



# Big Picture for Music



## Intent and design

### What are we trying to achieve?

By promoting our school ethos of 'Respect, Pride, Achieve', together with our Red Kite Values, our young people will have the character traits, knowledge and skills to make a positive impact on the world.

<p>Vision and aims for MUSIC in our school</p>	<p><b>Outcomes for pupils in Music</b></p> <p><b>KS1</b></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></li> <li><i>Play tuned and untuned instruments musically.</i></li> <li><i>Listen with concentration and understanding to a range of high quality live and recorded music.</i></li> <li><i>Experiment with, create, select, and combine sounds using their inter-related dimensions of music.</i></li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li><i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organizing and manipulating ideas within musical structures and reproducing sounds from aural memory.</i></li> <li><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></li> <li><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></li> <li><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></li> <li><i>Use and understand staff and other musical notations.</i></li> <li><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></li> <li><i>Develop an understanding of the history of music.</i></li> </ul>
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<p>Key principles underpinning our curriculum.</p>	<p>Knowing more</p>	<p><b>CLARITY OF PURPOSE</b></p> <p>What are we learning? How are we learning it? Why are we learning it? Children will learn how to sing and play along to a variety of musical genres so they can better understand how music has affected or been affected by society. They will also learn how to play tuned/untuned instruments by using the Charanga scheme and other musical events and groups.</p>	<p><b>PROGRESSION OF KEY CONCEPTS</b></p> <p>Appropriate pitch and expectations learning journeys</p>			
	<p>Remembering more</p>	<p><b>CONNECTIONS</b></p> <p>Making explicit links and connections between subjects and real life experiences.</p> <p>Cross curricular links with writing.</p>	<p><b>vocabulary</b></p> <p><b>Sticky words</b></p> <p><b>Subject specific knowledge</b></p>	<p><b>Skills being used and developed further within each year group.</b></p>	<p><b>Resource rich environment.</b></p> <p><b>Opportunities for children to use equipment.</b></p>	<p><b>Use of assessment using Pre and Post learning challenge.</b></p>

Values

Our curriculum is underpinned by our British values, equalities, school ethos and the need to build cultural capital for all our pupils.

## Implementation

### How do we organise learning?



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<b>Components of Music</b>	<b>Lessons</b> 1 hour of music to be taught weekly or a block of music to be taught each half term.	<b>Events</b> VIAM – Youth Choir. <b>Assembly music.</b> <b>Singing in the community.</b>	<b>Visits/visitors</b> Musicians come in to teach music lessons. VIAM to promote the school and the importance of music.	<b>Learning outside the classroom</b> Extra curricula music lessons. Clubs such as choir and sing and sign.	<b>Environment</b> A laminate sheet to display a focus selection of vocabulary for each lesson. Appropriate instruments to be used for certain lessons.	<b>Ethos</b> Music is exciting and Britain has a proud history of talented composers and songwriters! Children should explore their creativity and demonstrate composition, a knowledge of music and the ability to perform as an ensemble or a solo.
<b>Key aspects to develop (subject specific)</b>	<b>Transferable knowledge and understanding</b>	<b>Subject specific knowledge</b>	<ul style="list-style-type: none"> <li>• Analysing and appraising music</li> <li>• Comparing pieces of music</li> <li>• Learning key terminology</li> <li>• Understanding some notation               <ul style="list-style-type: none"> <li>• Performing together</li> </ul> </li> <li>• Playing a variety of instruments               <ul style="list-style-type: none"> <li>• Exploring their creativity</li> </ul> </li> <li>• Developing ideas through composition</li> <li>• Improvising using what they have listened to.               <ul style="list-style-type: none"> <li>• Evaluating a performance/composition.</li> </ul> </li> </ul>	<b>Application of basic skills:</b> Talking, Mathematical skills with counting and note lengths. Language skills – notation.		
<b>Contexts</b>	<b>Contexts for Learning – Project themes – Big Questions - Sticky Words</b> <i>Authentic purposes and contexts for learning: Berger 2006</i> <b>Starting with the end in mind!</b>					

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	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<b>AUTUMN 1</b>	<p><b>ME!</b> Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>• Pat-a-cake</li> <li>• 1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>• This Old Man</li> <li>• Five Little Ducks</li> <li>• Name Song</li> <li>• Things For Fingers</li> </ul>	<p>Learn to sing, improvise, compose and perform hip-hop songs: Hey You! by Joanna Mangona</p> <ul style="list-style-type: none"> <li>• Me, Myself And I by De La Soul</li> <li>• Fresh Prince Of Bel Air by Will Smith</li> <li>• Rapper's Delight by The Sugarhill Gang</li> <li>• U Can't Touch This by MC Hammer</li> <li>• It's Like That by Run DMC</li> </ul>	<p>A song that focuses on South African music. Other songs that will be appraised:</p> <ul style="list-style-type: none"> <li>• Hands, Feet, Heart by Joanna Mangona</li> <li>• The Click Song sung by Miriam Makeba</li> <li>• The Lion Sleeps Tonight sung by Soweto Gospel Choir</li> <li>• Bring Him Back by Hugh Masekela</li> </ul>	<p>Listen and Appraise the song Let Your Spirit Fly and other songs:</p> <ul style="list-style-type: none"> <li>• Let Your Spirit Fly by Joanna Mangona</li> <li>• Colonel Bogey March by Kenneth Alford</li> <li>• Consider Yourself from the musical 'Oliver!'</li> <li>• Ain't No Mountain High Enough by Marvin Gaye</li> </ul>	<p>Listen and Appraise the song Mamma Mia and other Abba songs:</p> <ul style="list-style-type: none"> <li>• Mamma Mia by Abba</li> <li>• Dancing Queen by Abba</li> <li>• The Winner Takes It All by Abba</li> <li>• Waterloo by Abba</li> <li>• Super Trouper by Abba</li> <li>• Thank You For The Music by Abba</li> </ul>	<p>Listen and Appraise the song Livin' On A Prayer and other Classic Rock songs:</p> <ul style="list-style-type: none"> <li>• Livin' On A Prayer by Bon Jovi</li> <li>• We Will Rock You By Queen</li> <li>• Smoke On The Water by Deep Purple</li> <li>• Rockin' All Over The World by Status Quo</li> <li>• Johnny B. Goode by Chuck Berry</li> <li>• I Saw Her Standing There by The Beatles</li> </ul>	<p>Listen and Appraise the song Happy and other songs in different styles about being happy:</p> <ul style="list-style-type: none"> <li>• Happy by Pharrell Williams</li> <li>• Top Of The World sung by The Carpenters</li> <li>• Don't Worry, Be Happy sung by Bobby McFerrin</li> <li>• Walking On Sunshine sung by Katrina And The Waves</li> <li>• When You're Smiling sung by Frank Sinatra</li> <li>• Love Will Save The Day sung by Brendan Reilly</li> </ul>
	<p>Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments. Share and perform the learning that has taken place.</p>	<p>Children listen to a variety of hip-hop songs. Most children will practice learning the pulse and clapping different rhythms. Children begin playing the glockenspiel and playing the note C. Children will improvise along to the song using C and D.</p>	<p>Children listen and appraise a variety of music from South Africa. Children will then use the interrelated dimensions of music to discuss the piece. Children will sing different parts for the first time focusing on call and response. Notes G, A and C to be used for performing.</p>	<p>Children will listen and appraise this RnB song. Children will learn the key elements to this musical genre before performing. Improvisation and composition is also experimented with. Performance notes are F, G and C by ear.</p>	<p>Children will critique and appraise different ABBA songs from the 1970's. They will look into the history of the pop group and detail what made them so successful. Children will then practice playing along to the music and composing alongside Mamma Mia.</p>	<p>Children will practice learning and appraising the key concepts of rock music. Children should understand the significance behind some of the history and use the interrelated dimensions of music to aid with performance and composition. The pentatonic scale should be used playing from ear and notation.</p>	<p>Children will appraise what makes music happy. They will delve into the difference between the lyrical and melodic structures that dictate how a happy feeling can be conveyed to the listener. Children will go deeper into the major scale and the impact this has on music. Singing and performing also takes place in this unit.</p>
<b>STICKY WORDS</b>	<p>Pulse Rhythm Pitch</p>	<p>Pulse, Rhythm, Pitch, Rap, Improve, Compose, Melody, Bass guitar, drums, Decks &amp; Perform.</p>	<p><b>Vocabulary:</b> Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.</p>	<p><b>Vocabulary:</b> Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody.</p>	<p><b>Vocabulary:</b> Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.</p>	<p><b>Vocabulary:</b> Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.</p>	<p><b>Vocabulary:</b> style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p>
<b>AUTUMN 2</b>	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>• I'm A Little Teapot</li> <li>• The Grand Old Duke Of York</li> <li>• Ring O' Roses</li> <li>• Hickory Dickory Dock</li> <li>• Not Too Difficult</li> <li>• The ABC Song</li> </ul>	<p>Learn to sing rap songs:</p> <p>Rhythm In The Way We Walk by Joanna Mangona</p> <ul style="list-style-type: none"> <li>• The Planets, Mars by Gustav Holst</li> <li>• Tubular Bells by Mike Oldeld</li> </ul> <p>The Banana Rap by Jane Sebba</p> <ul style="list-style-type: none"> <li>• Happy by Pharrell Williams</li> <li>• When I'm 64 by The Beatles</li> </ul>	<p>Listen and Appraise the Ho Ho Ho a Christmas song:</p> <ul style="list-style-type: none"> <li>• Ho Ho Ho by Joanna Mangona</li> <li>• Bring Him Back Home (Nelson Mandela) by Hugh Masekela</li> <li>• Suspicious Minds by Elvis Presley</li> <li>• Sir Duke by Stevie Wonder</li> <li>• Fly Me to the Moon by Frank Sinatra</li> </ul>	<p>This is a six-week Unit of Work that introduces children to learning about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel.</p>	<p>This is a six-week Unit of Work that introduces children to learning about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel.</p>	<p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes: Three Note Bossa and The Five Note Swing.</p>	<p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising:</p> <p>Bacharach Anorak and Meet The Blues</p>

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	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Children learn to sing along to the rap music. The focus is looking at the different characters in the song and how these are created by pitch. Children will also practice their rhythm skills firstly with the pulse and then along to the music.</p>	<p>Children build on what they have learnt so far to listen and appraise this Christmas song. Children practice all the techniques in performance and composition. Children should build their knowledge on rap music and improvise their own raps and lyrics. G, A and C are the focus notes for performing.</p>	<p>Children will develop their performance and ensemble skills. Children will learn key terminology with notation and how to play in time with the music. These skills are further developed in year 4. Uses the full range of the glockenspiel.</p>	<p>This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1. Perhaps start to use the scores provided in this unit. Be aware that not every child will want to, or be able to read notated music but having an understanding of the language of music is important.</p>	<p>This unit is solely focused on improvisation as an aid for composition. Children should listen to a variety of jazz and learn how to play their instruments by ear. Creative flair should be encouraged as this is something that is prevalent throughout jazz.</p>	<p>This unit is solely focused on improvisation as an aid for composition. Children should listen to a variety of jazz and learn how to play their instruments by ear. Creative flair should be encouraged as this is something that is prevalent throughout jazz. This will be studied in more depth at year 6.</p>
STICKY WORDS	<p>Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.</p>	<p>Pulse, Rhythm, Pitch, Rap, Melody, Singers, Keyboard, Bass, Guitar, Percussion, Trumpets, Saxophone &amp; Perform.</p>	<p><b>Vocabulary:</b> Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>	<p><b>Vocabulary:</b> improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.</p>	<p><b>Vocabulary:</b> Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.</p>	<p><b>Vocabulary:</b> Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.</p>	<p><b>Vocabulary:</b> Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.</p>
SPRING 1	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>Wind The Bobbin Up</li> <li>Rock-a-bye Baby</li> <li>Five Little Monkeys Jumping On The Bed</li> <li>Twinkle Twinkle</li> <li>If You're Happy And You Know It</li> <li>Head, Shoulders, Knees And Toes</li> </ul>	<p>Learn to sing and play along to 'In the groove' in a variety of different genres:</p> <ul style="list-style-type: none"> <li>• Blues</li> <li>• Latin</li> <li>• Baroque</li> <li>• Bhangra</li> <li>• Funk</li> <li>• Folk</li> </ul>	<p>Listen and Appraise the I Wanna Play In A Band a Rock song for children:</p> <ul style="list-style-type: none"> <li>• I Wanna Play In A Band by Joanna Mangona</li> <li>• We Will Rock You by Queen</li> <li>• Smoke On The Water by Deep Purple</li> <li>• Rockin' All Over The World by Status Quo</li> <li>• Johnny B.Goode by Chuck Berry</li> <li>• I Saw Her Standing There by The Beatles</li> </ul>	<p>Listen and Appraise the song Three Little Birds and other songs:</p> <ul style="list-style-type: none"> <li>• Three Little Birds by Bob Marley</li> <li>• Jamming by Bob Marley</li> <li>• Small People by Ziggy Marley</li> <li>• 54 - 46 Was My Number by Toots and The Maytals</li> <li>• Ram Goat Liver by Pluto Shervington</li> <li>• Our Day Will Come by Amy Winehouse</li> </ul>	<p>Listen and Appraise the song Stop! and other songs:</p> <ul style="list-style-type: none"> <li>• Stop! - Grime</li> <li>• Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li> <li>• Radetzky March by Strauss (Classical)</li> <li>• Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence)</li> <li>• Libertango by Astor Piazzolla (Tango)</li> </ul>	<p>Listen and Appraise the song Make You Feel My Love and other Pop Ballads:</p> <ul style="list-style-type: none"> <li>• Make You Feel My Love by Bob Dylan - Adele version</li> <li>• Make You feel my Love - Bob Dylan version</li> <li>• So Amazing by Luther Vandross</li> <li>• Hello by Lionel Richie</li> <li>• The Way You Look Tonight by Jerome Kern</li> <li>• Love Me Tender by Elvis Presley</li> </ul>	<p>A Friday Afternoons song by Benjamin Britten.</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p>



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STICKY WORDS	<p>Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.</p>	<p>Blues, Baroque, Funk, Latin, Folk, Bhangra, Pulse, Rhythm, Pitch, Compose, Improvise, Perform, Groove.</p>	<p><b>Vocabulary:</b> Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>	<p><b>Vocabulary:</b> Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.</p>	<p><b>Vocabulary:</b> Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p>	<p><b>Vocabulary:</b> Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p>	<p><b>Vocabulary:</b> Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.</p>
SPRING 2	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>• Old Macdonald</li> <li>• Incy Wincy Spider</li> <li>• Baa Baa Black Sheep</li> <li>• Row, Row, Row Your Boat</li> <li>• The Wheels On The Bus</li> <li>• The Hokey Cokey</li> </ul>	<p>Children to learn and perform Latin music:</p> <ul style="list-style-type: none"> <li>• Round And Round ( Bossa Nova) by Joanna Mangona</li> <li>• Livin' La Vida Loca (Latin/Pop) by Ricky Martin</li> <li>• March Of The Empire ( Film music) by John Williams</li> <li>• It Had Better Be Tonight ( Latin/Big Band Jazz) by Michael Bublé</li> <li>• Why Don't You ( Big Band/Dance) by Gramophonedzie</li> <li>• Oye Como Va (Latin/Jazz) by Santana</li> </ul>	<p>Listen and Appraise Zootime a Reggae song for children and other Reggae songs:</p> <ul style="list-style-type: none"> <li>• Zootime by Joanna Mangona</li> <li>• Kingston Town by UB40</li> <li>• Shine by ASWAD</li> <li>• I.G.Y. by Donald Fagen</li> <li>• Feel Like Jumping by Marcia Griffiths</li> <li>• I Can See Clearly Now by Jimmy Cliff</li> </ul>	<p>Listen and appraise different world music.</p> <ul style="list-style-type: none"> <li>• The Dragon Song by Joanna Mangona and Pete Readman</li> <li>• Birdsong - Chinese Folk Music</li> <li>• Vaishnava Java - A Hindu Song</li> <li>• A Turkish Traditional Tune</li> <li>• Aitutaki Drum Dance from Polynesia</li> <li>• Zebaidir Song from Sudan</li> </ul>	<p>Listen and Appraise the song Lean On Me and other gospel-based songs:</p> <ul style="list-style-type: none"> <li>• Lean On Me by Bill Withers</li> <li>• He Still Loves Me by Walter Williams and Beyoncé</li> <li>• Shackles by Mary Mary</li> <li>• Amazing Grace by Elvis Presley</li> <li>• Ode To Joy Symphony No 9 by Beethoven</li> <li>• Lean On Me by The ACM Gospel Choir</li> </ul>	<p>Listen and Appraise the Fresh Prince of Bel Air and other Hip Hop tunes:</p> <ul style="list-style-type: none"> <li>• Fresh Prince Of Bel-Air by Will Smith</li> <li>• Me, Myself And I by De La Soul</li> <li>• Ready Or Not by The Fugees</li> <li>• Rapper's Delight by The Sugarhill Gang</li> <li>• U Can't Touch This by MC Hammer</li> <li>• It's Like That by Run DMC</li> </ul>	<p>Listen and Appraise the song You've Got A Friend and other songs by Carole King:</p> <ul style="list-style-type: none"> <li>• You've Got A Friend by Carole King</li> <li>• The Loco-Motion sung by Little Eva, written by Carole King</li> <li>• One Fine Day sung by The Chiffons, written by Carole King</li> <li>• Up On The Roof sung by The Drifters, written by Carole King</li> <li>• Will You Still Love Me Tomorrow by Carole King</li> <li>• (You Make Me Feel Like) A Natural Woman) by Carole King</li> </ul>

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	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Children will draw on all aspects of the interrelated dimensions of music in this unit. Children will appraise Latin music and learn some of the key indicators of the genre. Children to sing and perform this time moving to 3 notes. C, D and F.</p>	<p>Children will listen and appraise different reggae songs. They will then practice singing and playing instruments using the rhythm and the structure of the song to help them. Children to practice their improvisation and composition skills within a class to create their own melodies. C and D are the focus notes when it comes to performance.</p>	<p>Children will practice appraising a variety of different musical genres from around the world. This song teaches children about kindness and respect – PSHE link and is a longer unit of singing. Sung in 2 part harmony.</p>	<p>Children will listen to and appraise a variety of soul and gospel songs. They will then use the interrelated dimensions of music to build on their understanding of musicality as they are playing, performing and composing alongside the music. Children need to start acting as musical learners.</p>	<p>Children will listen to and appraise the different elements of hip hop music and learn about how it surfaced in musical history. Children will then use the interrelated dimensions of music to sing, perform and compose alongside the song. C, D, E, F, G and A are the notes used for performing.</p>	<p>Children will research one artist and use the interrelated dimensions of music to perform, improvise and compose a piece of music. Children should be comfortable thinking about harmony in their composition too. All notes of the scale by ear and notation.</p>
STICKY WORDS	<p>Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.</p>	<p>Keyboard, Bass, Guitar, Percussion, Trumpets, Saxophone, Pulse, Rhythm, Pitch, Improve, Compose, Audience, Perform.</p>	<p><b>Vocabulary:</b> Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>	<p><b>Vocabulary:</b> Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.</p>	<p><b>Vocabulary:</b> Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.</p>	<p><b>Vocabulary:</b> 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>	<p><b>Vocabulary:</b> Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p>
SUMMER 1	<p>Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.</p>	<p>Your imagination is a pop song that encourages children to think about music and add some of their own creative compositions to the piece.</p>	<p>Listen and Appraise the Friendship Song and other songs about friendship:</p> <ul style="list-style-type: none"> <li>● Friendship Song by Joanna Mangona and Pete Readman</li> <li>● Count On Me by Bruno Mars</li> <li>● We Go Together (from Grease soundtrack)</li> <li>● You Give A Little Love from Bugsy Malone</li> <li>● That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</li> <li>● You've Got A Friend In Me by Randy Newman</li> </ul>	<p>Listen and Appraise the song Bringing Us Together and other Disco songs:</p> <ul style="list-style-type: none"> <li>● Bringing Us Together by Joanna Mangona and Pete Readman</li> <li>● Good Times by Nile Rodgers</li> <li>● Ain't Nobody by Chaka Khan</li> <li>● We Are Family by Sister Sledge</li> </ul>	<p>Listen and Appraise the song Blackbird and other songs by The Beatles:</p> <ul style="list-style-type: none"> <li>● Blackbird by The Beatles</li> <li>● Yellow Submarine by The Beatles</li> <li>● Hey Jude by The Beatles</li> <li>● Can't Buy Me Love by The Beatles</li> <li>● Yesterday by The Beatles</li> <li>● Let It Be by The Beatles</li> </ul>	<p>Listen and Appraise :</p> <ul style="list-style-type: none"> <li>● Dancing In The Street by Martha And The Vandellas</li> <li>● I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops</li> <li>● I Heard It Through The Grapevine sung by Marvin Gaye</li> <li>● Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</li> <li>● You Are The Sunshine Of My Life sung by Stevie Wonder</li> </ul>	<p>Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:</p> <p>Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.</p> <p>Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska.</p> <p>Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.</p> <p>Anna Meredith: A composer and performer of electronic and acoustic music.</p>

# Big Picture for Music



	<ul style="list-style-type: none"> <li>Listening and appraising Funk music</li> <li>Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>Playing instruments within the song</li> <li>Improvisation using voices and instruments</li> <li>Riff-based composition</li> <li>Share and perform the learning that has taken place</li> </ul>	<p>Children will think about how to listen and appraise this unit of work compared to 4 other pieces. They will use the interrelated dimensions of music to assess and compare what they have listened to. Children will then perform elements of the song through singing and playing. Most C (some D)</p> <p>Children will have a go at composing their own lyrics for the coda section of the song.</p>	<p>Children will focus on how music can make us feel. Why is it important? How can it get us to focus on an emotion/topic – PSHE link. Children will practice singing, playing and composing along to the melody of the song. E and G are the performance notes to focus on with some also using the note C.</p>	<p>Children will focus on appraising a variety of disco music. They will then focus on their singing and ensemble performances when playing their instruments. Composition and improvisation should be focused on with the element of dance also taking part in the performance.</p>	<p>Children will complete their second focus on a band this year by listening and appraising different Beatles music. They will look into the history and the impact the band has had on our history and how they changed how modern music is written. Children will then build their musical techniques to focus on playing along and composing to the track of Blackbird. G,A,B and C from notation.</p>	<p>Children to focus on the musical genre of Motown. Where did it come from and who are some of the famous artists that made it stick out as a genre. Discuss the political history at the time and why it was so important. Children should play by ear and from notation. The notes used for performance are F, G, A and D.</p>	<p>Throughout this series, your students will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p> <p>They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p>
STICKY WORDS	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.	<b>Vocabulary:</b> Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.	<b>Vocabulary:</b> Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.	<b>Vocabulary:</b> Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.	<b>Vocabulary:</b> Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.	<b>Vocabulary:</b> Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	<b>Vocabulary:</b> Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, culture, identity, inspirational.
SUMMER 2	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

# Big Picture for Music



	<ul style="list-style-type: none"> <li>• Listen and Appraise</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Sing and revisit nursery rhymes and action songs</li> <li>• Play instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Riff-based composition</li> <li>• Share and perform the learning that has taken place</li> </ul>	<p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>	<p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>	<p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>	<p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place.</p>	<p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>	<p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
STICKY WORDS	All of reception sticky words learnt this year.	<b>All year 1 sticky words learnt this year.</b>	All year 2 sticky words learnt this year.	All year 3 sticky words learnt this year.	All year 4 sticky words learnt this year	All year 5 sticky words learnt this year.	All year 6 sticky words learnt this year.





# Big Picture for Music



<b>How to plan for progression:</b>	<p style="text-align: center;"><b>Medium Term Planning:</b></p> <p><b>Big Question</b> – from the learning challenge. Checking against National Curriculum.</p> <p><b>Pre-learning</b> assessment from Focus Education.</p> <p>Identify <b>subject specific vocabulary</b> for each topic.</p> <p>Identify <b>prior learning</b> (speaking to previous teachings, checking against NC from previous years)</p> <p>Identify <b>misconceptions</b> for the topic.</p> <p>Identify other <b>learning opportunities</b> – can this learning be transferred into other subject's areas?</p> <p>Teach topic using hands on practical activities for children.</p> <p><b>Post-learning</b> assessment from Focus education. (This should be the same question as the Pre-Learning question.)</p> <p>Assess <b>progress</b> of topic – Did children meet the learning objectives? Did children make progress from their <b>pre</b> question to their <b>post</b> question?</p> <p>Populate the <b>learning overview</b>.</p>
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<b>High Impact Teaching Strategies</b>	<b>Clarity of objectives</b>	<b>Modelling explicit teaching</b>	<b>Questioning</b>	<b>Practice - multiple exposures</b>	<b>Lesson design - teaching sequences</b>	<b>Personalised feedback</b>	<b>Collaboration</b>	<b>Summarising learning and vocabulary</b>	<b>Challenge for all - low threshold, high ceiling</b>	<b>Metacognition: and growth mindset</b>
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## Impact

How well are we doing? Are we making a difference? How do we know?

<b>Work sample analysis</b>	What do our books show?
<b>Lesson observations</b>	What is the quality of teaching, learning and use of assessment in lessons? Are teaching meeting 'working scientifically' in lessons?
<b>Planning scrutiny</b>	What does our planning show?
<b>Surveys</b>	What do teacher audits say about this subject?
<b>Interviews</b>	What do the children say about their learning in this subject? What do the staff say about teaching this subject?
<b>Standards</b>	What do books/lesson observations/planning/interviews/learning environments tell us?
<b>Coaching and Mentoring</b>	What is the impact of coaching and mentoring? Support for colleagues in this subject?
<b>Training</b>	What is the impact of the training undertaken?
<b>Learning Environment</b>	How does the learning environment support learning in this subject area?

<b>To secure</b>	<b>High standards of achievement Attainment and Progress</b>	<b>Excellent behaviour and attendance</b>	<b>Independent thinkers and learners</b>	<b>Confident learners</b>
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How do we include/support children with SEND in ?????

Low ceiling - high threshold activities and questions.  
 Adult support for 1:1's – when asked to work in a small group, a child with ASD may find this problematic. Adult support is there to repeat key instructions/ideas.  
 Diagrams and pictures for visual learners are useful in ?????, particularly when looking at new concepts.  
 Hands-on activities to help with understanding.  
 Sheets with structured activities to help with organisation – use of task plans and checklists for tasks.  
 Recap of previous learning at the start of each lesson to help children remember.  
 Allow additional time for tasks if needed.  
 Use of templates if needed.  
 Scribing in books/on sheets if a child struggles with written tasks.  
 Key vocabulary provided on working walls.  
 ICT – computers/iPads/interactive boards to help with research, exploring ideas, present work.  
 Alternative ways of recording – voice recording, video recording on iPads, photos of hands-on tasks.  
 Use of pupil responses.  
 Key vocabulary sent home – on overviews. Key vocabulary sent home and turned into matching games – matching definitions to words.