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| Term | Autumn | | Spring | | Summer | |
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| | 1 | 2 | 1 | 2 | 1 | 2 |
| Music Topic | <p>"Lean on Me" – Bill Withers (Charanga)</p>  | <p>Ukulele 3</p>  | <p>Djembe 3 – Nigeria Kuku Rhythm</p>  | <p>'Blackbird' – Beatles</p>  | <p>Composition – Audacity – film scores</p>  | <p>Steel Pans – calypso</p>  |
| Music Curriculum areas | <p>Singing & Chanting</p>  | <p>Playing tuned instruments</p>  | <p>Playing untuned instruments</p>  | <p>Singing & Chanting</p>  | <p>Composition</p>  | <p>Playing tuned instruments</p>  |
| | <p>Listening, Expressing Ideas & Performance</p>  | <p>Singing & Chanting</p>  | <p>Listening, Expressing Ideas & Performance</p>  | <p>Listening, Expressing Ideas & Performance</p>  | <p>Listening, Expressing Ideas & Performance</p>  | <p>Composition</p>  |
| | <p>Playing tuned instruments</p>  | <p>Listening, Expressing Ideas & Performance</p>  | <p>Playing tuned instruments</p>  | <p>Playing tuned instruments</p>  | <p>Playing tuned instruments</p>  | <p>Listening, Expressing Ideas & Performance</p>  |
| | <p>Playing untuned instruments</p>  | <p>Musical notation</p>  | <p>Composition</p>  | <p>Playing untuned instruments</p>  | <p>Playing untuned instruments</p>  | <p>Listening, Expressing Ideas & Performance</p>  |
| National Curriculum areas covered | <p>Continue to sing a wider range of unison songs with a wider range of pitches</p> <p>Perform actions confidently and in time with a range of songs.</p> <p>Walk, move or clap a steady beat – as well as respond to changes in tempo.</p> | <p>Develop greater facility in playing a tuned instrument.</p> <p>Become more skilled at improvising and inventing 'on the spot' phrases.</p> <p>Continue to sing a wider range of unison songs with a wider range of pitches.</p> <p>Compose song accompaniments on untuned percussion using</p> | <p>Follow and perform simple rhythmic scores to a steady beat.</p> <p>Children will be able to play and read minims crotchets paired quavers and rests.</p> <p>Maintain individual parts accurately within a rhythmic texture</p> <p>Perform in 2 or more parts and identify the difference</p> | <p>Continue to sing a wider range of unison songs with a wider range of pitches</p> <p>Perform actions confidently and in time with a range of songs.</p> <p>Walk, move or clap a steady beat – as well as respond to changes in tempo.</p> | <p>Start to compose within a 5 note range</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example</p> | <p>Copy short melodic phrases within a C major scale.</p> <p>Read and perform notation within a defined range</p> <p>Perform with increasing accuracy</p> <p>Improvise on a limited range of pitches on the instrument they are now learning,</p> |

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| | <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Perform in 2 or more parts and identify the difference between static and moving parts.</p> | known rhythms and note values. | between static and moving parts. | <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Perform in 2 or more parts and identify the difference between static and moving parts.</p> | <p>creating music to accompany a short film clip.</p> <p>Capture and record creative ideas using technology.</p> | making use of musical features |
| Listening suggestions | <p> Lean On Me – Bill Withers</p> <p> He Love Me Still – Beyonce and Walter William Sr</p> <p> Shackles (Praise You) – Mary Mary</p> <p> Amazing Grace – Elvis Presley</p> <p> Ode To Joy – Sym 9 – Ludwig Van Beethoven</p> <p> Lean On Me – ACM Gospel Choir</p> | <p> 5th Symphony – Beethoven</p> <p> Wonderwall – Oasis</p> <p> Take the A Train – Duke Ellington</p> <p> Bhabaye Akh Larr Gayee – Bhu jhangy Group</p> | <p> Kuku original version – traditional Nigerian Djembe group</p> <p> Igbo Dance – traditional Nigerian group</p> <p> A simple Song – Mbira Patrick Hadley</p> <p> O Euchar – Hildegard</p> <p> For the beauty of the Earth – Rutter</p> | <p> Blackbird – The Beatles</p> <p> Yellow Submarine – The Beatles</p> <p> Hey Jude – The Beatles</p> <p> Can't Buy Me Love – The Beatles</p> <p> Yesterday – The Beatles</p> <p> Let It Be – The Beatles</p> | <p> Jurassic Park theme – John Williams</p> <p> Joker Theme (from the dark knight) – Hans Zimmer</p> <p> Escape from the dragon (from Shrek) – Harry-Gregson Williams</p> <p> Love – Floyd Huddleston</p> <p> We don't talk about Bruno? – Lin Manuel Miranda</p> <p> Defying Gravity – Steven Schwartz</p> | <p> Jump in the Line – Lord Kitchener</p> <p> Tropical Bird – Trinidad Steel band</p> <p> Yellow Bird – Michel Mauléart Monton</p> <p> Oye Como Va – Tito Puente</p> <p> Apia's lullaby – Robert Korona</p> <p> Tropical twist – Robert Korona</p> <p> Ocean's call – Robert Korona</p> <p> Surf soca – Robert Korona</p> |
| Broken down objectives and suggested content | <p>Learn the song over a number of sessions</p> <p>Add percussion to the track</p> <p>Compose a two part accompaniment then orchestrate</p> <p>Listen to a range of soul music and sing some simple two part harmony</p> | <p>Recap the chords previously studied.</p> <p>Learn new chords and practise changing between them with greater facility</p> <p>Learning new songs using a wider range of chords</p> | <p>Learn the Kuku rhythm</p> <p>Learn the call and response and the idea of that as a texture.</p> <p>Build up the vocabulary of different calls throughout the term</p> <p>Build up to some simple solos</p> | <p>Learn about prolific composers and output over time.</p> <p>Perform simple two-part harmony</p> <p>Learn the song over the course of several sessions.</p> <p>Get on to some simple 2 part harmony.</p> | <p>Given a commission they will compose a piece of music to capture the atmosphere that they are after.</p> <p>Children will explore the various applications to create a wide variety of different sounds and practise capturing the audio that they are hearing.</p> <p>Children will create some Foley using hand props.</p> | <p>Learn specific tunes on the steel pans</p> <p>Learning chords and different rhythmic patterns</p> <p>Learning a song with accompaniment</p> <p>Adding more rhythm and chord work to their piece.</p> |
| Prior Learning & Understanding – 'Why here, why now?' | Children have built up a repertoire of songs that they know with an increasing range of pitches | <p>Children have learnt a number of chords on the ukulele throughout year 2 and 3.</p> <p>They have a good idea of posture and how to hold the instrument.</p> | <p>The children have learnt a variety of rhythms so far.</p> <p>The rhythms so far have been mostly straight before learning a swung rhythm in this unit.</p> <p>This also links with our study of African history – Benin</p> | Children have learned a wide range of songs but will now discretely focus on a specific group – considered great modern composers and the variety of output. | Children have used a variety of software – spectrogram, voice recorder, music creator, melody to create different effects they are now going to have the opportunity to combine those techniques. | <p>The children have learnt glockenspiel in year 2 and 3 they will now learn something where the pitches are not as conveniently arranged.</p> <p>They have also built up their ability to play accurately and with sensitivity</p> |
| Key Vocabulary | <p>Melody</p> <p>Verse</p> <p>Chorus</p> <p>Section</p> <p>Harmony</p> <p>2-Part</p> <p>Accompaniment</p> | <p>Chords</p> <p>Am</p> <p>C</p> <p>G</p> <p>F</p> <p>Em</p> <p>Rhythm</p> <p>Accompaniment</p> | <p>Texture</p> <p>Unison</p> <p>Call and Response</p> <p>Kuku</p> <p>Nigeria</p> <p>Break</p> <p>Solo</p> <p>Improvisation/ improvise</p> <p>Apitua (banana bell)</p> <p>Djembe</p> <p>Mbira</p> | <p>Melody</p> <p>Verse</p> <p>Chorus</p> <p>Section</p> <p>Harmony</p> <p>2-Part</p> <p>Accompaniment</p> <p>Arpeggio</p> | <p>Feeling</p> <p>Texture</p> <p>Atmosphere</p> <p>Commission</p> <p>Combination</p> <p>Rhythm</p> <p>Chord</p> <p>Melody</p> <p>Foley</p> | <p>Calypso</p> <p>Strumming</p> <p>Soca</p> <p>Trinidad and Tobago</p> <p>Syncopated</p> |
| Resources Needed | Percussion to add Shakers Tambourines etc. | Ukuleles | Djembes | Percussion to add Shakers Tambourines etc. | Laptops | Steel Drums |
| Pupil Outcomes | <p>Children will have in increased repertoire of songs known</p> <p>They will be able to sing the song accurately.</p> | <p>Children will accurately play a variety of strumming patterns,</p> <p>Children can play a variety of chords</p> | <p>Children will be able to perform the kuku accurately.</p> <p>Children will be able to improvise a short phrase and repeat a short phrase played by their partner.</p> | <p>Children will have in increased repertoire of songs known</p> <p>They will be able to sing the song accurately.</p> | Children will understand that music is often composed for a very specific purpose. | <p>Children will learn and perform a variety of different pieces.</p> <p>Children will play with increasing accuracy throughout the programme</p> |

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| | Children can appraise a wide variety of music using musical vocabulary. | Children can play a variety of songs — some maybe able to play and sing at the same time | | Children can appraise a wide variety of music using musical vocabulary. | Children will create a piece of music to accompany a short film scene. Children will combine different media to create a soundtrack | They will start to add other instruments to the piece to create a fuller sound. |
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