

Staniland Academy Music Overview 2025-2026

	Autumn	Spring	Summer
EYFS	Autumn 1 —Me! Scarves Autumn 2 —Nativity (Bespoke)	Spring 1 — My Stories <i>Shakers</i> Spring 2— Everyone! <i>ipad Glockenspiels</i>	Summer 1 - Our World Boomwhackers & castanets Summer 2 - Big Bear Funk <i>Untuned Percussion</i>
Year 1	Autumn 1—Hey You! <i>Glockenspiels</i> Autumn 2—Winter songs (Bespoke Unit)	Spring 1—Rhythm In The Way Walk & Banana Rap Percussion Spring 2 — In The Groove <i>Glockenspiels</i>	Summer 1 — Round and Round <i>Scarves</i> Summer 2 - Your Imagination <i>Boomwhackers</i>
Year 2	Autumn 1—Hands, Feet, Heart <i>Glockenspiels</i> Autumn 2—Winter songs (Bespoke Unit)	Spring 1—I Wanna Play In A Band <i>Boomwhackers</i> Spring 2—Zootime <i>Glockenspiels</i>	Summer 1— Friendship Song <i>Glockenspiel</i> Summer 2— , Rewind & Replay
Year 3	Autumn 1—Stage 1 <i>Glockenspiels</i> Autumn 2—Winter songs (Bespoke Unit)	Spring 1—Three Little Birds Recorders Spring 2—Djembe Course	Summer 1— Let Your Spirit Fly Summer 2— Bringing Us Together <i>Glockenspiels</i>
Year 4	Autumn 1—Mamma Mia <i>Glockenspiels</i> Autumn 2— Winter songs (Bespoke Unit)	Spring 1— <i>Glockenspiel Stage 2</i> <i>Glockenspiels</i> Spring 2—Lean On Me Recorders	Summer 1— Stop! Percussion Summer 2— Blackbird Recorders
Year 5	Autumn —Livin' On A Prayer <i>Glockenspiels</i> Autumn 2— Winter songs (Bespoke Unit)	Spring 1— The Magic Flute Spring 2— Uke Suggested Pathway	Summer 1— The Fresh Prince of Bel-Air <i>Boomwhackers + cups</i> Summer 2— Dancing in the Street or Classroom Jazz 1
Year 6	Autumn 1—Happy <i>Glockenspiels + cups</i> Autumn 2— Winter songs (Bespoke Unit)	Spring 1— You've Got A Friend Recorders basketballs Spring 2- Ukelele sing and strum (course)	Summer 1— Classroom Jazz 2 Trumpets Summer 2—End Of Term Performance Songs (Bespoke)

Staniland Academy Composer of the Term Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Baroque	Classical	Early Romantic	Late Romantic	20 th Century	Contemporary
	1600-1750	1750-1825	1825-1860	1860-1900	1900-2000	2000-Today
25/6	Ludwig Van Beethoven (1770-1827) German LATE CLASSICAL-EARLY ROMANTIC		Frederic Chopin (1810-1849) Polish EARLY ROMANTIC		Edvard Grieg (1843-1907) Norwegian LATE ROMANTIC	Germaine Franco (1960s—) American 20th /21st CENTURY-CONTEMPORARY
26/27	George Frideric Handel (1685-1759) British (German -born) LATE BAROQUE		Charles-Camille Saint-Saëns (1835-1921) French EARLY ROMANTIC-LATE ROMANTIC		Florence Price (1887-1953) American 20th CENTURY	Hans Zimmer (1957-) American/German 20th CENTURY-CONTEMPORARY
27/28	Wolfgang Amadeus Mozart (1756-1791) Austrian CLASSICAL		Robert Alexander AND Clara Schumann (1810-1856) (1819-1896) German EARLY ROMANTIC-LATE ROMANTIC		Sergei Prokofiev Russian (1891-1953) 20th CENTURY 20th CENTURY	Lin Manuel Miranda (1980-) American 20th /21st CENTURY-CONTEMPORARY
28/29	Antonio Lucio Vivaldi (1678-1741) Italian BAROQUE		Peter Ilyich Tchaikovsky (1840-1893) Russian LATE ROMANTIC		Samuel Coleridge Taylor (1875-1912) British LATE ROMANTIC-20th CENTURY	John Williams (1932-) American 20th CENTURY-CONTEMPORARY
Year R Term	Autumn		Spring		Summer	
<u>Theme</u> <u>N.C PoS</u>	Autumn 1 —Me! Scarves Autumn 2 —Nativity (Bespoke)		Spring 1 — My Stories Shakers Spring 2— Everyone! ipad Glockenspiels		Summer 1 - Our World Boomwhackers & castanets Summer 2 - Big Bear Funk Untuned Percussion	

<u>Key Learning</u>	<p>Find the pulse in different ways (marching, jumping, blinking).</p> <p>Move to the pulse and respond to a musical sound to stop, start or raise arms. Move, dance and respond with their bodies in the character of the music.</p> <p>Copy clapping back rhythms from the song. Create own rhythms from words.</p> <p>Finding the pulse in whatever way you choose; perhaps be an animal like a monkey or march like a soldier.</p> <p>Move to the pulse and respond to a musical sound to stop, start or raise arms.</p> <p>Add pitch to the words and phrases used in the Games Track Musical Activities 2 rhythm games. Compose a section with the song. Compose a rhythm or a simple melody using two pitched notes. Compose the 1 or 2-note tune with one person at the whiteboard. Encourage all children to put forward their ideas.</p> <p>Freestyle or choreograph your own dance.</p> <p>To move, dance and respond with their bodies in any way they can when listening. To describe their thoughts and feelings when listening to the music.</p> <p>To learn unit songs from memory</p>		
	<p><u>Listen and Respond</u> - To know twenty nursery rhymes off by heart. • To know the stories of some of the nursery rhymes</p> <p><u>Explore and Create</u> - To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures.</p> <p><u>Singing</u> - To know how to sing or rap nursery rhymes and simple songs from memory. • To know songs have sections.</p> <p><u>Share and Perform</u> - To know a performance is sharing music.</p>		
<u>Skills to be covered</u>	<p><u>Listen and Respond</u> - To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars</p> <p><u>Explore and Create</u> - To play games relating to the main song that embed pulse, rhythm and pitch. • Activity A Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. • Activity B Copy basic rhythm patterns of single words, building to short phrases from the song/s. • Activity C Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. • Activity D Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. • Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p> <p><u>Singing</u> - To sing along with a pre-recorded song and add actions. • To sing along with the backing track.</p> <p><u>Share and Perform</u> - Perform the nursery rhymes by singing and adding actions or dance. • Perform the nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about.</p>		
<u>Resources</u> <u>(Texts/Visual Resources)</u> -	<p>Charanga</p> <p>https://www.lincsmusicservicedigital.org/c/1356530-schemes-and-scheme-builder-overview/scheme</p> <p>Christmas Performance</p>		

<u>Year 1 Term</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
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Theme N.C PoS	Autumn 1—Hey You! <i>Glockenspiels</i> Autumn 2—Winter songs (Bespoke Unit)	Spring 1—Rhythm In The Way Walk & Banana Rap Percussion Spring 2 — In The Groove <i>Glockenspiels</i>	Summer 1 — Round and Round <i>Scarves</i> Summer 2 - Your Imagination <i>Boomwhackers</i>
	<p><u>Listen and Appraise</u> - To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p><u>Singing</u> - To know how to confidently sing or rap five songs from memory and sing them in unison</p> <p><u>Playing</u> - To learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.</p> <p><u>Improvisation</u>- To know that improvisation is about making up your own tunes on the spot. To know when someone improvises, they make up their own tune that has never been heard before. To know that improvisation is not written down and belongs to them.</p> <p><u>Composition</u>-To know that composing is like writing a story with music.</p> <p><u>Performance</u> -To know that performance is sharing music with other people, called an audience. To know how to perform</p>		
<u>Skills to be covered</u>	<p><u>Listen and Appraise</u> - To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To play games related to the main song that embed pulse, rhythm and pitch. Game 1 - Choose an animal and find the pulse. • Game 2 - Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. • Game 3 - Rhythm Copy Back, Your Turn - Create rhythms for others to copy. Game 4 - Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat Game 4a - Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p> <p><u>Singing</u> - To learn about voices, singing notes of different pitches (high and low). To learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. To learn to start and stop singing when following a leader</p> <p><u>Playing</u> - To treat instruments carefully and with respect. To play an untuned instrumental part with the song they perform. To play a tuned instrumental part with the song they perform. To learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). To listen to and follow musical instructions from a leader.</p> <p><u>Improvisation</u>- To use the improvisation tracks provided. To improvise using the three challenges: 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise using one or two notes.</p> <p><u>Composition</u> - To help to create a simple melody using one, two or three notes. To learn how the notes of the composition can be written down and changed if necessary.</p> <p><u>Performance</u> -To add ideas to the performance. To record the performance and say how they were feeling about it. Choose a song they have learnt and perform it.</p>		
<u>Resources</u> <u>(Texts/Visual Resources)</u> -	<p>Charanga</p> <p>https://www.lincsmusicservicedigital.org/c/1356530-schemes-and-scheme-builder-overview/scheme</p> <p>Range of Christmas and winter related songs inc. Charanga Y2 Ho! Ho! Ho!</p>		

Year 2 Term	Autumn	Spring	Summer
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Theme N.C PoS	Autumn 1—Hands, Feet, Heart <i>Glockenspiels</i> Autumn 2—Winter songs (Bespoke Unit)	Spring 1—I Wanna Play In A Band <i>Boomwhackers</i> Spring 2—Zootime <i>Glockenspiels</i>	Summer 1— Friendship Song <i>Glockenspiel</i> Summer 2—, Rewind & Replay
	<p><u>Listen and Appraise</u> - To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments.</p> <p><u>Singing</u> - To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • To know that songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices.</p> <p><u>Playing</u> - To know the names of the notes in their instrumental part from memory or when written down. • To know the names of instruments played in class. To know how to play a tuned instrumental part with the song they perform.</p> <p><u>Improvisation</u> - To know improvisation is making up your own tunes on the spot. To know when someone improvises, they make up their own tune that has never been heard before, it is not written down and belongs to them.</p> <p><u>Composition</u> - To know that composing is like writing a story with music.</p> <p><u>Performance</u> -To know that a performance is sharing music with an audience. • To know that a performance can be a special occasion and involve a class, a year group or a whole school. • To know an audience can include your parents and friends.</p>		
<u>Skills to be covered</u>	<p><u>Listen and Appraise</u> - To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. To play games related to the main song that embed pulse, rhythm and pitch. Game 1 - Find the pulse. Choose an animal and find the pulse. • Game 2 -Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. • Game 3 - Your Turn Create rhythms for others to copy. • Game 4 -Vocal Warm-up 1 Use your voices to copy back using 'la', whilst marching the steady beat. • Game 4a -Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p> <p><u>Singing</u> - To learn about voices singing notes of different pitches (high and low). • To learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). • To learn to find a comfortable singing position. • To learn to start and stop singing when following a leader.</p> <p><u>Playing</u> - To treat instruments carefully and with respect. • To learn to play a tuned instrumental part • To play the part in time with the steady pulse. • To listen to and follow musical instructions from a leader.</p> <p><u>Improvisation</u> - To improvise using the three challenges: 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise using one or two notes.</p> <p><u>Composition</u> - To help create three simple melodies using one, three or five different notes. • To learn how the notes of the composition can be written down and changed if necessary.</p> <p><u>Performance</u> - To add ideas to the performance. To record the performance and say how they were feeling about it. Choose a song they have learnt and perform it.</p>		
<u>Resources</u> <u>(Texts/Visual Resources)</u>	<p>Charanga https://www.lincsmusicservicedigital.org/c/1356530-schemes-and-scheme-builder-overview/scheme Range of Christmas and winter related songs inc. Charanga Y2 Ho! Ho! Ho!</p>		

Year 3 Term	Autumn	Spring	Summer
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Theme N.C PoS	Autumn 1—Stage 1 <i>Glockenspiels</i> Autumn 2—Winter songs (Bespoke Unit)	Spring 1—Three Little Birds Recorders Spring 2—Djembe Course	Summer 1— Let Your Spirit Fly Summer 2— Bringing Us Together <i>Glockenspiels</i>
	<p><u>Listen and Appraise</u> - To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song <p>To know how to find and demonstrate the pulse. • To know the difference between pulse and rhythm. • To know how pulse, rhythm and pitch work together to create a song. • To know that every piece of music has a pulse/steady beat. • To know the difference between a musical question and an answer.</p> <p><u>Singing</u> - To know and be able to talk about singing: -Singing in a group can be called a choir - Leader or conductor: A person who the choir or group follow - Songs can make you feel different things e.g. happy, energetic or sad - Singing as part of an ensemble or large group is fun, but that you must listen to each other - To know why you must warm up your voice</p> <p><u>Playing</u> - To know and be able to talk about the instruments used in class (glockenspiel, recorder, Djembe drums)</p> <p><u>Improvisation</u> - To know and be able to talk about improvisation: •To know that improvisation is making up your own tunes on the spot • To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five</p> <ul style="list-style-type: none"> • To know that if you improvise using the notes you are given, you cannot make a mistake <p><u>Composition</u> - To know about and be able to talk about composition. To know that composition is music that is created by you and kept in some way, it's like writing a story. It can be played or performed again to your friends. • To know there are different ways of recording compositions (letter names, symbols, audio etc.)</p> <p><u>Performance</u> - To know about and be able to talk about performing. To know that performing is sharing music with other people, an audience • To know that performance can be to one person or lots of people. • To know that you need to plan a performance • To know you must sing or rap the words clearly and play with confidence • To know that a performance can be a special occasion and involve an audience including of people you don't know • To know that performing involves communicating feelings, thoughts and ideas about the song/music</p>		
Skills to be covered	<p><u>Listen and Appraise</u> -To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • To listen carefully and respectfully to other people's thoughts about the music.</p> <p>To play games related to the main song that embed pulse, rhythm and pitch using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back - 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups</p> <p><u>Singing</u> - • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing</p> <p><u>Playing</u> - To treat instruments carefully and with respect. • To play any one, or all of four, parts on a tuned instrument from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader</p> <p><u>Improvisation</u> - To improvise using instruments in the context of the song they are learning to perform. Bronze Challenge: ○ Copy Back - Listen and sing back ○ Play and Improvise - Using instruments, listen and play your own answer using one note. ○ Improvise! - Take it in turns to improvise using one note. • Silver Challenge: ○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes. ○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! - Take it in turns to improvise using one or two notes. • Gold Challenge: ○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes. ○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes. ○ Improvise! - Take it in turns to improvise using three different notes.</p> <p><u>Composition</u> - To help create at least one simple melody using one, three or five different notes. To plan and create a section of music that can be performed within the context of the unit song. To talk about how it was created. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and</p>		

	tempo. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) <u>Performance</u> - To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. To choose what to perform and create a programme.
<u>Resources</u> <u>(Texts/Visual Resources)</u> -	Charanga https://www.lincsmusicservicedigital.org/c/1356530-schemes-and-scheme-builder-overview/scheme Range of Christmas and winter related songs inc. Charanga Y2 Ho! Ho! Ho

<u>Year 4 Term</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Theme</u> <u>N.C PoS</u>	Autumn 1—Mamma Mia Glockenspiels Autumn 2— Winter songs (Bespoke Unit)	Spring 1— Glockenspiel Stage 2 Glockenspiels Spring 2—Lean On Me Recorders	Summer 1— Stop! Percussion Summer 2— Blackbird Recorders
	<p><u>Listen and Appraise</u> - To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: • --</p> <p>- some of the style indicators of that song (musical characteristics that give the song its style). - the lyrics: what the song is about. - any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • To know the main sections of the song (introduction, verse, chorus etc). • To know the names of some of the instruments they heard in the song.</p> <p>To know and be able to talk about how pulse, rhythm and pitch work together • Pulse: Finding the pulse - the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p><u>Singing</u> - To know and be able to talk about singing. • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice</p> <p><u>Playing</u> - To know and be able to talk about the instruments used in class (a glockenspiel, recorder or percussion) and other instruments they might play or be played in a band or orchestra or by their friends.</p> <p><u>Improvisation</u> - To know that improvisation is making up your own tunes on the spot • To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p><u>Composition</u> - To know about and be able to talk about composition. To know that composition is music that is created by you and kept in some way, it's like writing a story. It can be played or performed again to your friends. • To know there are different ways of recording compositions (letter names, symbols, audio etc.)</p> <p><u>Performance</u> - To know about and be able to talk about performing. To know that performing is sharing music with other people, an audience • To know that performance can be to one person or lots of people. • To know that you need to plan a performance • To know you must sing or rap the words clearly and play with confidence • To know that a performance can be a special occasion and involve an audience including of people you don't know • To know that performing involves communicating feelings, thoughts and ideas about the song/music</p>		

<u>Skills to be covered</u>	<p><u>Listen and Appraise</u> -To confidently identify and move to the pulse of a song. • To talk about the musical dimensions working together eg if the song gets louder in the chorus (dynamics). • To talk about the music and how it makes them feel. • To listen carefully and respectfully to other people's thoughts about the music. • To try and use musical words when talking about songs.</p> <p>To play games related to the main song that embed pulse, rhythm and pitch using two notes 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back - 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups</p> <p><u>Singing</u> - To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing.</p> <p><u>Playing</u> - To treat instruments carefully and with respect. • To play any one, or all four parts, on a tuned instrument (a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p><u>Improvisation</u> - To improvise using instruments in the context of a song they are learning to perform. To use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. • Bronze Challenge: ◦ Copy Back - Listen and sing back melodic patterns ◦ Play and Improvise - Using instruments, listen and play your own answer using one note. ◦ Improvise! - Take it in turns to improvise using one note. • Silver Challenge: ◦ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes. ◦ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes. ◦ Improvise! - Take it in turns to improvise using one or two notes. • Gold Challenge: ◦ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes. ◦ Play and Improvise - Using your instruments, listen and play your own answer using two different notes. ◦ Improvise! - Take it in turns to improvise using three different notes.</p> <p><u>Composition</u> - To help create at least one simple melody using one, three or all five different notes. • To plan and create a section of music that can be performed within the context of the unit song. • To talk about how it was created. • To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><u>Performance</u> -To choose what to perform and create a programme. • To present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
<u>Resources</u> <u>(Texts/Visual Resources)</u>	<p>Charanga</p> <p>https://www.lincsmusicservicedigital.org/c/1356530-schemes-and-scheme-builder-overview/scheme</p> <p>Range of Christmas and winter related songs.</p>

<u>Year 5 Term</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Theme</u> <u>N.C PoS</u>	Autumn —Livin' On A Prayer <i>Glockenspiels</i> Autumn 2— Winter songs (Bespoke Unit)	Spring 1— The Magic Flute Spring 2— Uke Suggested Pathway	Summer 1— The Fresh Prince of Bel-Air <i>Boomwhackers + cups</i> Summer 2— Dancing in the Street or Classroom Jazz2
	<p><u>Listen and Appraise</u> -To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: ◦ Some of the style indicators of the songs (musical characteristics that give the songs their style) ◦ The lyrics: what the songs are about ◦ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo,</p>		

	<p>rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time?</p> <p>Know and be able to talk about: • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p><u>Singing</u> - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice</p> <p><u>Playing</u> - To know and be able to talk about: • Different ways of writing music down - e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends</p> <p><u>Improvisation</u> - To know that improvisation is making up your own tunes on the spot • To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To know three well-known improvising musicians</p> <p><u>Composition</u> - To know about and be able to talk about composition. To know that composition is music that is created by you and kept in some way, it's like writing a story. It can be played or performed again to your friends. • To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • To know about notation: recognise the connection between sound and symbol</p> <p><u>Performance</u> - To know about and be able to talk about performing. To know that performing is sharing music with other people, an audience • To know that performance can be to one person or lots of people. • To know that you need to plan a performance • To know you must sing or rap the words clearly and play with confidence • To know that a performance can be a special occasion and involve an audience including of people you don't know • To know that performing involves communicating feelings, thoughts and ideas about the song/music</p>
<p><u>Skills to be covered</u></p>	<p><u>Listen and Appraise</u> - To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • To listen carefully and respectfully to other people's thoughts about the music. • To use musical words when you talk about music. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel.</p> <p><u>Singing</u> - To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.</p> <p><u>Playing</u> - To play a musical instrument with the correct technique within the context of the Unit song. • To select and learn an instrumental part that matches their musical challenge, using one of the parts (a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.</p> <p><u>Improvisation</u> - To improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back ○ Bronze - Copy back using instruments. Use one note. ○ Silver - Copy back using instruments. Use the two notes. ○ Gold - Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ○ Bronze - Question and Answer using instruments. Use one note in your answer. ○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze - Improvise using one note. ○ Silver - Improvise using two notes. ○ Gold - Improvise using three notes. Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p><u>Composition</u> - To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • To explain the keynote or home note and the structure of the melody. • To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><u>Performance</u> -To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>

<u>Resources</u>	Charanga
<u>(Texts/Visual Resources)</u>	https://www.lincsmusicservicedigital.org/c/1356530-schemes-and-scheme-builder-overview/scheme Range of Christmas and winter related songs

<u>Year 6 Term</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Theme</u> <u>N.C PoS</u>	Autumn 1—Happy <i>Glockenspiels + cups</i> Autumn 2— Winter songs (Bespoke Unit)	Spring 1— You've Got A Friend Recorders basketballs Spring 2- Ukelele sing and strum (course)	Summer 1— Classroom Jazz 2 Trumpets Summer 2—End Of Term Performance Songs (Bespoke)
	<p><u>Listen and Appraise</u> - To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity</p> <p>To know and be able to talk about: - how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music - how to keep the internal pulse - Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p><u>Singing</u> - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: its main features - singing in unison, the solo, lead vocal, backing vocals or rapping - to know what the song is about and the meaning of the lyrics - to know and explain the importance of warming up your voice</p> <p><u>Playing</u> - To know and be able to talk about: - different ways of writing music down - e.g. staff notation, symbols - the notes C, D, E, F, G, A, B + C on the treble stave -the instruments they might play or be played in a band or orchestra or by their friends</p> <p><u>Improvisation</u> - To know that improvisation is making up your own tunes on the spot • To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To know three well-known improvising musicians</p> <p><u>Composition</u> - To know about and be able to talk about composition. To know that composition is music that is created by you and kept in some way, it's like writing a story. It can be played or performed again to your friends. • To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • To know about notation: recognise the connection between sound and symbol</p> <p><u>Performance</u> - To know about and be able to talk about performing. To know that performing is sharing music with other people, an audience • To know that performance can be to one person or lots of people. • To know that you need to plan a performance • To know you must sing or rap the words clearly and play with confidence • To know that a performance can be a special occasion and involve an audience including of people you don't know • To know that performing involves communicating feelings, thoughts and ideas about the song/music</p> <p><u>Performance</u> - To know about and be able to talk about performing. To know that performing is sharing music with an audience with belief • To know that performing is sharing music with other people, an audience • To know that performance can be to one person or lots of people. • To know that you need to plan and learn ready for a performance • To know you must sing or rap the words clearly and play with confidence • To know that a performance can be a special occasion and involve an audience including of people you don't know • To know that performing involves communicating feelings, thoughts and ideas about the song/music</p>		

<u>Skills to be covered</u>	<p><u>Listen and Appraise</u> - To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • To listen carefully and respectfully to other people's thoughts about the music. • To use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • To talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>Use games/challenges to embed pulse, rhythm and pitch in relation to the main song, using three notes: • Bronze Challenge ◦ Find the pulse ◦ Copy back rhythms based on the words of the main song, that include syncopation/off beat ◦ Copy back one-note riffs using simple and syncopated rhythm patterns • Silver Challenge ◦ Find the pulse ◦ Lead the class by inventing rhythms for others to copy back ◦ Copy back two-note riffs by ear and with notation ◦ Question and answer using two different notes • Gold Challenge • Find the pulse • Lead the class by inventing rhythms for them to copy back • Copy back three-note riffs by ear and with notation • Question and answer using three different notes</p> <p><u>Singing</u> - To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.</p> <p><u>Playing</u> - To play a musical instrument with the correct technique within the context of the Unit song. • To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.</p> <p><u>Improvisation</u> - To improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back ◦ Bronze - Copy back using instruments. Use one note. ◦ Silver - Copy back using instruments. Use the two notes. ◦ Gold - Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: ◦ Bronze - Question and Answer using instruments. Use one note in your answer. ◦ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. ◦ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ◦ Bronze - Improvise using one note. ◦ Silver - Improvise using two notes. ◦ Gold - Improvise using three notes.</p> <p>Classroom Jazz 2 - To improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p><u>Composition</u> - To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • To explain the keynote or home note and the structure of the melody. • To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><u>Performance</u> - To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>
<u>Resources</u> <u>(Texts/Visual Resources)</u>	Charanga https://www.lincsmusicservicedigital.org/c/1356530-schemes-and-scheme-builder-overview/scheme Range of Christmas and winter related songs

