conduct ourselves when we are performing? How do we give feedback that is both positive and helpful to the group?</p>	
<p>Progression aims:</p>	<p>Progression aims:</p>	<p>Progression aims:</p>	<p>Progression aims:</p>	<p>Progression aims:</p>	<p>Progression aims:</p>

<ul style="list-style-type: none"> ● Maintain good intonation through whole song ● Have access to follow music using simple traditional notation ● Convey the meaning and the context of the song with dramatic interpretation ● Show an understanding of the etiquette of performance and communicate with confidence to an audience ● Identify structures within music (e.g. verse, chorus, intro, bridge, repeat etc.) <p>National curriculum links:</p> <ul style="list-style-type: none"> ● learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the 	<ul style="list-style-type: none"> ● Sing with confidence and good communication as a soloist or in a small group ● Play a chord sequence ● Make choices about appropriate blending in an ensemble ● Show and understand the etiquette of performance and communicate with confidence to an audience ● Identify structures within music (e.g. verse, chorus, intro, bridge, repeat etc.) ● Critique own and others' work, offering specific comments and justifying these <p>National curriculum links:</p> <ul style="list-style-type: none"> ● understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, 	<ul style="list-style-type: none"> ● Maintain good intonation through whole song ● Have access to follow music using simple traditional notation ● Convey the meaning and the context of the song with dramatic interpretation ● Show an understanding of the etiquette of performance and communicate with confidence to an audience ● Demonstrate an awareness of the historical development of music ● Identify structures within music (e.g. verse, chorus, intro, bridge, repeat etc.) <p>National curriculum links:</p> <ul style="list-style-type: none"> ● learn to sing and to use their voices, to create and compose music on their own and with others, have 	<ul style="list-style-type: none"> ● Play from more complex notations including pitch, dynamic, rhythm and expressive contexts ● Play more complex rhythms ● Discuss the differences in texture and music group (e.g. string quartet, orchestra, duet) ● Use appropriate musical vocabulary to describe particular characteristics (e.g. chords, staccato, forte, riff, bassline) <p>National curriculum links:</p> <ul style="list-style-type: none"> ● understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate 	<ul style="list-style-type: none"> ● Play a chord sequence ● Make choices about appropriate blending in an ensemble ● Show and understand the etiquette of performance and communicate with confidence to an audience ● Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox ● Critique own and others' work, offering specific comments and justifying these <p>National curriculum links:</p> <ul style="list-style-type: none"> ● understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate 	<ul style="list-style-type: none"> ● Show and understand the etiquette of performance and communicate with confidence to an audience ● Compose a simple chord sequence and suitable melody ● Compose an ostinato/riff for an accompaniment ● Collaborate, compose and notate a song with more than one section ● Critique own and others' work, offering specific comments and justifying these ● Play a melody with 'step by step' movement, larger leaps, repetition and appropriate phrasing/articulation <p>National curriculum links:</p> <ul style="list-style-type: none"> ● learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical
---	---	--	---	---	--

<p>next level of musical excellence</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>tempo, timbre, texture, structure and appropriate musical notations</p> <ul style="list-style-type: none"> • have the opportunity to learn a musical instrument • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn 	<p>musical notations</p> <ul style="list-style-type: none"> • have the opportunity to learn a musical instrument • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding 	<p>musical notations</p> <ul style="list-style-type: none"> • have the opportunity to learn a musical instrument • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding 	<p>instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great
--	--	--	--	--	--

	<ul style="list-style-type: none"> develop an understanding of the history of music. 	<p>from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> develop an understanding of the history of music 	<p>of the history of music.</p>	<p>of the history of music.</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>composers and musicians</p> <ul style="list-style-type: none"> develop an understanding of the history of music improvise and compose music for a range of purposes using the inter-related dimensions of music understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. use technology appropriately and have the opportunity to progress to the next level of musical excellence
--	---	--	---------------------------------	---	--

