Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary	Listen and Appraise		Musical Activities			Performance			
Knowledge			1						

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay	
Music Topic	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical	
Style of main song	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music	
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music	
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders	

Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders
Saguanca	4	2	3	4		
Sequence Substantive Knowledge to be taught. Disciplinary	Listen and Appraise Livin' On A Prayer by Bon Jovi	Listen and Appraise We Will Rock You By Queen Livin' On A Prayer by Bon	Listen and Appraise Smoke On The Water by Deep Purple	Listen and Appraise Rockin' All Over The World by Status Quo	Listen and Appraise Johnny B. Goode by Chuck Berry Livin' On A Prayer by Bon Jovi	6 Listen and Appraise I Saw Her Standing There by The Beatles Livin' On A Prayer by Bon Jovi
Knowledge: Listen and Appraise Musical Activities Performance	Musical Activities - Warm-up Games - Flexible Games (optional) - Start to learn the song - Livin' OnA Prayer  Performance Sing the song	Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Livin' On A Prayer - Play instrumental parts  Performance Sing the song and play instrumental parts within the song	Livin' On A Prayer by Bon Jovi  Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Livin' On A Prayer - Play instrumental parts - Improvise (optional extension activities for improvisation)  Performance Sing the song and improvise using voices and/or instruments within the song	Livin' On A Prayer by Bon Jovi  Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Livin' On A Prayer - 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 Livin' On A Prayer  - 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  The performance will include one or more of the following: Improvisation; Instrumental performance; composition.	Musical Activities  - Warm-up Games  - Flexible Games (optional)  - Sing the song Livin' On A Prayer  - 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 CLASS -Introduce performance to an audience, telling them how the song was learnt and whyRecord performance and talk about it afterward, giving recommendations for improvements.

	Key Vocabulary						
	Tier 2	Tier 3					
<ul> <li>Rock</li> </ul>	<ul> <li>texture</li> </ul>						
<ul> <li>Structure</li> </ul>	<ul> <li>dynamics</li> </ul>						
<ul> <li>Pulse</li> </ul>	• chorus						
<ul><li>rhythm</li></ul>	<ul> <li>bridge</li> </ul>						
<ul><li>pitch</li></ul>	<ul><li>riff</li></ul>						
<ul><li>bridge</li></ul>	<ul><li>hook</li></ul>						
<ul> <li>backbeat</li> </ul>	<ul><li>improvise</li></ul>						
<ul> <li>amplifier</li> </ul>	<ul> <li>compose</li> </ul>						
<ul><li>tempo</li></ul>							

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

#### Listen and Appraise

- Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.
- Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.
- Find the pulse whilst listening.
- Others will identify changes in tempo, dynamics and texture

#### Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)

#### Warm up games

- · Rhythm and pitch copy back.
- Bronze Challenge: G
- Silver Challenge: G + A and reading notes.
- Gold Challenge: G, A + B and reading notes.

#### Singing:

• In unison.

#### Play instrumental parts:

- Accurately and in time as part of the performance.
- The easy Part: G, A + B by ear and from notation.
- The medium part: D, E, F sharp + G by ear and from notation.

#### Improvise:

- In the lesson and as part of the performance
- Bronze challenge: G
- Silver challenge: G + A
- Gold Challenge: G, A + B

#### Compose:

- A melody using simple rhythms and use as part of the performance.
- Using the notes: G, A + B
- Using the notes: G, A, B, D + E (pentatonic scale).

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- · Perform to the class.
- Introduce performance to an audience, telling them how the song was learnt and why.
- · Add some choreography.
- Record performance and talk about it afterward, giving recommendations for improvements.

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

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay	
Music Topic	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical	
Style of main song	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music	
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music	
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders	

Sequence	1	2	3	4	5	6
Substantive Knowledge to	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise	Listen and Appraise
be taught.	Three Note Bossa	Desafinado	Cotton Tail Three Note	Five Note Swing	Perdido Five Note Swing	Things Ain't What They
Disciplinary		Three Note Bossa	Bossa			Used To Be Five Note Swing
Knowledge:	Musical Activities			Musical Activities	Musical Activities	
Listen and Appraise	- Learn to play the	Musical Activities	Musical Activities	-Play the tune/head and	-Play the tune/head and	Musical Activities
Musical Activities	tune/head	-Play the tune/head	-Play the tune/head	the middle 8	the middle 8	-Play the tune/head and
Performance	- Improvise using	-Build on improvisation	-Build on improvisation	-Improvise using	-Build on improvisation	the middle 8
	instruments	skills using instruments	skills using instruments	instruments	skills using instruments	-Build on improvisation
						skills using instruments
	Perform	Perform	Perform	Perform	Perform	
	Play the tune/head and	Play the tune/head and	Play the tune/head and	Play the tune/head and	Play the tune/head and	Perform
	improvise	improvise	improvise	middle 8 and improvise	middle 8 and improvise	Play the tune/head and
						middle 8 and improvise
					The performance will	PERFORM TO YEAR 6
					include one or more of the	-Introduce performance to
					following: Improvisation;	an audience, telling them
					Instrumental performance;	how the song was learnt
					composition.	and why.
						-Record performance and
						talk about it afterward,
						giving recommendations
						for improvements.

	Key Vocabulary						
	Tier 2	Tier 3					
<ul><li>Improvise</li><li>Compose</li><li>Pulse</li><li>Rhythm</li><li>Pitch</li></ul>	<ul><li>tempo</li><li>dynamics</li><li>texture structure</li><li>melody</li></ul>						

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

#### **Listen and Appraise**

- Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.
- Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.
- Identify instruments/voices: Piano, bass, drums, glockenspiel

Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)

#### Play instrumental parts:

• With the music by ear using notes G, A + B and D,E, G, A + B

Improvise: (In a Bossa Nova style) using the notes:

• G, A + B

Improvise: (In a swing style\_ using the notes:

- D+E
- D, E, G
- D, E, G, A + B

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- Perform to Year 5
- Introduce performance to an audience, telling them how the song was learnt and why.
- Add some choreography
- Record performance and talk about it afterward, giving recommendations for improvements.

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

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Music	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Topic		Bossa Nova and Swing				
Style of	Rock Anthems	Jazz and	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the
main song		Improvisation				language of music
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	language of music Recorders

		skills using the glockenspiel		one another	civii rights	language of music
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders
Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught.  Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Listen and Appraise Make You Feel My Love by Bob Dylan — Adele version  Musical Activities - Warm-up Games - Flexible Games (optional) - Start to learn the song - Make You Feel My Love  Performance Sing the song	Listen and Appraise Make You feel my Love - Bob Dylan version Make You Feel My Love by Bob Dylan - Adele version  Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Make You Feel My Love - Play instrumental parts  Performance Sing the song and play instrumental parts within the song	Listen and Appraise So Amazing by Luther Vandross Make You Feel My Love by Bob Dylan - Adele version  Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Make You Feel My Love - 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 Hello by Lionel Richie Make You Feel My Love by Bob Dylan - Adele version  Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Make You Feel My Love - Play instrumental parts - Improvise option (optional extension activities for improvisation) - Compose  Performance Sing the song and perform composition(s) within the song	Listen and Appraise The Way You Look Tonight by Jerome Kern Make You Feel My Love by Bob Dylan - Adele version  Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Make You Feel My Love - 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  The performance will include one or more of the following: Improvisation; Instrumental performance; composition.	Listen and Appraise Love Me Tender by Elvis Presley Make You Feel My Love by Bob Dylan - Adele version  Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Make You Feel My Love - 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 -Introduce performance to an audience, telling them how the song was learnt and whyRecord performance and talk about it afterward, giving recommendations for improvements.

	Key Vocabulary						
	Tier 2	Tier 3					
Introduction, verse	• pitch						
<ul> <li>Chorus</li> </ul>	<ul> <li>tempo</li> </ul>						
<ul><li>bass</li></ul>	<ul> <li>dynamics</li> </ul>						
<ul> <li>drums</li> </ul>	<ul> <li>texture structure</li> </ul>						
<ul> <li>electric guitar</li> </ul>	<ul> <li>compose</li> </ul>						
<ul> <li>keyboard</li> </ul>	<ul> <li>improvise</li> </ul>						
<ul> <li>organ</li> </ul>	<ul><li>hook</li></ul>						
<ul> <li>backing vocals</li> </ul>	<ul><li>riff</li></ul>						
<ul><li>pulse</li></ul>	<ul> <li>melody</li> </ul>						
<ul><li>rhythm</li></ul>	<ul> <li>reggae</li> </ul>						

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

#### Listen and Appraise

- Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.
- Identify the instruments/voices: Strings, piano, guitar, bass, drums.
- Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

#### Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)

#### Warm up games:

- Rhythm and Pitch Copy Back, and Question and Answer.
- Bronze Challenge: C
- Silver Challenge: C + D and reading notes
- Gold Challenge: C, D + E and reading notes.

#### Singing:

• In unison.

#### Play instrumental parts:

- Accurately and in time as part of the performance.
- The easy part: C, D + E by ear and from notation
- The Medium part: C, D, E F + G by ear and from notation.

#### Improvise:

- In the lesson and as part of the performance
- Bronze challenge: C
- Silver challenge: C + D
- Gold Challenge: C, D + E

#### Compose:

- A melody using simple rhythms and use as part of the performance.
- Using the notes: C, D + E
- Using the notes: C, D E, F + G

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- Perform to parents.
- Introduce performance to an audience, telling them how the song was learnt and why.
- Add some choreography.
- Record performance and talk about it afterward, giving recommendations for improvements.

Vertical	Pulse	Rhyth	hm	Pitch	Tempo	Dyna	mics	timbre	Texture	Sti	ucture	Notation
Concepts  Disciplinary		,		· / /								
Knowledge		Listen and	Appraise			Musical A	Activities			Pert	ormance	
Terms	Autumn 1	1		Autumn 2	Spring 1			Spring 2	Summer 1			Summer 2
Title	Livin' On a Pr	ayer	Cla	ssroom Jazz 1	Make You Feel N			h Prince of Bel-Air	Dancing ir	the Street	Reflect,	Rewind & Replay
Music Topic	Rock		Boss	sa Nova and Swing	Pop Ballads	5	Old-	School Hip-Hop	Motown		Classical	
Style of main song	Rock Anthem			Jazz and Improvisation	Pop Ballads	<b>.</b>	Old	School Hip-Hop	Мо	town	consolidate y	ory of music, look back and our learning, learn some of the language of music
Unit theme	ABBA's musi		skills us	and developing playing sing the glockenspiel	Writing lyrics linked to	o a theme		pel music and helping one another		equality and rights	consolidate yo	ry of music, look back and our learning, learn some of the anguage of music
Instrument	Glockenspie	ls	Glocken	nspiels and Recorders	Glockenspiel	ls		Recorders	Glocke	enspiels		Recorders
Sequence	1			2	3			4		5		6
Substantive Knowledge to be taught.  Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	The Fresh Prince of  Musical Activities  - Warm-up Games  - Flexible Games (company)	- Warm-up Games - Flexible Games (optional) - Start to learn the song - The Fresh Prince of Bel - Air - Warm-up Games - Warm-up Games - Flexible Games (optional) - Sing the song The Fresh - Prince of Bel Air - Bel Air  Musical Activities - Warm-up Games - Flexible (optional) - Sing the song The		he f Games e Fresh Il parts nal ies for	Rapper's Sugarhill of The Fresh  Musical A - Warm-u - Flexible (optional - Sing the Prince of - Play institution - Improvit (optional activities improvit - Composi	Activities  up Games  Games  all)  e song The Fresh of Bel Air trumental parts se option al extension es for sation)	<ul> <li>Sing the so</li> <li>Prince of B</li> <li>Play instruiting</li> <li>Improvise of extension a improvisation</li> </ul>	ies	The Fresh Pr  Musical Acti - Warm-t - Flexible - (option Sing the Bel Air - Choose options decide the end - Play ir - Impro extensis improvi - Play y the son Choose and below, then practise for t performance Prepare for performance PERFORM TC -Introduce p audience, te was learnt ar -Record perf	by Run DMC ince of Bel Air  vities up Games Games al) e song The Fresh Prince of and play any of the below, then which one to practise for -of-unit performance: astrumental parts vise option (optional on activities for sation) our composition(s) within gelay any of the options decide which one to the end-of-unit e the end-of-unit		

	Key Vocabulary							
	Tier 2	Tier 3						
Old-school Hip Hop	improvise							
Rap, riff	• cover							
<ul> <li>Synthesizer</li> </ul>	• pulse							
<ul> <li>Deck</li> </ul>	• rhythm							
<ul> <li>backing loops</li> </ul>	• pitch							
• Funk	• tempo							
<ul> <li>scratching</li> </ul>	<ul> <li>dynamics</li> </ul>							
<ul> <li>unison</li> </ul>	• timbre							
<ul> <li>melody</li> </ul>	• texture							
<ul> <li>compose</li> </ul>	<ul> <li>structure</li> </ul>							

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

#### Listen and Appraise

- . Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending
- Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.
- Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture

#### Musical Activity (Most children can complete the Bronze and Silver Challenges, Some Children may complete the Gold Challenges)

#### Warm up games:

- Rhythm and Pitch Copy Back, and Question and Answer.
- Bronze Challenge: D
- Silver Challenge: D + E and reading notes
- Gold Challenge: D, E + F and reading notes.

#### Singing:

Singing and rapping

#### Play instrumental parts:

- Accurately and in time as part of the performance.
- The easy part: A + D by ear and from notation
- The medium part: G + A by ear and form notation
- The harder part: C, D, E, F, G, A by ear and from notation.

#### Improvise:

- In the lesson and as part of the performance
- Bronze challenge: D
- Silver challenge: D + E
- Gold Challenge: D, E + F

#### Compose:

- A melody using simple rhythms and use as part of the performance.
- Using the notes: D, E + F
- Using the notes: D, E F, G + A

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- Perform to KS2
- Introduce performance to an audience, telling them how the song was learnt and why.
- Add some choreography
- Record performance and talk about it afterward, giving recommendations for improvements.

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

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Music Topic	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Style of main song	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders

						of the language of music
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders
Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught.  Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Listen and Appraise Dancing In The Street by Martha And The Vandellas  Musical Activities - Warm-up Games - Option: Flexible Games - Vocal warm ups and start to learn the song Dancing In The Street  Perform Sing the song	Listen and Appraise I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops Dancing In The Street by Martha And The Vandellas  Musical Activities - Warm-up Games - Option: Flexible Games - Vocal warm ups - Continue to learn to sing the song Dancing In The Street - Play instrumental parts  Perform Sing the song and play instrumental parts within the song	Listen and Appraise I Heard It Through The Grapevine sung by Marvin Gaye Dancing In The Street by Martha And The Vandellas 4  Musical Activities - Warm-up Games - Option: Flexible Games - Vocal warm ups. Sing the song Dancing In The Street - Play instrumental parts - Improvise  Perform Sing the song and improvise using voices and/or instruments within the song	Listen and Appraise Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Dancing In The Street by Martha And The Vandellas  Musical Activities - Warm-up Games - Option: Flexible Games - Vocal warm ups. Sing the song Dancing In The Street - Play instrumental parts - Compose  Perform Sing the song and perform composition(s) within the song	Listen and Appraise You Are The Sunshine Of My Life sung by Stevie Wonder Dancing In The Street by Martha And The Vandellas  Musical Activities - Warm-up Games - Option: Flexible Games - Vocal warm ups. Sing the song Dancing In The Street - Options: - Include some instrumental and/or - Vocal improvisation within the song - Play your composition(s) within the song  Perform Choose what you perform today. Start to prepare for the end-of- unit performance  The performance will include one or more of the following: Improvisation; Instrumental performance; composition.	Listen and Appraise The Tracks Of My Tears sung by Smokey Robinson And The Miracles Dancing In The Street by Martha And The Vandellas  Musical Activities - Warm-up Games - Option: Flexible Games - Vocal warm ups. Sing the song Dancing In The Street - Choose and play two performance options, then decide which one to practise for the end-of-unit performance  Perform Prepare for the end-of-unit performance PERFORM TO PARENTS -Introduce performance to an audience, telling them how the song was learnt and whyRecord performance and talk about it afterward, giving recommendations for improvements.

		ı	Key Vocabulary
		Tier 2	Tier 3
•	Soul	• improvise	
•	groove	• cover	
•	riff	<ul> <li>pulse</li> </ul>	
•	bass line	<ul> <li>rhythm</li> </ul>	
•	backbeat	<ul><li>pitch</li></ul>	
•	brass section	<ul> <li>tempo</li> </ul>	
•	harmony	<ul> <li>dynamics</li> </ul>	
•	hook	<ul> <li>timbre</li> </ul>	
•	riff	<ul> <li>texture</li> </ul>	
•	melody	<ul> <li>structure</li> </ul>	
•	compose		

### Substantive knowledge to be explicitly taught

### By the end of this unit children will know:

#### **Listen and Appraise**

- Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.
- Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).
- Find the pulse whilst listening
- Others will identify change in tempo, dynamics and texture

#### Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)

#### Warm up games:

- Rhythm and Pitch Copy Back, and Question and Answer.
- Bronze Challenge: F
- Silver Challenge: F + G and reading notes
- Gold Challenge: F, G + A and reading notes.

#### Singing:

In two parts.

#### Play instrumental parts:

- Accurately and in time as part of the performance.
- The easy part: G by ear and from notation.
- The medium part: G + A by ear and from notation.
- The harder part: F, G, A + D by ear and from notation.

#### Improvise:

- In the lesson and as part of the performance
- Bronze challenge: D
- Silver challenge: D + E
- The Gold Challenge: D, E + F

#### Compose:

- A melody using simple rhythms and use as part of the performance.
- Using the notes: C, D + E
- Some will be able to use the notes C, D, E, F + G

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- Perform to parents
- Introduce performance to an audience, telling them how the song was learnt and why.
- Add some choreography
- · Record performance and talk about it afterward, giving recommendations for improvements.

### Year 5

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamic	s timbre	Texture	Structure	Notation
Disciplinary Knowledge			Musical Activities			Performance			
Terms	Autumn :	Autumn 1 Autumn 2		Spring 1 Spring 2		Spring 2	Summer 1	L	Summer 2
Title	Livin' On a Pr	rayer Cla	assroom Jazz 1	Make You Feel N	My Love Th	e Fresh Prince of Bel-Air	Dancing in the	Street Refl	ect, Rewind & Replay
Music	Rock	Pos	sa Nova and Swing	Pop Ballads	5	Old-School Hip-Hop	Motown		Classical
Topic		BOS	isa Nova and Swing						
Style of	Rock Anthen	ns	Jazz and	Pop Ballads	5	Old School Hip-Hop	Motown		nistory of music, look back and

Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Music	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Topic		bossa Nova anu Swing				
Style of	Rock Anthems	Jazz and	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and
main song		Improvisation				consolidate your learning, learn some of the language of music
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders
Sequence	1	2	3	4	5	6
Substantive	Listen and Annraise	Listen and Annraise	Listen and Annraise	Listen and Annraise	Listen and Appraise	Listen and Appraise

						of the lang
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of moconsolidate your of the lang
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Rec
Sequence	1	2	3	4	5	
Substantive Knowledge to be taught.  Disciplinary Knowledge: Listen and Appraise Musical Activities Performance  F	Listen and Appraise Reflect and Rewind Reflect - Music For Compline (traditional) (Early Music) Rewind and Listen Out! Johnny B. Goode by Chuck Berry Reflect - Composers and Composition (Rachel Portman)  Musical Activities Reflect, Rewind and Replay - A composition activity using the Music Explorer resource - Rhythm Grid work - The Language of MusicRewind and Replay (Revision) - revisit songs	Listen and Appraise Reflect and Rewind Reflect - Dido And Aeneas by Purcell (Baroque)  Rewind and Listen Out! Things Ain't What They Used To Be by Ellington and Persons  Reflect - Composers and Composition (Rachel Portman)  Musical Activities Reflect, Rewind and Replay - A composition activity using the Music Explorer resource - Rhythm Grid work - The Language of Music - Rewind and Replay (Revision) - revisit songs	Listen and Appraise Reflect and Rewind Reflect - Symphony No 5 in C minor Opus 67 by Beethoven (Romantic)  Rewind and Listen Out! Hello by Lionel Richie  Reflect - Composers and Composition (Rachel Portman)  Musical Activities Reflect, Rewind and Replay - A composition activity using the Music Explorer resource - Rhythm Grid work - The Language of Music - Rewind and Replay	Listen and Appraise Reflect and Rewind Reflect - Minute Waltz by Chopin (Romantic)  Rewind and Listen Out! U Can't Touch This by MC Hammer  Reflect - Composers and Composition (Jason Yarde)  Musical Activities Reflect, Rewind and Replay - A composition activity using the Music Explorer resource - Rhythm Grid work - The Language of Music	Listen and Appraise Reflect and Rewind Reflect - Central Park In The Dark by Charles Ives (Contemporary)  Rewind and Listen Out! I Heard It Through The Grapevine by Marvin Gaye  Reflect - Composers and Composition (Jason Yarde)  Musical Activities Reflect, Rewind and Replay - A composition activity using the Music - Explorer resource - Rhythm Grid work - The Language of Music - Rewind and Replay (Revision) - revisit songs from the year	Listen and Appr Reflect and Rer Reflect - Clappi Steve Reich (Co Rewind and Lis Pie, Honey Bun Myself) sung b Reflect - Comp Composition (Ji Musical Activiti Reflect, Rewind - A composition the Music - Explorer resc - Rhythm Grid - The Languag - Rewind and I revisit songs

from the year

### **Perform and Share Replay**

Prepare for a performance of songs and activities from the year.

from the year

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Prepare for a performance of songs and activities from the year.

(Revision) - revisit songs from the year

### **Perform and Share Replay**

Prepare for a performance of songs and activities from the year.

**Rewind and Replay** (Revision) - revisit songs from the year

### **Perform and Share Replay**

Prepare for a performance of songs and activities from the vear

#### **Perform and Share Replay** Prepare for a performance of songs and activities from the year.

The performance will include one or more of the following: Improvisation; Instrumental performance; composition.

### Rewind

pping Music by (Contemporary)

Listen Out! Sugar Bunch (I Can't Help by The Four Tops

mposers and (Jason Yarde).

#### vities ind and Replay

- sition activity using
- esource
- rid work
- age of Music
- nd Replay (Revision) ngs from the year

#### Share Replay

Prepare for a performance of songs and activities from the year. PERFORM TO WHOLE SCHOOL -Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements.

			Van Va aakulam					
	Key Vocabulary							
		Tier 2	Tier 3					
•	Rock	• guitar						
•	bridge	<ul><li>bass</li></ul>						
•	backbeat	<ul><li>drums</li></ul>						
•	amplifier	<ul> <li>melody</li> </ul>						
•	chorus	<ul> <li>cover</li> </ul>						
•	bridge	<ul> <li>Old-school Hip Hop</li> </ul>						
•	riff	<ul> <li>Rap</li> </ul>						
•	hook	<ul> <li>Synthesizer</li> </ul>						
•	improvise	<ul> <li>Deck</li> </ul>						
•	compose	<ul> <li>backing loops</li> </ul>						
•	appraising	<ul> <li>Funk</li> </ul>						
•	Bossa Nova	<ul> <li>scratching</li> </ul>						
•	Syncopation	<ul> <li>unison</li> </ul>						
•	Structure	<ul> <li>melody</li> </ul>						
•	Swing	<ul> <li>cover</li> </ul>						
•	tune/head	<ul> <li>pitch</li> </ul>						
•	note values	<ul> <li>tempo</li> </ul>						
•	note names	<ul> <li>dynamics</li> </ul>						
•	Big bands	<ul> <li>timbre</li> </ul>						
•	Pulse	<ul> <li>texture</li> </ul>						
•	rhythm	<ul> <li>Soul</li> </ul>						
•	solo	<ul> <li>Groove</li> </ul>						
•	ballad	<ul> <li>Riff</li> </ul>						
•	verse	<ul> <li>bass line</li> </ul>						
•	interlude	<ul> <li>brass section</li> </ul>						
•	tag ending	<ul> <li>harmony</li> </ul>						
•	strings	<ul> <li>melody.</li> </ul>						
•	piano							

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

#### **Listen and Appraise**

Listen and appraise Classical Music

Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)

#### Sing:

Singing

#### Play instrumental parts:

- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.
- Play instruments within the song

#### Improvise:

Improvisation using voices and instruments

#### Compose:

Composition

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- Perform to whole school.
- Introduce performance to an audience, telling them how the song was learnt and why.
- · Record performance and talk about it afterward, giving recommendations for improvements.