

Music at Hobletts

Music at Hobletts Manor Junior School:

In Music, we learn to appreciate many different styles of music through listening and appraising. We learn to compose, play instruments, read music, sing songs and perform in front of an audience throughout our time in school.

Aims:

The national curriculum for Music aims to ensure that all pupils:

- 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, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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.

Pupils should already be able to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and 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.

Pupils should be taught to:

- 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
- 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.

Curriculum Overview:

Our curriculum is based on the Model Music Curriculum with use of Charanga. This is also supplemented by Hertfordshire Music service who support with Cornet lessons.

Year Group	Autumn Term Unit of learning	Spring Term Unit of learning	Summer Term Unit of learning
Three	Writing Music Down <i>School Play</i>	Cornets	Compose Using Your Imagination More Musical Styles
Four	Cornets	Musical Structures Exploring Feelings When You Play	Feelings Through Music Expression and Improvisation
Five	Melody and Harmony in Music Sing and Play in Different Styles	Composing and Chords Freedom to Improvise	Cornets Battle of the Bands!
Six	Music and Technology Developing Ensemble Skills	Creative Composition Musical Styles Connect Us	<i>School Play</i> Cornets

Year 3

Autumn	
Through the Ages	
Writing Music Down – How does music bring us closer together?	School Play
<p>Musical Spotlight: Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a staff.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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 interrelated dimensions of music. 	<p>Musical Spotlight: Loud and quiet sounds (dynamics) can be represented by musical symbols. These symbols can be written above a staff and named with special musical names. Focus on using these dynamics to perform excitingly for an audience.</p> <p>Musical Learning: Singing, listening and performing are at the heart of each lesson.</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. ✓
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings</u></p> <p>breath, breathe, century, complete, describe, difficult, eighth, experiment, famous, favourite, group, heard, history, imagine, increase, learn, length, minute, possible, purpose, question, remember, strength, various, woman/women</p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p>Christmas, pitch, tempo, dynamics, arrangement, balance, introduction, verse, pre-chorus, chorus, bridge/middle 8, ballad, ensemble, harmony, hook, interlude, lyrics, melody, notation, performing, phrase, pulse, rhythm, solo, texture</p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings</u></p> <p>breath, breathe, century, complete, describe, difficult, eighth, experiment, famous, favourite, group, heard, history, imagine, increase, learn, length, minute, possible, purpose, question, remember, strength, various, woman/women</p>

Year 3

Spring

Romans

Cornets

Performance

- play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression

Playing instruments

- use and understand staff and other musical notations
- Treat instruments carefully and with respect.
- Play a melody of a song from memory or using notation.
- Rehearse and perform their part within the context of the songs.
- Listen to and follow musical instructions from a leader.

Subject specific key vocabulary:

Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, balance, band, ensemble, harmony, hook, introduction, melody, offbeat, original, pentatonic scale, performing, phrase, pitch, pulse, rhythm, riff, solo, style, unison

Word list- Year 3/ 4 spellings

breath, breathe, century, complete, describe, difficult, eighth, experiment, famous, favourite, group, heard, history, imagine, increase, learn, length, minute, possible, purpose, question, remember, strength, various, woman/women

Year 3

Summer

Our World!

<i>Composing using your imagination – How does music make the world a better place?</i>	<i>More Musical Styles – How does music help us get to know our community?</i>
<p>Musical Spotlight: Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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 interrelated dimensions of music. 	<p>Musical Spotlight: Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes ‘dynamics’. Loud sounds are called ‘forte’, and quiet sounds are called ‘piano’. Explore these changes in dynamics within the music in this unit.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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 interrelated dimensions of music.
<p><u>Subject specific key vocabulary:</u> Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing, vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae</p> <p><u>Word list- Year 3/ 4 spellings</u> breath, breathe, century, complete, describe, difficult, eighth, experiment, famous, favourite, group, heard, history, imagine, increase, learn, length, minute, possible, purpose, question, remember, strength, various, woman/women</p>	<p><u>Subject specific key vocabulary:</u> Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody</p> <p><u>Word list- Year 3/ 4 spellings</u> breath, breathe, century, complete, describe, difficult, eighth, experiment, famous, favourite, group, heard, history, imagine, increase, learn, length, minute, possible, purpose, question, remember, strength, various, woman/women</p>

Year 4

Autumn	
Where we all live!	
Cornets	
<p>Playing instruments</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression• use and understand staff and other musical notations• Know and be able to talk about the instruments used in class.• Treat instruments carefully and with respect.• Play melody of a song from memory or notation. <p>Performance</p> <ul style="list-style-type: none">• Rehearse and perform their part within the context of the unit song.• Listen to and follow musical instructions from a leader.• Know a performance can be a special occasion and involve an audience including of people you don't know.	
<p><u>Subject specific key vocabulary:</u></p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody, solo, pentatonic scale, unison</p> <p><u>Word list- Year 3/ 4 spellings</u></p> <p>breath, breathe, century, complete, describe, difficult, eighth, experiment, famous, favourite, group, heard, history, imagine, increase, learn, length, minute, possible, purpose, question, remember, strength, various, woman/women</p>	<p><u>Subject specific key vocabulary:</u></p> <p>Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo</p> <p><u>Word list- Year 3/ 4 spellings</u></p> <p>breath, breathe, century, complete, describe, difficult, eighth, experiment, famous, favourite, group, heard, history, imagine, increase, learn, length, minute, possible, purpose, question, remember, strength, various, woman/women</p>

Year 4

Spring	
Ancient Egyptians	
<i>Musical Structures– How does music bring us together?</i>	<i>Exploring Feelings When You Play – How does music connect us with our past?</i>
<p>Musical Spotlight: Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music. 	<p>Musical Spotlight: Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music.
<p><u>Subject specific key vocabulary:</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, balance, band, ensemble, harmony, hook, introduction, melody, offbeat, original, pentatonic scale, performing, phrase, pitch, pulse, rhythm, riff, solo, style, unison</p> <p><u>Word list- Year 3/ 4 spellings</u> breath, breathe, century, complete, describe, difficult, eighth, experiment, famous, favourite, group, heard, history, imagine, increase, learn, length, minute, possible, purpose, question, remember, strength, various, woman/women</p>	

Year 4

Summer

Ancient Greeks and the Olympics

<i>Feelings Through Music – How does music teach us about our community?</i>	<i>Expression and Improvisation – How does music shape our way of life?</i>
<p>Musical Spotlight: Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F#, G, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music. 	<p>Musical Spotlight: Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music.
<p><u>Subject specific key vocabulary:</u> unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo</p> <p><u>Word list- Year 3/ 4 spellings</u> breath, breathe, century, complete, describe, difficult, eighth, experiment, famous, favourite, group, heard, history, imagine, increase, learn, length, minute, possible, purpose, question, remember, strength, various, woman/women</p>	<p><u>Subject specific key vocabulary:</u> Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo</p> <p><u>Word list- Year 3/ 4 spellings</u> breath, breathe, century, complete, describe, difficult, eighth, experiment, famous, favourite, group, heard, history, imagine, increase, learn, length, minute, possible, purpose, question, remember, strength, various, woman/women</p>

Year 5

Autumn	
Anglo Saxons and Scots	
Melody and Harmony in Music – How does music bring us together?	Sing and play in different styles – How does music connect us with our past?
<p>Musical Spotlight: 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. Can you hear the difference?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Ab, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music. 	<p>Musical Spotlight: 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.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, Ab, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music.
<p style="text-align: center;"><u>Subject specific key vocabulary:</u> Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, balance, band, ensemble, harmony, hook, introduction, melody, offbeat, original, pentatonic scale, performing, phrase, pitch, pulse, rhythm, riff, solo, style, unison</p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings</u> Accompany, achieve, amateur, appreciate, communicate, criticise, develop, equipment, necessary, recommend, rhythm, symbol,</p>	

Year 5

Spring	
Viking Invasion	
Composing and Chords – How does music improve our way of life?	Freedom to Improvise – How does music shape our way of life?
<p>Musical Spotlight: 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.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, Ab, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music. 	<p>Musical Spotlight: 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).</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music.
<p><u>Subject specific key vocabulary:</u> 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><u>Word list- Year 5/ 6 spellings</u> Accompany, achieve, amateur, appreciate, communicate, criticise, develop, equipment, necessary, recommend, rhythm, symbol,</p>	<p><u>Subject specific key vocabulary:</u> Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p><u>Word list- Year 5/ 6 spellings</u> Accompany, achieve, amateur, appreciate, communicate, criticise, develop, equipment, necessary, recommend, rhythm, symbol,</p>

Year 5

Summer	
Enchanting Earth	
Cornets	Battle of the Bands! – How does music connect us with the environment?
<p>Playing instruments</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations • Know and be able to talk about different ways of writing music down e.g. staff notation, symbols. • Know and be able to talk about the notes C, D, E, F, G, A, B + C on the treble stave • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn a one note, simple or medium part of the melody of the song from memory or using notation. <p>Performance</p> <ul style="list-style-type: none"> • Rehearse and perform their part within the context of the unit song. • Listen to and follow musical instructions from a leader. • Know a performance can be a special occasion and involve an audience including of people you don't know. • To record a performance and compare it to a previous performance. • Discuss and talk musically about it – “What went well?” and “Even better if...” • 	<p>Musical Spotlight: 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. Use the simple band parts.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, G#, Ab, A, Bb</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music.
<p><u>Subject specific key vocabulary:</u> rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p> <p><u>Word list- Year 5/ 6 spellings</u> Accompany, achieve, amateur, appreciate, communicate, criticise, develop, equipment, necessary, recommend, rhythm, symbol,</p>	<p><u>Subject specific key vocabulary:</u> 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><u>Word list- Year 5/ 6 spellings</u> Accompany, achieve, amateur, appreciate, communicate, criticise, develop, equipment, necessary, recommend, rhythm, symbol,</p>

Year 6

Autumn	
History of London – WW2	
Music and Technology – How does music bring us together?	Developing Ensemble Skills – How does music connect us with our past?
<p>Musical Spotlight: 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.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music. 	<p>Musical Spotlight: You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music. ✓
<p>Subject specific key vocabulary: Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, Motown, hook, riff, solo</p> <p>Word list- Year 5/ 6 spellings Accompany, achieve, amateur, appreciate, communicate, criticise, develop, equipment, necessary, recommend, rhythm, symbol,</p>	<p>Subject specific key vocabulary: 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> <p>Word list- Year 5/ 6 spellings Accompany, achieve, amateur, appreciate, communicate, criticise, develop, equipment, necessary, recommend, rhythm, symbol,</p>

Year 6

Spring	
Rainforests	
<i>Creative Composition – How does music improve our world?</i>	<i>Musical Styles Connect Us – How does music teach us about our community?</i>
<p>Musical Spotlight: 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.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music. 	<p>Musical Spotlight: Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music.
<p align="center"><u>Subject specific key vocabulary:</u> Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music</p> <p align="center"><u>Word list- Year 5/ 6 spellings</u> Accompany, achieve, amateur, appreciate, communicate, criticise, develop, equipment, necessary, recommend, rhythm, symbol,</p>	

Year 6

Summer Mayans	
<i>Improvising with Confidence – How does music shape our way of life?</i>	<i>School Play</i>
<p>Musical Spotlight: 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.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p> <p>National curriculum:</p> <ul style="list-style-type: none"> ✓ Use and understand staff and other musical notation ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ 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. ✓ 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 interrelated dimensions of music. 	<p>Singing</p> <ul style="list-style-type: none"> • Know and confidently sing the song and their part from memory, and sing them with a strong internal pulse. • Know and explain the importance of warming up your voice. • Demonstrate a good singing posture. • Listen to each other and be aware of how you fit into the group. • Sing with awareness of being ‘in tune’ <p>Performing</p> <ul style="list-style-type: none"> • Know when performing that you must sing or rap the words clearly and with confidence. • Know that a performance can be a special occasion and involve an audience including of people you don’t know. • Know that a performance involves communicating ideas, thoughts and feelings about the song/music. • To talk about a venue and how to use it to best effect. • To record a performance and compare it to a previous performance. • Discuss and talk musically about it – “What went well?” and “Even better if...”
<p align="center"><u>Subject specific key vocabulary:</u> pitch, tempo, dynamics, arrangement, balance, introduction, verse, pre-chorus, chorus, bridge/middle 8, ballad, ensemble, harmony, hook, interlude, lyrics, melody, notation, performing, phrase, pulse, rhythm, solo, texture</p> <p align="center"><u>Word list- Year 5/ 6 spellings</u> Accompany, achieve, amateur, appreciate, communicate, criticise, develop, equipment, necessary, recommend, rhythm, symbol,</p>	