

# Curriculum Intent Music

Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum) Music teaching at Bledlow Ridge School aims to follow the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. At Bledlow Ridge School we believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres. At Bledlow Ridge School we use Music Express to deliver lessons ensuring development and progression in the key aspects of Music learning. We supplement our planning with BBC 10 Pieces which gives the children in KS2 an opportunity for extended composition and critical evaluation of their work.

## Overview of EYFS Provision

In Early years, children have access to, and are exposed to, music every half term through the use of chants, songs, rhymes, musical instruments in the provision and as taught as part of their 'theme' when applicable. The children look at a different genre of music each term covering a range of periods.

In the EYFS, music is experienced primarily through the Expressive Arts and Design elements of the curriculum. However, we believe music has links across the whole of the EYFS. A curriculum rooted in rhythm, spoken language and singing (including Makaton songs) will develop children's language and social skills, and one which finds enjoyment in pattern will develop mathematical awareness.

Exploring sounds.

Exploring duration.  
**Rehearsal and performance of Christmas play.**

Exploring pulse and rhythm.

Exploring pitch.

Exploring instruments and symbols.

Exploring timbre, tempo and dynamics.

Exploring duration.

Exploring pulse and rhythm.  
**Rehearsal and performance of the Christmas play.**

Exploring pitch (**linked to BBC 10 Pieces Lark Ascending – Ralph Vaughan - 1914**)

Exploring instruments and symbols (graphical score).

Exploring timbre, tempo and dynamics.

Exploring sounds.  
**(linked to BBC 10 Pieces No Place Like Kerry Andrew 2017)**

Year One

Year Two

**Music planning:  
Music Express scheme of work with BBC 10 Pieces.**



Exploring rhythmic patterns.  
Rehearsal and performance of Harvest Festival.

Exploring arrangements.  
**(linked to BBC 10 Pieces Mars – Holst 1914)**  
Christmas carol performance

Exploring sounds and colours. **(Linked to BBC 10 Pieces Anthology of Fantastic Zoology –Bates - 2015)**

Exploring singing games

Exploring Rhythmic patterns **(linked to Egyptian Musical contexts planning.)**

Exploring pentatonic scales

Exploring melodies and scales.

Exploring sounds and colour.

Year Four

Exploring descriptive sounds **(linked to BBC 10 Pieces Hall of the Mountain King – Edvard Grieg -1875)**

Exploring signals .

Year Three

Exploring descriptive sounds and **rehearsal and performance of Harvest Festival.**

Exploring arrangements.  
**(Linked to BBC 10 Pieces Firebird – Stravinsky 1910)**

Songwriter - exploring lyrics and melody

Cyclic patterns - exploring rhythm and pulse **(linked to BBC 10 Pieces 'Connect It' - Anna Meredith)**

Who knows? Exploring musical processes **(linked to BBC 10 Pieces Rondeau Abdelazer – Henry Purcell - 1695)**

**Exploring Rounds**  
Carol for the Christmas concert

Journey - exploring sound sources **(Linked to BBC 10 pieces Vivaldi 'Winter' )**

**Cyclic Patterns - rhythm and pulse**

Songwriter - exploring lyrics and melody

Stars, Hide your Fires - **(linked to End of term performance.)**

Year Five

Roundabout- exploring rounds

Journeys - exploring sounds sources **(linked to BBC 10 Pieces Ride of the Valkyries Richard Wagner 1851)**

Stars, Hide your fires - performing together **(linked to Easter performance)**

Who knows? - exploring musical processes

Year Six

### Topic 1

#### National Curriculum Links

- 1 use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 2 play tuned and untuned instruments musically
- 3 listen with concentration and understanding to a range of high-quality live and recorded music
- 4 experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### Skills

- 1 Use their voices expressively by singing songs and speaking rhythms and chants and rhymes
- 2 Play tuned and untuned instruments musically
- 3 Listen with concentration and understanding a range of high – quality **live** and recorded music
- 4 Make and combine sounds using the inter related dimensions of music

# 1<sup>st</sup>

- to recognise different sound sources
- to explore different sound sources
- to focus their listening

1. Sing *Sound song* to focus listening and to recognise a variety of sounds
2. Sing *Hands can hold* to make a variety of sounds using hands
3. Create a piece of hand music using the *Sounds handy score*

- identify different sound sources
- make sounds
- listen carefully

## EXPLORATION: HOW CAN WE MAKE AND USE SOUNDS EXPRESSIVELY?

# 2<sup>nd</sup>

- to recognise different sound sources
- to explore different sound sources
- to focus their listening

1. Sing *Sound song* adding vocal sounds and body percussion
2. Play the *Sound song* listening game to identify sound sources
3. Listen to *Sounds menu* to identify sound sources

- identify different sound sources
- make sounds and recognise how they can give a message
- listen carefully

# 3<sup>rd</sup>

- to explore different sound sources
- to explore instruments
- to control instruments

1. Sing *Choose an instrument* to explore the sounds of instruments
2. Sing *Listen to the east* to demonstrate different ways of playing instruments
3. Play the *Listen to the east* game to discriminate between sounds made by playing instruments in different ways

- make sounds and recognise how they can give a message
- play instruments in different ways
- handle and play instruments with control

# 4<sup>th</sup>

- to explore instruments
- to control instruments
- to explore expressive use of sounds

1. Sing *Choose an instrument* to develop skill handling classroom instruments
2. Play *Traffic lights* to conduct starting and stopping
3. Listen to the story and add sounds to *The big blue jeep and the little white trike*

- play instruments in different ways
- handle and play instruments with control
- make and select sounds to reflect the mood of a story

# 5<sup>th</sup>

- to explore expressive use of sounds
- to use sounds expressively to illustrate a story

1. Sing *The wheels on the bus* to explore expressive ways of using the voice
2. Perform *The wheels on the bus* with instruments
3. Listen to *The big blue jeep and the little white trike* and add instrumental sounds

- make and select sounds to reflect the mood of a story
- select sounds and sound sources carefully in response to a story

## BRINGING IT ALL TOGETHER: HOW CAN WE USE SOUND TO DESCRIBE EVENTS, FEELINGS, MOODS?

# 6<sup>th</sup>

- to explore expressive use of sounds
- to use sounds expressively to illustrate a scene

1. Listen to the expressive use of music in *The little train of the Caipira*
2. Use the *City sounds* score to explore playing city sounds
3. Listen to *Sing a song of people* and add *City sounds*

- make and select sounds to reflect the mood of a scene
- select sounds and sound sources carefully to describe a scene

# Year 1



# MEDIUM TERM PLAN

## Learning Objectives

Children should learn

## Teaching Activities

With your class

## Learning Outcomes

Children

### INTRODUCTION: WHAT SOUNDS CAN WE HEAR?

# 1<sup>st</sup>

- to recognise different sound sources
- to explore different sound sources
- to focus their listening

1. Sing *Sound song* to focus listening and to recognise a variety of sounds
2. Sing *Hands can hold* to make a variety of sounds using hands
3. Create a piece of hand music using the *Sounds handy score*

- identify different sound sources
- make sounds
- listen carefully

### BE PLAYING: HOW CAN WE MAKE AND USE SOUNDS EXPRESSIVELY?

# 2<sup>nd</sup>

- to recognise different sound sources
- to explore different sound sources
- to focus their listening

1. Sing *Sound song* adding vocal sounds and body percussion
2. Play the *Sound song* listening game to identify sound sources
3. Listen to *Sounds menu* to identify sound sources

- identify different sound sources
- make sounds and recognise how they can give a message
- listen carefully

# 3<sup>rd</sup>

- to explore different sound sources
- to explore instruments
- to control instruments

1. Sing *Choose an instrument* to explore the sounds of instruments
2. Sing *Listen to the east* to demonstrate different ways of playing instruments
3. Play the *Listen to the east* game to discriminate between sounds made by playing instruments in different ways

- make sounds and recognise how they can give a message
- play instruments in different ways
- handle and play instruments with control

# 4<sup>th</sup>

- to explore instruments
- to control instruments
- to explore expressive use of sounds

1. Sing *Choose an instrument* to develop skill handling classroom instruments
2. Play *Traffic lights* to conduct starting and stopping
3. Listen to the story and add sounds to *The big blue jeep and the little white truck*

- play instruments in different ways
- handle and play instruments with control
- make and select sounds to reflect the mood of a story

# 5<sup>th</sup>

- to explore expressive use of sounds
- to use sounds expressively to illustrate a story

1. Sing *The wheels on the bus* to explore expressive ways of using the voice
2. Perform *The wheels on the bus* with instruments
3. Listen to *The big blue jeep and the little white truck* and add instrumental sounds

- make and select sounds to reflect the mood of a story
- select sounds and sound sources carefully in response to a story

### BRING IT ALL TOGETHER: HOW CAN WE USE SOUND TO DESCRIBE EVENTS, FEELINGS, MOODS?

# 6<sup>th</sup>

- to explore expressive use of sounds
- to use sounds expressively to illustrate a scene

1. Listen to the expressive use of music in *The little train of the Cajira*
2. Use the *City sounds* score to explore playing city sounds
3. Listen to *Sing a song of people* and add *City sounds*

- make and select sounds to reflect the mood of a scene
- select sounds and sound sources carefully to describe a scene

# Duration

# Pulse and

## INTRODUCTION: WHAT IS BEAT?

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• what is meant by steady beat</li> <li>• how to control a beat</li> </ul>	<ol style="list-style-type: none"> <li>1. Move to the beat of the song, <i>Pinocchio</i></li> <li>2. Respond to <i>Raga abhogi</i> and <i>Country dance</i> in movement</li> <li>3. Sing <i>Okki-tokki-unga</i> with actions on the beat</li> </ol>	<ul style="list-style-type: none"> <li>• identify the beat in different pieces of music and join in at faster and slower tempi (speeds)</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• what is meant by steady beat</li> <li>• how to control a beat</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>Pinocchio's band</i>, accompanying it with instruments played on the beat</li> <li>2. Play the <i>Get on Board</i> game to move to beats at changing speeds</li> <li>3. Listen to <i>Bransle de chevaux</i> to identify the beat</li> </ol>	<ul style="list-style-type: none"> <li>• identify the beat in different pieces of music and join in at faster and slower tempi (speeds)</li> </ul>

## EXPLORATION: HOW CAN WE DIFFERENTIATE BETWEEN BEAT AND RHYTHM?

3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• what is meant by rhythm</li> <li>• how to combine beat and rhythm</li> <li>• how to recall and copy rhythm patterns</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>I hear thunder</i> and mark the beat with clapping</li> <li>2. Sing <i>I hear thunder</i> to recognise the difference between beat and rhythm</li> <li>3. Sing <i>Okki-tokki-unga</i> to explore beat and rhythm</li> </ol>	<ul style="list-style-type: none"> <li>• identify the rhythm of the words</li> <li>• perform rhythms to a given beat</li> <li>• recall and perform rhythm patterns to a steady beat</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to recall and copy rhythm patterns</li> <li>• how to create rhythm patterns based on words and phrases</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>This old man</i> and clap the beat and rhythm</li> <li>2. Accompany <i>This old man</i> with word rhythms</li> <li>3. Sing <i>Clap your hands</i> with action patterns</li> </ol>	<ul style="list-style-type: none"> <li>• recall and perform rhythm patterns to a steady beat</li> <li>• begin to internalise and create rhythm patterns</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to create rhythm patterns based on words and phrases</li> <li>• to use beat and rhythm to create an accompaniment for a song</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>This old man</i> and improvise rhythm patterns</li> <li>2. Write and read simple rhythms using the <i>Clap and wiggle</i> score</li> <li>3. Mark the beat of <i>A dragon's very fierce</i></li> </ol>	<ul style="list-style-type: none"> <li>• begin to internalise and create rhythm patterns</li> <li>• accompany a song by playing the beat or rhythm</li> </ul>

## BRINGING IT ALL TOGETHER: CAN WE USE BEAT AND RHYTHM TO MAKE ACCOMPANIMENTS?

6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to create rhythm patterns based on words and phrases</li> <li>• to use beat and rhythm to create an accompaniment for a song</li> </ul>	<ol style="list-style-type: none"> <li>1. Chant <i>A dragon's very fierce</i> and add actions and sounds</li> <li>2. Create an accompaniment for <i>A dragon's very fierce</i></li> <li>3. Perform <i>A dragon's very fierce</i></li> </ol>	<ul style="list-style-type: none"> <li>• begin to internalise and create rhythm patterns</li> <li>• accompany a song by playing the beat or rhythm</li> </ul>
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INTRODUCTION: WHAT IS PITCH?

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>what is meant by pitch</li> </ul>	<ol style="list-style-type: none"> <li>Listen to <i>Five little froggies</i> to make actions to match pitch</li> <li>Use high, medium and low voices in <i>Goldilocks and the three bears</i></li> <li>Play the <i>Three bears</i> game to sing at different pitches</li> </ol>	<ul style="list-style-type: none"> <li>follow pitch movement with their hands and use high, low and middle voices</li> </ul>
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EXPLORATION: HOW CAN WE MAKE SOUNDS HIGHER/LOWER?

2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>how to control the pitch of the voice</li> <li>to respond to changes in pitch</li> </ul>	<ol style="list-style-type: none"> <li>Sing <i>Slide</i> song to practise moving pitch</li> <li>Play <i>Jack's</i> game to recognise pitch movement</li> <li>Listen to <i>Miss Mary Mac</i> to identify pitch movement</li> </ol>	<ul style="list-style-type: none"> <li>sing a melody accurately at their own pitch</li> <li>move up or down following changes in pitch</li> </ul>
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3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>to respond to changes in pitch</li> <li>to relate sounds to symbols</li> </ul>	<ol style="list-style-type: none"> <li>Play <i>Jack's</i> game responding to pitch changes with movement</li> <li>Add whole body actions to <i>Miss Mary Mac</i> and read <i>Mary Mac's</i> score</li> <li>Listen to <i>Playful pizzicato</i> to recognise high and low pitch</li> </ol>	<ul style="list-style-type: none"> <li>move up or down following changes in pitch</li> <li>play and sing phrases from dot notation</li> </ul>
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4 <sup>th</sup>	<ul style="list-style-type: none"> <li>to relate sounds to symbols</li> </ul>	<ol style="list-style-type: none"> <li>Listen to <i>Hot cross buns</i> and match the pitch movement to actions and notation</li> <li>Play the tune <i>Pease pudding hot</i> using pitch notation</li> <li>Compose a new melody for <i>Miss Mary Mac</i></li> </ol>	<ul style="list-style-type: none"> <li>play and sing phrases from dot notation</li> <li>record their own tunes</li> </ul>
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5 <sup>th</sup>	<ul style="list-style-type: none"> <li>that pitch can be used descriptively</li> </ul>	<ol style="list-style-type: none"> <li>Listen to <i>Jack and the beanstalk</i> and respond to pitch movement with vocal sounds</li> <li>Use the <i>Giant chant</i> to explore low voices</li> <li>Play the <i>Giant or Jack?</i> game to focus listening</li> </ol>	<ul style="list-style-type: none"> <li>create and choose sounds in response to a given stimulus</li> </ul>
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BRINGING IT ALL TOGETHER: HOW CAN WE USE HIGHER/LOWER SOUNDS?

6 <sup>th</sup>	<ul style="list-style-type: none"> <li>that pitch can be used descriptively</li> </ul>	<ol style="list-style-type: none"> <li>Choose instrumental sounds to tell the story of <i>Jack and the beanstalk</i></li> <li>Perform the <i>Jack and the beanstalk</i> story adding sounds and movement</li> <li>Perform the story to an audience</li> </ol>	<ul style="list-style-type: none"> <li>create and choose sounds in response to a given stimulus</li> </ul>
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# Pitch

INTRODUCTION: WHAT SOUNDS CAN BE MADE BY MUSICAL INSTRUMENTS?			
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• about classroom instruments</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>I am the music man</i> to practise playing instruments</li> <li>2. Sing <i>Bang, bang, the sticks go bang</i> to explore volume</li> <li>3. Identify instruments by their sound</li> </ol>	<ul style="list-style-type: none"> <li>• identify instruments and the way their sound can be changed</li> </ul>
EXPLORATION: WHAT SOUNDS CAN WE MAKE?			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• about classroom instruments</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>I can see coconuts</i> and choose instruments to accompany</li> <li>2. Listen to <i>Slowly slowly</i> and explore playing slowly and quickly</li> <li>3. Listen to <i>Rainforest music</i> to identify volume</li> </ol>	<ul style="list-style-type: none"> <li>• identify instruments and the way their sound can be changed</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• to identify different ways instruments make sounds</li> <li>• to identify how symbols can represent sounds</li> </ul>	<ol style="list-style-type: none"> <li>1. Use the <i>Coconuts</i> score to match notation with sound</li> <li>2. Sing <i>When you play the tambour</i> to explore graphic symbols</li> <li>3. Sing <i>Jenny, tap the sticks</i> to revise playing instruments loudly and quietly</li> </ol>	<ul style="list-style-type: none"> <li>• identify different groups of instruments</li> <li>• perform together using symbols as a support</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how symbols can be used to describe changing sounds</li> <li>• to listen carefully and respond to sounds using movement</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>Jenny, tap the sticks</i> responding to symbols</li> <li>2. Sing and play <i>Silence and sound</i> responding to graphic symbols for volume</li> <li>3. Listen to <i>Rainforest music</i> and match volume to symbols and movement</li> </ol>	<ul style="list-style-type: none"> <li>• perform together and follow instructions which combine the musical elements</li> <li>• identify different sounds by matching movements to given sounds</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to listen carefully and respond to sounds using movement</li> <li>• to compose a class composition and contribute to the creation of a class score</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>Yo ho ho</i> and make footstep sounds</li> <li>2. Discuss sound and notation for each of the island scenes</li> <li>3. Notate music for the island scenes</li> </ol>	<ul style="list-style-type: none"> <li>• identify different sounds by matching movements to given sounds</li> <li>• make a composition and make their own symbols as part of a class score</li> <li>• choose sounds and instruments carefully</li> </ul>
BRINGING IT ALL TOGETHER: HOW CAN WE USE THESE DIFFERENT SOUNDS MADE ON CLASSROOM INSTRUMENTS?			
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to compose a class composition and make a score</li> </ul>	<ol style="list-style-type: none"> <li>1. Play a game to complete a score of <i>Treasure Island</i> music</li> <li>2. Rehearse a performance of <i>Treasure Island</i></li> <li>3. Perform and record <i>Treasure Island</i></li> </ol>	<ul style="list-style-type: none"> <li>• choose sounds and instruments carefully and make improvements to their own and others' work</li> </ul>

## Instruments, symbols



1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• how sounds can be used descriptively</li> <li>• that music can describe an environment</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to <i>Playful pizzicato</i> to describe minibeasts in movement</li> <li>2. Sing the action song, <i>Says the bee</i></li> <li>3. Listen to <i>Lots of worms</i> and respond with movement</li> </ol>	<ul style="list-style-type: none"> <li>• sing songs expressively</li> <li>• describe different images created by music</li> </ul>
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**EXPLORATION: HOW CAN WE USE SOUNDS TO DESCRIBE SCENES FROM A GARDEN IN RAIN AND SUN?**

2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• how words can describe sounds</li> <li>• about sounds made by different sound sources</li> </ul>	<ol style="list-style-type: none"> <li>1. Choose sounds to accompany <i>Says the bee</i></li> <li>2. Sing <i>Lots of worms</i> and add an instrumental accompaniment</li> <li>3. Listen to <i>Bird calls</i> and improvise vocal patterns</li> </ol>	<ul style="list-style-type: none"> <li>• identify and use descriptive words to create sound pictures</li> <li>• select appropriate instruments, choose and combine sounds carefully</li> </ul>
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3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• about sounds made by different sound sources</li> <li>• how sounds can be combined</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>Rillaby rill</i> and add an instrumental accompaniment</li> <li>2. Listen to and discuss <i>Gardens in the rain</i></li> <li>3. Sing <i>Rain rain go away</i> and add body percussion, responding to a graphic score</li> </ol>	<ul style="list-style-type: none"> <li>• select appropriate instruments and choose and combine sounds carefully</li> <li>• select appropriate combinations of sounds</li> </ul>
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4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how sounds can be organised within simple structures</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to <i>Shall I sing?</i> and add movement</li> <li>2. Choose instrumental sounds to accompany <i>Rain rain go away</i></li> <li>3. Draw the sounds onto the <i>April showers</i> score</li> </ol>	<ul style="list-style-type: none"> <li>• choose carefully and order sounds in response to a stimulus</li> </ul>
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5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how sounds can be organised</li> <li>• how to create a class composition combining layers of sound within simple structures</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn <i>Shall I sing?</i></li> <li>2. Practise playing the <i>Shall I sing?</i> interludes</li> <li>3. Add sounds to the recording of <i>Rain rain go away</i>.</li> </ol>	<ul style="list-style-type: none"> <li>• choose carefully and order sounds within simple structures</li> <li>• contribute ideas and control sounds as part of a class composition and performance</li> </ul>
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**BRINGING IT ALL TOGETHER: CAN WE MAKE OUR OWN COMPOSITION?**

6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to create a class composition combining layers of sound within simple structures</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare a complete score for <i>April showers</i>.</li> <li>2. Prepare the performance of <i>April showers</i>.</li> <li>3. Perform <i>April showers</i>.</li> </ol>	<ul style="list-style-type: none"> <li>• contribute ideas and control sounds as part of a class composition and performance</li> </ul>
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# Tembre, tempo, dynamics

**INTRODUCTION: HOW CAN WE USE OUR VOICES TO MAKE A RANGE OF LONG AND SHORT SOUNDS?**

<b>1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>• how to use their voices to make a variety of long and short sounds</li> <li>• that music is made up of long and short sounds</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>Some sounds are short</i> and make sequences of long and short vocal sounds</li> <li>2. Recognise long and short vocal sounds in <i>Dipidu</i></li> <li>3. Accompany <i>Jackass wid him long tail</i> with a long-short action sequence</li> </ol>	<ul style="list-style-type: none"> <li>• recognise long and short sounds and make longer and shorter sounds with their voices</li> <li>• perform long and short sounds in response to symbols</li> <li>• respond to long and short sounds through movement</li> </ul>
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**EXPLORATION: HOW CAN WE USE INSTRUMENTS TO MAKE LONG AND SHORT SOUNDS?**

<b>2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>• how to make sounds of different duration on untuned percussion instruments</li> <li>• how to use instruments to create sequences of long and short sounds</li> </ul>	<ol style="list-style-type: none"> <li>1. Accompany <i>Dipidu</i> with long and short instrumental sounds</li> <li>2. Sing <i>Some sounds are short</i> and make sequences of long and short instrumental sounds</li> <li>3. Accompany <i>Jackass wid him long tail</i> with a long-short instrumental sequence</li> </ol>	<ul style="list-style-type: none"> <li>• explore long and short sounds on classroom instruments</li> <li>• perform long and short sounds in response to symbols</li> <li>• how to use instruments to create sequences of long and short sounds</li> </ul>
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<b>3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>• that music is made up of long and short sounds</li> <li>• how to combine long and short sounds to fit in with a steady beat</li> </ul>	<ol style="list-style-type: none"> <li>1. Focus on the long and short sounds in <i>Tinga layo</i></li> <li>2. Learn to sing <i>Tinga layo</i></li> <li>3. Learn word rhythms from <i>Tinga layo</i></li> </ol>	<ul style="list-style-type: none"> <li>• identify long and short sounds in music</li> <li>• perform long and short sounds in response to symbols</li> </ul>
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<b>4<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• to explore long and short sounds on classroom instruments</li> <li>• that music is made up of long and short sounds</li> <li>• how to combine long and short sounds to fit in with a steady beat</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify sequences of long and short sounds in the <i>Tinga layo rhythms</i></li> <li>2. Accompany <i>Tinga layo</i> with instruments playing sequences of long and short</li> <li>3. Listen to <i>Mi caballo blanco</i> and mark long and short sounds with actions</li> </ol>	<ul style="list-style-type: none"> <li>• explore long and short sounds on classroom instruments</li> <li>• perform long and short sounds in response to symbols</li> <li>• identify long and short sounds in music</li> </ul>
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<b>5<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• how to combine long and short sounds to fit with a steady pulse</li> <li>• that music is made up of long and short sounds</li> <li>• how to use instruments to create sequences of long and short sounds</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to galloping rhythms in <i>The jockeys' dance</i></li> <li>2. Learn to sing <i>Mi caballo blanco</i>, focusing on the beat and word rhythms</li> <li>3. Listen to <i>Mi caballo blanco</i> and identify the accompanying instruments</li> </ol>	<ul style="list-style-type: none"> <li>• create long and short sounds on instruments</li> <li>• recognise long and short sounds in music</li> <li>• create a sequence of long and short sounds</li> </ul>
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**BRINGING IT ALL TOGETHER: CAN WE WORK TOGETHER TO MAKE EXTENDED SEQUENCES COMBINING LONG AND SHORT SOUNDS?**

<b>6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• how to combine long and short sounds to fit with a steady pulse</li> <li>• how to use instruments to create sequences of long and short sounds</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>Mi caballo blanco</i> and learn the instrumental accompaniments</li> <li>2. Perform <i>Mi caballo blanco</i> with voices and percussion</li> <li>3. Put on a class concert entitled <i>Four-legged friends</i></li> </ol>	<ul style="list-style-type: none"> <li>• create long and short sounds on untuned and tuned percussion instruments</li> <li>• create a sequence of long and short sounds</li> </ul>
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# Year 2

# 1<sup>st</sup>

- what is meant by steady beat (pulse)
- how to control beat

1. Use the song *Down the avenue* to move, sing and clap at different speeds
2. Listen to *March past of the kitchen utensils*
3. Sing the action song *Kye kye kule*

- identify the beat in different pieces of music and join in at faster and slower speeds

## EXPLORATION: HOW CAN WE DIFFERENTIATE BETWEEN BEAT AND RHYTHM?

# 2<sup>nd</sup>

- what is meant by steady beat (pulse)
- how to control beat
- what is meant by rhythm

1. Sing *Someone's in the kitchen with Dinah* and mark the beat with actions
2. Play *Beat or rhythm?* with *Kye kye kule*
3. Listen to *March past of the kitchen utensils* to identify beat and rhythm

- identify the beat in different pieces of music and join in at faster and slower speeds
- identify the rhythm of the words

# 3<sup>rd</sup>

- what is meant by rhythm
- how to combine beat and rhythm
- how to recall and copy rhythm patterns

1. Play *Someone's in the kitchen with Dinah* with instruments
2. Play *Beat or rhythm?* with familiar songs
3. Learn the rhythms of *What's the time, Mr Wolf?*

- identify the rhythm of the words
- perform rhythms to a given beat
- recall and perform rhythm patterns to a steady beat

# 4<sup>th</sup>

- how to recall and copy rhythm patterns
- how to create rhythm patterns based on words and phrases

1. Play *What's the time Mr Wolf?* to practise recognising clapped word rhythms
2. Perform the beat and word rhythms in *A plate of potatoes*
3. Invent a new class version of *A plate of potatoes*

- recall and perform rhythmic patterns to a steady pulse
- begin to internalise and create rhythmic patterns

## BRINGING IT ALL TOGETHER: CAN WE USE BEAT AND RHYTHM TO MAKE ACCOMPANIMENTS?

# 5<sup>th</sup>

- how to create rhythm patterns based on words and phrases
- to use beat and rhythm to create an accompaniment for a chant/song

1. Accompany *A plate of potatoes* with instruments
2. Sing *How many people here for dinner?* and combine the beat and word rhythms
3. Listen and move to *Chinese kitchen*

- begin to internalise and create rhythm patterns
- accompany a chant/song by playing the beat or rhythm

# 6<sup>th</sup>

- how to create rhythm patterns based on words and phrases
- to use beat and rhythm to create an accompaniment for a song

1. Perform *How many people here for dinner?* layering the word rhythms on instruments
2. Rehearse a performance of *Dinner time*
3. Perform *Dinner time*

- begin to internalise and create rhythm patterns
- accompany a song by playing the beat or rhythm

# Pulse rhythm

<b>1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>to respond to changes in pitch</li> <li>how to control the pitch of the voice</li> <li>to relate sounds to symbols</li> </ul>	<ul style="list-style-type: none"> <li>out of bed in the morning with whole body movements</li> <li>Sing <i>Looby Loo</i> and identify pitch movement</li> <li>Listen to <i>Six little ducks that I once knew</i> and play a notation game</li> </ul>	<ul style="list-style-type: none"> <li>and use high, low and middle voices</li> <li>move up or down following changes in pitch</li> <li>sing a melody accurately at pitch</li> <li>recognise that symbols can represent sound</li> </ul>
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**EXPLORATION: HOW CAN WE MAKE SOUNDS HIGHER/LOWER?**

<b>2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>how to control the pitch of the voice</li> <li>to respond to changes in pitch</li> <li>to relate sounds to symbols</li> <li>how simple tunes are made of different pitches</li> </ul>	<ol style="list-style-type: none"> <li>Sing <i>Six little ducks that I once knew</i> and use instruments and whole bodies to demonstrate pitch movement</li> <li>Improvise <i>Jazzyquacks</i> music to enjoy playing with pitch movement</li> <li>Play <i>Listen, Looby Loo</i> to focus on pitch movement</li> </ol>	<ul style="list-style-type: none"> <li>sing a melody accurately at pitch</li> <li>move up or down following changes in pitch</li> <li>recognise that symbols can represent sound</li> <li>recognise simple patterns repeated at different pitches</li> </ul>
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<b>3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>how to control the pitch of the voice</li> <li>to respond to changes in pitch</li> <li>to relate sounds to symbols</li> <li>how simple tunes are made of different pitches</li> </ul>	<ol style="list-style-type: none"> <li>Listen to pitch movement in <i>The prehistoric animal brigade</i></li> <li>Make a score of <i>The Prehistoric animal brigade</i> melody</li> <li>Listen to <i>Fossils</i> and notice pitch differences in the melody</li> </ol>	<ul style="list-style-type: none"> <li>sing a melody accurately at pitch</li> <li>move up or down following changes in pitch</li> <li>sing phrases from notation</li> <li>recognise simple patterns repeated at different pitches</li> </ul>
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<b>4<sup>th</sup></b>	<ul style="list-style-type: none"> <li>to relate sounds to symbols</li> <li>that percussion instruments produce different pitches</li> <li>how simple tunes are made of different pitches</li> </ul>	<ol style="list-style-type: none"> <li>Perform <i>The prehistoric animal brigade</i> with a drone accompaniment</li> <li>Sing <i>Fossils in the rock</i> and notice how the pitch moves</li> <li>Perform <i>Fossils in the rock</i> with a drone accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>sing phrases from notation</li> <li>perform different pitches on percussion instruments</li> <li>recognise simple patterns repeated at different pitches</li> </ul>
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**BRINGING IT ALL TOGETHER: HOW CAN WE USE HIGHER/LOWER SOUNDS?**

<b>5<sup>th</sup></b>	<ul style="list-style-type: none"> <li>that percussion instruments produce different pitches</li> <li>how simple tunes are made of different pitches</li> <li>that pitch can be used descriptively</li> </ul>	<ol style="list-style-type: none"> <li>Plan a class arrangement of <i>Fossils in the rock</i></li> <li>Create a <i>Dinosaur brigade march</i></li> <li>Use the <i>Fossils</i> melody to focus on listening</li> </ol>	<ul style="list-style-type: none"> <li>perform different pitches on percussion instruments</li> <li>recognise simple patterns repeated at different pitches</li> <li>create and choose sounds in response to a given stimulus</li> </ul>
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<b>6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>that pitch can be used descriptively</li> </ul>	<ol style="list-style-type: none"> <li>Rehearse for a <i>Prehistoric music show</i></li> <li>Make a plan of the <i>Prehistoric music show</i></li> <li>Present the <i>Prehistoric music show</i> to an audience</li> </ol>	<ul style="list-style-type: none"> <li>create and choose sounds in response to a given stimulus</li> </ul>
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# Pitch BBC 10



# 1<sup>st</sup>

- about classroom instruments
- to identify different ways instruments make sounds

1. Sing *Make your sound like mine* to explore a variety of sounds
2. Play the *Sound puzzle* game to identify different groups of instruments
3. Identify the instruments played in *Sextet* instruments

- identify instruments and the way their sound can be changed
- identify different groups of instruments

## EXPLORATION: WHAT SOUNDS CAN WE MAKE?

# 2<sup>nd</sup>

- to identify how sounds can be changed
- to understand how symbols can be used to represent sounds

1. Play *Funny name game* to explore different ways of using the voice
2. Play *Jamaquacks* to explore how symbols can be used to represent vocal sounds
3. Play *Start conducting* to understand how symbols can be used to represent instrumental sounds

- identify how sounds can be changed
- perform together using symbols as a support

# 3<sup>rd</sup>

- to understand how symbols can be used to represent sounds
- how symbols can be used to describe changing sounds

1. Use the *Jamaquacks* cards to make and perform sequences of vocal sounds
2. Listen to *Cartoon strip* to experience how sounds can tell a story
3. Use voices and body percussion to create a class improvisation of *Cartoon strip*

- perform together using symbols as a support
- perform together and follow instructions which combine the musical elements

# 4<sup>th</sup>

- to listen carefully and respond to sounds using movement
- understand how symbols can be used to represent sounds
- how symbols can be used to describe changing sounds

1. Respond to *Cartoon strip* in movement
2. Use instruments to create a class improvisation of *Cartoon strip*
3. Play *Hairy scary sounds matching* game

- identify different sounds by matching movements to given sounds
- perform together using symbols as a support
- perform together and follow instructions which combine the musical elements

## BRINGING IT ALL TOGETHER: HOW CAN WE USE THESE DIFFERENT SOUNDS MAKE ON CLASSROOM INSTRUMENTS?

# 5<sup>th</sup>

- to compose a class composition
- how symbols can be used to describe changing sounds

1. Learn *The Hairy Scary Castle* song
2. Make actions, vocal and body sounds for *Hairy scary rooms*
3. Play the *Hairy scary rooms* game with voices and actions

- contribute to the creation of a class composition
- perform together and follow instructions which combine the musical elements

# 6<sup>th</sup>

- to compose a class composition and make a score

1. Compose *Hairy scary music* using instruments
2. Notate scary room sounds
3. Rehearse and perform *The Hairy Scary Castle*

- contribute to the creation of a class composition and make their own symbols as part of a class score
- choose sounds and instruments carefully and make improvements to their own and others' work

# Instruments



1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• how sounds can be used descriptively</li> <li>• that music can describe an environment</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to <i>Mahachagogo</i> and perform the chant in voices which describe different feelings</li> <li>2. Learn to sing <i>It's gonna be hot</i> and use voices descriptively</li> <li>3. Listen to <i>Light showers, sunny spells</i> to identify and describe the sounds</li> </ol>	<ul style="list-style-type: none"> <li>• use voices and sing expressive</li> <li>• describe different images creat music</li> </ul>
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**EXPLORATION: HOW CAN WE USE SOUNDS TO DESCRIBE THE WEATHER?**

2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• how sounds can be used descriptively</li> <li>• that music can describe an environment</li> <li>• about sounds made by different sound sources</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn to sing <i>Maja pade</i></li> <li>2. Select instruments to accompany <i>Maja pade</i></li> <li>3. Listen to <i>Maja pade</i> to notice and identify the accompanying instruments</li> </ol>	<ul style="list-style-type: none"> <li>• use voices and sing expressive</li> <li>• describe different images creat music</li> <li>• select appropriate instruments choose and combine sounds carefully</li> </ul>
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3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• about sounds made by different sound sources</li> <li>• how words can describe sounds</li> <li>• how sounds can be changed</li> <li>• how sounds can be combined</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to <i>Storm</i> and describe the effect</li> <li>2. Perform <i>Storm</i> and control the volume</li> <li>3. Perform <i>Storm</i> with instruments and control volume</li> </ol>	<ul style="list-style-type: none"> <li>• select appropriate instruments ; choose and combine sounds ca</li> <li>• identify and use descriptive wc create sound pictures</li> <li>• change sounds to reflect differ stimuli</li> <li>• select appropriate combination sounds</li> </ul>
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4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• about sounds made by different sound sources</li> <li>• how words can describe sounds</li> <li>• how sounds can be changed</li> <li>• how sounds can be combined</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>Gonna build a house boat</i> with actions</li> <li>2. Select and layer sounds for an accompaniment to <i>Gonna build a house boat</i></li> <li>3. Improve a performance of <i>Builder's yard</i></li> </ol>	<ul style="list-style-type: none"> <li>• identify and use descriptive wc create sound pictures</li> <li>• select appropriate instruments ; choose and combine sounds ca</li> <li>• change sounds to reflect differ stimuli</li> <li>• select appropriate combination sounds</li> </ul>
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**BRINGING IT ALL TOGETHER: CAN WE MAKE OUR OWN WEATHER COMPOSITION?**

5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how sounds can be organised</li> <li>• how to create a class composition using simple structures</li> </ul>	<ol style="list-style-type: none"> <li>1. Add sounds to the recording of <i>Noah's ark</i></li> <li>2. Sing <i>Noah's ark</i> and play <i>Storyteller</i> to recognise the episodes of the story</li> <li>3. Perform <i>Noah's ark</i> without the CD</li> </ol>	<ul style="list-style-type: none"> <li>• choose carefully and order so within simple structures in res to the stimulus of weather</li> <li>• contribute ideas and control s as part of a class compositor</li> </ul>
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6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how sounds can be organised</li> <li>• how to create a class composition using simple structures</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform <i>Noah's ark</i> with instrumental interludes</li> <li>2. Retell the <i>Noah's ark</i> story with instruments</li> <li>3. Appraise the recordings of <i>Noah's ark</i> and share them with another class</li> </ol>	<ul style="list-style-type: none"> <li>• choose carefully and order so within simple structures in res to the stimulus of weather</li> <li>• contribute ideas and control s as part of a class compositor</li> </ul>
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## Tembre, tempo, dynamics

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>to recognise different sound sources</li> <li>to explore different sound sources</li> <li>to focus their listening</li> </ul>	<ol style="list-style-type: none"> <li>Play <i>Sunrise sounds</i> to identify sounds in the environment</li> <li>Listen and move to <i>Sun arise</i></li> <li>Play the <i>Post calypso</i> game to make a variety of sounds using voices</li> </ol>	<ul style="list-style-type: none"> <li>identify different sound sources</li> <li>make sounds and recognise how they can give a message</li> <li>listen carefully</li> </ul>
<b>EXPLORATION: HOW CAN WE MAKE SOUNDS EXPRESSIVELY?</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>to recognise different sound sources</li> <li>to explore different sound sources</li> <li>to explore instruments</li> <li>to control instruments</li> </ul>	<ol style="list-style-type: none"> <li>Sing <i>Just a load of rubbish</i> to explore junk instruments</li> <li>Play the <i>Just junk</i> game</li> <li>Play the <i>Post calypso</i> game with junk instruments</li> </ol>	<ul style="list-style-type: none"> <li>identify different sound sources</li> <li>make sounds and recognise how they can give a message</li> <li>play instruments in different ways</li> <li>handle and play instruments with control</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>to explore different sound sources</li> <li>to explore instruments</li> <li>to control instruments</li> <li>to explore expressive use of sounds</li> </ul>	<ol style="list-style-type: none"> <li>Sing <i>Sally go round the sun</i> and tap the beat and the rhythm on body percussion</li> <li>Sing <i>Sally go round the sun</i> and tap the beat and rhythm on instruments</li> <li>Rehearse different arrangements of <i>Sally go round the sun</i></li> </ol>	<ul style="list-style-type: none"> <li>make sounds and recognise how they can give a message</li> <li>play instruments in different ways</li> <li>handle and play instruments with control</li> <li>make and select sounds to reflect the mood of a song</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>to explore instruments</li> <li>to explore expressive use of sounds</li> <li>to explore expressive use of sounds</li> </ul>	<ol style="list-style-type: none"> <li>Sing <i>Teatime shout</i> with tap, scrape, shake actions</li> <li>Make up new verses for <i>Teatime shout</i></li> <li>Accompany <i>Teatime shout</i> with kitchen soundmakers</li> </ol>	<ul style="list-style-type: none"> <li>play instruments and create sound effects</li> <li>handle and play instruments with control</li> <li>make and select sounds to reflect the mood of a song</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>to explore instruments</li> <li>to control instruments</li> <li>to use sounds expressively to illustrate a poem</li> </ul>	<ol style="list-style-type: none"> <li>Listen to <i>When I go to bed</i> to identify sounds in the environment</li> <li>Rehearse sounds to accompany <i>When I go to bed</i></li> <li>Perform sound interludes between the verses of <i>When I go to bed</i></li> </ol>	<ul style="list-style-type: none"> <li>play instruments and create sound effects</li> <li>handle and play instruments with control</li> <li>select sounds and sound sources carefully in response to a poem</li> </ul>
<b>BRINGING IT ALL TOGETHER: HOW CAN WE USE SOUND TO DESCRIBE EVENTS, FEELINGS AND MOODS?</b>			
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>to use sounds expressively to illustrate a scene</li> </ul>	<ol style="list-style-type: none"> <li>Rehearse tapping, shaking and scraping accompaniments to three songs</li> <li>Rehearse movement and dance for <i>Sun arise</i></li> <li>Direct a performance of <i>From sunrise to sunset</i></li> </ol>	<ul style="list-style-type: none"> <li>select sounds and sound sources carefully in response to a story</li> </ul>

## Sounds BBC

## Topic 1

### National Curriculum Links

- 1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
2. improvise and compose music for a range of purposes using the inter-related dimensions of music
3. listen with attention to detail and recall sounds with increasing aural memory
4. use and understand staff and other musical notations
5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
6. develop an understanding of the history of music.

### Skills

- 1 Play and perform in a solo and ensemble contexts using their voices and playing instruments with increasing accuracy, control and expression
2. Improvise and compose music using the inter-related dimensions of music separately and in combination
3. Listen with attention to detail and recall sounds with increasing aural memory
- 4 Use and understand the basics of the stave and other musical notations
5. Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers
6. Develop an understanding of the history of music

**INTRODUCTION: HOW CAN MUSIC DESCRIBE DIFFERENT ANIMALS?**

<p><b>1<sup>st</sup></b></p>	<ul style="list-style-type: none"> <li>to identify how music can be used descriptively, eg to represent different animal characteristics</li> </ul>	<ol style="list-style-type: none"> <li>Discuss how different animals are described by the words and music in <i>Tortoise song</i></li> <li>Prepare movements to add to the song</li> <li>Perform <i>Tortoise song</i> with mimed greetings and tuned percussion accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>recognise how musical elements are used and combined to describe different animals</li> </ul>
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**EXPLORATION: USING SOUNDS DESCRIPTIVELY**

<p><b>2<sup>nd</sup></b></p>	<ul style="list-style-type: none"> <li>how to use the musical elements to describe animals</li> <li>how to use movement to describe different animals</li> </ul>	<ol style="list-style-type: none"> <li>Discuss the use of words and music in <i>Sea slugs and jellyfish</i> and in <i>Seagulls</i></li> <li>Listen to one composer's descriptions of different animals in music</li> <li>Move in character to the music of <i>Bear dance</i></li> </ol>	<ul style="list-style-type: none"> <li>recognise how musical elements are used and combined to describe different animals</li> </ul>
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<p><b>3<sup>rd</sup></b></p>	<ul style="list-style-type: none"> <li>how to use movement to describe different animals</li> <li>how to match sounds and movement descriptively</li> </ul>	<ol style="list-style-type: none"> <li>Watch some traditional Indian dance movements for different animals</li> <li>Learn the hand movements for different animals</li> <li>Improvise hand movements to accompany the music, <i>Raga abhogi</i></li> </ol>	<ul style="list-style-type: none"> <li>explore and choose different movements to describe animals</li> </ul>
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<p><b>4<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>how to use movement to describe different animals</li> <li>how to match sounds and movement descriptively</li> </ul>	<ol style="list-style-type: none"> <li>Think of words to describe animal movements</li> <li>Invent music to represent different animal movements</li> <li>Extend the animal movements into a sequence</li> </ol>	<ul style="list-style-type: none"> <li>explore and choose different movements to describe animals</li> <li>create sequences of sound in response to the movements and sequences of movements in response to sounds</li> </ul>
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**BRINGING IT ALL TOGETHER: COMPOSING A PIECE OF DESCRIPTIVE MUSIC**

<p><b>5<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>how to match sounds and movement descriptively</li> <li>how to use narration with sounds and movement (multimedia)</li> </ul>	<ol style="list-style-type: none"> <li>Write a description of an animal's movements</li> <li>Add movement to the animal narrations</li> <li>Perform the animal narrations and mimes</li> </ol>	<ul style="list-style-type: none"> <li>combine narration and movement to describe a chosen animal</li> <li>explore and choose different movements to describe animals</li> </ul>
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<p><b>6<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>to select particular ways in which the elements can be combined expressively</li> </ul>	<ol style="list-style-type: none"> <li>Develop an animal narration and mime as a group</li> <li>Add music to the narration and mime</li> <li>Perform and evaluate the final <i>Animal</i></li> </ol>	<ul style="list-style-type: none"> <li>combine narration, sounds and movement to describe a chosen animal</li> </ul>
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Year 3



INTRODUCTION: HOW ARE SONGS ACCOMPANIED?			
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• about musical accompaniments</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss what we mean by accompaniment in music</li> <li>2. Listen to different ways in which instruments accompany a song</li> <li>3. Sing the accompaniment to <i>How doth the little crocodile</i></li> </ol>	<ul style="list-style-type: none"> <li>• identify different ways sounds are used to accompany a song</li> <li>• learn a song and sing it together</li> </ul>
EXPLORATION: HOW CAN WE MAKE OUR OWN ACCOMPANIMENT?			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• to explore melodic phrases</li> </ul>	<ol style="list-style-type: none"> <li>1. Work with the melody of <i>Hill an gully</i></li> <li>2. Identify and play by ear a melodic phrase of <i>Hill an gully</i></li> <li>3. Explore phrases from <i>Hill an gully</i> as an introduction to the song</li> </ol>	<ul style="list-style-type: none"> <li>• identify melodic phrases and play them by ear</li> <li>• identify phrases that could be used as an introduction</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• to explore rhythmic patterns</li> </ul>	<ol style="list-style-type: none"> <li>1. Explore the different beats of <i>Oi Mas Charlie</i></li> <li>2. Learn some repeated rhythm patterns in <i>Oi Mas Charlie</i></li> <li>3. Combine rhythm patterns from the song</li> </ol>	<ul style="list-style-type: none"> <li>• identify and perform rhythmic patterns</li> <li>• play repeated rhythmic patterns</li> <li>• fit different rhythmic patterns together</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to consider the intended effect</li> <li>• about expressive use of elements</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify some of the different purposes of songs</li> <li>2. Listen to a selection of songs which have different purposes</li> <li>3. Select songs for a radio audience</li> </ol>	<ul style="list-style-type: none"> <li>• recognise how music can reflect different intentions</li> <li>• identify how different verses could be performed expressively</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• about expressive use of elements</li> <li>• about presentation</li> </ul>	<ol style="list-style-type: none"> <li>1. Create the text for a radio jingle</li> <li>2. Develop the jingle and explore ways of performing the words</li> <li>3. Finalise the jingle</li> </ol>	<ul style="list-style-type: none"> <li>• identify how different verses could be performed expressively</li> <li>• perform in different ways, exploring the way the performers are a musical resource</li> </ul>
BRINGING IT ALL TOGETHER: LET'S ARRANGE OUR OWN SONG			
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to present a class performance</li> </ul>	<ol style="list-style-type: none"> <li>1. Decide upon the structure of the radio show</li> <li>2. Rehearse then perform the class radio show</li> <li>3. Listen to and evaluate a recording of the class radio show</li> </ol>	<ul style="list-style-type: none"> <li>• make musical decisions and create a class performance</li> </ul>

## Arrangements The Firebird BBC 10 Pieces



# 1<sup>st</sup>

- about repeated rhythmic patterns

1. Play *Switch I* and *Switch II* using body percussion
2. Play *Switch II* using untuned percussion instruments
3. Listen to the repeated pattern in *Polka*

- recognise repeated rhythmic patterns

## EXPLORATION: PLAYING RHYTHMIC PATTERNS

# 2<sup>nd</sup>

- about rhythmic patterns
- how rhythms can be described through rhythmic symbols (notations)

1. Listen to the rap *Please, Mr Noah*
2. Learn the rhythm patterns for each animal
3. Perform the *Please, Mr Noah* rap with the rhythm patterns

- repeat rhythmic patterns
- perform a repeated pattern to a steady pulse
- perform with awareness of different parts

# 3<sup>rd</sup>

- about rhythmic patterns
- how rhythms can be described through rhythmic symbols (notations)

1. Create a *Space shuttle rap*
2. Invent and practise the rhythm patterns of chosen objects
3. Perform the *Space shuttle rap* to the backing track

- repeat rhythmic patterns
- perform a repeated pattern to a steady pulse
- perform with awareness of different parts

# 4<sup>th</sup>

- about rhythmic patterns
- how rhythms can be described through rhythmic symbols (notations)
- that repeated patterns are often used in music

1. Sing the song *The happiest time of year*
2. Practise rhythm patterns from the song as accompaniments
3. Perform *The happiest time of year* with a steady beat and two rhythm ostinati

- repeat rhythmic patterns
- perform a repeated pattern to a steady pulse
- perform with awareness of different parts
- identify repeated patterns used in a variety of music

## BRINGING IT ALL TOGETHER: INVENTING AND PERFORMING RHYTHMIC PATTERNS

# 5<sup>th</sup>

- to compose music using rhythmic ostinati based on spoken phrase

1. Listen to a rhythmic rendition of the poem *Cats*
2. Invent rhythmic new lines for the poem
3. Perform *Christmas Cats*

- compose music in pairs and make improvements to their own work

# 6<sup>th</sup>

- to compose music using rhythmic ostinati based on spoken phrase

1. Play *Christmas Cats* on tuned and untuned percussion
2. Practise playing *Christmas Cats* with instrumental ostinati
3. Perform the instrumental version of *Christmas Cats*

- compose music in pairs and make improvements to their own work

# Rhythmic

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• about pentatonic scales and how they are used in music</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing the song <i>Old MacDonald had a glock</i></li> <li>2. Work out the melody of <i>Old MacDonald had a glock</i> by ear</li> <li>3. Identify what is meant by pentatonic scale, using <i>Old MacDonald had a glock</i> as an example</li> </ol>	<ul style="list-style-type: none"> <li>• identify pentatonic scales in songs</li> </ul>
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**EXPLORATION: HOW CAN WE USE A PENTATONIC SCALE?**

2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• about pentatonic scales and how they are used in music</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing the pentatonic song <i>What you got?</i></li> <li>2. Accompany the song using notes from the C pentatonic</li> <li>3. Perform and appraise a performance of the song accompanied by notes of the C pentatonic</li> </ol>	<ul style="list-style-type: none"> <li>• identify pentatonic scales in songs</li> </ul>
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3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• how simple tunes can be based on a pentatonic scale</li> </ul>	<ol style="list-style-type: none"> <li>1. Improvise one line of a tune using notes from the C pentatonic scale</li> <li>2. Improvise a line with a more complex rhythm pattern</li> <li>3. Combine rhythm and melody in <i>What pattern's this?</i></li> </ol>	<ul style="list-style-type: none"> <li>• improvise simple tunes based on the pentatonic scale</li> </ul>
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4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to create different textures using the pentatonic scale</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing two pentatonic songs at the same time</li> <li>2. Add an accompaniment to <i>What you got?</i> and <i>Old MacDonald had a glock</i></li> <li>3. Record and appraise a class performance of the two songs</li> </ol>	<ul style="list-style-type: none"> <li>• perform together keeping a steady beat</li> </ul>
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**BRINGING IT ALL TOGETHER: COMPOSING A PENTATONIC PIECE**

5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to create a class performance</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn about the perceptions of dragons in different cultures</li> <li>2. Create text for a <i>Chinese dragon song</i></li> <li>3. Create music for the <i>Chinese dragon song</i></li> </ol>	<ul style="list-style-type: none"> <li>• create a class song</li> <li>• create an accompaniment to the song</li> </ul>
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6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to create a class performance</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform the <i>Chinese dragon song</i> to a backing track</li> <li>2. Play the conductor game to perform the <i>Chinese dragon song</i></li> <li>3. Present the class <i>Chinese dragon song</i> to a friendly audience</li> </ol>	<ul style="list-style-type: none"> <li>• create a class song</li> <li>• create an accompaniment to the song</li> </ul>
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# Pentatonic

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• that music, like pictures, can describe images and moods</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to three contrasting pieces of music</li> <li>2. Discuss the images described in two of the pieces of music</li> <li>3. Identify how the image has been created in <i>The little train of the Caipira</i></li> </ol>	<ul style="list-style-type: none"> <li>• identify descriptive features in art and music</li> <li>• analyse and comment on how sounds are used to create different moods</li> </ul>
<b>EXPLORATION: HOW CAN WE USE SOUNDS TO CREATE A PICTURE OR MOOD?</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• to relate sounds to visual images</li> <li>• to select appropriate instruments</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the picture <i>Sports Day</i></li> <li>2. Play some sounds from the picture</li> <li>3. Play the invented music from the picture</li> </ol>	<ul style="list-style-type: none"> <li>• select instruments and create sounds to describe visual images</li> <li>• choose instruments on the basis of internalised sounds</li> <li>• analyse and comment on the effectiveness of the sounds and instruments selected</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• how sounds can be combined to make textures</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the picture <i>Sunset over the sea</i></li> <li>2. Compose layers of music to accompany the picture</li> <li>3. Combine the layers of music and assess how effectively they capture the mood of the picture</li> </ol>	<ul style="list-style-type: none"> <li>• create textures by combining sounds in different ways</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how mood and emotion can be illustrated in music</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn the song <i>Horror Hotel</i></li> <li>2. Discuss the picture <i>Haunted house</i> and create a repertoire of vocal haunted sounds</li> <li>3. Accompany the song <i>Horror Hotel</i> using the repertoire of vocal haunted sounds</li> </ol>	<ul style="list-style-type: none"> <li>• create music that describes two contrasting moods or emotions</li> </ul>
<b>BRINGING IT ALL TOGETHER: COMPOSING A SOUND PICTURE</b>			
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how pitched sounds can be combined</li> <li>• how rhythmic sounds can be combined</li> <li>• how sounds can be used expressively</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the sounds that could be part of a picture</li> <li>2. Discuss appropriate instruments to represent the sounds in the picture</li> <li>3. Prepare sound bites of the picture</li> </ol>	<ul style="list-style-type: none"> <li>• recognise and explore different combinations of pitched sounds</li> <li>• recognise and explore different combinations of rhythmic sounds</li> <li>• compose music to describe a picture in groups of two or three</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how sounds can be used expressively</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise the sound bites from last lesson</li> <li>2. Decide how to combine the sound bites to create a supermarket composition</li> <li>3. Record and evaluate the class supermarket composition</li> </ol>	<ul style="list-style-type: none"> <li>• compose music to describe a picture in groups of two or three</li> </ul>

Sounds and colours BBC  
10 Pieces Fantastic  
Zoology

# 1<sup>st</sup>

- to sing and play a range of singing games

1. Watch and discuss some playground singing games
2. Try playing each singing game
3. Explore the musical and physical characteristics of each singing game

- sing and play a range of singing games with confidence
- identify different actions and uses of singing games

## EXPLORATION: WHAT ARE THE CHARACTERISTICS OF SINGING GAMES?

# 2<sup>nd</sup>

- to sing and play a range of singing games

1. Perform the singing games from lesson 1 and watch some new games
2. Try playing four singing games with different actions
3. Think about the characteristics singing games have in common

- sing and play a range of singing games with confidence
- identify different actions and uses of singing games

# 3<sup>rd</sup>

- that singing games have specific musical characteristics that contribute to their success

1. Learn *Pass the pebble on* and move in time to the steady beat
2. Play the game, *Pass the pebble on*
3. Explore two different pulses in *Pass the pebble on*

- identify different singing games
- relate how the sounds are used to the different types of singing game

# 4<sup>th</sup>

- to clap/tap the pulse and how to create rhythmic ostinati

1. Identify rhythm patterns from different singing games
2. Play the rhythm patterns on untuned percussion
3. Play the game, *Pass the pebble on*, with ostinato accompaniments

- accompany singing games with confidence by clapping/tapping the pulse in time, getting faster and slower
- demonstrate the difference between pulse and rhythm
- create simple rhythmic ostinati and perform with others

## BRINGING IT ALL TOGETHER: CAN WE MAKE UP OUR OWN PLAYGROUND SINGING GAMES AND SONGS?

# 5<sup>th</sup>

- how to make up tunes for their own singing games and add appropriate actions

1. Create some text for a singing game
2. Listen to and copy melodic phrases on the CD
3. Compose a melody for the singing game

- make up their own singing games with tunes and actions

# 6<sup>th</sup>

- how to make up tunes for their own singing games and add appropriate actions

1. Complete the singing game with actions
2. Each group presents its game to the class
3. Each group teaches another group its game

- make up their own singing games with tunes and actions
- perform their singing games for other people

# Singing



1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• about repeated rhythmic patterns</li> </ul>	<ol style="list-style-type: none"> <li>1. Improvise rhythm patterns in <i>Play in the gap</i></li> <li>2. Listen to the rhythm patterns in <i>Kartal</i></li> <li>3. Learn to play the melodic ostinato in <i>Chaciona</i></li> </ol>	<ul style="list-style-type: none"> <li>• recognise repeated rhythmic patterns</li> </ul>
<b>EXPLORATION: PLAYING RHYTHMIC PATTERNS</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• about rhythmic patterns</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing <i>Suo-gân</i> and identify the rhythm patterns of phrases in the melody</li> <li>2. Invent rhythmic ostinati to accompany <i>Suo-gân</i></li> <li>3. Perform <i>Suo-gân</i> with an ostinato accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>• repeat rhythmic patterns</li> <li>• perform a repeated pattern to a steady pulse</li> <li>• perform with awareness of different parts</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• about rhythmic patterns</li> <li>• how rhythms can be described through rhythmic symbols (notations)</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify phrases in <i>Jelly on a plate</i></li> <li>2. Study the notation of <i>Jelly on a plate</i></li> <li>3. Combine rhythm patterns from <i>Jelly on a plate</i> in an ostinato accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>• repeat rhythmic patterns</li> <li>• perform a repeated pattern to a steady pulse</li> <li>• perform with awareness of different parts</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• that repeated patterns are often used in music</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and perform rhythm patterns in <i>Unsquare dance</i></li> <li>2. Invent two rhythmic ostinati which combine to make seven beats</li> <li>3. Perform the invented rhythm patterns to a backing track</li> </ol>	<ul style="list-style-type: none"> <li>• repeat rhythmic patterns</li> <li>• perform a repeated pattern to a steady pulse</li> <li>• perform with awareness of different parts</li> </ul>
<b>BRINGING IT ALL TOGETHER: INVENTING AND PERFORMING RHYTHMIC PATTERNS</b>			
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• about rhythmic patterns based on spoken phrase</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to the poem <i>I'm a hip hoppy kid</i> performed as a rap</li> <li>2. Work out the words of <i>I'm a hip hoppy kid</i> by ear and identify rhythmic phrases</li> <li>3. Invent lyrics for a <i>Clean school rap</i> using the structure of <i>I'm a hip hoppy kid</i></li> </ol>	<ul style="list-style-type: none"> <li>• invent lyrics to fit set rhythm patterns</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to structure rhythmic patterns based on spoken phrase</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform the <i>Clean school rap</i> with body percussion accompaniment</li> <li>2. Invent movement to accompany the rap and decide a structure for a class performance</li> <li>3. Rehearse then perform the accompanied version of the <i>Clean school rap</i></li> </ol>	<ul style="list-style-type: none"> <li>• perform with awareness of different parts and make improvements to their work</li> </ul>

Year 4



1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• about musical accompaniments</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to ostinato rhythm patterns in the accompaniment of three songs</li> <li>2. Compare three different accompaniments to the song <i>Did the rum do?</i></li> <li>3. Choose a favourite accompaniment and join in with the rhythm patterns</li> </ol>	<ul style="list-style-type: none"> <li>• identify different ways sounds are used to accompany a song</li> </ul>
EXPLORATION: HOW CAN WE MAKE OUR OWN ACCOMPANIMENT?			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• to explore melodic phrases</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify melodic phrases in <i>Ki yo wah ji neh</i></li> <li>2. Play some phrases of <i>Ki yo wah ji neh</i> by ear</li> <li>3. Perform the <i>Ki yo wah ji neh</i> phrases as part of the song</li> </ol>	<ul style="list-style-type: none"> <li>• identify melodic phrases and play them by ear</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• to explore melodic phrases</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce the song <i>Christmas calypso</i></li> <li>2. Identify melodic phrases in the chorus of <i>Christmas calypso</i></li> <li>3. Learn the verses of <i>Christmas calypso</i></li> </ol>	<ul style="list-style-type: none"> <li>• learn a song and sing it together</li> <li>• identify melodic phrases</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to explore rhythmic patterns</li> </ul>	<ol style="list-style-type: none"> <li>1. Add a steady beat to <i>Christmas calypso</i></li> <li>2. Add repeated rhythm patterns to <i>Christmas calypso</i></li> <li>3. Combine rhythm patterns and beat in <i>Christmas calypso</i></li> </ol>	<ul style="list-style-type: none"> <li>• identify and perform rhythmic patterns</li> <li>• play repeated rhythmic patterns</li> <li>• fit different rhythmic patterns together</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to explore melodic phrases</li> <li>• to consider the intended effect</li> <li>• about expressive use of elements</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn to play a phrase from <i>Christmas calypso</i> by ear</li> <li>2. Rehearse playing the <i>Christmas calypso</i> phrases in time with the CD</li> <li>3. Consider the intention of <i>Christmas calypso</i> and develop a performance style to suit the song</li> </ol>	<ul style="list-style-type: none"> <li>• identify melodic phrases and play them by ear</li> <li>• recognise how music can reflect different intentions</li> <li>• identify how different verses could be performed expressively</li> <li>• perform in different ways, exploring the way the performers are a musical resource</li> </ul>
BRINGING IT ALL TOGETHER: LET'S ARRANGE OUR OWN SONG			
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• about presentation</li> <li>• how to present a class performance</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete the class arrangement of <i>Christmas calypso</i></li> <li>2. Plan and rehearse the class arrangement of <i>Christmas calypso</i></li> <li>3. Perform <i>Christmas calypso</i> to an audience</li> </ol>	<ul style="list-style-type: none"> <li>• make musical decisions and create a class performance</li> </ul>

## Arrangements BBC 10 Pieces Mars Holst

<b>1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>that melodies are made of intervals that are steps or leaps, and repeated notes</li> </ul>	<ol style="list-style-type: none"> <li>Follow the pitch movement of the melody in the song <i>Jibber jabber</i></li> <li>Identify leaps in a melody by ear</li> <li>Demonstrate leaps in a melody using whole body movement</li> </ol>	<ul style="list-style-type: none"> <li>identify, by ear, the steps, leaps and repeated notes in a melody</li> </ul>
<b>EXPLORATION: HOW IS A MELODY CONSTRUCTED?</b>			
<b>2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>that melodies are made of intervals that are steps or leaps, and repeated notes</li> </ul>	<ol style="list-style-type: none"> <li>Work out melodic intervals in <i>Simple melody</i> by ear</li> <li>Invent melodies from a set of intervals</li> <li>Perform and record the new melodies</li> </ol>	<ul style="list-style-type: none"> <li>create a melody from a set of intervals</li> </ul>
<b>3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>about the structure of melodies</li> <li>to explore melodic phrases</li> <li>to consider the intended effect</li> </ul>	<ol style="list-style-type: none"> <li>Learn <i>Skye boat song</i> and discuss the phrases</li> <li>Learn to play the melody of the verse by ear</li> <li>Record a performance of <i>Skye boat song</i> with groups playing the melody and adding sound effects</li> </ol>	<ul style="list-style-type: none"> <li>identify melodic phrases and play them by ear</li> <li>sing a song with expression based on knowledge and understanding of musical phrases</li> <li>recognise how music can reflect different intentions</li> </ul>
<b>4<sup>th</sup></b>	<ul style="list-style-type: none"> <li>about melodies based on scales</li> </ul>	<ol style="list-style-type: none"> <li>Identify and learn a scale passage in a melody</li> <li>Learn to sing the first melody from <i>Do-re-mi</i> and use Kodaly hand signs</li> <li>Learn the second melody from <i>Do-re-mi</i></li> </ol>	<ul style="list-style-type: none"> <li>identify scale passages in a melody</li> <li>sing scale passages in a song with care and with accuracy</li> </ul>
<b>5<sup>th</sup></b>	<ul style="list-style-type: none"> <li>to sing melodies that fit together</li> </ul>	<ol style="list-style-type: none"> <li>Discuss the structure of the complete <i>Do-re-mi</i> song</li> <li>Learn to perform a melodic ostinato accompaniment with the second melody in <i>Do-re-mi</i></li> <li>Perform the complete <i>Do-re-mi</i> song</li> </ol>	<ul style="list-style-type: none"> <li>sing a song with two different melodies and a melodic ostinato accompaniment</li> </ul>
<b>BRINGING IT ALL TOGETHER: PERFORMING MELODIES</b>			
<b>6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>to sing and play melodies that fit together</li> <li>use and apply musical knowledge and understanding</li> </ul>	<ol style="list-style-type: none"> <li>Sing the song <i>Jibber jabber</i></li> <li>Learn a second voice part and xylophone accompaniment to <i>Jibber jabber</i></li> <li>Appraise a performance of <i>Jibber jabber</i></li> </ol>	<ul style="list-style-type: none"> <li>learn and perform a second voice part and melodic accompaniment with a well-known melody</li> <li>sing the song with knowledge and understanding of musical phrasing and expression</li> </ul>

## Melodies and scales

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• that music, like pictures, can describe images and moods</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to two contrasting pieces of programme music</li> <li>2. Discuss how music creates mental images</li> <li>3. Play <i>Tambourine talk</i> to express moods using instruments and vocal sounds</li> </ol>	<ul style="list-style-type: none"> <li>• identify descriptive features in music</li> <li>• analyse and comment on how sounds are used to create different moods</li> </ul>
<b>EXPLORATION: HOW CAN WE USE SOUNDS TO CREATE A PICTURE OR MOOD?</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• to relate sounds to visual images</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to the song <i>Day Off</i></li> <li>2. Compose jogging music for a <i>Running round the world</i> class composition</li> <li>3. Plan the <i>Running round the world</i> class composition</li> </ol>	<ul style="list-style-type: none"> <li>• select instruments and create sounds to describe visual images</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• to select appropriate instruments</li> <li>• how sounds can be combined to make textures</li> <li>• how mood and emotion can be illustrated in music</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the mood behind each scene of the <i>Running round the world</i> composition</li> <li>2. Compose the scenes for the <i>Running round the world</i> class composition</li> <li>3. Share the work in progress</li> </ol>	<ul style="list-style-type: none"> <li>• choose instruments on the basis of internalised sounds</li> <li>• analyse and comment on the effectiveness of the sounds and instruments selected</li> <li>• create textures by combining sounds in different ways</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how sounds can be combined to make textures</li> </ul>	<ol style="list-style-type: none"> <li>1. Decide upon an order for the <i>Running round the world</i> composition</li> <li>2. Rehearse each scene of the <i>Running round the world</i> class composition</li> <li>3. Perform and record the <i>Running round the world</i> class composition</li> </ol>	<ul style="list-style-type: none"> <li>• analyse and comment on the effectiveness of the sounds and instruments selected</li> <li>• create textures by combining sounds in different ways</li> </ul>
<b>BRINGING IT ALL TOGETHER: COMPOSING A SOUND PICTURE</b>			
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how sounds can be combined to make textures</li> <li>• how mood and emotion can be illustrated in music</li> <li>• to use sounds expressively</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the images in the poem, <i>Seashore</i></li> <li>2. Plan group compositions based on <i>Seashore</i></li> <li>3. Begin the seashore compositions</li> </ol>	<ul style="list-style-type: none"> <li>• create music that describes two contrasting moods/emotions</li> <li>• create textures by combining sounds in different ways</li> <li>• compose music in groups to describe a picture</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how sounds can be combined to make textures</li> <li>• how mood and emotion can be illustrated in music</li> <li>• to use sounds expressively</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop the seashore compositions</li> <li>2. Perform and record each group's seashore composition</li> <li>3. Listen to the recordings and evaluate the seashore compositions</li> </ol>	<ul style="list-style-type: none"> <li>• create music that describes two contrasting moods/emotions</li> <li>• create textures by combining sounds in different ways</li> <li>• compose music in groups to describe a picture</li> </ul>

## Sounds and colours

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>to identify how music can be used descriptively, eg to represent different animal characteristics</li> </ul>	<ol style="list-style-type: none"> <li>Discuss the composer's description of a firebird in <i>Dance of the firebird</i></li> <li>Discuss the use of words and music in <i>The bellipong</i></li> <li>Learn <i>A gnu</i> and consider how the words and music describe the animal's personality</li> </ol>	<ul style="list-style-type: none"> <li>recognise how musical elements are used and combined to describe different animals</li> </ul>
<b>EXPLORATION: USING SOUNDS DESCRIPTIVELY</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>how to use the musical elements to describe animals</li> <li>how to use movement to describe different animals</li> </ul>	<ol style="list-style-type: none"> <li>Sing <i>A gnu</i> using voices expressively</li> <li>Discuss how the music describes the way the gnu moves</li> <li>Invent a gnu walk to fit with the song, <i>A gnu</i></li> </ol>	<ul style="list-style-type: none"> <li>sing songs and create different effects</li> <li>explore and choose different movements to describe animals</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>how to match sounds and movement descriptively</li> </ul>	<ol style="list-style-type: none"> <li>Move in character to the music of <i>The bellipong</i> and <i>The zippi</i></li> <li>Learn to sing <i>The bellipong</i> and <i>The zippi</i>, then combine them</li> <li>Invent musical motifs for <i>The bellipong</i> and <i>The zippi</i></li> </ol>	<ul style="list-style-type: none"> <li>create sequences of sound in response to the movements and sequences of movements in response to sounds</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>how to use the musical elements to describe animals</li> <li>how to use movement to describe different animals</li> </ul>	<ol style="list-style-type: none"> <li>Play the game <i>Animal consequences</i> to invent new animals</li> <li>Create a factfile about each animal's appearance, movements, personality and habits</li> <li>Invent movements to reflect the animal's attributes</li> </ol>	<ul style="list-style-type: none"> <li>explore and choose different movements to describe animals</li> <li>recognise how musical elements are used and combined to describe different animals</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>how to use narration with sounds and movement (multimedia)</li> <li>to select particular ways in which the elements can be combined expressively</li> </ul>	<ol style="list-style-type: none"> <li>Invent <i>Animal presentations</i> which combine music, movement and narration</li> <li>Rehearse the <i>Animal presentations</i></li> <li>Perform the <i>Animal presentations</i></li> </ol>	<ul style="list-style-type: none"> <li>combine narration, sounds and movement to describe a chosen animal</li> <li>create descriptive music in pairs or small groups</li> </ul>
<b>BRINGING IT ALL TOGETHER: COMPOSING A PIECE OF DESCRIPTIVE MUSIC</b>			
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>how to use narration with sounds and movement (multimedia)</li> <li>to select particular ways in which the elements can be combined expressively</li> </ul>	<ol style="list-style-type: none"> <li>Prepare for a <i>Made-up animals competition</i></li> <li>Rehearse ideas for the <i>Made-up animals competition</i></li> <li>Perform movement, narration and music in the <i>Made-up animals competition</i></li> </ol>	<ul style="list-style-type: none"> <li>combine narration, sounds and movement to describe a chosen animal</li> <li>create descriptive music in pairs or small groups</li> </ul>

## Descriptive sound



# Signals

<b>1<sup>st</sup></b>	<ul style="list-style-type: none"><li>• to recognise sound signals</li><li>• about different signals</li></ul>	<ol style="list-style-type: none"><li>1. Listen to <i>Crowded city</i> and identify sound signals</li><li>2. Explore some musical features of sound signals</li><li>3. Discuss the sound signals in <i>Crowded city</i> and other signals used in the community</li></ol>	<ul style="list-style-type: none"><li>• identify different sound signals and play them by ear</li><li>• discuss signals used in the community</li></ul>
<b>EXPLORATION: HOW CAN WE USE SIGNALS IN MUSIC?</b>			
<b>2<sup>nd</sup></b>	<ul style="list-style-type: none"><li>• about musical signals</li></ul>	<ol style="list-style-type: none"><li>1. Identify how a musical signal is used to control volume</li><li>2. Practise combining different rhythm patterns</li><li>3. Perform rhythm patterns following a class leader</li></ol>	<ul style="list-style-type: none"><li>• listen to musical signals</li><li>• perform rhythm patterns following a musical signal</li></ul>
<b>3<sup>rd</sup></b>	<ul style="list-style-type: none"><li>• about musical signals</li><li>• about Morse code sound signals</li></ul>	<ol style="list-style-type: none"><li>1. Play the <i>All change signal game</i></li><li>2. Listen to the use of Morse code in <i>Inspector Morse</i></li><li>3. Explore the Morse code alphabet</li></ol>	<ul style="list-style-type: none"><li>• perform rhythm patterns following a musical signal</li><li>• listen to Morse code rhythm patterns in a piece of music</li></ul>
<b>4<sup>th</sup></b>	<ul style="list-style-type: none"><li>• about Morse code sound signals</li><li>• how an ostinato can be used as a compositional tool</li></ul>	<ol style="list-style-type: none"><li>1. Listen to the use of Morse code in the melody of <i>The signal song</i></li><li>2. Sing the melodies of <i>The signal song</i> call and response to Morse code syllables</li><li>3. Learn to play the melody of the call in <i>The signal song</i></li></ol>	<ul style="list-style-type: none"><li>• listen to Morse code rhythm patterns in a song</li><li>• identify the structure of a song and explain how the ostinato has been used</li></ul>
<b>5<sup>th</sup></b>	<ul style="list-style-type: none"><li>• to set words to music</li></ul>	<ol style="list-style-type: none"><li>1. Revise the melody of <i>The signal song</i></li><li>2. Discuss the word setting of <i>The signal song</i></li><li>3. Invent words for <i>The signal song</i></li></ol>	<ul style="list-style-type: none"><li>• invent suitable lyrics for a verse of a song</li></ul>
<b>BRINGING IT ALL TOGETHER: CAN WE MAKE UP OUR OWN SIGNAL SONG?</b>			
<b>6<sup>th</sup></b>	<ul style="list-style-type: none"><li>• how to present a class performance</li></ul>	<ol style="list-style-type: none"><li>1. Rehearse the ideas for <i>The signal song</i></li><li>2. Add appropriate signal sounds and/or actions to <i>The signal song</i></li><li>3. Rehearse then record the class performance of <i>The signal song</i></li></ol>	<ul style="list-style-type: none"><li>• make up their own signal song</li><li>• make musical decisions and create a class performance</li></ul>



1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• about rounds</li> </ul>	<ol style="list-style-type: none"> <li>1. Play <i>Round</i> game</li> <li>2. Learn <i>The human drum kit</i></li> <li>3. Perform <i>The human drum kit</i> as a round</li> </ol>	<ul style="list-style-type: none"> <li>• perform a round in two or more parts and identify how the parts fit together</li> </ul>
EXPLORATION: SINGING SIMPLE ROUNDS			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• about the effect of different pitched notes played together</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise <i>The human drum kit</i> then sing <i>Autumn leaves</i></li> <li>2. Perform <i>Autumn leaves</i> on tuned percussion</li> <li>3. Use <i>Autumn leaves</i> to explore different combinations of pitch</li> </ol>	<ul style="list-style-type: none"> <li>• describe the effect of different combinations of pitched notes using the terms; tense, tight, relaxed, loose and comfortable</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• about rounds</li> <li>• to sing a simple round in two or more parts and accompany it with a three-note chord (triad)</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn the round, <i>Shalom</i></li> <li>2. Add an accompaniment to <i>Shalom</i></li> <li>3. Perform <i>Shalom</i> with the chord accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>• sing a round in two or more parts and identify how the parts fit together</li> <li>• sing a round with confidence and accompany their singing with a repeated chord</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to sing a simple round in two parts and accompany it with two three-note chords (triads)</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn the round, <i>Come and sing together</i></li> <li>2. Add an accompaniment to the round</li> <li>3. Perform <i>Come and sing together</i> with the accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>• sing a round with confidence and accompany their singing with a simple chord structure</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to create a class performance through practice and rehearsal</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn a calypso rhythm pattern</li> <li>2. Learn the round, <i>Calypso</i></li> <li>3. Perform <i>Calypso</i> as a round with accompaniments</li> </ol>	<ul style="list-style-type: none"> <li>• practise their own parts and rehearse with others, showing that they know how to contribute appropriately to the overall effect</li> <li>• improve their performance through listening, internalising and analysing (in their own minds) what changes need to be made</li> <li>• achieve a quality performance</li> </ul>
BRINGING IT ALL TOGETHER:			
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to create a class performance through practice and rehearsal</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise the song, <i>Calypso</i></li> <li>2. Rehearse <i>Calypso</i></li> <li>3. Perform <i>Calypso</i></li> </ol>	<ul style="list-style-type: none"> <li>• practise their own parts and rehearse with others, showing they know how to contribute appropriately to the overall effect</li> <li>• improve their performance through listening, internalising and analysing (in their own minds) what changes need to be made</li> <li>• achieve a quality performance</li> </ul>

## Year 5

# Journeys Ride of the Valkyries

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>to focus their listening</li> <li>that sounds can be contrasted</li> <li>about different textures</li> </ul>	<ol style="list-style-type: none"> <li>Listen to the use of clusters in <i>Atmosphères</i></li> <li>Create and perform clusters on instruments</li> <li>Create clusters using voices</li> </ol>	<ul style="list-style-type: none"> <li>listen with concentration</li> <li>identify contrasting moods and sensations</li> <li>explore different textures using tuned sounds</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>to focus their listening</li> <li>that sounds can be contrasted</li> <li>about different textures</li> <li>about how pitched sounds when combined can sound relaxed or tense</li> </ul>	<ol style="list-style-type: none"> <li>Compare the use of clusters in <i>Atmosphères</i> and <i>Départ</i></li> <li>Explore clusters and single sounds using voices, keyboards and other instruments</li> <li>Explore recording techniques and discuss how sounds change when recorded</li> </ol>	<ul style="list-style-type: none"> <li>listen with concentration</li> <li>identify contrasting moods and sensations</li> <li>explore different textures using tuned sound sources</li> <li>create different sound effects using combinations of pitched sounds</li> </ul>
EXPLORATION: WHAT SOUNDS CAN WE USE TO DESCRIBE SPACE?			
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>how to select sounds and resources to achieve intended effects</li> <li>to extend their sound vocabulary and achieve an intended effect</li> </ul>	<ol style="list-style-type: none"> <li>Listen to <i>Stripsody</i> and explore the attack and decay of sounds, using voices</li> <li>Explore the attack and decay of keyboard sounds</li> <li>Choose and perform sounds to add to <i>Outer space</i></li> </ol>	<ul style="list-style-type: none"> <li>use ICT to change and manipulate effects</li> <li>explore, select, combine and exploit a range of different sounds to compose a soundscape stimulated by space</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>to extend their sound vocabulary and achieve an intended effect</li> <li>how to select sounds and resources to achieve intended effects</li> </ul>	<ol style="list-style-type: none"> <li>Discuss moods and feelings about the first moon landing as captured in a videoclip and musical composition</li> <li>Listen to <i>Space</i> composition and discuss how everyday objects have been used as instruments</li> <li>Select sound sources for <i>Moonscape</i> music</li> </ol>	<ul style="list-style-type: none"> <li>explore, select, combine and exploit a range of different sounds to compose a soundscape stimulated by space</li> <li>explain how sounds can create different intended effects</li> </ul>
BRINGING IT ALL TOGETHER: HOW CAN WE USE SOUNDS TO CREATE A SOUNDSCAPE?			
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>to extend their sound vocabulary and achieve an intended effect</li> <li>explain how sounds can create different intended effects</li> </ul>	<ol style="list-style-type: none"> <li>Begin composing the parts of <i>Moonscape</i></li> <li>Combine the parts into <i>Moonscape</i> compositions</li> <li>Groups share their <i>Moonscape</i> work-in-progress with the class</li> </ol>	<ul style="list-style-type: none"> <li>explore, select, combine and exploit a range of different sounds to compose a soundscape stimulated by space</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>to extend their sound vocabulary and achieve an intended effect</li> </ul>	<ol style="list-style-type: none"> <li>Revise <i>Moonscape</i> group compositions and make final alterations</li> <li>Discuss suitable recording techniques and record each group's <i>Moonscape</i></li> <li>Listen to and assess the <i>Moonscape</i> compositions and recordings</li> </ol>	<ul style="list-style-type: none"> <li>explore, select, combine and exploit a range of different sounds to compose a soundscape stimulated by space</li> </ul>

<p>1<sup>st</sup></p>	<p>and place in which they were written</p> <ul style="list-style-type: none"> <li>• that lyrics have social and cultural meaning</li> <li>• how musical structures are used in song</li> </ul>	<ol style="list-style-type: none"> <li>2. Investigate the structure of <i>Children of Africa</i></li> <li>3. Listen to <i>Nowhere else to go</i> and investigate its purpose and context</li> </ol>	<ul style="list-style-type: none"> <li>• recognise that lyrics reflect the time and place in which they were composed</li> <li>• recognise how lyrics often have cultural historical and social meaning</li> <li>• identify how repetition can make the words and melody easier to remember</li> <li>• identify song structures</li> </ul>
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**EXPLORATION: HOW ARE LYRICS AND MELODIES USED TOGETHER IN SONGS?**

<p>2<sup>nd</sup></p>	<ul style="list-style-type: none"> <li>• how musical structures are used in song</li> <li>• how lyrics can be generated and organised</li> </ul>	<ol style="list-style-type: none"> <li>1. Play the <i>Same or different</i> game to explore repetition and contrast in lyrics</li> <li>2. Explore repetition and contrast in melody</li> <li>3. Write a protest song as a class</li> </ol>	<ul style="list-style-type: none"> <li>• identify song structures</li> <li>• create their own lyrics based on headlines and common phrases</li> <li>• create a bank of song lyric material</li> </ul>
<p>3<sup>rd</sup></p>	<ul style="list-style-type: none"> <li>• how melody reflects the lyrics</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to <i>Ocean of mystery</i> and compare it with previous song models</li> <li>2. Change the mood and rhythm of lyrics</li> <li>3. Compose melody lines in different moods and rhythms</li> </ol>	<ul style="list-style-type: none"> <li>• identify how lyrics can be used to convey mood</li> </ul>

**BRINGING IT ALL TOGETHER: HOW CAN WE COMPOSE OUR OWN SONG?**

<p>4<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• about writing songs</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise what the class has learnt about songs and songwriting so far</li> <li>2. Explain the brief for a new group song commission</li> <li>3. Draft lyrics for the group song</li> </ol>	<ul style="list-style-type: none"> <li>• compose a short song to their own lyrics</li> <li>• evaluate and improve their work through discussion</li> </ul>
<p>5<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• about writing songs</li> </ul>	<ol style="list-style-type: none"> <li>1. Draft melody lines for the group song</li> <li>2. Consider an accompaniment style for the group song</li> <li>3. Bring it all together</li> </ol>	<ul style="list-style-type: none"> <li>• compose a short song to their own lyrics</li> <li>• evaluate and improve their work through discussion</li> </ul>
<p>6<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• about writing songs</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete the new song arrangements</li> <li>2. Refine the group songs using audience feedback</li> <li>3. Stage the <i>Yourvision Song Contest</i></li> </ol>	<ul style="list-style-type: none"> <li>• compose a short song to their own lyrics</li> <li>• evaluate and improve their work through discussion</li> </ul>

# Songwriter

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• about cyclic patterns</li> </ul>	<ol style="list-style-type: none"> <li>1. Transfer speech patterns onto drums and use the rhythms as starting points for improvisation</li> <li>2. Perform two African greetings as a call and response accompanied by body percussion</li> <li>3. Combine the beat, rhythm and tempo in a performance of <i>Cyclic greetings</i></li> </ol>	<ul style="list-style-type: none"> <li>• identify different aspects of pulse by clapping and moving</li> </ul>
<b>EXPLORATION: HOW CAN DIFFERENT SOUNDS BE USED RHYTHMICALLY?</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• that percussion instruments can produce a wide variety of sounds</li> <li>• about particular cyclic patterns</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn about African percussion instruments</li> <li>2. Learn the djun djun cyclic pattern</li> <li>3. Rehearse the djun djun cyclic pattern with the bell cyclic pattern</li> </ol>	<ul style="list-style-type: none"> <li>• identify and control different ways percussion instruments make sounds</li> <li>• identify rhythmic patterns, instruments and repetition</li> <li>• subdivide the pulse keeping to a steady beat</li> <li>• explore and perform a cyclic pattern</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• how different patterns can fit together</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise the djun djun and bell cyclic patterns and learn the cue</li> <li>2. Rehearse starting and stopping the djun djun cyclic pattern following the cue</li> <li>3. Learn African dance movements to perform with the cyclic patterns</li> </ol>	<ul style="list-style-type: none"> <li>• identify rhythmic patterns, instruments and repetition</li> <li>• subdivide the pulse keeping to a steady beat</li> <li>• explore and perform a cyclic pattern</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how different patterns can fit together</li> </ul>	<ol style="list-style-type: none"> <li>1. Rehearse ways of alternating and embellishing rhythms</li> <li>2. Take turns improvising over the djun djun and bell cyclic patterns</li> <li>3. Record and appraise group performances of the cue, cyclic patterns and solo improvisation</li> </ol>	<ul style="list-style-type: none"> <li>• explore and perform a cyclic pattern</li> <li>• keep a steady pulse and improvise rhythmic patterns</li> </ul>
<b>BRINGING IT ALL TOGETHER: CAN WE MAKE OUR OWN CYCLIC PATTERN?</b>			
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to invent simple rhythmic patterns</li> <li>• how different patterns can fit together</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn the song, <i>Degu degu degu</i></li> <li>2. Use song lyrics to generate new rhythms for cyclic patterns</li> <li>3. Perform the cue, djun djun and bell patterns with the new cyclic patterns</li> </ol>	<ul style="list-style-type: none"> <li>• invent simple rhythmic patterns</li> <li>• explore and perform a cyclic pattern</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to expand rhythmic ideas using timbre and duration and by rearranging the rhythmic material</li> </ul>	<ol style="list-style-type: none"> <li>1. Plan African drumming group performances</li> <li>2. Rehearse group performances</li> <li>3. Appraise the group African drumming performances</li> </ol>	<ul style="list-style-type: none"> <li>• make improvements to their own work</li> <li>• create and develop ideas</li> </ul>

## Cyclic Patterns



<b>1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>• about the context of the song selected</li> </ul>	<ol style="list-style-type: none"> <li>1. Read and discuss the poems, <i>Cats</i> and <i>Mice</i></li> <li>2. Discuss the musical setting of <i>Cat</i> and <i>mouse games</i></li> <li>3. Learn to sing two phrases from <i>Cats</i></li> </ol>	<ul style="list-style-type: none"> <li>• identify how a mood is created by music and lyrics</li> <li>• learn part of a new song quickly and sing it confidently from memory</li> </ul>
<b>EXPLORATION: HOW CAN WE INCREASE THE IMPACT OF THIS SONG?</b>			
<b>2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>• how to improve diction</li> <li>• how to play instrumental accompaniments</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise <i>Cats</i></li> <li>2. Learn untuned percussion accompaniments for <i>Cats</i></li> <li>3. Rehearse singing <i>Cats</i> with the untuned percussion accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>• learn part of a new song quickly and sing it confidently from memory</li> <li>• play accompaniments with control and accuracy, using notation as a support</li> </ul>
<b>3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>• how to improve diction</li> <li>• how to play instrumental accompaniments</li> <li>• how to practise and rehearse individually and as a class</li> <li>• how to enhance the performance with creative work</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn to sing <i>Mice</i></li> <li>2. Work individually and in groups on ideas for the final performance</li> <li>3. Combine parts of the performance</li> </ol>	<ul style="list-style-type: none"> <li>• learn a new song quickly and sing it confidently from memory</li> <li>• play accompaniments with control and accuracy, using notation as a support</li> <li>• contribute creatively to a group performance</li> </ul>
<b>4<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• how to improve diction and sing in two parts</li> <li>• how to practise and rehearse individually and as a class</li> <li>• how to enhance the performance with creative work</li> </ul>	<ol style="list-style-type: none"> <li>1. Practise singing the song all the way through</li> <li>2. Record a performance of the complete song and discuss the results</li> <li>3. Continue the work begun in the previous lesson on other contributions to the performance</li> </ol>	<ul style="list-style-type: none"> <li>• sing songs written in two parts, maintaining their own parts confidently</li> <li>• play accompaniments with control and accuracy, using notation as a support</li> <li>• contribute creatively to a group performance</li> </ul>
<b>5<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• how to practise and rehearse individually and as a class</li> <li>• about refining and improving a performance</li> <li>• about presenting performances to different audiences</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss non-musical factors that contribute to a good performance, and make a performance plan</li> <li>2. Put all the parts of the performance together</li> <li>3. Make improvements to the performance</li> </ol>	<ul style="list-style-type: none"> <li>• sing songs written in two parts, maintaining their own parts confidently</li> <li>• present performances effectively with awareness of audience, venue and occasion</li> </ul>
<b>BRINGING IT ALL TOGETHER</b>			
<b>6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• how to achieve a high quality performance that creates the intended effect</li> </ul>	<ol style="list-style-type: none"> <li>1. Hold a dress rehearsal or final run-through</li> <li>2. Refine the performance</li> <li>3. Perform the song to an audience</li> </ol>	<ul style="list-style-type: none"> <li>• contribute to a class performance and help achieve a high quality performance</li> </ul>

Hide

# Who knows

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• how sounds can be described using symbols</li> <li>• about pulse, metre and rhythm</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to three styles of music</li> <li>2. Perform rhythms in three different styles</li> <li>3. Choose instruments for three different styles of music</li> </ol>	<ul style="list-style-type: none"> <li>• choose instruments and control a range of sounds</li> <li>• perform using notation as a support</li> <li>• improvise rhythm patterns to a steady pulse with awareness of metre</li> </ul>
<b>EXPLORATION: WHAT DIFFERENT STARTING POINTS CAN BE USED TO STIMULATE COMPOSITION?</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• how music is composed from a variety of different stimuli</li> <li>• how sounds can be used descriptively</li> <li>• how sounds can be described using symbols</li> <li>• how pitched notes can be organised into a melodic phrase</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to <i>Rhapsody in blue</i></li> <li>2. Choose instruments to play Gershwin's train rhythm</li> <li>3. Improvise melodies to add to the train composition</li> </ol>	<ul style="list-style-type: none"> <li>• identify different starting points for composing music</li> <li>• choose instruments and control a range of sounds</li> <li>• perform using notation as a support</li> <li>• create melodic patterns using given notes and rhythms</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• how music is composed from a variety of different stimuli</li> <li>• how sounds can be described using symbols</li> <li>• how sounds can be used descriptively</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to <i>Le réveil des oiseaux</i></li> <li>2. Organise birdsong ideas from the class sketchbook into timed structures</li> <li>3. Create group compositions depicting the dawn chorus and record performances</li> </ol>	<ul style="list-style-type: none"> <li>• identify different starting points for composing music</li> <li>• perform using notation as a support</li> <li>• use their voices confidently and descriptively in response to given images</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how music is composed from a variety of different stimuli</li> <li>• how sounds can be described using symbols</li> <li>• about pulse, metre and rhythm</li> <li>• how sounds can be used descriptively</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to <i>Zub-a-doo</i></li> <li>2. Begin composing music in two different metres</li> <li>3. Add vocal rhythm patterns to the metric music</li> </ol>	<ul style="list-style-type: none"> <li>• identify different starting points for composing music</li> <li>• perform using notation as a support</li> <li>• change metre within a piece of music</li> <li>• choose instruments and control a range of sounds</li> </ul>
<b>BRINGING IT ALL TOGETHER: COMPOSING MUSIC TO A GIVEN BRIEF</b>			
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to use different starting points to create a composition</li> </ul>	<ol style="list-style-type: none"> <li>1. Explore starting points and procedures for composing a piece of machine music</li> <li>2. Groups begin to develop their machine compositions</li> <li>3. Groups demonstrate and record work in progress to remember for the next lesson</li> </ol>	<ul style="list-style-type: none"> <li>• compose music using a range of stimuli and developing their musical ideas into a completed composition</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to use different starting points to create a composition</li> </ul>	<ol style="list-style-type: none"> <li>1. Groups continue developing their machine compositions</li> <li>2. The class decide on a final performance order for the machine compositions</li> <li>3. Groups perform their machine compositions</li> </ol>	<ul style="list-style-type: none"> <li>• compose music using a range of stimuli and developing their musical ideas into a completed composition</li> </ul>

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• how music is composed from a variety of different sources</li> <li>• how sounds can be used descriptively</li> <li>• how sounds can be described using symbols</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss different starting points which inspire composition and suggest the starting point for <i>The society raffles</i></li> <li>2. Discuss ways in which <i>The society raffles</i> music reflects the movie for which it was composed</li> <li>3. Invent symbols to represent the percussion sounds in <i>The society raffles</i></li> </ol>	<ul style="list-style-type: none"> <li>• identify different starting points for composing music</li> <li>• use their voices confidently and descriptively in response to given images</li> <li>• choose instruments and control a range of sounds</li> </ul>
<b>EXPLORATION: WHAT DIFFERENT STARTING POINTS CAN BE USED TO STIMULATE COMPOSITION?</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• how music is composed from a variety of different sources</li> <li>• how sounds can be used descriptively</li> <li>• how sounds can be described using symbols</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete the storyboard score for <i>The society raffles</i></li> <li>2. Perform <i>The society raffles</i> using the storyboard score</li> <li>3. Listen to examples of music composed from a different starting point</li> </ol>	<ul style="list-style-type: none"> <li>• use their voices confidently and descriptively in response to given images</li> <li>• choose instruments and control a range of sounds</li> <li>• perform using notation as a support</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• pulse and rhythm</li> <li>• that pitched notes can be organised into a melodic phrase</li> </ul>	<ol style="list-style-type: none"> <li>1. Play the <i>Acting</i> game to rehearse ways to reflect a mime with music</li> <li>2. Compose music to represent a cartoon strip</li> <li>3. Perform and appraise the cartoon compositions</li> </ol>	<ul style="list-style-type: none"> <li>• improvise rhythmic patterns to a steady pulse with awareness of the metre</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to use different starting points to create a composition</li> </ul>	<ol style="list-style-type: none"> <li>1. Watch a silent movie which will be the starting point for a group composition</li> <li>2. Work out a plan of the silent movie and spot when sound effects should occur</li> <li>3. Explore instrumental sounds to accompany the silent movie, <i>Subub surprises the burglar</i></li> </ol>	<ul style="list-style-type: none"> <li>• improvise rhythmic patterns to a steady pulse with awareness of the metre</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to use different starting points to create a composition</li> </ul>	<ol style="list-style-type: none"> <li>1. Begin composing music in groups to accompany <i>Subub surprises the burglar</i></li> <li>2. Groups explore and refine ideas for their composition</li> <li>3. Perform the work in progress to the class who suggest ways of improving it</li> </ol>	<ul style="list-style-type: none"> <li>• create melodic patterns using given notes and rhythm</li> </ul>
<b>BRINGING IT ALL TOGETHER: COMPOSING MUSIC TO A GIVEN BRIEF</b>			
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• to use different starting points to create a composition</li> </ul>	<ol style="list-style-type: none"> <li>1. Rehearse and refine the group compositions to accompany <i>Subub surprises the burglar</i></li> <li>2. Groups rehearse their compositions individually with the silent movie</li> <li>3. Perform and record each group's composition with the movie and appraise the result</li> </ol>	<ul style="list-style-type: none"> <li>• compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition</li> </ul>

Year 6

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>about the effect of different pitched notes played together</li> </ul>	<ol style="list-style-type: none"> <li>Listen to the melodies in <i>Grossienne No 3</i></li> <li>Explore scales used in <i>Grossienne No 3</i> and invent chords</li> <li>Perform invented chords</li> </ol>	<ul style="list-style-type: none"> <li>describe the effect of different combinations of pitched notes using the terms tense, tight, relaxed, loose and comfortable</li> </ul>
<b>EXPLORATION: SINGING SIMPLE ROUNDS</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>about the effect of different pitched notes played together</li> </ul>	<ol style="list-style-type: none"> <li>Compare and learn two chordal accompaniments for the song <i>Relay race</i></li> <li>Learn the song <i>Relay race</i></li> <li>Perform <i>Relay race</i> with the chordal accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>describe the effect of different combinations of pitched notes using the terms tense, tight, relaxed, loose and comfortable</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>to sing a round in four parts and accompany it with a three note chord (triad)</li> </ul>	<ol style="list-style-type: none"> <li>Perform <i>Relay race</i> as a four-part round</li> <li>Add the accompaniment to <i>Relay race</i></li> <li>Evaluate a performance of <i>Relay race</i></li> </ol>	<ul style="list-style-type: none"> <li>sing a round in four parts and identify how the parts fit together</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>how to find given notes on a pitched instrument</li> <li>how to perform using voices and instruments</li> </ul>	<ol style="list-style-type: none"> <li>Learn to sing <i>Nanuma</i> and play an ostinato</li> <li>Explore the harmony in <i>Nanuma</i></li> <li>Sing <i>Nanuma</i> as a round</li> </ol>	<ul style="list-style-type: none"> <li>internalise short melodies and play them by ear</li> <li>perform a round confidently using voices and instruments</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>how to create a class performance through practice and rehearsal</li> </ul>	<ol style="list-style-type: none"> <li>Learn to sing an ostinato accompaniment to <i>Nanuma</i></li> <li>Add a two-chord accompaniment to <i>Nanuma</i></li> <li>Decide on a structure for a performance of <i>Nanuma</i> and perform to a friendly audience</li> </ol>	<ul style="list-style-type: none"> <li>practise their own parts and rehearse with others, showing they know how to contribute appropriately to the overall effect</li> </ul>
<b>BRINGING IT ALL TOGETHER</b>			
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>how to create a class performance through practice and rehearsal</li> </ul>	<ol style="list-style-type: none"> <li>Learn the four-part round, <i>Junkanoo</i></li> <li>Rehearse the performance of <i>Junkanoo</i></li> <li>Perform <i>Junkanoo</i> to a friendly audience and assess the effect on the performers</li> </ol>	<ul style="list-style-type: none"> <li>practise their own parts and rehearse with others, showing they know how to contribute appropriately to the overall effect</li> </ul>

# Roundabout



1 <sup>st</sup>	<ul style="list-style-type: none"> <li>to focus their listening</li> <li>that sounds can be contrasted</li> <li>about different textures</li> </ul>	<ol style="list-style-type: none"> <li>Listen to <i>Loopy weather</i> and discuss how the piece was composed</li> <li>Listen to the processed phrases in <i>Loopy weather</i></li> <li>Copy the processed vocal phrases and perform them with the recording of <i>Loopy weather</i></li> </ol>	<ul style="list-style-type: none"> <li>listen with concentration and some engagement</li> <li>identify contrasting moods and sensations</li> <li>explore different textures using untuned sounds</li> </ul>
<b>EXPLORATION: HOW CAN WE ORGANISE SOUNDS USING ICT TOOLS?</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>to focus their listening</li> <li>that sounds can be contrasted</li> <li>about different textures</li> </ul>	<ol style="list-style-type: none"> <li>Revise the different processes applied to spoken phrases in <i>Loopy weather</i></li> <li>Learn a simplified percussion loop accompaniment for <i>Loopy weather</i></li> <li>Invent spoken phrases on a chosen theme to process and perform with a percussion loop accompaniment</li> </ol>	<ul style="list-style-type: none"> <li>listen with concentration and some engagement</li> <li>identify contrasting moods and sensations</li> <li>explore different textures using untuned sounds</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>about how pitched sounds when combined can sound relaxed or tense</li> <li>how to select sounds and resources to achieve intended effects</li> </ul>	<ol style="list-style-type: none"> <li>Explore an electronic keyboard to recreate the sounds used in <i>Alpha</i></li> <li>Compose a melody and arrange it for an electronic keyboard</li> <li>Perform and appraise the class keyboard composition</li> </ol>	<ul style="list-style-type: none"> <li>create different sound effects using combinations of pitched sounds</li> <li>use ICT tools to change and manipulate effects</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>to focus their listening</li> <li>that sounds can be contrasted</li> <li>about different textures</li> </ul>	<ol style="list-style-type: none"> <li>Learn about sequencers by following a score of <i>Crazy green bottles</i></li> <li>Follow the rhythm of the melody in <i>Crazy green bottles</i></li> <li>Add a rhythm pattern layer on the <i>Sequenced sounds</i> photocopyable</li> </ol>	<ul style="list-style-type: none"> <li>listen with concentration and some engagement</li> <li>identify contrasting sounds</li> <li>explore different textures using tuned and untuned sounds</li> </ul>
<b>BRINGING IT ALL TOGETHER: HOW CAN WE CREATE A SOUNDSCAPE USING SOUND PROCESSING TECHNIQUES?</b>			
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>to extend their sound vocabulary and achieve an intended effect</li> </ul>	<ol style="list-style-type: none"> <li>Discuss suitable instruments and electronic equipment for a class futuristic composition, <i>Loop to the future</i></li> <li>Groups create a bank of futuristic sounds to use in their composition</li> <li>Groups share work in progress</li> </ol>	<ul style="list-style-type: none"> <li>explore, select, combine and exploit a range of different sounds to compose a soundscape</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>to extend their sound vocabulary and achieve an intended effect</li> </ul>	<ol style="list-style-type: none"> <li>Combine each group's sounds with the drum loop layer</li> <li>Decide how to 'sequence' the class piece, <i>Loop to the future</i></li> <li>Play <i>Loop to the future</i> to a friendly audience</li> </ol>	<ul style="list-style-type: none"> <li>explore, select, combine and exploit a range of different sounds to compose a soundscape</li> </ul>

# Journey BBC 10 Pieces Vivaldi Winter

INTRODUCTION: HOW DOES SOME MUSIC USE CYCLIC PATTERNS?			
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>about cyclic patterns</li> </ul>	<ol style="list-style-type: none"> <li>Discuss the use of cyclic patterns in <i>Stamping tubes</i> and <i>Winds on the mountain</i></li> <li>Work out the structure of <i>Winds on the Mountain</i></li> <li>Identify cyclic patterns in <i>Baris gede 'bandrangan'</i> and improvise drum rhythms</li> </ol>	<ul style="list-style-type: none"> <li>identify different speeds of pulse (tempi) by clapping</li> </ul>
EXPLORATION: HOW CAN DIFFERENT SOUNDS BE USED RHYTHMICALLY?			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>that percussion instruments can produce a wide range of sounds</li> </ul>	<ol style="list-style-type: none"> <li>Listen to examples of gamelan music and learn about the instrument</li> <li>Learn a melodic cyclic melody by ear using voices and tuned percussion.</li> <li>Rehearse and perform the first half of the <i>Bendrong</i> cyclic melody</li> </ol>	<ul style="list-style-type: none"> <li>identify and control different ways percussion instruments make sounds</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>how different patterns fit together</li> </ul>	<ol style="list-style-type: none"> <li>Learn the complete gamelan melodic cyclic pattern</li> <li>Practise adding decoration to the gamelan cyclic melody</li> <li>Learn an accompanying cyclic pattern to perform with the decorated cyclic melody</li> </ol>	<ul style="list-style-type: none"> <li>identify rhythmic patterns, instruments and repetitions</li> <li>keep a steady pulse and improvise rhythmic patterns</li> <li>subdivide a pulse keeping to a steady beat</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>how different patterns fit together</li> </ul>	<ol style="list-style-type: none"> <li>Learn two cyclic patterns in <i>Baris gede 'bandrangan'</i></li> <li>Compare the performances of <i>Baris gede 'bandrangan'</i> and <i>Bendrong</i> and discuss the use of contrast and variety</li> <li>Develop ideas for adding contrast and variety to the <i>Bendrong</i> cyclic patterns</li> </ol>	<ul style="list-style-type: none"> <li>identify rhythmic patterns, instruments and repetitions</li> <li>keep a steady pulse and improvise rhythmic patterns</li> <li>subdivide a pulse keeping to a steady beat</li> </ul>
BRINGING IT ALL TOGETHER: CAN WE MAKE OUR OWN CYCLIC PATTERN?			
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>how to expand rhythmic ideas using timbre and duration and by rearranging the rhythmic material</li> </ul>	<ol style="list-style-type: none"> <li>Continue developing ideas for adding contrast and variety to the <i>Bendrong</i> cyclic pattern</li> <li>Discuss ideas found for developing the cyclic pattern and plan a performance</li> <li>Rehearse for a performance of the adapted <i>Bendrong</i> cyclic pattern</li> </ol>	<ul style="list-style-type: none"> <li>make improvements to their own work</li> <li>create and develop ideas</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>how to expand rhythmic ideas using timbre and duration and by rearranging the rhythmic material</li> </ul>	<ol style="list-style-type: none"> <li>Appraise the work in progress and use the observations to make improvements</li> <li>Record and appraise the class or group adaptations of the <i>Bendrong</i> cyclic pattern</li> <li>Perform the piece for a special occasion</li> </ol>	<ul style="list-style-type: none"> <li>make improvements to their own work</li> <li>create and develop ideas</li> </ul>

# Cyclic patterns

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• how melody reflects the lyrics</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn <i>I wanna sing scat</i> and discuss the relationship between the words and the music</li> <li>2. Invent an alternative ostinato to perform with <i>I wanna sing scat</i></li> <li>3. Perform the song with the new ostinato parts</li> </ol>	<ul style="list-style-type: none"> <li>• identify how repetition can make the words and melody easier to remember</li> </ul>
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**EXPLORATION: HOW ARE LYRICS AND MELODIES USED TOGETHER IN SONGS?**

2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• what is meant by the term 'lyrics' and how they can reflect the time and place in which they were written</li> <li>• that lyrics have social and cultural meanings</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the lyrics of two folk songs conveying the same mood</li> <li>2. Discuss the mood, cultural, historical and social meaning of the lyrics of <i>Hard times blues</i></li> <li>3. Make a list of familiar songs that have a historical or social context</li> </ol>	<ul style="list-style-type: none"> <li>• identify how lyrics can be used to convey mood, attitude or tell a story</li> <li>• recognise that lyrics reflect the time and place in which they were composed</li> <li>• recognise how lyrics often have cultural, historical and social meaning</li> </ul>
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3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• how musical structures are used in songs</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss simple musical features of the blues</li> <li>2. Learn a blues chord sequence</li> <li>3. Practice playing a blues chord sequence</li> </ol>	<ul style="list-style-type: none"> <li>• identify song structures</li> </ul>
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4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how musical structures are used in songs</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the structure of <i>Goodbye now</i> and improvise some blues rhythms in the instrumental breaks</li> <li>2. Learn a blues scale and continue exploring blues improvisations</li> <li>3. Perform a twelve bar blues</li> </ol>	<ul style="list-style-type: none"> <li>• identify song structures</li> </ul>
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**BRINGING IT ALL TOGETHER: HOW CAN WE COMPOSE OUR OWN SONG?**

5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how lyrics can be generated and organised</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss starting points and procedures for creating lyrics for a blues song</li> <li>2. Invent lyrics for a blues song in groups</li> <li>3. Create a melody for the group's blues lyrics</li> </ol>	<ul style="list-style-type: none"> <li>• create their own lyrics based on headlines and common phrases</li> <li>• create a bank of song lyric material</li> </ul>
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6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• about writing songs</li> </ul>	<ol style="list-style-type: none"> <li>1. Work together on a class performance of the groups' blues songs</li> <li>2. Rehearse the class blues song and make improvements as necessary</li> <li>3. Record and evaluate a performance of the class blues song</li> </ol>	<ul style="list-style-type: none"> <li>• compose a short song to their own lyrics based on everyday phrases</li> <li>• evaluate and improve their work through discussion</li> </ul>
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# Songwriter



1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• about the context of the song selected</li> <li>• how to improve articulation (diction) and sing in two parts</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to and discuss the two-part song <i>Silver and gold</i></li> <li>2. Learn to sing the backing vocal to the chorus of <i>Silver and gold</i> with actions</li> <li>3. Perform the backing vocal with a recording of the chorus</li> </ol>	<ul style="list-style-type: none"> <li>• identify how a mood is created by music and lyrics</li> <li>• learn (part of) a new song quickly and sing it confidently from memory</li> </ul>
<b>EXPLORATION: HOW CAN WE INCREASE THE IMPACT OF THIS SONG?</b>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• how to improve articulation (diction) and sing in two parts</li> <li>• how to play instrumental accompaniments</li> <li>• how to practise and rehearse individually and as a class</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn the first verse and chorus of <i>Silver and Gold</i></li> <li>2. Learn percussion parts to accompany the chorus</li> <li>3. Perform the chorus of <i>Silver and gold</i> with the percussion accompaniment, backing vocals and actions</li> </ol>	<ul style="list-style-type: none"> <li>• learn part of a new song quickly and sing it confidently from memory</li> <li>• sing songs written in two parts, maintaining their own parts confidently</li> <li>• play accompaniments with control and accuracy, using notations as a support</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• how to improve articulation (diction) and sing in two parts</li> <li>• how to play instrumental accompaniments</li> <li>• how to practise and rehearse individually and as a class</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn to sing the second verse of <i>Silver and gold</i></li> <li>2. Learn the two rap parts from <i>Silver and gold</i></li> <li>3. Work in small groups on additional contributions to the performance</li> </ol>	<ul style="list-style-type: none"> <li>• learn a new song quickly and sing it confidently from memory</li> <li>• sing songs written in two parts, maintaining their own parts confidently</li> <li>• play accompaniments with control and accuracy, using notations as a support</li> <li>• contribute creatively to a group performance</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to improve articulation (diction) and sing in two parts</li> <li>• how to play instrumental accompaniments</li> <li>• how to practise and rehearse individually and as a class</li> </ul>	<ol style="list-style-type: none"> <li>1. Continue the work begun in the previous lesson on other contributions to the performance</li> <li>2. Decide when to include additional contributions in the song</li> <li>3. Learn both voice parts of the coda and practise singing the song all the way through in two parts</li> </ol>	<ul style="list-style-type: none"> <li>• learn part of a new song quickly and sing it confidently from memory</li> <li>• sing songs written in two parts, maintaining their own parts confidently</li> <li>• play accompaniments with control and accuracy, using notations as a support</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to practise and rehearse individually and as a class</li> <li>• about presenting performances to different audiences</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss non-musical factors that contribute to a good performance and make a performance plan</li> <li>2. Put all the parts of the performance together</li> <li>3. Make improvements to the performance</li> </ol>	<ul style="list-style-type: none"> <li>• sing songs written in two parts, maintaining their own parts confidently</li> <li>• present performances effectively with awareness of audience, venue and occasion</li> </ul>
<b>BRINGING IT ALL TOGETHER</b>			
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• how to achieve a high quality performance that creates the intended effect</li> </ul>	<ol style="list-style-type: none"> <li>1. Hold a dress rehearsal or final run-through</li> <li>2. Refine the performance</li> <li>3. Perform the song to an audience</li> </ol>	<ul style="list-style-type: none"> <li>• contribute to a class performance and help achieve a high quality performance</li> </ul>

Stars hide  
your fires