

Music Knowledge Development

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Area of learning	Who am I? Me, Myself and I	What do people celebrate? Festivals and celebrations	What's where in the world? All around the world	How have things changed? Dinosaurs Transport Toys	How do things change and grow? Growing plants Life cycles	Can we go on an adventure? Adventure/Fantasy stories
	Prior knowledge	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.		Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.		Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know	
	New knowledge	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs 		<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. 		<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	
	Key vocabulary	song, nursery rhyme, voice, sound, high, low, up, down, loud, soft, quiet,		Music, instrument, slow, fast, spiky, smooth, create, play, perform, pulse, beat,			
Year 1	Area of learning	Unit theme: How pulse, rhythm and pitch work together	Unit theme: pulse, rhythm and pitch; rapping, dancing and singing	Unit theme: How to be in the groove with different styles of music	Unit theme: Pulse, rhythm and pitch in different styles of music	Unit theme: Use your imagination	Unit theme: The history of music- Classical
	Prior knowledge	Listen attentively, move to and talk about music, expressing their feelings and responses	Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore and engage in music making and dance, performing solo or in groups.	Recognise and explore how sounds can be changed	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore and engage in music making and dance, performing solo or in groups.
	New knowledge	<u>Charanga</u> <u>Hey You - Old School Hip Hop</u> <ul style="list-style-type: none"> Play tuned and untuned instruments musically (Glockenspiels). Listen with concentration and understanding to a range of high-quality live and recorded music (Hip Hop). <p>Playing tuned and un-tuned instruments - Treat instruments carefully and with respect.</p>	<u>Charanga</u> <u>Rhythm in the Way We Walk and</u> <u>The Banana Rap - Reggae</u> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music (Reggae/Hip Hop) <p>Purpose - To listen to short, simple pieces of music and talk about when and why</p>	<u>Charanga</u> <u>In The Groove - Blues, Baroque, Latin, Bhangra, Folk, Funk</u> <ul style="list-style-type: none"> Play tuned and untuned instruments musically (Glockenspiels). Listen with concentration and understanding to a range of high-quality live and recorded music (Blues; Baroque; Latin; Bhangra; Blues and Funk). <p>Playing tuned and un-tuned instruments - Recognise and explore how sounds can be made and changed.</p>	<u>Charanga</u> <u>Round and Round - Bossa Nova</u> <ul style="list-style-type: none"> Play tuned and untuned instruments musically (Glockenspiels). Listen with concentration and understanding to a range of high-quality live and recorded music (Bosanova). Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Improvise - To know about and experiment with sounds</p>	<u>Charanga</u> <u>Your Imagination - Pop</u> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music (Various songs with a theme of Imagination). Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>• CC/</p>	<u>Charanga</u> <u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music (Music from across the 20th Century). Play tuned and untuned instruments musically (Glockenspiels). Experiment with, create, select and combine sounds using the inter-related dimensions of music.

		Perform simple rhythmical patterns, beginning to show an awareness of pulse. Perform – Learn to start and stop when following a leader Appraisal - To think about and make simple suggestions about what could make their own work better e.g. play faster or louder.	they may hear it. e.g. a lullaby Responding - To talk about how music makes you feel or want to move. Respond appropriately to musical instructions.		using voices and instruments. Begin to improvise simple rhythms in the context of the song being learnt.	Listening - To begin to identify and recognise different sounds, instruments and simple repeated patterns. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Singing - Use voices in different ways such as speaking, singing and chanting Begin to sing high and low notes (pitch).	Compose – To create simple melodies using one, two or three notes. To begin to understand that musical elements can be used to create different moods and effects. To identify and organise sounds using simple criteria e.g. loud, soft, high low. Representing music - To begin to represent sounds with shapes and marks. Learn how the notes of the composition can be written down and changed if necessary.
	Key vocabulary	Pulse, rhythm, pitch, rap, decks audience, imagination.	melody, bass guitar, drums, perform	Blues, Baroque, Latin, Irish Folk, Funk, singers, keyboard, percussion, trumpets, saxophones, groove	improvise		compose
Year 2	Area of learning	Unit theme: South African music	Christmas Performance	Unit theme: Playing together in a band	Unit theme: Reggae and animals	Unit theme: A song about being friends	Unit theme: The history of music
	Prior knowledge	Responding - To talk about how music makes you feel or want to move. Respond appropriately to musical instructions. Listening - To begin to identify and recognise different sounds, instruments and simple repeated patterns. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Singing - Use voices in different ways such as speaking, singing and chanting Begin to sing high and low notes (pitch).	Purpose - To listen to short, simple pieces of music and talk about when and why they may hear it	Playing tuned and un-tuned instruments - Treat instruments carefully and with respect. Perform -Learn to start and stop when following a leader	Improvise - To know about and experiment with sounds using voices and instruments. Begin to improvise simple rhythms in the context of the song being learnt. Appraisal - To think about and make simple suggestions about what could make their own work better e.g. play faster or louder.	Representing music - To begin to represent sounds with shapes and marks. Learn how the notes of the composition can be written down and changed if necessary. Compose – To create simple melodies using one, two or three notes. To begin to understand that musical elements can be used to create different moods and effects. To identify and organise sounds using simple criteria
	New knowledge	Charanga Hands, feet, heart – Afropop • Listen with concentration and understanding to a range of high-quality live and recorded music (South African Music). Listening - To identify and recognise repeated patterns	Christmas Performance • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing - Use voices expressively and creatively Sing with a sense of the shape of a melody.	Charanga I wanna play in a band – Rock • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Listen with concentration and understanding to a range of high-quality live	Charanga Zootime – Reggae • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically (Glockenspiels).	Charanga Friendship Song – Pop • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • <i>Play tuned and untuned instruments musically (Glockenspiels).</i>	Charanga Reflect, Rewind and Replay – Classical • Play tuned and untuned instruments musically (Glockenspiels). • Experiment with, create, select and combine sounds using the inter-related dimensions of music.

		and follow a wider range of musical instructions. To learn how songs can tell a story or describe an idea. Responding - To respond to different moods in music and explain thinking about changes in sound.	Stop and start singing when following a leader. Learn to find a comfortable singing position.	and recorded music (Rock Music). Purpose - To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary	• Experiment with, create, select and combine sounds using the inter-related dimensions of music.	• <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> Improvise – Create simple rhythms in the context of the song being learnt and create own rhythmic patterns. Appraisal - To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	Compose - Create simple melodies with one, three or five different notes. Use inter-related dimensions of music in compositions (e.g. loud, soft, fast, slow, high, low) with increasing accuracy. Representing music – Write down a composition using symbols, shapes and marks and understand these can be changed if necessary.
	Key vocabulary	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, audience,	perform/performance, question and answer	Smooth, soft, melody, dynamics, tempo, , audience, rap,	Reggae,	improvise, compose,	glockenspiel.
Year 3	Area of learning	Ukulele		Unit theme: RnB and other styles	Unit theme: Reggae and animals	Unit theme: Music from around the world	Unit theme: Disco, friendship, hope and unity
	Prior knowledge	Play tuned and un-tuned instruments- To perform rhythmical patterns and accompaniments, keeping a steady pulse. Use the correct techniques to play different instruments. Perform - To think about others while performing. To say how they were feeling after a performance.		Singing - Use voices expressively and creatively Sing with a sense of the shape of a melody. Stop and start singing when following a leader. Learn to find a comfortable singing position.	Appraisal - To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. Listening - To identify and recognise repeated patterns and follow a wider range of musical instructions. To learn how songs can tell a story or describe an idea.	Purpose - To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary	Compose - Create simple melodies with one, three or five different notes. Use inter-related dimensions of music in compositions (e.g. loud, soft, fast, slow, high, low) with increasing accuracy.
	New knowledge	<u>Ukulele</u> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music. <p>CC/PD: Learn to play an instrument CC/PD: Perform their instrument</p> Play tuned and un-tuned instruments- To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To listen to and follow musical instructions. To rehearse a part before playing. To play a one-note, simple of medium part of the melody of a song, from memory or using notation.		Charanga <u>Let Your Spirit Fly – RnB</u> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded music drawn from different 	Charanga <u>Three Little Birds - Reggae</u> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Bob Marley – Reggae) Develop an understanding of the history of music. 	Charanga <u>The Dragon Song – A pop song that tells a story</u> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded 	Charanga <u>Bringing us together – Disco</u> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded music

		<p>Perform – To make decisions as performers about how to organise a performance e.g. when to sit or stand.</p>		<p>traditions and from great composers and musicians (Rhythm and Blues)</p> <p>Singing - To sing in unison and in simple two-parts, becoming aware of pitch and with a more secure sense of pulse and rhythm. To demonstrate a good singing posture. To enjoy exploring solo singing. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.</p>	<p>Listening - To explore and comment on the ways sounds can be used expressively. To listen with attention and begin to recall sounds. Think about what the words of a song mean and how they make us feel. Confidently identify and move to the pulse. Appraisal - To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>music drawn from different traditions and from great composers and musicians (Musical styles from around the World)</p> <p>Purpose - To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>drawn from different traditions and from great composers and musicians (Disco)</p> <p>Compose - To create simple rhythmical patterns and melodies that use a small range of notes. To begin to explore, choose and order sounds using pulse, pitch, rhythm. To plan and create a section of music and talk about how it was created. Notations - To begin to recognise simple notations to represent music, including pitch and volume. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
	Key vocabulary	bass		Structure, intro/introduction, verse, chorus, backing vocals, hook, riff, melody	pulse, rhythm, pitch, tempo, dynamics, drums, guitar, keyboard, synthesizer, texture, structure, electric guitar, organ	Reggae,	Disco, improvise, compose, pentatonic scale, imagination,
Year 4	Area of learning	Unit theme: ABBA's music	Glockenspiel	Samba drumming		Unit theme: Soul/gospel music	Unit theme: Equality and civil rights
	Prior knowledge	<p>Singing – To confidently sing in unison and two parts, maintaining the correct pitch and using increasing expression. To re-join a song if lost. To demonstrate a good singing posture.</p>	<p>Purpose - To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>Play tuned and un-tuned instruments- To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To listen to and follow musical instructions. To rehearse a part before playing. To play a one-note, simple of medium part of the melody of a song, from memory or using notation. Perform – To make decisions as performers about how to organise a performance e.g. when to sit or stand.</p>		<p>Listening - To explore and comment on the ways sounds can be used expressively. To listen with attention and begin to recall sounds. Think about what the words of a song mean and how they make us feel. Confidently identify and move to the pulse. Appraisal - To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>Compose - To create simple rhythmical patterns and melodies that use a small range of notes. To begin to explore, choose and order sounds using pulse, pitch, rhythm. To plan and create a section of music and talk about how it was created. Notations - To begin to recognise simple notations to represent music, including pitch and volume. To record the composition in any way appropriate that recognises the connection between sound and symbol</p>

					(e.g. graphic/pictorial notation).
New knowledge	<p>Charanga Mamma Mia - Pop</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Abba) • Develop an understanding of the history of music. <p>Singing – To confidently sing in unison and two parts, maintaining the correct pitch and using increasing expression. To re-join a song if lost. To demonstrate a good singing posture.</p>	<p>Charanga Glockenspiel</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. <p>Purpose - To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>Samba drumming</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Brazil Samba Music) <p>• CC/PD: Learn to play an instrument • CC/PD: Perform their instrument</p> <p>Play tuned and un-tuned instruments- To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To experience leading the playing by making sure everyone plays. Perform – Develop a deeper understanding of working together through practise, rehearsal and performance. Present a musical performance designed to capture the audience.</p>	<p>Charanga Lean on Me – Gospel</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Soul and Gospel) • Develop an understanding of the history of music. <p>Listening - To listen to and recall patterns of sounds with increasing accuracy. Begin to use musical words when talking about the musical dimensions that work together Develop increasing knowledge of different instruments and how they contribute to the effect of the music. Appraisal - Comment on the effectiveness of work, identifying and making improvements based on its intended outcome</p>	<p>Charanga Blackbird – The Beatles</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (The Beatles) Develop an understanding of the history of music. <p>Improve and Compose - To create rhythmical patterns and simple melodic patterns using an increased number of notes. To explore, choose and order sounds using pulse, pitch, rhythm, dynamics, tempo. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. Notation - To understand and begin to use established and invented musical notations to represent music.</p>
Key vocabulary	Keyboard, electric guitar, bass, drums, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook,	digital/electronic sounds, turntables, synthesizers, , piano, organ, acoustic guitar, percussion, birdsong,		musical style, rapping, by ear, civil rights, racism, equality, unison, rhythm patterns, choreography,	pentatonic scale, unison, notation, improvise, compose,

		riff, melody, solo, lyrics, backing vocal,					
Year 5	Area of learning	Unit theme: Rock anthem	Unit theme: Jazz and improvisation	Unit theme: Pop ballads	Unit theme: Old-school Hip Hop	Unit theme: Motown	UKS2 Production
	Prior knowledge	<p>Singing – To confidently sing in unison and two parts, maintaining the correct pitch and using increasing expression.</p> <p>To re-join a song if lost.</p> <p>To demonstrate a good singing posture.</p>	<p>Listening - To listen to and recall patterns of sounds with increasing accuracy.</p> <p>Begin to use musical words when talking about the musical dimensions that work together</p> <p>Develop increasing knowledge of different instruments and how they contribute to the effect of the music.</p> <p>Appraisal - Comment on the effectiveness of work, identifying and making improvements based on its intended outcome</p>	<p>Purpose - To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>Improve and Compose - To create rhythmical patterns and simple melodic patterns using an increased number of notes.</p> <p>To explore, choose and order sounds using pulse, pitch, rhythm, dynamics, tempo.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p> <p>Notation - To understand and begin to use established and invented musical notations to represent music.</p>	<p>Improve and Compose - To create rhythmical patterns and simple melodic patterns using an increased number of notes.</p> <p>To explore, choose and order sounds using pulse, pitch, rhythm, dynamics, tempo.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p> <p>Notation - To understand and begin to use established and invented musical notations to represent music.</p>	<p>Play tuned and un-tuned instruments-</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To experience leading the playing by making sure everyone plays.</p> <p>Perform – Develop a deeper understanding of working together through practise, rehearsal and performance. Present a musical performance designed to capture the audience.</p>
	New knowledge	<p>Charanga <u>Live on a Prayer – Rock</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. • Develop an understanding of the history of music. <p>Singing – To sing in an ensemble producing a round sound, clear diction, pitch control.</p> <p>To listen to each other when singing and show a musical understanding of how parts fit together.</p>	<p>Charanga <u>Classroom Jazz Stage 1 – Bossa Nova and Swing</u></p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Jazz) • Develop an understanding of the history of music. • Use and understand staff and other musical notations • CC/PD: Watch a live orchestra <p>Listening - Listen to and recall with increasing concentration, a range of sounds, instruments and patterns of sounds confidently.</p> <p>Identify and move to the pulse.</p> <p>Talk about the musical dimensions working together.</p> <p>Appraise - To comment on the success of own and</p>	<p>Charanga <u>Make You Feel My Love – Pop Ballads</u></p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Pop Ballad) • Develop an understanding of the history of music. • Use and understand staff and other musical notations <p>Purpose - To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss differences and how music may have changed over time.</p>	<p>Charanga <u>Fresh Prince of Bel Air – Old-school Hip Hop</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations <p>Improvise and Compose - To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>To join layers of sound, thinking about musical</p>	<p>Charanga <u>Dancin in the Street – Motown</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations <p>Improvise and Compose - To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>To join layers of sound, thinking about musical</p>	<p>UKS2 Production</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • CC/PD: Perform for the community <p>Play tuned and un-tuned instruments-</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>Perform - To maintain own part and be aware how the different parts fit together.</p> <p>To discuss and talk musically about a performance.</p>

		To sing in unison and to provide backing vocals. To experience rapping and solo singing.	others work, suggesting improvements based on intended outcomes. To evaluate different types of music, using musical words. To compare two songs in the same style, talking about what stands out musically in each of them and their similarities and differences		dynamics of each layer and understanding the effect. To explain the key note or home note and the structure of the melody. Notation - To recognise and use a range of musical notations including simple staff notation.	dynamics of each layer and understanding the effect. To explain the key note or home note and the structure of the melody. Notation - To recognise and use a range of musical notations including simple staff notation.	
	Key vocabulary	Rock, bridge, backbeat, amplifier, chorus, bridge, cover, pitch, tempo, dynamics, timbre, texture, harmony, melody.	Bossa Nova, syncopation, structure, improvise, compose, appraising, Swing,	Big bands, pulse, rhythm, solo, ballad, verse, interlude riff, hook, tune/head, , tag ending, strings, piano, guitar, bass, drums, melody, unison,	cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching,	Soul, note values, note names,	groove, riff, bass line, brass section,
Year 6	Area of learning	Unit theme: Being happy		Unit theme: Jazz, improvisation and composition	Unit theme: The music of Carole King	Unit theme: Music and Identity	UKS2 Production
	Prior knowledge	Listening - Listen to and recall with increasing concentration, a range of sounds, instruments and patterns of sounds confidently. Identify and move to the pulse. Talk about the musical dimensions working together.	Singing – To sing in an ensemble producing a round sound, clear diction, pitch control. To listen to each other when singing and show a musical understanding of how parts fit together. To sing in unison and to provide backing vocals. To experience rapping and solo singing.	Appraise - To comment on the success of own and others work, suggesting improvements based on intended outcomes. To evaluate different types of music, using musical words. To compare two songs in the same style, talking about what stands out musically in each of them and their similarities and differences Purpose - To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss differences and how music may have changed over time.	Play tuned and un-tuned instruments- To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. Perform - To maintain own part and be aware how the different parts fit together. To discuss and talk musically about a performance.	Improvise and Compose - To create increasingly complicated rhythmic and melodic phrases within given structures. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. To explain the key note or home note and the structure of the melody. Notation - To recognise and use a range of musical notations including simple staff notation.	
	New knowledge	Charanga Happy – Pop/Neo-soul <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Pop) Develop an understanding of the history of music. Use and understand staff and other musical notations 	Oliver <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention 	Charanga Classroom Jazz Stage 2 – Bacharach and Blues <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Jazz) Develop an understanding of the history of music. 	Charanga You've Got a Friend – 70s Ballad <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter- 	Charanga Music and Identity <ul style="list-style-type: none"> TBA Improvise and Compose - Create and improvise melodic and rhythmic phrases up to five notes. Explain the key note or home note. Use voice, technology and instruments in creative ways.	UKS2 Production <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

		<p>Listening - To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To talk about how the music makes you feel, using musical language to describe the music.</p> <p>Respond - To comment on the success of own and others work, suggesting improvements based on intended outcomes. To think about the message of a song.</p>	<p>to detail and recall sounds with increasing aural memory.</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Musical) <p>Singing – Continue to sing in an ensemble producing a round sound, clear diction, pitch control and a musical understanding of how parts fit together. Suggest, follow and lead simple performance directions, demonstrating musical quality; clear starts, endings, phrases etc.</p>	<ul style="list-style-type: none"> Use and understand staff and other musical notations <p>Appraise - To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p> <p>Purpose - To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p>	<p>related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play tuned and un-tuned instruments- To play and perform parts in a range of solo and ensemble contexts with accuracy and expression.</p> <p>Perform - To maintain my own part and be aware how the different parts fit together, adding direction and ideas.</p>	<p>Notation - To use and apply a range of musical notations including staff notation and know and talk about the notes C, D, E, F, G, A, B, C on the treble stave.</p>	
	Key vocabulary	pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer hook, riff, solo,	solo, melody, unison,	groove, Motown, Blues, Jazz, improvise/improvisation, by ear, melody, riff	ostinato, phrases, Urban Gospel, civil rights, gender equality, unison, harmony	style indicators, compose, improvise,	