



# Music Curriculum



Year 3	Year 4	Year 5	Year 6
<p>Let Your Spirit Fly: To explore rhythm within a song and to be able to clap the beat. Use the language of pulse, tempo, Use tuned percussion to accompany music. C and D. Show notation on a Listen and appraise the song Let Your Spirit Fly (RnB)</p> <p>Singing as a group. Learn about posture, following a conductor and listening to one another. Perform and Compose using CDE</p>	<p>Mamma Mia (Pop) To explore a variety of rhythms within a song and to clap various beats.</p> <p>Use tuned percussion to accompany music. level GABC. Show notation on a Listen and appraise the songs from ABBA</p> <p>Compose own rhythm patterns and riffs using GABC.</p> <p>Sin and perform. Develop songs by adding choreography, adding untuned percussion and tuned percussion.</p>	<p>Livin' On a Prayer: To explore rock songs. Sing and perform. Develop performances by adding tuned and Listen and appraise the songs.</p> <p>Notation GAB, put on a stave.</p> <p>Improvise with rhythm and compose using the 3 notes. Add to instrumental sections of the song.</p> <p>Compose an 8 bar piece of music.</p>	<p>I'll Be There: Explore the music of Michael Jackson and his contribution to pop music.</p> <p>Listen and appraise the songs of Michael Jackson and the Jackson 5. Notation FGA, add to the stave. Use these notes to improvise to the music and to compose.</p> <p>Sing and perform. Lead vocals and backing vocals. Add choreography.</p>
<p>Play and perform using tuned instruments. (Glockenspiel Stage Singing How How Ho. Develop and perform songs for Christmas performances. Singing as an ensemble. Use the language of pulse, rhythm, tempo</p>	<p>Play and perform using tuned instruments. (Glockenspiel Stage 2) Notation: CDEFG Place on the stave.</p> <p>Language of music; learn about pitch Play and perform music developing more complex rhythms</p> <p>Compose own music.</p>	<p>Play and perform classroom jazz. Listen and appraise tunes and supporting tunes. Improvise: learn to play a tune and then improvise with your instrument. Develop skill with different jazz pieces.</p>	<p>Play and perform classroom jazz 2. Learning based around Bacharach Learn and play whole tunes with and without notation.</p> <p>Develop improvisation using Play and perform composed tune, head improvise and then tune. Rehearse and improve.</p>
<p>Three Little Birds (Reggae) Listen and appraise. Use language of pulse, rhythm and pitch.</p> <p>Sing and perform the song. Listen to and improve performance. Develop the song into a 2 part vocal. Add movement or choreograph the song.</p> <p>Play and perform using tuned and untuned instruments.</p> <p>Compose own riffs or song. Listen, appraise and improve.</p>	<p>STOP! (Links to PSHCE, bullying) Listen and appraise Hip-hop, Classical, Grime, Soul, Tango</p> <p>Sing and perform song. Develop and improve performance. Explore tempo. Add choreography.</p> <p>Compose on lyrics to song. Improvise with the structure of the composition.</p>	<p>Make You Feel My Love. This unit focuses on this one song, although other pop ballads can be explored. Listen and appraise the music.</p> <p>Notation CGAB, put notes on the stave. Encourage children who play instruments to bring them to play along.</p> <p>Improvise and compose with CDE.</p> <p>Compose an 8 bar piece of music.</p> <p>Sing and perform adding tuned and untuned instruments.</p>	<p>A New Year Carol: Listen and appraise the songs of Benjamin Britten including Friday Afternoon Songs.</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/1.4 use and understand staff and other musical notations.</p>
<p>The Dragon Song(links to PSHE respect, happiness and friendship) Listen and appraise. Folk song</p> <p>Sing and perform the song. Listen to Notation of GAB. Add to the stave.</p> <p>Compose own 8 bar composition.</p>	<p>Lean On Me. Listen and appraise Gospel based songs. Sing and perform.</p> <p>Clapping rhythm with and without Perform. Play instruments with the songs, with and without notation.</p> <p>Improvise with the song using notes FGA.</p> <p>Compose and perform 8 bars of music. Listen appraise and improve.</p>	<p>Fresh Prince of Bel Air: The song by Will Smith is the focus, however other Hip-hop songs can be added to listen and appraise.</p> <p>Notation: DEF add to the stave.</p> <p>Compose 8 bars of music. Add own compositions to the song.</p> <p>Sing and perform adding tuned and untuned instruments.</p>	<p>Mu2/1.1 play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency control</p> <p>Mu2/1.5 appreciate and understand a Mu2/1.3 listen with attention to detail and recall sounds with increasing aural Mu2/1.6 develop and understanding of the history of music.</p>

<p>Bringing Us Together (Disco music with PSHCE links of friendship, hope, peace and unity).</p> <p>Sing and perform. Develop the song. Begin with no musical accompaniment. Add percussion. Add tuned instruments. Include children who play an instrument to play along.</p> <p>Notation of CGA. Add to the staff.</p> <p>Play and improvise with C and A. Add to the song.</p>	<p>Blackbird (PSHCE link to civil rights) Listen and appraise songs by the Beatles.</p> <p>Notation: CDE.</p> <p>Composition: use the 3 notes to create own composition. Add compositions to the song. Create an 8 bar composition. Sing and perform song. Improve with compositions and/or choreography.</p>	<p>Mu2/1.1 play and perform in solo and ensemble contexts using their voices and playing musical instruments with</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/1.4 use and understand staff and other musical notations.</p>	<p>Mu2/1.1 play and perform in solo and ensemble contexts using their voices and playing musical instruments with</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/1.4 use and understand staff and other musical notations.</p>
<p>Reflect, rewind and replay. Consolidate, sing and perform the music learnt over the year. Listen and appraise music over time in the context of A History of Music.</p> <p>Listen and reflect on L'Homme Arme (early music) , Les Tricoteuses (Baroque), The Clock II andante by Reflect on the composers Talvin Singh and Gwyneth Herbert.</p>	<p>Reflect, Rewind, Replay. Reflect on different compositions: La Quinta Estampie Real (13th century Early Music), The Arrival of the Queen of Sheba (Handel Baroque), The Moonlight Sonata (Beethoven Romantic.) Bridal March Wagner.</p> <p>Rewind: Revisit the songs learnt this year. Dancing Queen Abba, Can't Stop the Feeling by Justin Timberlake, Explore the music in the context of History of Music.</p> <p>Sing , perform and improve.</p>	<p>Mu2/1.1 play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency control and expression.</p> <p>Mu2/1.5 appreciate and understand a wide range of high quality live and recorded music drawn from different</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/1.6 develop and understanding of the history of music.</p>	<p>Mu2/1.1 play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency control and expression.</p> <p>Mu2/1.5 appreciate and understand a wide range of high quality live and recorded music drawn from different</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/1.6 develop and understanding of the history of music.</p>