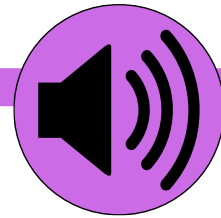
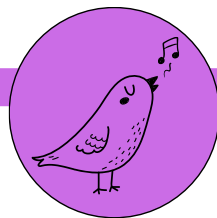
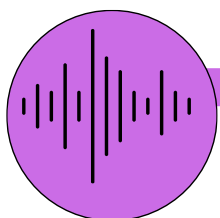


Music

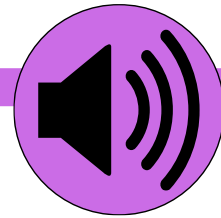
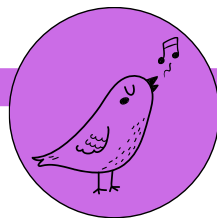
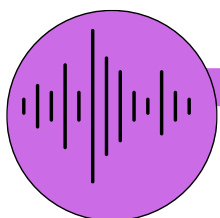
Cultural Capital



	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Me!	My Musical Heartbeat	Pulse, Rhythm and Pitch	Writing Music Down	Musical Structures	Melody and Harmony in Music	Music and Technology
	The Units of Work in Terms 1 and 2 are more flexible allowing for child-led activities based around the focus for learning..	Every piece of music has a heartbeat – a musical heartbeat. In music, we call it the ‘pulse’ or the ‘beat’ of the music. When you are listening and singing to the music and songs in this unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time – find a movement that helps you to keep the beat. In this unit, we ask the social question, ‘How can we make friends when we sing together?’ This question evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world.	Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called ‘rhythm’ and ‘pitch’. These elements combine when we sing and play. In this unit, we ask ‘How Does Music Help Us to Make Friends?’ as an entry point for the broad Social Theme of ‘Music Is a Peacebuilder and Friendmaker’. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.	Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. In this unit, we ask ‘How Does Music Bring Us Closer Together?’ as an entry point for the broad Social Theme of ‘Music Is a Peacebuilder and Friendmaker’. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.	Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music. In this unit, we ask ‘How Does Music Bring Us Together?’ as an entry point for the broad Social Theme of ‘Music Is a Peacebuilder and Friendmaker’. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.	A melody (or a tune) is a group of notes played one after another. In music, ‘melody’ contrasts with ‘harmony’. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. In this unit, we ask ‘How Does Music Bring Us Together?’ as an entry point for the broad Social Theme of ‘Music Is a Peacebuilder and Friendmaker’. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.	Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the YuStudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity. In this unit, we ask ‘How Does Music Bring Us Together?’ as an entry point for the broad Social Theme of ‘Music Is a Peacebuilder and Friendmaker’. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.
Autumn 2	My stories	Dance, Sing and Play	Playing in an Orchestra	Playing in a Band	Exploring Feelings when you Play	Sing and Play in Different Styles	Developing Ensemble Skills
	The Units of Work in Terms 1 and 2 are more flexible allowing for child-led activities based around the focus for learning.	Music is made up of long and short sounds called ‘rhythm’ and high and low sounds that we call ‘pitch’. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together. In this unit, we ask ‘How Does Music Tell Stories About the Past?’ as an entry point for the broad Social Theme of ‘Music Is a Storyteller and Time Traveller’. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.	Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra – what can you learn about the orchestra? In this unit, we ask ‘How Does Music Teach Us About the Past?’ as an entry point for the broad Social Theme of ‘Music Is a Storyteller and Time Traveller’. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.	Playing together in a band is fun and exciting! In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. In this unit, we ask ‘What Stories Does Music Tell Us About the Past?’ as an entry point for the broad Social Theme of ‘Music Is a Storyteller and Time Traveller’. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.	Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. In this unit, you will explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods. In this unit, we ask ‘How Does Music Connect Us with Our Past?’ as an entry point for the broad Social Theme of ‘Music Is a Storyteller and Time Traveller’. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.	Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, ‘tempo’ refers to the speed of the beat – or how fast or slow the music sounds. Sometimes, tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit. In this unit, we ask ‘How Does Music Connect Us with Our Past?’ as an entry point for the broad Social Theme of ‘Music Is a Storyteller and Time Traveller’. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.	You are all used to singing and playing together in a band or ensemble now. You will have gained confidence so when you are playing together in this unit make sure to use dynamics and expression and read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (‘crescendo’) or from loud to soft (‘decrescendo’) can help make music more exciting. In this unit, we ask ‘How Does Music Connect Us with Our Past?’ as an entry point for the broad Social Theme of ‘Music Is a Storyteller and Time Traveller’. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.

Music

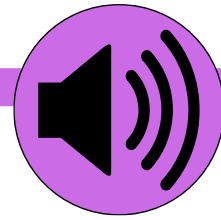
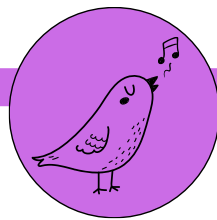
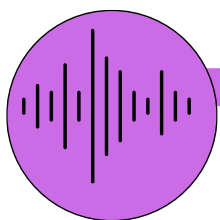
Cultural Capital



	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	Everyone	Exploring Sounds	Inventing a Musical Story	Compose using your Imagination	Compose with Your Friends	Composing and chords	Creative Composition
	The Units of Work in Terms 1 and 2 are more flexible allowing for child-led activities based around the focus for learning.	Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies. In this unit, we ask 'How Does Music Make the World a Better Place?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.	Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story Use the music in this unit to explore loud and soft sounds. In this unit, we ask 'How Does Music Make the World a Better Place?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.	Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell? In this unit, we ask 'How Does Music Make the World a Better Place?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.	When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing and playing instruments to explore this important note in music. In this unit, we ask 'How Does Music Improve Our World?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.	If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords. In this unit, we ask 'How Does Music Improve Our World?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.	By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever. In this unit, we ask 'How Does Music Improve Our World?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.
Spring 2	Our World	Learning to Listen	Recognising different Sounds	More Musical Styles	Feelings Through Music	Enjoying Musical Styles	Musical Styles Connect Us
	The Units of Work in Terms 1 and 2 are more flexible allowing for child-led activities based around the focus for learning.	Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit? In this unit, we ask 'How Does Music Help Us to Understand Our Neighbours?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is relevant to learning topics such as community, nationality,	When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony take s place. In this unit, we ask 'How Does Music Teach Us About Our Neighbourhood?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is	Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte' and quiet sounds are called 'piano'. In this unit, we ask 'How Does Music Help Us Get to Know Our Community?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is relevant to learning topics such as community, nationality, where	Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also used instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear. In this unit, we ask 'How Does Music Teach Us About Our Community?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from	There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. Texture refers to the layers of sounds you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music. In this unit, we ask 'How Does Music Teach Us About Our Community?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of	Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes. In this unit, we ask 'How Does Music Teach Us About Our Community?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is

Music

Cultural Capital



	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	Big Bear Funk	Having Fun with Improvisation	Exploring Improvisation	Enjoying Improvisation	Expression and Improvisation	Freedom to Improvise	Improvising with confidence
	Big Bear Funk transitions from being focus based to preparing for Year 1..	Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups. In this unit, we ask 'What Songs Can We Sing to Help Us Through the Day?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.	Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go at playing or singing on your own. Explore and have fun! In this unit, we ask 'How Does Music Make Us Happy?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.	Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse and chorus are some more. In this unit, you will improvise over a section of the song. In this unit, we ask 'How Does Music Make a Difference to Us Every Day?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.	Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics. In this unit, we ask 'How Does Music Shape Our Way of Life?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.	Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion). In this unit, we ask 'How Does Music Shape Our Way of Life?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.	You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting. In this unit, we ask 'How Does Music Shape Our Way of Life?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.
Summer 2	Reflect, Rewind and Replay	Let's Perform Together!	Our Big Concert	Opening Night	The Show Must Go On	Battle of the Bands!	Farewell Tour
	The final Unit for the year Reect, Rewind and Replay consolidates the year's learning.	Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year. In this unit, we ask 'How Does Music Teach Us About Looking After Our Planet?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'. This is relevant to learning topics such as nature, environment, animals, geography, biology, art, outdoor education, the Forest School, climate change, environmental justice and other topics as you, the teacher, see fit.	Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt. In this unit, we ask 'How Does Music Teach Us About Looking After Our Planet?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'. This is relevant to learning topics such as nature, environment, animals, geography, biology, art, outdoor education, the Forest School, climate change, environmental justice and other topics as you, the teacher, see fit.	Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there! In this unit, we ask 'How Does Music Connect Us with Our Planet?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'. This is relevant to learning topics such as nature, environment, animals, geography, biology, art, outdoor education, the Forest School, climate change, environmental justice and other topics as you, the teacher, see fit.	Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to. In this unit, we ask 'How Does Music Connect Us with the Environment?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'. This is relevant to learning topics such as nature, environment, animals, geography, biology, art, outdoor education, the Forest School, climate change, environmental justice and other topics as you, the teacher, see fit.	Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. In this unit, we ask 'How Does Music Connect Us with the Environment?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'. This is relevant to learning topics such as nature, environment, animals, geography, biology, art, outdoor education, the Forest School, climate change, environmental justice and other topics as you, the teacher, see fit.	This is your last performance before you move to high school. It will be a special performance so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember – band parts are available. Enjoy this performance! In this unit, we ask 'How Does Music Connect Us with the Environment?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'. This is relevant to learning topics such as nature, environment, animals, geography, biology, art, outdoor education, the Forest School, climate change, environmental justice and other topics as you, the teacher, see fit.