

Music Curriculum

Year 1

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Topic	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrument	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas

Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught.	Listen and Appraise Hey You! by Joanna Mangona	Listen and Appraise Me, Myself And I by De La Soul	Listen and Appraise Fresh Prince of Bel Air by Will Smith Hey You!	Listen and Appraise Rapper's Delight by The Sugarhill Gang Hey You!	Listen and Appraise U Can't Touch This by MC Hammer Hey You!	Listen and Appraise It's Like That by Run DMC Hey You!
Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Musical Activities -Warm-up Games -Flexible Games (optional) -Start to learn the song Hey You! Performance Sing the song	Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Hey You! -Play instrumental parts Hey You! Performance Sing the song and play instrumental parts within the song	Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Hey You! -Play instrumental parts -Improvise (optional extension activities for improvisation) Performance Sing the song and improvise using voices and/or instruments within the song	Musical Activities -Warm-up Games -Flexible Games(optional) -Sing the song Hey You! -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Compose Performance Sing the song and perform composition(s) within the song	Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Hey You! -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Play your composition(s) within the song Performance Choose what you perform today. Start to prepare for the end-of-unit performance	Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Hey You! -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Performance Prepare for the end-of-unit performance PERFORM TO YOUR CLASS

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> Pulse Rhythm Pitch rap improvise compose 	<ul style="list-style-type: none"> melody bass guitar drums decks perform 	

Assessment:

Substantive knowledge to be explicitly taught
By the end of this unit children will know:

Listen and Appraise

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.
- Find the pulse to any other song.
- Recognise and name 2 or more instruments they hear: Male vocal, Bass guitar, drum, decks

Musical Activity

Find the Pulse:

- March in time with the pulse
- Be an animal finding the pulse.

Clap Rhythms:

- Copy back the rhythms they hear
- Clap the rhythm of their name over the track
- Create their own rhythm for others to copy.

Sing:

- Rap and sing in time to the music

Play instrumental parts:

- Play accurately and in time as part of the performance.
- Most will play C
- Some will play C+G

Improvise:

- In the lesson as part of the performance
- Most will play C
- Some will play C+G

Compose:

- A simple melody using simple rhythms
- Use as part of the performance.
- Most will play C+D
- Some will play C, D + E

Perform and Share

- Share and perform the learning that has taken place.
- Perform song and instruments in class
- Introduce performance to an audience.

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Year 1

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Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

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Music Topic	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
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Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrument	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas
	https://www.lincsmusicservicedigital.org/schem			login: 279410	Password: zfcry77k2e	

Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught.	Listen and Appraise Rhythm In The Way We Walk by Joanna Mangona	Listen and Appraise The Planets:Mars by Gustav Holst Rhythm In The Way We Walk by Joanna Mangona	Listen and Appraise Tubular Bells by Mike Old eld Rhythm In The Way We Walk by Joanna Mangona	Listen and Appraise The Banana Rap	Listen and Appraise Happy by Pharrell Williams The Banana Rap	Listen and Appraise When I'm 64 by The Beatles The Banana Rap
Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Musical Activities -Flexible Games -Vocal warm ups -Start to learn to sing the song Rhythm In The Way We Walk Performance Sing the song	Musical Activities -Flexible Games -Vocal warm ups -Continue to learn the song Rhythm In The Way We Walk Performance Sing the song	Musical Activities -Flexible Games -Vocal warm ups -Continue to learn the song Rhythm In The Way We Walk Performance Sing the song	Musical Activities -Flexible Games -Vocal warm ups -Start to learn The Banana Rap Performance Rap!	Musical Activities -Flexible Games -Vocal warm ups -Continue to learn The Banana Rap Performance Rap!	Musical Activities -Flexible Games -Vocal warm ups -Continue to learn The Banana Rap Performance Prepare for the end-of-unit performance PERFORM TO YEAR 2

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Pulse • Rhythm • Pitch • Rap • Melody • Singers • Keyboard 	<ul style="list-style-type: none"> • Bass • guitar • percussion • trumpets • saxophone • perform 	

Assessment:

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

Listen and Appraise

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.
- Others will find the pulse to any other unit song
- Recognise and name at least 2 instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

Musical Activity

Find the Pulse:

- March to the pulse
- Copy and clap back rhymes.
- Be an animal and keep the pulse.

Clap Rhythms:

- Copy back the rhythms they hear.
- Clap the rhythm of your name.
- Clap the rhythm to their favourite colour
- Make up their own rhythm

Sing:

- Rap and sing in time to the music.
- Start to understand that pitch is high and low sounds.

Perform and Share

- Share and perform the learning that has taken place.
- Perform song and instruments to Year 2
- Introduce performance to an audience.

Music Curriculum

Year 1

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
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Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Topic	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrument	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas
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Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught. Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Listen and Appraise In The Groove – Joanna Mangona How Blue Can You Get - B.B. King Musical Activities -Warm-up Games -Flexible Games (optional) -Start to learn the song In The Groove Performance Sing the song	Listen and Appraise In The Groove – Joanna Mangona How Blue Can You Get - B.B. King Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song In The Groove -Play instrumental parts Performance Sing the song and play instrumental parts within the song	Listen and Appraise In The Groove – Joanna Mangona Livin’ La Vida Loca - Ricky Martin Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song In The Groove -Play instrumental parts -Improvise (optional extension activities for improvisation) Performance Sing the song and improvise using voices and/or instruments within the song	Listen and Appraise In The Groove – Joanna Mangona Jai Ho - J.R. Rahman Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song In The Groove -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Compose Performance the song and perform composition(s) within the song	Listen and Appraise In The Groove – Joanna Mangona Lord Of The Dance - Ronan Hardiman Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song In The Groove -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Play your composition(s) within the song Performance Choose what you perform today. Start to prepare for the end-of-unit performance	Listen and Appraise In The Groove – Joanna Mangona Diggin’ On James Brown - Tower of Power Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song In The Groove -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Performance Prepare for the end-of-unit performance PERFORM TO PARENTS

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Blues • Baroque • Latin • Irish Folk • Funk • Pulse 	<ul style="list-style-type: none"> • Rhythm Pitch • Compose • Improvise • Perform • groove 	

Assessment:

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

Listen and Appraise

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.
- Others will find the pulse to any other unit song
- Identify five different music styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.
- Dance to each style or move to the pulse – be ‘In The Groove!’

Musical Activity

Find the Pulse:

- March to the pulse
- Copy the actions on-screen
- Choose an animal and keep the pulse.

Clap Rhythms:

- Copy back the rhythms they hear.
- Clap the rhythm of their name.
- Clap the rhyme of their favourite food.
- Make up their own rhymes

Sing:

- Together and in time, in all the different styles.

Play instrumental parts:

- Play accurately and in time as part of the performance.
- Most will play C
- Some will play C+D

Improvise:

- In the lesson as part of the performance
- Most will play C
- Some will play C+D

Compose:

- A simple melody using simple rhythms
- Use as part of the performance.
- Most will play C+D
- Some will play C, D + E

Perform and Share

- Share and perform the learning that has taken place.
- Perform song and instruments to parents
- Introduce performance to an audience.

Music Curriculum

Year 1

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Topic	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrument	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas
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Sequence	1	2	3	4	5	6
<p>Substantive Knowledge to be taught.</p> <p>Disciplinary Knowledge: Listen and Appraise Musical Activities Performance</p>	<p>Listen and Appraise Round And Round (Bossa Nova) by Joanna Mangona</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) --Start to learn the song Round And Round</p> <p>Performance Sing the song</p>	<p>Listen and Appraise Livin' La Vida Loca (Latin/Pop) by Ricky Martin Round And Round</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Round And Round -Play instrumental parts</p> <p>Performance Sing the song and play instrumental parts within the song</p>	<p>Listen and Appraise The Imperial March, Darth Vader's Theme (March Of The Empire) (Film) by John Williams Round And Round</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Round And Round -Play instrumental parts -Improvise (optional extension activities for improvisation)</p> <p>Performance Sing the song and play instrumental parts within the song</p>	<p>Listen and Appraise It Had Better Be Tonight (Latin/Big Band) by Michael Bublé Round And Round</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Round And Round -Play instrumental parts -Improvise option (optional extension activities for improvisation)</p> <p>Performance Sing the song and perform composition(s) within the song</p>	<p>Listen and Appraise Why Don't You by (Dance/Big Band) Gramophonedzie Round And Round</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Round And Round -Play instrumental parts -Improvise option (optional extension activities for improvisation)</p> <p>Performance Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen and Appraise Oye Como Va (Latin/Jazz) by Santana Round And Round</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Round And Round -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) -Choose and play any of the options, then decide which one to practise for the end-of-unit performance</p> <p>Performance Prepare for the end-of-unit performance PERFORM TO KS1</p>

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Keyboard • Bass • Guitar • Percussion • Trumpets • Saxophones • Pulse 	<ul style="list-style-type: none"> • Rhythm • Pitch • Improvise • Compose • Perform • audience 	

Assessment:

Substantive knowledge to be explicitly taught
By the end of this unit children will know:

Listen and Appraise

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.
- Others will find the pulse to any other unit song
- Recognise and name 2 or more instruments they hear: singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

Musical Activity

Find the Pulse:

- March in time with the pulse
- Copy the actions on-screen.
- Use their imaginations to find the pulse.

Clap Rhythms:

- Copy back the rhythms they hear
- Clap the rhythm of the name.
- Clap the rhythm of their favourite animal.
- Make up their own rhyme.

Sing:

- The song together with their actions

Play instrumental parts:

- Play accurately and in time as part of the performance.
- Most will play D, F, C + D

Improvise:

- In the lesson as part of the performance
- Most will play D
- Some will play D + E

Perform and Share

- Share and perform the learning that has taken place.
- Perform song and instruments to KS1
- Introduce performance to an audience.

Music Curriculum

Year 1

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation	
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance			
Terms	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
Music Topic	Hey You		Rhythm In The Way We Walk and The Banana Rap		In the Groove		Round and Round		Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop		Reggae		Blues, Baroque, Latin, Bhangra, Folk, Funk		Bossa Nova		Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.		Pulse, rhythm and pitch, rapping, dancing and singing.		How to be in the groove with different styles of music.		Pulse, rhythm and pitch in different styles of music.		Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrument	Glockenspiels				Glockenspiels		Ocarinas		Glockenspiels	Ocarinas
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Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught.	Listen and Appraise Your Imagination by Joanna Mangona and Pete Readman	Listen and Appraise Supercalifragilistic xpialidocious from Mary Poppins Your Imagination	Listen and Appraise Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Your Imagination	Listen and Appraise Daydream Believer by The Monkeys Your Imagination .	Listen and Appraise Rainbow Connection from The Muppet Movie Your Imagination	Performance Choose what you perform today. Start to prepare for the end-of-unit performance PERFORM TO PARENTS
Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Musical Activities -Warm-up Games -Flexible Games (optional) -Start to learn the song Your Imagination Performance Sing the song	Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Your Imagination -Play instrumental parts Performance Sing the song and play instrumental parts within the song	Musical Activities Warm -up Games -Flexible Games (optional) -Sing the song Your Imagination -Play instrumental parts -Improvise (optional extension activities for improvisation) Performance Sing the song and improvise using voices and/or instruments within the song	Musical Activities -Flexible Games (optional) -Sing the song Your Imagination -Play instrumental parts -Improvise option (optional extension activities for improvisation) Performance Sing the song and perform composition(s) within the song	Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Your Imagination -Play instrumental parts -Improvise option (optional extension activities for improvisation)	

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none">• Keyboard• Drums• Bass• Pulse• Rhythm• Pitch	<ul style="list-style-type: none">• Improvise• Compose• Perform• Audience• imagination	

Assessment:

Substantive knowledge to be explicitly taught
By the end of this unit children will know:

Listen and Appraise

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.
- Others will find the pulse to any other unit song
- Recognise and name 2 or more instruments they hear: keyboard, drums, bass, a female singer.

Musical Activity

Find the Pulse:

- Be a pop star finding the pulse
- Use their imagination to find the pulse.

Clap Rhythms:

- Copy back the rhythms.
- Clap the rhythm of their name.
- Clap the rhythm of their favourite animal
- Clap the rhythm of their favourite colour
- Make up their own rhymes

Sing:

- In unison and in two parts.

Play instrumental parts:

- Play accurately and in time as part of the performance.
- Most will play C
- Some will play C+ D

Perform and Share

- Share and perform the learning that has taken place.
- Perform song and instruments to parents.
- Introduce performance to an audience.

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Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught.	Listen and Appraise Reflect and Rewind Reflect - A Song Before Sunrise by Delius - 20th Century Rewind and Listen Out! The Fresh Prince Of Bel Air by Will Smith	Listen and Appraise Reflect and Rewind Reflect - The Firebird by Stravinsky - 20th Century Rewind and Listen Out! When I'm 64 by The Beatles	Listen and Appraise Reflect and Rewind Reflect - The Bird by Prokofiev - 20th Century Rewind and Listen Out! Jai Ho by A. R. Rahman	Listen and Appraise Reflect and Rewind Reflect - Grand March from Aida by Verdi - Classical Rewind and Listen Out! Oye Como Va by Santana	Listen and Appraise Reflect and Rewind Reflect - Boléro by Ravel - 20th Century Rewind and Listen Out! Pure Imagination from the film Charlie And The Chocolate Factory	Listen and Appraise Reflect and Rewind Reflect - The Lamb by John Tavener - Contemporary Rewind and Listen Out! Rainbow Connection sung by Kermit The Frog
Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Musical Activities Reflect, Rewind and Replay -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year	Musical Activities Reflect, Rewind and Replay -Warm-up games with Hey You! -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year.	Musical Activities Reflect, Rewind and Replay -Flexible games with Rhythm In The Way We Walk -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year.	Musical Activities Reflect, Rewind and Replay -Warm-up games with In The Groove -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year.	Musical Activities Reflect, Rewind and Replay -Warm-up games with Round And Round -A composition activity using First Composer -Rhythm Grid work -The Language of Music Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year.	Musical Activities Reflect, Rewind and Replay -Warm-up games with Your Imagination -A composition activity using First Composer Rhythm Grid work -The Language of Music Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year. PERFORM TO WHOLE SCHOOL

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none">• Pulse• Rhythm• Pitch• Rap• Improvise• Compose• Melody• bass guitar• drums• Decks• Perform• Singers• Keyboard	<ul style="list-style-type: none">• Percussion• Trumpets• Saxophones• Blues• Baroque• Latin• Irish Folk• Funk, pulse• Rhythm• pitch• groove• audience• imagination.	

Assessment:
Substantive knowledge to be explicitly taught
By the end of this unit children will know:
Listen and Appraise
<ul style="list-style-type: none">• Listen and appraise Classical Music
Musical Activity
Sing:
<ul style="list-style-type: none">• Singing
Play instrumental parts:
<ul style="list-style-type: none">• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments• Play instruments within the song
Improvise:
<ul style="list-style-type: none">• Improvisation using voices and instruments
Compose:
<ul style="list-style-type: none">• Composition
Perform and Share
<ul style="list-style-type: none">• Share and perform the learning that has taken place.• Perform song and instruments to whole school.• Introduce performance to an audience.