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National Curriculum	• 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 • Use and understand staff/stave and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music			
Term :	**Main Enquiry Question**	**Unit Overview**	**End of unit outcomes**	**Subject Specific Vocabulary**
<u>Autumn Unit</u> We've Got Rhythm – Rhythmic Devices and Structure		The term begins with an exploration of time signatures. Through songs and collaborative rhythm games, the class will get a feel for 6/8 rhythms and learn to identify changes in time signature and musical style in the song Take Five Styles. Performing rhythms expressively is a focus for the term and the children will explore rhythmic poems and songs such as Plastic Wrap and 1066 Rap. They will experiment with vocal and instrumental effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform. Throughout the term, the children will listen to rhythms from around the world such as djembe drumming from West Africa, Latin American rhythms such as tango, salsa and samba and Konnokal from South India.	Explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature. Perform rhythms expressively, experimenting with vocal and instruments effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform. Listen to rhythms from around the world Learn to play polyrhythms and create different polyrhythmic textures. Compose in a rhythmic structure.	Pulse; 6/8 ; time signature; quavers; rhythm; bar layers; solo; verse; expression; perform Syncopated; straight rhythm; phrase; Latin American; guiros; cabasas; shakers; cow bells; woodblocks; son clave; chorus; introduction; texture; dynamics; piano; forte; mezzo forte; crescendo; diminuendo Four-beat pulse; timbre; improvise; tempo; notation; dense; thick; sparse; thin; ostinato; layers; polyrhythmic; konnakol

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		Using songs as inspiration, the children will learn to play polyrhythms and experiment with creating different polyrhythmic textures. The term ends with an opportunity to capture rhythmic ideas in a musical structure. From a choice of activities, the children can write a short rap, choreograph a routine with plastic cups or create a 16-beat (four bar) body percussion break to accompany the song, Fiesta!	From a choice of activities, write a short rap, choregraph a routine with plastic cups or create a 16 beat (four bar) body percussion break to accompany the song, Fiesta!	

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Sequence of learning (small steps)	**Step 1: Exploring Time Signatures and Performing Together** **Rumpty Tumpty (1 lesson)** To begin to understand the construction of a 6/8 time signature To maintain a steady beat in 6/8 **Step 2: Performing Rhythms Expressively** **Mad on Popping (1-2 lessons)** To select suitable timbres to accompany a poem To create layers of rhythm To perform a poem with expression To perform a solo part in a small group performance **Step 3: Performing Polyrhythms with Expression** **Latin Rhythms (1-2 lessons)** To perform polyrhythms To recognize some features of Latin music To create and perform an ostinato as an accompaniment **Step 4: Organising Rhythmic ideas in a Structure** **Cup Choreography (2 lesson)** To perform rhythms accurately and expressively To organize rhyhmic ideas into a structure To identify and describe changes in musical texture To compose cup and body-percussion rhythms from rhythmic notation

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Spring **Unit** Musical effects and Moods		Whether 'Mickey Mousing', singing like a Silly Donkey or creating a vocal firework display inspired by Tchaikovsky's 1812 Overture, the term begins with an opportunity to get creative with vocal and instrumental sounds. The children will develop improvisation skills, learning how to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects. Songs such as Ear Warm and Crying Out For Love are a great opportunity to learn about intervals and through simple tuned percussion activities, the children will explore how consonant and dissonant sounds in harmony can create moods and atmosphere. Throughout the term, the children will explore how composers use music to communicate characters, settings, and moods, identifying and exploring techniques such as leitmotifs used by film composer, John Williams. As the term moves on, it's time to take to the stage! The children will learn about key features of musical theatre, identifying the role of actors, musicians, and audience! Working in small groups, they will explore ways to interpret and convey the lyrical meaning of a song effectively, adding appropriate dynamics, vocal timbre, facial expression, and movement.	Get creative with vocal and instrumental sounds, developing improvisation skills Learn to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects. Learn about intervals through simple tuned percussion activities Explore how consonant and dissonant sounds in harmony can create moods and atmosphere Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by film composer, John Williams Learn about key features of musical theatre, identifying the role of actors, musicians, and audience! Work in small groups and explore ways to interpret and convey the lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expression and movement.	Improvisation; legato; staccato; piano; forte; crescendo; diminuendo; tempo; presto; andante; largo; accelerando; rallentando; timbre; Mickey Mousing Interval; second; third; fourth; fifth; sixth; seventh; octave; harmony; minor second; semitone; consonant; dissonant; consonance; dissonance; clash; leitmotif Character; melody; dynamics; solo; lyrics; chorus song; performer; audience; dialogue; expression; gesture communicate; comedy; Foley artist; ternary

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		The term ends with an opportunity to compose, notate and perform! From a choice of activities exploring graphic and standard notations, the children could create film soundtracks, leitmotifs, sound-effect rhythms or perhaps try a musical rollercoaster ride!	Explore composition activities such as film soundtracks, leitmotifs, sound-effect rhythms or a musical roller coaster ride and represent them using a combination of graphic and standard notations.	
Sequence of learning (small steps)	**Step 1: Improvising and exploring vocal and instrumental effects** **Mickey Mousing (2 lessons)** To experiment with vocal and instrumental sounds, varying pitch, articulation, timbre and dynamics To improvise on instruments in response to a stimulus To describe music using appropriate musical vocabulary To explore musical techniques used in film music **Step 2: Using harmony to create moods and atmosphere** **The Power of Intervals (1 lesson)** To hear how different musical intervals sound To identify, play and sing musical intervals To recognize the difference between consonant and dissonant sounds in harmony **Step 3: Exploring musical styles and performance skills** **Take to the Stage (1-2 lessons)** To sing songs with an awareness of style To explore techniques to communicate characters effectively, considering the role of the performer and audience			

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	To consider ways to improve a vocal performance (e.g. using clear diction, facial expression) **Step 4: Composing and performing music to create moods and atmosphere** **Comedy Sound Effects (2 lessons)** To perform a song with expression, exploring techniques to communicate style and mood To create and perform 16-beat rhythms, following graphic notation To create graphic notation to represent a sequence of comedy sound effects			
<u>Summer Unit</u> Celebrating Songs		Whether they are listening out for that catchy hook, performing a chord progression, or composing the next hit song, this term the children will develop their knowledge of song ingredients! The children will learn how composers use the dimensions of music to communicate the message of a song as well as identify structural features such as verse, chorus and bridge. As the term progresses, they will learn to identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. They can learn to identify chromatic melodies with songs such as Happiness is Not... or compose and notate simple melodies inspired by Ring Out The Bells and London Bells. Ensemble playing remains a key focus and the children will develop their understanding of chords, learning to play simple chord progressions and basslines to accompany	Develop their knowledge of song ingredients. Learn how composers uses the inter-related dimensions to communicate the message of a song as well as identifying structural features such as verse, chorus and bridge. Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. Compose and notate simple melodies inspired by Ring Out The Bells and London Bells Play as an ensemble and learn to play simple chord	Verse, chorus, bridge; middle 8; intro; outro; coda; fade; pop; technology Melodic; melody; ascending; descending; pitch; chorus; phrase; repeat; higher; lower Blues; riff; guitar; melodic pattern; ostinato; 12-bar blues; structure; chord pattern Chord; triad; root; tonic; scale; bass line; chord progression; dynamics; crescendo; forte; piano; tempo; accelerando; rallentando

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		songs such as This Is The Blues or When We Celebrate. Throughout the term, the children will listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world. The term ends with a chance to create music for a specific occasion. With a selection of activities to choose from, the children can write a song of celebration, a leavers song or a school fanfare!	progressions and bass lines to accompany songs Listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world. Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare.	
Sequence of learning (small steps)	**Step 1: Investigating song ingredients** **Song Structures (1 lesson)** To evaluate the structure of a song To listen for structural features in contrasting pieces of music To recognize key characteristics of pop songs **Step 2: Exploring scales and sequences** **Exploring Sequences (1-2 lessons)** To listen to and identify melodic patterns in songs To listen to, identify and play a melodic sequence in music **Step 3: Playing and creating chord sequences and basslines** **This is the Blues (2 lessons)** To perform a blues-style riff To begin to recognize the structure of a 12-bar blues To identify features of blues music			

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	Step 4: Composing and performing music for an occasion **Moving On (2-3 lessons)** To perform a simple bassline accurately To compose lyrics and melody To perform together as an ensemble
Key Knowledge and skills developed over the year	**Singing and Playing** Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down) Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments Play chord progressions, drones or bass lines and use them to accompany a song Use knowledge of scales to explore intervals, sequences and chromatic scales Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato) Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience) **Listening** Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge) Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to . **Composing and Improvising**

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	Improvise vocal and instrumental effects as a class and in small groups Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms) Use song structures as a basis for a composition (e.g. composing lyrics) Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve **Notation** Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver Develop understanding of time signatures (3/4 and 4/4, 6/8) Read and perform from pitch notation Read and perform from graphic notation Represent compositions using graphic and standard notations Notate melodies and chords using staff or informal notation. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions