



Music at Poplar Farm School

Music at Poplar Farm is taught using the Charanga Scheme

Intent: At Poplar Farm, we intend to give all children the skills and confidence to express themselves using music. This is in line with our Poplar Promise values of 'Loved and Nurtured', 'Resilient' and being 'Open Minded and Curious'.

Article 13 - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



Music	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Skills Key Vocab	Me! Respond to music moving according to volume, mood, and tempo Move, loud, quiet, speed, mood, feelings.	My Stories Respond to music moving according to volume, mood, and tempo Move, loud, quiet, speed, mood, feelings.	Everyone! Respond to music with quick/ slow movements To express how music makes them feel / likes/dislikes Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions	Our World Respond to music with quick/ slow movements To express how music makes them feel / likes/dislikes Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions	Big Bear Funk Give simple movement instructions to guide others Perform songs, rhymes, and poems Volume, perform, confident, proud	Reflect, Rewind and Replay Give simple movement instructions to guide others Perform songs, rhymes, and poems Volume, perform, confident, proud

Year 1	Hey You!	Rhythm in the Way We Walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Year 1 Key Vocab	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.					
Year 2	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
Year 2 Key Vocab	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.					
Year 3	Let Your Spirit Fly	Glockenspiel Unit 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Year 3 Key Vocab	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.					
Year 4	Mamma Mia	Glockenspiel Unit 2	Stop!	Lean on Me	BlackBird	Reflect, Rewind and Replay
Year 4 Key Vocab	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.					

Year 5	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
Year 5 Key Vocab	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.					
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind and Replay
Year 6 Key Vocab	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.					

Progression of skills taught in lessons

Key Vocabulary

Genres/Revisited genres

Year and Term	Listen and Appraise	Games	Singing	Playing	Improvising	Composition	Performance	Additional opportunities (in addition –
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								weekly singing assembly)
EYFS 1 -Me!	<p>Enjoy listening to songs and music and responding through movement</p> <p>Recognise characters from nursery rhymes</p>	<p>Find the pulse in different ways and show this through actions.</p> <p>Clap the rhythm of names.</p>	<p>Learn to sing the song in unison with support</p> <p>Add actions or substitute a word in some sections</p>				Perform by sharing/singing a learnt song.	Exploration of percussion instruments.
EYFS 2 – My stories	<p>Recognise and name some of the characters and stories in the songs.</p> <p>Invent imaginary characters through movement or dancing.</p>	<p>Find the pulse as one of the characters from the song.</p> <p>Copy-clap the rhythm of small phrases from the songs.</p> <p>Explore high pitch and low pitch in the context of the songs.</p>	<p>Learn to sing the song in unison with support.</p> <p>Add actions or substitute a word in some sections.</p> <p>Enjoy singing a song from memory.</p>	Invent a pattern to go with a song using one note.			Enjoy the challenge of performing with just the backing track.	Exploration of percussion instruments.
EYFS 3 – Everyone!	<p>Enjoy listening to the music and responding to different speeds, through dancing or other movement.</p>	<p>Find the pulse in different ways and show this through actions. e.g. marching, jumping, moving.</p> <p>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p>	<p>Learn to sing or rap the songs in unison with support.</p> <p>Add actions or substitute a word in some sections.</p>	Play a 1-note pattern in time with the pulse .			<p>Choose one of the songs or the rap and perform it with any actions you have created</p> <p>Listen back to the performance.</p>	Exploration of percussion instruments.

EYFS 4 – Our World	Enjoy listening to the music and responding through dancing or other movement.	Find the pulse in different ways and show this through actions eg marching, jumping, moving. Copy back the rhythms of phrases in the song. Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.	Learn to sing the songs in unison with support. Add appropriate actions or substitute a word in some sections.	Play a 1-note pattern in time with the pulse .			Choose one of the songs and perform it with any actions you have created. Listen back to the performance. Enjoy the challenge of performing.	Exploration of percussion instruments.
EYFS 5 – Big Bear Funk	Funk Enjoy listening and dancing to funk music.	Play the pulse with a pitched note or untuned percussion instrument . Find the pulse and show this through actions.	Learn to sing the songs in unison with support. Add actions or substitute a word in some sections.	Add one pitched sound to the rhythm of words and short phrases from the song.			Choose one of the songs and perform it with any actions you have created. Listen back to the performance.	Exploration of percussion instruments.
EYFS 6 – Reflect, Rewind & Replay	Classical Respond to classical music.	Copy-clap 3- or 4-word phrases from the song.	Know songs off by heart.	Play alongside the rhythm and pulse of familiar and classical songs.			Perform with instruments. Listen back to the performance.	Exploration of percussion instruments.
Yr1 1 – Hey You!	Hip-Hop Find the pulse as they are listening to songs and understand that it	March in time with the pulse . Be an animal finding the pulse.	Rap and sing in time to the music.	Play accurately and in time as part of the performance. Most will play C.	In the lessons and as part of the performance.	A simple melody using simple rhythms, and use as part of the performance.	Look back at the recorded performances with the class.	

	<p>is the heartbeat of the music.</p> <p>Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks.</p>	Copy back the rhythms they hear. Clap the rhythm of their name over the track.			Most will use C.	Most will use C + D.	What did the children like best? How did they feel about it? How did they feel during the performance?	
Yr1 2 - Rhythm in The Way We Walk & Banana Rap	<p>Reggae</p> <p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</p> <p>Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p>	<p>March to the pulse. Be an animal and keep the pulse.</p> <p>Copy back the rhythms they hear.</p>	<p>Rap and sing in time to the music.</p> <p>Start to understand that pitch is high and low sounds.</p>			Make up your own rhythm.	Look back at the recorded performances with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	
Yr1 3 – In the Groove	<p>Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</p> <p>Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.</p>	<p>Copy back the rhythms they hear. Clap the rhythm of their name. Clap the rhythm of their favourite food.</p> <p>Choose an animal and keep the pulse.</p>	Together and in time, in all the different styles.	Play accurately and in time as part of the performance. Most will play C.	In the lessons and as part of the performance. Most will use C.	A simple melody using simple rhythms, and use as part of the performance. Most will use C + D.	Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	

Yr1 4 – Round and Round	<p>Bossa Nova</p> <p>Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music.</p> <p>Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</p>	<p>Copy back the rhythms they hear. Clap the rhythm of their name. Clap the rhythm of their favourite food.</p> <p>Use imagination to find the pulse.</p>	The song together with the actions.	<p>Play accurately and in time as part of the performance. Most will play D, F, C + D.</p> <p>Glocks and/or untuned percussion.</p>	In the lessons and as part of the performance. Most will use D.		Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	
Yr1 5 – Your Imagination	<p>Pop</p> <p>Find the pulse as they are listening to the main unit song.</p> <p>Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer.</p>	<p>Be a pop star finding the pulse. Use their imagination to find the pulse.</p>	In unison and in two parts.	<p>Play accurately and in time as part of the performance. Most will play C.</p> <p>Glocks and/or untuned percussion.</p>			Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	
Yr1 6 - Reflect, Rewind & Replay	<p>Classical</p> <p>Explore the history of music, look back and consolidate your learning, learn some of the language of music.</p>	<p>Copying back and finding pulse, rhythm and pitch.</p>	Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Following musical instructions from a leader. Playing a one note or medium part using tuned instrument.			<p>Perform with instruments.</p> <p>Listen back to the performance. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	

Yr2 1 – Hands, Feet, Heart	<p>Afropop, South African</p> <p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</p> <p>Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</p>	<p>Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of their name.</p> <p>March in time with the pulse. Be an animal finding the pulse.</p>	Recognise that songs sometimes have a question and answer section and a chorus.	<p>Play accurately and in time. Expected to play: G, A + C.</p> <p>Glockenspiels.</p>	In the lessons and the performance. Most will use C.	A simple melody using simple rhythms, and use as part of the performance. Most will use C + D.	Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	
Yr2 2 – Ho, Ho, Ho	<p>Rap to the music</p> <p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</p> <p>Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</p>	<p>Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of their name.</p> <p>March in time with the pulse. Be an animal finding the pulse.</p>	Recognise that songs sometimes have a question and answer section and a chorus.	<p>Play accurately and in time. Most will play G, A + B.</p> <p>Glockenspiels.</p>	Using words.		Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	
Yr2 3 – I Wanna Play in a Band	<p>Rock</p> <p>Find the pulse and know that this Unit is about Rock music. Others will understand that songs have a musical style. Recognise and name</p>	<p>March and find the pulse. Be a rockstar finding the pulse. Freestyle finding the pulse. Clap rhythms (long + short sounds) whilst marching</p>	Sing and dance together, in time and using actions.	<p>Play accurately and in time. Most will play D + C. Some will play G, F + C.</p> <p>Glocks/percussion.</p>	In the lessons and the performance. Most will use F. Some will use F + G.	A simple melody using simple rhythms, and use as part of the performance. Most will use F, G + A.	Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they	Play – introduce recorders

	some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers.	to the pulse) Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour.					feel during the performance?	
Yr2 4 – Zoo time	Reggae Find the pulse and know that this Unit is about Reggae music. Others will understand that songs have a musical style . Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear.	Find the pulse . Clap rhythms (long + short sounds) Copy and clap back rhythms. Create their own rhythms for the class to copy back. Pitch: High and low sounds we add to the pulse and rhythm when we sing/play an instrument.	Sing and dance together, in time and using actions.	Play accurately and in time. Most will play D + C. Some will play G, F + C. Glocks/percussion	In the lessons and the performance. Most will use C. Some will use C + D.	A simple melody using simple rhythms , and use as part of the performance. Most will use C +D. Some will use C, D + E.	Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?	Play – recorders
Yr2 5 – Friendship song	Pop Find the pulse and know that this Unit is about being friends. Others will understand that songs have a musical style . Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel. Others	Decide how to find the pulse . Create rhythms for the class to clap back.	Sing in two parts.	Play accurately and in time. Most play E + G. Some will play C. Glocks/percussion	In the lessons and as part of the performance. Most will use C. Some will use C + D.	A simple melody using simple rhythms, and use as part of the performance. Most will use E + G. Some will use E, G A + B.	Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?	Play – recorders

	will recognise all or many of the instruments they can hear.							
Yr2 6 – Reflect, Rewind and Replay	Classical Explore the history of music, look back and consolidate your learning, learn some of the language of music.	Find the Pulse . Rhythm: Copy Back Listen to the rhythm and clap back.	Singing in parts. Starting and stopping when following a leader. Finding a comfortable singing position.	Revising notes: C, D, E, F, G, A + B. Playing on a range of instruments and learning to follow a leader.	Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	Composing with 5 notes.	Performing compositions and reflecting on own work. What did the children like best? How did they feel about it. How did they feel during the performance	Play – recorders
Yr3 1 – Let your Spirit Fly	RnB Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/ voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening.	Invent rhythmical and melodic patterns. Rhythm patterns using notes C and D.	Singing in 2 parts.	Play instrumental parts accurately and in time, as part of the performance. The easy part: F, G + C by ear. Medium part: E, F, G, A, B, C. Glocks/recorders.	Improvise in the lessons and as part of the performance. Bronze Challenge: C. Silver Challenge: C and sometimes D. Gold Challenge: C + D.	Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. Record this in Music book.	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?	
Yr3 2 – Glockenspiel stage 1	Percussion			Learn to play and read the notes C, D, E + F.	Improvise with Dee Cee's Blues using the notes C + D.	Compose using the notes C, D, E + F. Music book to record.	Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and	

							talk about it afterwards. Did they enjoy it?	
Yr3 3 – Three Little Birds	Reggae Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals.	Creating rhythmic patterns with C and D.	Singing in unison.	Playing accurately and in time. Using the notes G and A, as well as C.	Improvise in the lessons and as part of the performance. Bronze Challenge: C. Silver Challenge: C and sometimes D. Gold Challenge: C + D.	Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. Adding G and A for greater depth.	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?	
Yr3 4 – The Dragon Song	Pop – stories Identify the themes: Kindness, respect, friendship, acceptance and happiness. Identify the instruments/voices: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story?	Creating rhythmic patterns with G, sometimes A. Reading the notes.	Singing in 2 or 3 parts.	Play instrumental parts accurately and in time, as part of the performance. The easy part: G by ear. The medium part: G, A + B by ear and from notation.	Improvise in the lessons and as part of the performance. Bronze Challenge: G, A + B. Silver Challenge: G, A or B. Gold Challenge: G, A + B.	Compose a simple melody using simple rhythms and use as part of the performance.	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?	
Yr3 5 – Bringing Us Together	Disco Find the pulse while listening. Some will identify funky	Copy back, play, invent rhythmic and melodic patterns. Bronze Challenge:	Singing in 2 or 3 parts.	Play instrumental parts accurately and in time, as part of the performance. The easy part: C. The	Improvise in the lessons and as part of the performance. Bronze	Compose a simple melody using simple rhythms. and use as part of the	Children can contribute to the performance by singing, playing an instrumental	

	rhythms, tempo changes, dynamics. Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story ? Does the music create a story in your imagination? What story?	Rhythm patterns. Silver Challenge: C and sometimes A and reading notes. Gold Challenge: C + A and reading notes.		medium part: G, A + C.	Challenge: C. Silver Challenge: C and sometimes A. Gold Challenge: C + A.	performance Using the notes: C, A + G. GD - Using the notes: C, D, E, G + A (pentatonic scale).	part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?	
Yr3 6 – Reflect, Rewind, Replay	Classical Explore the history of music, look back and consolidate your learning, learn some of the language of music.	Pitch - Copy Back Using 2 Notes Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation	Demonstrating good posture when singing. To follow a leader. Singing solo as part of performance.	Playing parts as well as a melody using notes learned.	Improvise to play back a heard tune or notes using voice or instruments. Using notes C, A and D.	Compose melodies using notes A, B, C, D, E, F and G.	Performing compositions and reflecting on own work. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?	
Yr4 1 – Mamma Mia	Pop Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.	Warm-up games play and copy back using up to 2 notes – G + A. Bronze: no notes Silver: G, sometimes A Gold: G + A challenge. Which challenge did you get to?	Singing in unison	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. Which part did you play?	Improvise using up to 3 notes – G, A + B. Bronze: G Silver: G, sometimes A Gold: G, A + B challenge. Which challenge did you get to?	Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)	Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it	

	Find the pulse as you are listening.						afterwards. The performance will include one or more of the following: Improvisations, Instrumental performances, compositions	
Yr4 2 – Glockenspiel stage 2	Mixed genres Learn and listen to more complex rhythm patterns .			Learn to play these tunes: Mardi Gras Groovin', Two-Way Radio, Flea Fly, Rigadoon, Mamma Mia Revisit these tunes from Stage 1: Portsmouth, Strictly D, Play Your Music, Drive		Compose using the notes C, D, E, F + G	Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: improvisations, instrumental performances, compositions	Assembly concert
Yr4 3 - Stop!	Grime Structure: Intro and 6 rapped verses , each with a sung chorus . Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums . Can you find the pulse	Use Glocks or recorders or ocarinas: play and copy back using up to 2 notes – C + D. Bronze: no notes Silver: C, sometimes D Gold: C + D challenge.	Singing and rapping in unison and in parts	Playing instruments alongside compositions	Practicing raps to compose final piece yourself	Compose your own rapped lyrics about bullying or another topic or theme that you decide	Performances of rapped lyrics that children have composed – perform to one another and whole school for competition	Competition – rap about kindness to others to be taught to whole school

	as you are listening? Dance, clap, sway, march, be an animal or a pop star	Which challenge did you get to?						
Yr4 4 – Lean On Me	Gospel/Soul Structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Instruments/voices you can hear: Male vocal, backing vocal, piano, bass, drums, organ. Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.	Use Glocks or recorders or ocarinas: play and copy back using up to 2 notes – F + G. Bronze: no notes Silver: F, sometimes G Gold: F + G challenge. Which challenge did you get to?	Singing in unison	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G. Which part did you play?	Improvise using up to 3 notes – F, G + A. Bronze: F Silver: F + G Gold: F, G + A challenge	Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A	Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations, instrumental performances, compositions	
Yr4 5 – Blackbird Theme of equality and human rights – links to PP and RRS	Pop/The Beatles Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words of the song tell a story? Does the music create a story in your imagination? What story?	Using Glocks and/or recorders: Warm-up games play and copy back using 2 notes – C + D. Bronze: no notes Silver: C Gold: C, sometimes D challenge	Singing in unison	Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Which part did you play?	Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C, and sometimes D Gold: C, D + E challenge	Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale)	Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:	

							Improvisations, instrumental performances, compositions	
Yr4 6 - Reflect, Rewind, Replay Assessment focus	Classical Listen and Appraise Classical music Revising songs and musical activities, a context for the History of Music and the beginnings of the Language of Music – assessment focus: To know five songs from memory and who sang them or wrote them. To know the style of the five songs. 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.		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.	To treat instruments carefully and with respect. Play any one, or all 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. To experience leading the playing by making sure everyone plays in the playing section of the song.	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges Using one or two notes confidently – understanding that it is to be made up on the spot	Help create at least one simple melody using one, three or all 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).	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	
Yr5 1 – Livin’ on a prayer	Rock		Singing in unison	Play instrumental parts accurately and in time as part of the performance. The	Improvise in the lessons and as part of the performance.	Compose a melody using simple rhythms and use as part	Children can contribute to the performance by singing, playing	

	<p>Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.</p> <p>Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</p>		<p>easy part G, A + B by ear and from notation. The medium part D, E, F sharp + G by ear and from notation.</p>	<p>Bronze Challenge: G. Silver Challenge: G + A. Gold Challenge: G, A + B.</p>	<p>of the performance. Using the notes: G, A + B. Using the notes: G, A, B, D + E (pentatonic scale).</p>	<p>an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.</p>	
Yr5 2 – Classroom Jazz 1	<p>Bossa Nova and Swing</p> <p>Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. Identify instruments/voices: Piano, bass, drums, glockenspiel.</p>	-	<p>The children can play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise. Glocks or recorders.</p>	<p>Improvise in a Bossa Nova style using the notes: G, A + B. Improvise in a swing style using the notes: D + E. D, E, G. D, E, G, A + B.</p>	-	<p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.</p>	
Yr5 3 – Make you feel my love	<p>Pop Ballads</p> <p>Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Identify the instruments/voices: Strings, piano, guitar, bass, drums. Can you find the pulse as you are listening? Is the tempo fast, slow or in between? Dynamics? Texture?</p>	Singing in unison.	<p>Play instrumental parts accurately and in time as part of the performance. The easy part C, D + E by ear and from notation. The medium part C, D, E, F + G by ear and from notation.</p>	<p>Improvise in the lessons and as part of the performance. Bronze Challenge: C. Silver Challenge: C + D. Gold Challenge: C, D + E.</p>	<p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D + E. Using the notes: C, D, E, F + G.</p>	<p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p>	
Yr5 4 – The fresh prince of Bel-Air	<p>Old-School Hip-Hop</p> <p>Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3,</p>	Singing/rapping.	<p>Play instrumental parts accurately and in time as part of the performance. The</p>	<p>Improvise in the lessons and as part of the performance.</p>	<p>Compose a melody using simple rhythms and use as part</p>	<p>Children can contribute to the performance by singing, playing</p>	

	interlude, chorus, verse 4 with tag ending. Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.		easy part: D + A by ear and from notation. The medium part: G + A by ear and from notation. The harder part: C, D, E, F, G, A by ear and from notation.	Bronze Challenge: D. Silver Challenge: D + E. Gold Challenge: D, E + F.	of the performance. Using the notes: D, E + F. Using the notes: D, E, F, G + A.	an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.	
Yr5 5 – Dancing in the Street	Motown Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.	Singing in two parts	Play instrumental parts accurately and in time as part of the performance. The easy part: G by ear and from notation. The medium part: G + A by ear and from notation. The harder part: F, G, A, + D by ear and from notation.	Improvise in the lessons and as part of the performance. Bronze Challenge: D. Silver Challenge: D + E. Gold Challenge: D, E + F.	Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D, + E. Using the notes: C, D E, F + G.	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.	
Yr5 6 – Reflect Rewind and Replay	Classical Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments	Singing in tune, with confidence and in unison	Play instruments within the song	Improvisation using voices and instruments	Compose using instruments taught or from the songs.	Share and perform the learning that has taken place	PopFest musical opportunities.
Yr 6 1 – Happy	Pop & Neo Soul	In two parts.	Play instrumental parts with the song by ear and/or from	Improvise using up to 3 notes – A, G + B. Bronze:	Compose a simple melody using simple	Decide how your class will introduce the	

	<p>What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?</p> <p>Warm-up games play and copy back using up to 3 notes – A, G + B. Bronze: A Silver: A + G Gold: A, G + B challenge.</p>		<p>notation using the easy or medium part. You will be using up to 3 notes – A, G + B. Which part did you play?</p>	<p>A Silver: A + G Gold: A, G + B challenge. Which challenge did you get to?</p>	<p>rhythms choosing from the notes A, G + B or C, E, G, A + B.</p>	<p>performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Improvisations • Instrumental performances • Compositions</p>	
Yr6 2 – Classroom Jazz 2	<p>Bacharach & Blues</p> <p>What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?</p>		<p>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).</p>	<p>Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C.</p>		<p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards</p>	
Yr6 3 – A New Year Carol	<p>Classic & Urban Gospel</p> <p>A New Year Carol (The music of Benjamin Britten) What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? Mood and story told?</p>	<p>In unison. Sing the song in its original style, and the Urban Gospel version.</p>				<p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the</p>	

						performance and talk about it afterwards.	
Yr6 4 – You’ve Got a Friend	70s Pop What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?	In unison.	Instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. Which part did you play?	Using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge Which challenge did you get to?	Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	
Yr6 5 – Music and Me	Contemporary, music and identity Create your own music inspired by your identity and women in the music industry. Music from four different inspirational female artists As you listen to each of the featured artists, think about: What could you hear? Did you recognise any instrumental sounds or voices? Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to?	Create You will write your own music using ‘Music and Me’ (‘Identity’) as your theme. From the list below, which options and which tools did you choose? Did you work alone? Or in a group? ● Which ‘beat’ did you use? ● Music Explorer ● An instrument ● Write a rap ● Write lyrics for a song ● Use ‘Quickbeats’ ● A combination of the above ● Interview each other				Decide how your group will introduce your composition and how much you will tell your audience about it. How did you put your identity into the music and the performance?	
Yr6 6 - Reflect, Rewind, Replay	Western Classical Music The history of music, look back and consolidate your learning, learn some of the language of music.	Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Play instruments within the song.	Improvisation using voices and instruments.		Share and perform the learning that has taken place.	PopFest musical opportunities.	