

## Hopton Music Curriculum supported by Charanga



**Key concepts:** pitch, duration, dynamics, tempo, timbre, texture, structure, notation

**Key Threads:**

Locality	Significant People	Human Influence	The Wider World	Comparison	Investigation	British Values
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Year 1 and 2 (Cycle 1)	Listening and Appraising -style indicators, period, composers	Musical Composition -games, improvisation, composition	Performance singing, playing musical instruments
<b>Hey You!</b>	<p>Listen and appraise the song 'Hey You!' by Joanna Mangona.</p> <p>*listen and appraise the song 'Fresh Prince of Bel-Air' by Will Smith</p> <p>*listen and appraise the song 'U Can't Touch This' by MC Hammer</p> <p>*To know five songs off by heart.</p> <p>*To know some songs have a chorus or a response/answer part.</p> <p>*To know that songs have a musical style.</p>	<p>Use the improvisation tracks provided. 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>*playing melody part with notes G and C. Learn about voices singing notes of different pitches (high and low).</p> <p>*Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>*Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.</p> <p>*Treat instruments carefully and with respect.</p> <p>*Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>*Play the part in time with the steady pulse.</p> <p>*Listen to and follow musical instructions from a leader</p>
<b>Rhythm In The Way We Walk and Banana Rap</b>	<p>Listen and appraise the song 'Rhythm In The Way We Walk' and 'The Banana Rap' by Joanna Mangona and Jane Sebba. (Reggae)</p> <p>*listen and appraise the song 'The Planets, Mars' by Gustav Holst (Classical)</p> <p>*listen and appraise the song 'Happy' by Pharrell Williams (Pop)</p> <p>*To know five songs off by heart.</p> <p>*To know some songs have a chorus or a response/answer part.</p> <p>*To know that songs have a musical style.</p>	<p>Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching 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 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>Learn about voices singing notes of different pitches (high and low).</p> <p>*Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>*Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.</p> <p>*Treat instruments carefully and with respect.</p> <p>*Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>*Play the part in time with the steady pulse.</p> <p>*Listen to and follow musical instructions from a leader</p>
<b>In The Groove</b>	<p>Listen and appraise the song 'In The Groove' by Joanna Mangona.</p> <p>*listen and appraise the song 'Jai Ho' by J.R. Rahman (Bhangra/Bollywood)</p> <p>*listen and appraise the song 'Lord Of The Dance' by Ronan Hardiman (Irish)</p> <p>*To know five songs off by heart.</p> <p>*To know some songs have a chorus or a</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>* Learn how the notes of the composition can be written down and changed if necessary</p>	<p>*playing melody part with notes C, G and A. Learn about voices singing notes of different pitches (high and low).</p> <p>*Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>*Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.</p>

	<p>response/answer part.</p> <p>*To know that songs have a musical style.</p>		<p>*Treat instruments carefully and with respect.</p> <p>*Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>*Play the part in time with the steady pulse.</p> <p>*Listen to and follow musical instructions from a leader</p>
<b>Round and Round</b>	<p>Listen and appraise the song 'Round and Round' by Joanna Mangona.</p> <p>*listen and appraise the song 'I can See Clearly Now' by Jimmy Cliff.</p> <p>*listen and appraise the song 'It Had Better Be Tonight' by Michael Bublé (Latin/Big Band)</p> <p>*listen and appraise the song 'Oya Como Va' by Santana (Latin/Jazz)</p> <p>*To know five songs off by heart.</p> <p>*To know some songs have a chorus or a response/answer part.</p> <p>*To know that songs have a musical style.</p>	<p>Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching 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 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>*playing melody part with notes D, F, C + D</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>*Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>*Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.</p> <p>*Treat instruments carefully and with respect.</p> <p>*Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>*Play the part in time with the steady pulse.</p> <p>*Listen to and follow musical instructions from a leader</p>
<b>Your Imagination</b>	<p>Listen and appraise the song 'Your Imagination' by Joanna Mangona and Pete Readman.</p> <p>*listen and appraise the song 'A Whole New World' from Aladdin.</p> <p>*listen and appraise the song 'Supercalifragilisticexpialidocious' from Mary Poppins</p> <p>*listen and appraise the song 'Pure Imagination' from Willy Wonka &amp; The Chocolate</p> <p>*To know five songs off by heart.</p> <p>*To know some songs have a chorus or a response/answer part.</p> <p>*To know that songs have a musical style.</p>	<p>Use the improvisation tracks provided. 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>*playing melody part with notes C, E + G</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>*Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>*Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.</p> <p>*Treat instruments carefully and with respect.</p> <p>*Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>*Play the part in time with the steady pulse.</p> <p>*Listen to and follow musical instructions from a leader</p>
<b>Year 1 and 2 (Cycle 2)</b>	<p><b>Listening and Appraising</b></p> <p>-style indicators, period, composers</p>	<p><b>Musical Composition</b></p> <p>-games, improvisation, composition</p>	<p><b>Performance</b></p> <p>singing, playing musical instruments</p>

<p><b>Hands, Feet and Heart</b></p>	<p>Listen and appraise the song 'Hands, Feet, Heart' by Joanna Mangona.          *listen and appraise the song 'the Click Song' sung by Miriam Makeba.          *listen and appraise the song 'The Lion Sleeps Tonight' sung by Soweto Gospel Choir.          *listen and appraise the song 'You Can Call Me Al' by Paul Simon.          *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.</p>	<p>Use the improvisation tracks provided. 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>*playing melody part with notes G, A and C.          Learn about voices singing notes of different pitches (high and low).          *Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).          *Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.          *Treat instruments carefully and with respect.          *Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).          *Play the part in time with the steady pulse.          *Listen to and follow musical instructions from a leader</p>
<p><b>Ho, Ho, Ho</b></p>	<p>Listen and appraise the song 'Ho, Ho Ho' by Joanna Mangona.          *listen and appraise the song 'Fly Me to the Moon' sung by Frank Sinatra.          *listen and appraise the song 'Bring Him Back Home (Nelson Mandela) sung by Hugh Masekela.          *listen and appraise the song 'Suspicious Minds' by Elvis Presley.          *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.</p>	<p>Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching 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 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>*playing melody part with notes G, A and B.          Learn about voices singing notes of different pitches (high and low).          *Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).          *Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.          *Treat instruments carefully and with respect.          *Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).          *Play the part in time with the steady pulse.          *Listen to and follow musical instructions from a leader</p>
<p><b>I Wanna Play In a Band</b></p>	<p>Listen and appraise the song 'I Wanna Play in a Band' by Joanna Mangona.          *listen and appraise the song 'We Will Rock You' by Queen.          *listen and appraise the song 'Smoke on the Water' by Deep Purple.          *listen and appraise the song 'Rockin' All Over The World' by Status Quo.          *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.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.          * Learn how the notes of the composition can be written down and changed if necessary</p>	<p>*playing melody part with notes D and C.          Learn about voices singing notes of different pitches (high and low).          *Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).          *Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.          *Treat instruments carefully and with respect.          *Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).          *Play the part in time with the steady pulse.          *Listen to and follow musical instructions from a leader</p>

<p><b>ZooTime</b></p>	<p>Listen and appraise the song 'ZooTime' by Joanna Mangona.          *listen and appraise the song 'I can See Clearly Now' by Jimmy Cliff.          *listen and appraise the song 'Kingston Town' by UB40.          *listen and appraise the song 'Shine' by ASWAD.          *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.</p>	<p>Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching 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 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>*playing melody part with notes C and D.          Learn about voices singing notes of different pitches (high and low).          *Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).          *Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.          *Treat instruments carefully and with respect.          *Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).          *Play the part in time with the steady pulse.          *Listen to and follow musical instructions from a leader</p>
<p><b>Friendship Song</b></p>	<p>Listen and appraise the song 'Friendship Song' by Joanna Mangona and Pete Readman.          *listen and appraise the song 'You Give A Little Love' from Buggy Malone.          *listen and appraise the song 'You've Got A Friend In Me' by Randy Newman.          *listen and appraise the song 'Count on Me' by Bruno Mars.          *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.</p>	<p>Use the improvisation tracks provided. 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>*playing melody part with notes G, A, E and B.          Learn about voices singing notes of different pitches (high and low).          *Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).          *Learn to find a comfortable singing position. *Learn to start and stop singing when following a leader.          *Treat instruments carefully and with respect.          *Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).          *Play the part in time with the steady pulse.          *Listen to and follow musical instructions from a leader</p>

Year 3 and 4 (Cycle 1)	Listening and Appraising -style indicators, period, composers	Musical Composition -games, improvisation, composition -	Performance singing, playing musical instruments
<b>Mamma Mia</b>	<p>listen and appraise the song 'Mamma Mia' by Abba</p> <p>*listen and appraise to other songs by Abba including 'Dancing Queen', 'Waterloo' and 'Thank You For the Music.'</p> <p>*To know five songs from memory, to know the style of those songs, who sang them or wrote them.</p> <p>To choose one song and be able to talk about: ● 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). ● Identify the main sections of the song (introduction, verse, chorus, etc). ● Name some of the instruments they heard in the song.</p>	<p>Using band/orchestral instruments with classroom instruments to create an ensemble that engages all children. Dependent on the age of the children in your class, some will play instruments and therefore want to bring them to the lesson - please encourage this. Find the Pulse. Rhythm Copy Back: Clap and say back rhythms you can hear. Copy back with instruments, the first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note G'</p>	<p>To know and be able to talk about: ● 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>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>Notes to play: G, A, B in this order (G is the home note and you will always start with G)</p>
<b>Glockenspiel Stage 2</b>	<p>Listen and appraise the song 'Mardi Gras Groovin'.'</p> <p>*listen and appraise the song 'Two-Way Radio Flea'</p> <p>*listen and appraise the song 'Mosquito Rigadoon.'</p> <p>*discuss any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>*identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>*name some of the instruments they heard in the songs</p>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: ● 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>*playing melody part with notes C, D, E, F and G</p> <p>*To sing in unison and in simple two-parts.</p> <p>*To demonstrate a good singing posture.</p> <p>* To follow a leader when singing.</p> <p>*To enjoy exploring singing solo.</p> <p>*To sing with awareness of being 'in tune'.</p> <p>*To have an awareness of the pulse internally when singing.</p> <p>*To treat instruments carefully and with respect.</p> <p>*Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>*To rehearse and perform their part within the context of the Unit song.</p> <p>* To listen to and follow musical instructions from a leader.</p>

<p><b>Stop!</b></p>	<p>Listen and appraise the song 'Stop!' by Joanna Mangona.</p> <p>*listen and appraise the song 'Gotta Be Me' by Decret Agent 23 Skidoo (Hip Hop)</p> <p>*listen and appraise the song 'Radestky Marsch' by Strauss (classical).</p> <p>* listen and appraise the song 'Can't Stop The Feeling!' by Justin Timberlake (pop)</p> <p>*To know five songs from memory, to know the style of those songs, who sang them or wrote them.</p> <p>To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song.</p>	<p>Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>*playing melody part with notes C,D</p> <p>*To sing in unison and in simple two-parts.</p> <p>*To demonstrate a good singing posture.</p> <p>* To follow a leader when singing.</p> <p>*To enjoy exploring singing solo.</p> <p>*To sing with awareness of being 'in tune'.</p> <p>*To have an awareness of the pulse internally when singing.</p> <p>*To treat instruments carefully and with respect.</p> <p>*Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>*To rehearse and perform their part within the context of the Unit song.</p> <p>* To listen to and follow musical instructions from a leader.</p>
<p><b>Lean On Me</b></p>	<p>Listen and appraise the song 'Lean On Me' by Bill Withers. (Gospel)</p> <p>*listen and appraise the song 'Shackles (Praise You) by Mary Mary.</p> <p>*listen and appraise the song 'Amazing Grace' by Elvis Presley.</p> <p>*To know five songs from memory, to know the style of those songs, who sang them or wrote them.</p> <p>To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song.</p>	<p>Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>playing melody part with notes G, B, A, C, D, E</p> <p>*To sing in unison and in simple two-parts.</p> <p>*To demonstrate a good singing posture.</p> <p>* To follow a leader when singing.</p> <p>*To enjoy exploring singing solo.</p> <p>*To sing with awareness of being 'in tune'.</p> <p>*To have an awareness of the pulse internally when singing.</p> <p>*To treat instruments carefully and with respect.</p> <p>*Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>*To rehearse and perform their part within the context of the Unit song.</p> <p>* To listen to and follow musical instructions from a leader.</p>
<p><b>Blackbird</b></p>	<p>Listen and appraise the song 'Blackbird' by The Beatles.</p> <p>*listen and appraise the song 'Yellow Submarine' by The Beatles.</p> <p>*listen and appraise the song 'Hey Jude' by The Beatles.</p> <p>*To know five songs from memory, to know the style of those songs, who sang them or wrote them.</p> <p>To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they</p>	<p>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>*playing melody part with notes C, D, E, G + A</p> <p>*To sing in unison and in simple two-parts.</p> <p>*To demonstrate a good singing posture.</p> <p>* To follow a leader when singing.</p> <p>*To enjoy exploring singing solo.</p> <p>*To sing with awareness of being 'in tune'.</p> <p>*To have an awareness of the pulse internally when singing.</p> <p>*To treat instruments carefully and with respect.</p> <p>*Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part</p>

	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.		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.
<b>Year 3 and 4 (Cycle 2)</b>	<b>Listening and Appraising</b> -style indicators, period, composers	<b>Musical Composition</b> -games, improvisation, composition -	<b>Performance</b> singing, playing musical instruments
<b>Let your Spirit Fly</b>	listen and appraise the song 'Let your Spirit Fly' *listen and appraise the song 'Consider Yourself' from the musical 'Oliver!' *listen and appraise the song 'Ain't No Mountain High Enough' by Marvin Gaye (Motown). *To know five songs from memory, to know the style of those songs, who sang them or wrote them. To choose one song and be able to talk about: ○ 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.	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.	*playing melody part with notes C, F and G 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. *To treat instruments carefully and with respect. *Play any one, or all of four, differentiated 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.
<b>Glockenspiel Stage 1</b>	Listen and appraise the song 'Drive'. *listen and appraise the song 'Roundabout' *listen and appraise the song 'March of the Golden Guards.' *discuss any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) *identify the main sections of the songs (intro, verse, chorus etc.) *name some of the instruments they heard in the songs	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: ● 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	*playing melody part with notes D, E and F *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. *To treat instruments carefully and with respect. *Play any one, or all of four, differentiated 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.

		different notes.	
<b>Three Little Birds</b>	<p>Listen and appraise the song 'Three Little Birds' by Bob Marley.</p> <p>*listen and appraise the song 'Jamming' by Bob Marley.</p> <p>*listen and appraise the song 'Small People' by Ziggy Marley.</p> <p>*To know five songs from memory, to know the style of those songs, who sang them or wrote them.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>o Its lyrics: what the song is about</li> <li>o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the song.</li> </ul>	<p>Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<ul style="list-style-type: none"> <li>*playing melody part with notes C,D, E G and A</li> <li>*To sing in unison and in simple two-parts.</li> <li>*To demonstrate a good singing posture.</li> <li>* To follow a leader when singing.</li> <li>*To enjoy exploring singing solo.</li> <li>*To sing with awareness of being 'in tune'.</li> <li>*To have an awareness of the pulse internally when singing.</li> <li>*To treat instruments carefully and with respect.</li> <li>*Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>*To rehearse and perform their part within the context of the Unit song.</li> <li>* To listen to and follow musical instructions from a leader.</li> </ul>
<b>The Dragon Song</b>	<p>Listen and appraise the song 'The Dragon Song' by Joanna Mangona and Pete Readman.</p> <p>*listen and appraise the song 'Birdsong' Chinese Folk Music.</p> <p>*listen and appraise the song 'Vaishnava Java' A Hindu Song</p> <p>*listen and appraise the song 'Aitutaki Drum Dance' from Polynesia.</p> <p>*To know five songs from memory, to know the style of those songs, who sang them or wrote them.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>o Its lyrics: what the song is about</li> <li>o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the song.</li> </ul>	<p>Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<ul style="list-style-type: none"> <li>*playing melody part with notes B, C, D, E and F</li> <li>*To sing in unison and in simple two-parts.</li> <li>*To demonstrate a good singing posture.</li> <li>* To follow a leader when singing.</li> <li>*To enjoy exploring singing solo.</li> <li>*To sing with awareness of being 'in tune'.</li> <li>*To have an awareness of the pulse internally when singing.</li> <li>*To treat instruments carefully and with respect.</li> <li>*Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>*To rehearse and perform their part within the context of the Unit song.</li> <li>* To listen to and follow musical instructions from a leader.</li> </ul>

<p><b>Bringing Us Together</b></p>	<p>Listen and appraise the song 'Bringing Us Together' by Joanna Mangona and Pete Readman.          *listen and appraise the song 'Ain't Nobody' by Chaka Khan.          *listen and appraise the song 'We Are Family' by Sister Sledge.          *listen and appraise the song 'Ain't No Stopping Us Now' by McFadden and Whitehead.          *To know five songs from memory, to know the style of those songs, who sang them or wrote them.          To choose one song and be able to talk about: ○ 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>	<p>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>*playing melody part with notes G, A and C.          *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.          *To treat instruments carefully and with respect.          *Play any one, or all of four, differentiated 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.</p>
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Year 5 and 6 Cycle 1	Listening and Appraising -style indicators, period, composers	Musical Composition -games, improvisation, composition	Performance - singing, playing musical instruments
<p><b>Happy – exploring different style indicators</b> <i>By focusing on the song Happy and supporting songs, children will be taught to</i></p>	<ul style="list-style-type: none"> <li>*recognise the style indicators of Pop music with a Soul influence</li> <li>*recognise the style indicators of a Pop song with a Country groove</li> <li>*recognise the style indicators of a cappella Pop music</li> <li>*recognise the style indicators of Soft Rock from the 1980s</li> <li>*compare and contrast all styles</li> </ul>	<p>Musical Activities (embed with increasing depth over time) Use the Activity Manual for support</p> <ol style="list-style-type: none"> <li>Warm-up Games - Happy: Continue to work through the warm-up challenges. (See Unit Overview).</li> <li>Flexible Games (an optional extension activity) - Happy: Continue to progress through the Extended Games challenges.</li> <li>Vocal warm ups and Learn to Sing the Song - Happy: Continue to learn to sing the song. (See Unit Overview).</li> </ol>	<ul style="list-style-type: none"> <li>*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.</li> <li>*perform aspects of music with a musical instrument – glockenspiel and keyboards</li> <li>*perform a whole class presentation of Happy using a variety of musical instruments and improvising elements.</li> <li>*sing a 3 part harmony with the whole class.</li> <li>*play</li> </ul>
<p><b>Classroom Jazz</b> <i>By following this Charanga unit children will be taught to:</i></p>	<ul style="list-style-type: none"> <li>*listen, appraise and improvise the song Bacharach Anorak by Ian Gray</li> <li>*listen, appraise and improvise the song Speaking My Peace by Horace Parlan</li> <li>*listen, appraise and improvise- Take The ‘A’ Train</li> <li>*listen, appraise - Meet The Blues</li> <li>*listen, appraise - Back O’Town Blues</li> <li>*listen and appraise One O’Clock Jump</li> </ul> <p>All songs are in the jazz style – compare and contrast style indicators.</p>	<p>Musical activities using glocks and/or recorders</p> <ul style="list-style-type: none"> <li>*play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).</li> <li>*improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.</li> <li>*improvise in a Blues style using the notes C, Bb, G, F + C.</li> </ul>	<ul style="list-style-type: none"> <li>*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.</li> <li>*play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).</li> <li>*perform &amp; share -decide how your class will introduce the performance.</li> </ul>
<p><b>Why is Benjamin Britten a significant British figure?</b> <i>By following this Charanga unit children will be taught to:</i></p>	<ul style="list-style-type: none"> <li>*Research the composer Benjamin Britten</li> <li>*listen and appraise the song A New Year’s Carol.</li> <li>*compare and contrast the classical carol style with an urban gospel style, Bhangra style and South African jazz style.</li> <li>*listen and appraise ‘I mun be married on Sunday’ (British Values – Celebrating diverse British composition)</li> </ul>	<ul style="list-style-type: none"> <li>*warm-up Games Continue to work through the warm-up challenges.- Finding the Pulse</li> <li>b. Flexible Games (an optional extension activity): Continue to progress through the Extended Games challenges.</li> <li>*improvisation when singing the urban gospel versions and South African jazz.</li> </ul>	<ul style="list-style-type: none"> <li>*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.</li> <li>*children practise singing the song using 'quality singing' remembering some of the key features explained.</li> <li>*play melody using notes Eb, F, G, Ab, Bb, C + D</li> </ul>
<p><b>You’ve Got a Friend</b> <i>By following this Charanga unit children will be taught to:</i></p>	<ul style="list-style-type: none"> <li>*listen and appraise ‘You’ve Got a Friend’ by Carole King</li> <li>*research further compositions by Carole King</li> </ul> <p>Be able to discuss:</p> <p>The style indicators of the songs (musical characteristics that give the songs their style)</p> <ul style="list-style-type: none"> <li>o The lyrics: what the songs are about</li> <li>o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>o Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments used in the songs</li> <li>o The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>o Know and talk about that fact that we each have a</li> </ul>	<ul style="list-style-type: none"> <li>*warm-up Games - You’ve Got A Friend: Starting with the Bronze Challenge and moving to Silver and Gold over time, clap, sing and play through the Copyback and Question and Answer Activities.</li> <li>*flexible Games - You’ve Got A Friend: Starting with the Bronze Challenge, work through the warm-up games/activities.</li> <li>*vocal Warm Ups and Learn to Sing the Song -You’ve Got A Friend: Start to learn to sing the song</li> <li>*to identify and move to the pulse with ease</li> <li>*bronze challenge o Find the pulse o Copy back rhythms based on the words of the main song, that include syncopation/off beat o Copy back one-note riffs using simple and syncopated rhythm patterns</li> <li>*silver challenge o Find the pulse o Lead the class by inventing rhythms for others to copy back o Copy back two-note riffs by ear and with notation o Question and answer using two different notes</li> </ul>	<ul style="list-style-type: none"> <li>*sing in unison and sing backing vocals.</li> <li>*demonstrate a good singing posture.</li> <li>*follow a leader when singing.</li> <li>*experience rapping and solo singing.</li> <li>*listen to each other and be aware of how they fit into the group.</li> <li>*sing with awareness of being ‘in tune</li> <li>*play keyboards with the song ‘You’ve got a friend in me’</li> <li>*play melody using the notes D, E, F, G, A, B + C</li> <li>*use notes C, D, E, F, G, A, B + C on the treble stave using keyboards.</li> </ul>

	<p>musical</p> <ul style="list-style-type: none"> <li>* listen and appraise The Locomotion</li> </ul>	<ul style="list-style-type: none"> <li>*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</li> </ul>	
<p><b>Music and Me</b> By following this Charanga unit children will be taught to:</p>	<ul style="list-style-type: none"> <li>*listen to the music of 4 British contemporary, alternative female artists:</li> <li>*Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.</li> <li>* Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist.</li> <li>* Afrodeutsche: A British-born Ghanaian/ Russian/ German composer, producer and DJ based in Manchester.</li> <li>* Anna Meredith: A composer and performer of electronic and acoustic music</li> </ul> <p><b>(British Values – celebrating diversity)</b></p>	<ul style="list-style-type: none"> <li>*compose their own music that represents their own identity using the inspiration of the 4 composers.</li> <li>*write their own notations to record their music.</li> </ul>	<ul style="list-style-type: none"> <li>*perform their own compositions with confidence.</li> <li>* think about how their choice of instrument reflects their personality</li> <li>* be able to describe their chosen dynamics/ pitch/ tempo/ beat/rhythms when introducing their music.</li> </ul>
<p><b>Year 5 and 6</b> <b>Cycle 2</b></p>	<p><b>Listening and Appraising</b> -style indicators, period, composers</p>	<p><b>Musical Composition</b> -games, improvisation, composition -</p>	<p><b>Performance</b> singing, playing musical instruments</p>
<p><b>Livin’ on a Prayer</b> By following this Charanga unit children will be taught to:</p>	<ul style="list-style-type: none"> <li>*listen and appraise the song ‘Livin on a Prayer’</li> <li>*listen and appraise the song ‘We will rock you’ by Queen</li> <li>*listen and appraise ‘Smoke on the Water’ by Deep Purple</li> </ul> <p>Compare and contrast these rock songs.</p> <ul style="list-style-type: none"> <li>*Identify the style indicators for Rock Anthems</li> <li>*know the style of the five songs and to name other songs from the Units in those styles. choose two or three other songs and be able to talk about:</li> <li>*Some of the style indicators of the songs</li> <li>*lyrics: what the songs are about</li> <li>*any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>*identify the main sections of the songs (intro,</li> </ul>	<ul style="list-style-type: none"> <li>*composing some improvisation using the notes G, A, B, D + E</li> <li>*create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</li> </ul>	<ul style="list-style-type: none"> <li>*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.</li> <li>*Playing melody part with notes: D, E, F sharp, G, A, B + C</li> <li>*to know the notes C, D, E, F, G, A, B + C on the treble stave</li> </ul>

	<p>verse, chorus etc.)</p> <p>*name some of the instruments they heard in the songs</p>		
<p><b>Classroom Jazz</b>  <i>By following this Charanga unit children will be taught to:</i></p>	<p>*listen and appraise - The Three Note Bossa by Ian Gray, a Boss Nova- style tune</p> <p>*discuss any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>*identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>*name some of the instruments they heard in the songs</p> <p>* listen and appraise – Desanado – compare to The Three Note Bossa.</p> <p>* listen and appraise the following songs:  Cotton Tail by Ben Webster  5 Note Swing by Ian Gray  Perdido by Woody Herman</p>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <p>* 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</p> <p>* 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</p> <p>* 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>*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.</p> <p>*choose what to perform and create a programme</p>
<p><b>Make You Feel My Love</b>  <i>By following this Charanga unit children will be taught to:</i></p>	<p>*listen and appraise - Make You Feel My Love by Bob Dylan, sung by Adele</p> <p>*listen and appraise - Make You Feel My Love - Bob Dylan version. Compare and contrast the 2 versions.</p> <p>*listen and appraise - So Amazing by Luther Vandross</p> <p>*listen and appraise - Hello by Lionel Richie</p> <p>*know the style of the songs and to name other songs from the Units in those styles – Pop ballads. choose two or three other songs and be able to talk about:</p> <p>*Some of the style indicators of the songs</p> <p>*lyrics: what the songs are about</p> <p>*any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>*identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>*name some of the instruments they heard in the songs</p>	<p>*warm-up games play and copy back using up to 3 notes – C, D + E. Bronze: C   Silver: C + D   Gold: C, D + E challenge.</p> <p>*compose and improvise using the notes C, D, E, F + G</p>	<p>*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.</p> <p>*Playing melody part with notes B, C, D, E, F + G</p>

<p><b>The Fresh Prince of Bel-Air</b>  <i>By following this Charanga unit children will be taught to:</i></p>	<p>*know the style of the five songs and to name other songs from the Units in those styles. choose two or three other songs and be able to talk about:          *Some of the style indicators of the songs          *lyrics: what the songs are about          *any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)          *identify the main sections of the songs (intro, verse, chorus etc.)          *name some of the instruments they heard in the songs</p>	<p>*composing and improvising using the notes D, E, F, G + A</p>	<p>*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.          *play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using up to 2 notes – F + G (complex rhythms).          *playing melody part with notes C, D, E, F, G + A</p>
<p><b>Dancing in the Street</b>  <i>By following this Charanga unit children will be taught to:</i></p>	<p>*listen and appraise - Dancing In The Street by Martha And The Vandellas          *listen and appraise - I Can't Help Myself (Sugar Pie Honey Bunch)          Compare and contrast the 2 Motown tracks.          Identify style indicators of Motown          *listen and appraise - I Heard It Through The Grapevine.          *listen and appraise - You Are The Sunshine Of My Life:</p>	<p>*warm-up games play and copy back using up to 3 notes – F, G + A. Bronze: F   Silver: F + G   Gold: F, G + A challenge          *composing and improving using the notes C, D, E, F + G</p>	<p>*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.          *playing melody part with notes F, G, A + D</p>