



# The Music Curriculum

## Year 1

Intent	<p>At Benjamin Adlard Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.</p>
Implementation	<p>The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. At Benjamin Adlard Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having music tuition, visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience.</p>
Impact	<p>Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.</p>

Year 1 – Autumn		Unit 1 – Hey You!		Focus – Listen and Appraise/Singing	
National Curriculum Objectives Covered					
<ul style="list-style-type: none"><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• Play tuned and untuned instruments musically</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>					
Cross Curricular links					
Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.					
Prior Learning					
<p>In EYFS, Pupils:</p> <ul style="list-style-type: none"><li>• Listen and Appraise pieces of music</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Sing and revisit nursery rhymes and action songs</li><li>• Play instruments within the song</li><li>• Practice improvisation using voices and instruments</li><li>• Riff-based composition</li><li>• Share and perform the learning that has taken place</li></ul>					
Music Programme of Study in Year 1					
By the end of this year pupils will :					
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>- Know 5 songs off by heart</li><li>- Know and recognise the sound and names of the instruments they use</li><li>- Know music has a steady pulse like a heartbeat</li><li>- Know we can create rhythms from words (food, colours etc)</li><li>- Know the names of the notes in their instrumental part from memory or when written down</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- Enjoy listening to and moving to a range of music</li><li>- Find the pulse in a piece of music</li><li>- Listen to rhythms and create simple rhythms of their own using both voice and instruments</li><li>- Learn the different sounds they can make with their voice</li></ul>					
Next Steps – Progression through the Music curriculum					
Year 2	Year 3	Year 4	Year 5	Year 6	
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>- Know 5 songs my memory and who sang/wrote them</li></ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>- Know more songs by memory</li></ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>- Know more songs by memory</li></ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>- Know more songs by memory</li></ul>	

<ul style="list-style-type: none"> <li>- Know some songs have a chorus or response/answer part</li> <li>- Know the meaning of the words pitch and unison</li> <li>- Know why we need to warm up our voices</li> <li>- Know the names of the new notes they play</li> <li>- Know the names of untuned instruments played</li> <li>- Know how to both improvise and compose using tuned and untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Know the style of the songs they sing</li> <li>- Know how to talk about what the lyrics of a song are about, what the main sections are and some of the instruments they hear</li> <li>- Know how to sing in a group is a choir</li> <li>- Know singing and music can make you feel different things</li> <li>- Know how to both improvise and compose using tuned and untuned instruments</li> <li>- Know how to record compositions in different ways (letter names, notes, symbols, audio etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (tempo, pitch etc) and some of the instruments they hear</li> <li>- Know about texture of music- solo vs group</li> <li>- Know about other instruments played in past, by friends or seen in music</li> <li>- Know how to improvise and compose using tuned and untuned instruments</li> <li>- Know how to record compositions in different ways (letter names, notes, symbols, audio etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (linked to key vocabulary)</li> <li>- Know dynamics and timbre of music</li> <li>- Know and make links to other units played in the past when discussing music styles</li> <li>- Know and discuss historical contexts of songs- what was happening in the world at this time</li> <li>- Know how to improvise and compose using tuned and untuned instruments</li> <li>- Know and record compositions with notation</li> <li>- Know to the notes C,D,E,F,G,A,B + C on the treble stave</li> </ul>	<ul style="list-style-type: none"> <li>- Know and talk about songs in terms of key vocabulary from past years, style indicators, structure, instruments heard, historical context</li> <li>- Know that we all have our own musical identity</li> <li>- Know and make links to other units played in the past when discussing music styles</li> <li>- Know and create musical ideas for group to copy/reply</li> <li>- Know and record compositions with notation</li> <li>- Know the notes C,D,E,F,G,A,B + C on the treble stave</li> <li>- Know a wider range of musical instruments by sight/sound</li> </ul>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Learn about voices singing different pitches</li> <li>- Learn how songs can tell a story or describe an idea</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Learn to find comfortable singing position</li> <li>- Improvise and compose on a tuned instrument</li> <li>- Choose a song to perform (class, school, parents)</li> <li>- Record a performance and say how they felt about it</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Confidently identify the pulse</li> <li>- To discuss how a song/music makes them feel and listen to the thoughts of others</li> <li>- Sing in unison and simple 2 parts</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Confidently identify and move to the pulse</li> <li>- Discuss the musical dimensions of songs within units</li> <li>- Use musical vocabulary more accurately (ones covered so far)</li> <li>- Sing in unison and 2 parts</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Sing with awareness of being 'in tune'</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To compare two songs in the same style, talking about what stands out musically their similarities and differences.</li> <li>- Use musical vocabulary more accurately (ones covered so far)</li> <li>- Sing in unison and solo, rapping and backing vocals</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To compare two songs talking about what stands out musically their similarities and differences.</li> <li>- Use musical vocabulary more accurately (ones covered so far)</li> <li>- Sing in unison and solo, rapping and backing vocals</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Lead a rehearsal session of a small group</li> </ul>

				- Explain the key note and structure of melody
Unit Overview				
Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.				
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit		
<ul style="list-style-type: none"><li>I know 5 songs off by heart.</li><li>I know what the songs are about.</li><li>I know and recognise the sound and names of some of the instruments they use.</li><li>I know that music has a steady pulse, like a heartbeat.</li><li>I know that we can create rhythms from words, our names, favourite food, colours and animals.</li><li>I confidently sing or rap five songs from memory and sing them in unison.</li></ul>		<ul style="list-style-type: none"><li>I can learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li><li>I can learn about voices, singing notes of different pitches (high and low).</li><li>I can learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li><li>I can learn to start and stop singing when following a leader.</li></ul>		
Subject knowledge and teaching guidance:				
<div>1 — Listening: Hey You!</div> <div>The children can<ul style="list-style-type: none"><li>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs.</li><li>Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks.</li></ul></div> <div>2 — Musical Activities</div> <div><div>Find the pulse<ul style="list-style-type: none"><li>March in time with the pulse.</li><li>Be an animal finding the pulse.</li></ul></div><div>Improvise<ul style="list-style-type: none"><li>In the lessons and as part of the performance.</li><li>Most will use C.</li><li>Some will play C + G.</li></ul></div><div>Clap rhythms<ul style="list-style-type: none"><li>Copy back the rhythms they hear.</li><li>Clap the rhythm of their name over the track.</li><li>Create their own rhythm for others to copy</li></ul></div><div>Compose<ul style="list-style-type: none"><li>A simple melody using simple rhythms, and use as part of the performance.</li><li>Most will use C + D.</li><li>Some will play C, D + E.</li></ul></div><div>Sing<ul style="list-style-type: none"><li>Rap and sing in time to the music</li><li>Lead the groups that are rapping and singing</li></ul></div><div>Play instrumental parts<ul style="list-style-type: none"><li>Play accurately and in time as part of the performance.</li><li>Most will play C.</li><li>Some will play C + G.</li></ul></div></div> <div>3 — Perform &amp; Share</div> <div>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?</div>				

Key vocabulary and definitions				
Pulse	The steady beat of the music. Like your heartbeat or a ticking clock.			
Rhythm	The pattern of long or short sounds in a piece of music			
Rap	A tyle of popular music in which words are recited quickly			
Perform	An act of presenting a concert or form of entertainment			
Compose	Write or create a piece of music			
Medium Term Planning				
Week 1	Week 2	Week 3	Week 4	Week 5
To find the pulse within a piece of music.	To learn to sing Hey You.	To learn to play note C on the glockenspiel in time with the music.	To improvise with the song Hey You.	To compose the song Hey You.

Year 1 – Spring	Unit 2 – In the Groove	Focus – Playing/Improvising		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• Play tuned and untuned instruments musically</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>				
Cross Curricular links				
Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.				
Prior Learning				
In EYFS, Pupils: <ul style="list-style-type: none"><li>• Listen and Appraise pieces of music</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Sing and revisit nursery rhymes and action songs</li><li>• Play instruments within the song</li><li>• Practice improvisation using voices and instruments</li><li>• Riff-based composition</li><li>• Share and perform the learning that has taken place</li></ul>				
Music Programme of Study in Year 1				
By the end of this year pupils will :				
<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 songs off by heart</li><li>- Know and recognise the sound and names of the instruments they use</li><li>- Know music has a steady pulse like a heartbeat</li><li>- Know we can create rhythms from words (food, colours etc)</li><li>- Know the names of the notes in their instrumental part from memory or when written down</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li></ul>				
<u>Skills:</u> <ul style="list-style-type: none"><li>- Enjoy listening to and moving to a range of music</li><li>- Find the pulse in a piece of music</li><li>- Listen to rhythms and create simple rhythms of their own using both voice and instruments</li></ul>				
Learn the different sounds they can make with their voice				
Next Steps – Progression through the Music curriculum				
Year 2	Year 2	Year 2	Year 2	Year 2
<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>	<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>	<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>	<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>	<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>

<ul style="list-style-type: none"> <li>- Know some songs have a chorus or response/answer part</li> <li>- Know the meaning of the words pitch and unison</li> <li>- Know why we need to warm up our voices</li> <li>- Know the names of the new notes they play</li> <li>- Know the names of untuned instruments played</li> <li>- Know how to both improvise and compose using tuned and untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Know some songs have a chorus or response/answer part</li> <li>- Know the meaning of the words pitch and unison</li> <li>- Know why we need to warm up our voices</li> <li>- Know the names of the new notes they play</li> <li>- Know the names of untuned instruments played</li> <li>- Know how to both improvise and compose using tuned and untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Know some songs have a chorus or response/answer part</li> <li>- Know the meaning of the words pitch and unison</li> <li>- Know why we need to warm up our voices</li> <li>- Know the names of the new notes they play</li> <li>- Know the names of untuned instruments played</li> <li>- Know how to both improvise and compose using tuned and untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Know some songs have a chorus or response/answer part</li> <li>- Know the meaning of the words pitch and unison</li> <li>- Know why we need to warm up our voices</li> <li>- Know the names of the new notes they play</li> <li>- Know the names of untuned instruments played</li> <li>- Know how to both improvise and compose using tuned and untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Know some songs have a chorus or response/answer part</li> <li>- Know the meaning of the words pitch and unison</li> <li>- Know why we need to warm up our voices</li> <li>- Know the names of the new notes they play</li> <li>- Know the names of untuned instruments played</li> <li>- Know how to both improvise and compose using tuned and untuned instruments</li> </ul>
<b>Skills</b> <ul style="list-style-type: none"> <li>- Learn about voices singing different pitches</li> <li>- Learn how songs can tell a story or describe an idea</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Learn to find comfortable singing position</li> <li>- Improvise and compose on a tuned instrument</li> <li>- Choose a song to perform (class, school, parents)</li> <li>- Record a performance and say how they felt about it</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>- Learn about voices singing different pitches</li> <li>- Learn how songs can tell a story or describe an idea</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Learn to find comfortable singing position</li> <li>- Improvise and compose on a tuned instrument</li> <li>- Choose a song to perform (class, school, parents)</li> <li>- Record a performance and say how they felt about it</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>- Learn about voices singing different pitches</li> <li>- Learn how songs can tell a story or describe an idea</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Learn to find comfortable singing position</li> <li>- Improvise and compose on a tuned instrument</li> <li>- Choose a song to perform (class, school, parents)</li> <li>- Record a performance and say how they felt about it</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>- Learn about voices singing different pitches</li> <li>- Learn how songs can tell a story or describe an idea</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Learn to find comfortable singing position</li> <li>- Improvise and compose on a tuned instrument</li> <li>- Choose a song to perform (class, school, parents)</li> <li>- Record a performance and say how they felt about it</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>- Learn about voices singing different pitches</li> <li>- Learn how songs can tell a story or describe an idea</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Learn to find comfortable singing position</li> <li>- Improvise and compose on a tuned instrument</li> <li>- Choose a song to perform (class, school, parents)</li> <li>- Record a performance and say how they felt about it</li> </ul>

### Unit Overview

In The Groove by Joanna Mangona – an easy-to-learn song that demonstrates different styles of music. In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove.

In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.

**Key knowledge acquired throughout this unit**

**Key skills acquired throughout this unit**



<ul style="list-style-type: none"> <li>• I know the names of the notes in their instrumental part from memory or when written down.</li> <li>• I know the names of the instruments they are playing.</li> <li>• I know that improvisation is about making up your own tunes on the spot.</li> <li>• I know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> </ul>	<ul style="list-style-type: none"> <li>• I can treat instruments carefully and with respect.</li> <li>• I can play a tuned instrumental part with the song they perform.</li> <li>• I can learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• I can listen to and follow musical instructions from a leader.</li> <li>• I can clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• I can sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>• I can improvise– Take it in turns to improvise using one or two notes.</li> </ul>
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### Subject knowledge and teaching guidance:

#### Teacher Assessment – In The Groove — Year 1, Unit 3

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

##### 1 — Listening: In The Groove

###### The children can

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. **Others will find the pulse to any other unit songs.**
- Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.
- Dance to each style or move to the pulse – be “In The Groove!”

##### 2 — Musical Activities

###### Find the pulse

- March to the pulse.
- Copy the actions on-screen.
- Choose an animal and keep the pulse.

###### Clap rhythms

- Copy back the rhythms they hear.
- Clap the rhythm of their name.
- Clap the rhythm of their favourite food.
- **Make up their own rhythms.**

###### Sing

- Together and in time, in all the different styles.

###### Play instrumental parts

- Play accurately and in time as part of the performance.
- Most will play C.
- **Some will play C + D.**

###### Improvise

- In the lessons and as part of the performance.
- Most will use C.
- **Some will play C + D.**

###### Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.
- **Some will use C, D + E.**

##### 3 — Perform & Share

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?

### Key vocabulary and definitions

Pulse	The steady beat of the music. Like your heartbeat or a ticking clock
Rhythm	The pattern of long or short sounds in a piece of music

Pitch	The highness and lowness of a tone			
Compose	Write or create a piece of music			
Improvise	To create and perform music without preparation			
Tone	A vocal sound			
Medium Term Planning				
Week 1	Week 2	Week 3	Week 4	Week 5
To find the pulse within a piece of music.	To learn to sing the song in the Groove	To learn to play notes C and D on the glockenspiel in time with the music.	To improvise with the song In the Groove.	To compose with in the Groove.

Year 1 – Summer	Unit 3 – Your Imagination	Focus – Composing/ Performing		
National Curriculum Objectives Covered				
<ul style="list-style-type: none"><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• Play tuned and untuned instruments musically</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>				
Cross Curricular links				
Using your imagination and creating your own lyrics – this could be linked to any area of the curriculum currently being studied.				
Prior Learning				
In EYFS, Pupils: <ul style="list-style-type: none"><li>• Listen and Appraise pieces of music</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Sing and revisit nursery rhymes and action songs</li><li>• Play instruments within the song</li><li>• Practice improvisation using voices and instruments</li><li>• Riff-based composition</li><li>• Share and perform the learning that has taken place</li></ul>				
Music Programme of Study in Year 1				
By the end of this year pupils will :				
<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 songs off by heart</li><li>- Know and recognise the sound and names of the instruments they use</li><li>- Know music has a steady pulse like a heartbeat</li><li>- Know we can create rhythms from words (food, colours etc)</li><li>- Know the names of the notes in their instrumental part from memory or when written down</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li></ul>				
<u>Skills:</u> <ul style="list-style-type: none"><li>- Enjoy listening to and moving to a range of music</li><li>- Find the pulse in a piece of music</li><li>- Listen to rhythms and create simple rhythms of their own using both voice and instruments</li></ul>				
Learn the different sounds they can make with their voice				
Next Steps – Progression through the Music curriculum				
Year 2	Year 2	Year 2	Year 2	Year 2
<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>	<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>	<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>	<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>	<u>Knowledge:</u> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li></ul>

<ul style="list-style-type: none"><li>- Know some songs have a chorus or response/answer part</li><li>- Know the meaning of the words pitch and unison</li><li>- Know why we need to warm up our voices</li><li>- Know the names of the new notes they play</li><li>- Know the names of untuned instruments played</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li></ul>	<ul style="list-style-type: none"><li>- Know some songs have a chorus or response/answer part</li><li>- Know the meaning of the words pitch and unison</li><li>- Know why we need to warm up our voices</li><li>- Know the names of the new notes they play</li><li>- Know the names of untuned instruments played</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li></ul>	<ul style="list-style-type: none"><li>- Know some songs have a chorus or response/answer part</li><li>- Know the meaning of the words pitch and unison</li><li>- Know why we need to warm up our voices</li><li>- Know the names of the new notes they play</li><li>- Know the names of untuned instruments played</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li></ul>	<ul style="list-style-type: none"><li>- Know some songs have a chorus or response/answer part</li><li>- Know the meaning of the words pitch and unison</li><li>- Know why we need to warm up our voices</li><li>- Know the names of the new notes they play</li><li>- Know the names of untuned instruments played</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li></ul>	<ul style="list-style-type: none"><li>- Know some songs have a chorus or response/answer part</li><li>- Know the meaning of the words pitch and unison</li><li>- Know why we need to warm up our voices</li><li>- Know the names of the new notes they play</li><li>- Know the names of untuned instruments played</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li></ul>
<b>Skills</b> <ul style="list-style-type: none"><li>- Learn about voices singing different pitches</li><li>- Learn how songs can tell a story or describe an idea</li><li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li><li>- Learn to find comfortable singing position</li><li>- Improvise and compose on a tuned instrument</li><li>- Choose a song to perform (class, school, parents)</li><li>- Record a performance and say how they felt about it</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>- Learn about voices singing different pitches</li><li>- Learn how songs can tell a story or describe an idea</li><li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li><li>- Learn to find comfortable singing position</li><li>- Improvise and compose on a tuned instrument</li><li>- Choose a song to perform (class, school, parents)</li><li>- Record a performance and say how they felt about it</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>- Learn about voices singing different pitches</li><li>- Learn how songs can tell a story or describe an idea</li><li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li><li>- Learn to find comfortable singing position</li><li>- Improvise and compose on a tuned instrument</li><li>- Choose a song to perform (class, school, parents)</li><li>- Record a performance and say how they felt about it</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>- Learn about voices singing different pitches</li><li>- Learn how songs can tell a story or describe an idea</li><li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li><li>- Learn to find comfortable singing position</li><li>- Improvise and compose on a tuned instrument</li><li>- Choose a song to perform (class, school, parents)</li><li>- Record a performance and say how they felt about it</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>- Learn about voices singing different pitches</li><li>- Learn how songs can tell a story or describe an idea</li><li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li><li>- Learn to find comfortable singing position</li><li>- Improvise and compose on a tuned instrument</li><li>- Choose a song to perform (class, school, parents)</li><li>- Record a performance and say how they felt about it</li></ul>
<b>Key knowledge acquired throughout this unit</b>		<b>Key skills acquired throughout this unit</b>		
<ul style="list-style-type: none"><li>• I know composing is like writing a story with music.</li><li>• I know that everyone can compose.</li><li>• I know a performance is sharing music with other people, called an audience.</li></ul>		<ul style="list-style-type: none"><li>• I can help to create a simple melody using one, two or three notes.</li><li>• I can learn how the notes of the composition can be written down and changed if necessary.</li><li>• I can choose a song they have learnt from the Scheme and perform it.</li><li>• I can add their ideas to the performance.</li><li>• I can record the performance and say how they were feeling about it.</li></ul>		
<b>Subject knowledge and teaching guidance:</b>				

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 — Listening: Your Imagination

### The children can

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. **Others will find the pulse to any other unit songs.**
- Recognise and name two **or more** instruments they hear: Keyboard, drums, bass, a female singer.

## 2 — Musical Activities

### Find the pulse

- Be a pop star finding the pulse.
- Use their imagination to find the pulse.

### Sing

- In unison and in two parts.

### Play instrumental parts

- Play accurately and in time as part of the performance.
- Most will play C.
- Some will play C + D.**

### Clap rhythms

- Copy and clap back rhythms.
- Clap the rhythm of their name.
- Clap the rhythm of their favourite animal.
- Clap the rhythm of their favourite colour.
- Make up their own rhythms.**

## 3 — Perform & Share

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?

## Key vocabulary and definitions

Pulse	The steady beat of the music. Like your heartbeat or a ticking clock.
Rhythm	The pattern of long or short sounds in a piece of music
Audience	The spectators at a public event such as a concert
Imagination	The ability of the mind to create things

## Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To find the pulse within a piece of music.	To learn to sing the song Your Imagination.	To learn to play notes C and D on the glockenspiel in time with the music.	To improvise with the song Your Imagination.	To compose the song with Your Imagination.