

### Music Long Term Map

YEAR GROUP	Autumn		Spring		Summer	
Rec	<u>Me</u>	<u>My Stories</u>	<u>Everyone</u>	<u>Our World</u>	<u>Big Bear Funk</u>	<u>Reflect, Rewind and Replay</u>
	<p><b>Unit Specific Focus</b> Exploring growing, homes, colour, toys, how we look.</p> <p><b>Listen and Respond</b> <i>Respond to what they hear with relevant comments</i></p> <p>-Celebration by Kool &amp; The Gang -Happy by Pharrell Williams -Sing by The Carpenters -Sing a Rainbow by Peggy Sue -Happy Birthday by Stevie Wonder - Our House by Madness</p> <p><b>Explore and Create</b> <i>Explore and create music using their voices</i></p> <p>-Games to find the pulse in different ways -Copycat rhythm games -high and low pitch games</p> <p><b>Singing</b> <i>Learn to sing the songs (with actions):</i> -Pat-A-Cake -1,2,3,4,5 -This Old Man -Five Little Ducks</p> <p><b>Share and Perform</b> <i>Share what they have learnt each lesson.</i></p> <p><b>Key Vocabulary</b> Pulse, rhythm, pitch, music, song, instrument, singing, loud, quiet,</p>	<p><b>Unit Specific Focus</b> Using Your Imagination.</p> <p><b>Listen and Respond</b> <i>Respond to what they hear with relevant comments</i></p> <p>-Roll Alabama by Bellowhead -Boogie Wonderland by Earth, Wind and Fire -Don't Go Breaking My Heart by Elton John and Kiki Dee -Ganesh is Fresh by MC Yogi -Frosty the Snowman by Ella Fitzgerald - Spiderman by Michael Buble</p> <p><b>Explore and Create</b> <i>Explore and create music using their voices and instruments</i></p> <p>-Games to find the pulse in different ways -Copycat rhythm games -high and low pitch games -create own sounds (improvisation and composition with voices and/or instruments)</p> <p><b>Singing</b> <i>Learn to sing the nursery rhymes (with actions):</i> -I'm A Little Teapot -The Grand Old Duke of York -Ring O Roses -Hickory Dickory Dock</p> <p><b>Share and Perform</b> <i>Share what they have learnt each</i></p>	<p><b>Unit Specific Focus</b> People, Family, Friends Music from around the world.</p> <p><b>Listen and Respond</b> <i>Respond to what they hear with relevant comments</i></p> <p>-We Are Family by Sister Sledge -Thula Baba – A South African Lullaby -ABC by Jackson 5 -My Mum is Amazing by Zain Bhikha -Conga by Miami Sound Machine -Mozart's Horn Concerto no 4 - Rondo</p> <p><b>Explore and Create</b> <i>Explore and create music using their voices and instruments</i></p> <p>-Games to find the pulse in different ways -Copycat rhythm games -explore high and low (pitch and improvisation with voices) -create own sounds (improvisation and composition with voices and/or instruments)</p> <p><b>Singing</b> <i>Learn to sing the nursery rhymes (with actions):</i> -Wind The Bobbin Up -Rock-A-Bye Baby -Five Little Monkeys -Twinkle, Twinkle, Little Star</p> <p><b>Share and Perform</b></p>	<p><b>Unit Specific Focus</b> The world around us.</p> <p><b>Listen and Respond</b> <i>Respond to what they hear with relevant comments</i></p> <p>-Lovely Day by Bill Withers -Beyond The Sea by Robbie Williams -Mars from The Planets by Gustav Holst -Frogs' Legs and Dragons' Teeth by Bellowhead -Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell -Singing in the Rain by Gene Kelly</p> <p><b>Explore and Create</b> <i>Explore and create music using their voices and instruments</i></p> <p>-Games to find the pulse in different ways -Copycat rhythm games -high and low pitch games -create own sounds (improvisation and composition with voices and/or instruments)</p> <p><b>Singing</b> <i>Learn to sing the nursery rhymes (with actions):</i> -Old McDonald -Incy Wincy Spider -Baa Baa Black Sheep -Row, Row, Row Your Boat</p> <p><b>Share and Perform</b></p>	<p><b>Unit Specific Focus</b> Funk music</p> <p><b>Listen and Appraise</b> <i>Respond to what they hear with relevant comments</i></p> <p>-Big Bear Funk by Joanna Mangona -I Feel Good by James Brown -Don't You Worry 'Bout A Thing by Incognito -My Promises by Earth, Wind and Fire -Superstition by Stevie Wonder -Pick Up The Pieces by Average White Band</p> <p><b>Musical Activities</b> <i>Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</i></p> <p>-finding the pulse in different ways -rhythm games (teacher led and child led) -explore pitch by creating own sounds with voices and instruments (leading to improvisation and composition) -learning to sing Big Bear Funk -move their bodies to the music</p> <p><b>Perform and Share</b> <i>Share and perform what you have learnt in the lesson</i></p> <p><b>Key Vocabulary</b> Pulse, rhythm, pitch, music, song, instrument, singing, loud, quiet,</p>	<p><b>Unit Specific Focus</b> Consolidate the learning that has occurred through the year</p> <p><b>Listen and Appraise</b> <i>Respond to what they hear with relevant comments</i></p> <p>-William Tell Overture by Rossini -Dance of the Sugar Plum Fairy by Tchaikovsky -Fight of the Bumblebee by Rimsky-Korsakov -Jupiter, The Bringer Of Jollity by Gustav Holst -Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams -E.T. Flying Theme by John Williams</p> <p><b>Musical Activities</b> <i>Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</i></p> <p>-compose with sounds learnt throughout the year: -Big Bear Funk -Baa Baa Black Sheep -Twinkle Twinkle Little Star -Incy Wincy Spider -Rock-A-Bye-Baby -Row Row Row Your Boat</p> <p><b>Perform and Share</b> <i>Prepare for a performance of nursery rhymes, songs and activities from the year.</i></p>

	high, low, fast, slow	<p>lesson.</p> <p><b>Key Vocabulary</b> Pulse, rhythm, pitch, music, song, instrument, singing, loud, quiet, high, low, fast, slow</p>	<p>Share what they have learnt each lesson.</p> <p><b>Key Vocabulary</b> Pulse, rhythm, pitch, music, song, instrument, singing, loud, quiet, high, low, fast, slow</p>	<p>Share what they have learnt each lesson.</p> <p><b>Key Vocabulary</b> Pulse, rhythm, pitch, music, song, instrument, singing, loud, quiet, high, low, fast, slow</p>	high, low, fast, slow	<p><b>Key Vocabulary</b> Pulse, rhythm, pitch, music, song, instrument, singing, loud, quiet, high, low, fast, slow</p>
1	<p><u>How we can make friends when we sing together?</u></p> <p><b>Music Focus</b> Introducing Beat</p> <p><b>Social Theme</b> Music is a Peacebuilder and Friend Maker</p> <p><i>Pupils will be embedding and learning about all the Foundational Elements of Music, but with a focus on the pulse or beat. Pupils will learn that every piece of music has a pulse or beat – the heartbeat of the music – and that is where it starts.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <ul style="list-style-type: none"> <li>● Song 1 – Find The Beat</li> <li>● Song 2 – 1-2-3-4-5</li> <li>● Song 3 – Head, Shoulders, Knees And Toes</li> <li>● Song 4 – Shapes</li> <li>● Song 5 – We Talk To Animals</li> <li>● Song 6 – We Are Together</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm,</p>	<p><u>How does music tell us stories about the past?</u></p> <p><b>Music Focus</b> Adding Rhythm and Pitch</p> <p><b>Social Theme</b> Music is a Storyteller and Time Traveller</p> <p><i>Pupils will be embedding and learning about all the Foundational Elements of Music, but with a focus on rhythm and pitch. Pupils will learn that when you add rhythm and pitch, they combine with pulse to create a song (especially if we also add words) or a piece of music.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <ul style="list-style-type: none"> <li>● Song 1 – Twinkle, Twinkle, Little Star</li> <li>● Song 2 – In The Orchestra</li> <li>● Song 3 – Daisy Bell (Bicycle Built For Two)</li> <li>● Song 4 – Dancing Dinosaurs</li> <li>● Song 5 – Rock-a-bye Baby</li> <li>● Song 6 – I’m A Little Teapot</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm</p>	<p><u>How does music make the world a better place?</u></p> <p><b>Music Focus</b> Introducing Tempo and Dynamics</p> <p><b>Social Theme</b> Music is a Change Maker</p> <p><i>Pupils explore tempo and dynamics, while continuing to work implicitly with all the other Foundational Elements of Music learnt this year (pitch, rhythm and pulse). Pupils will understand by adding two new elements – tempo and dynamics – we are able to add even more variety to the music performed or created.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <p>Song 1 – If You’re Happy And You Know It</p> <ul style="list-style-type: none"> <li>● Song 2 – Sing Me A Song</li> <li>● Song 3 – Sparkle</li> <li>● Song 4 – Rhythm In The Way We Walk</li> <li>● Song 5 – Big Bear Funk</li> <li>● Song 6 – Baby Elephant</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow</p>	<p><u>How does music help us understand our neighbours?</u></p> <p><b>Music Focus</b> Combining Pulse Rhythm and Pitch</p> <p><b>Social Theme</b> Music Is a Builder of Community and Guardian of Cultural Identity</p> <p><i>Pupils explore pulse, rhythm and pitch as explored in previous units, but move to combining these elements together.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <ul style="list-style-type: none"> <li>● Song 1 – Days Of The Week</li> <li>● Song 2 – Name Song</li> <li>● Song 3 – Cuckoo</li> <li>● Song 4 – Upside Down</li> <li>● Song 5 – Hush Little Baby</li> <li>● Song 6 – Who Took The Cookie?</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow</p>	<p><u>What songs can we sing to help us through the day?</u></p> <p><b>Music Focus</b> Having Fun with Improvisation</p> <p><b>Social Theme</b> Music is a Friend, Guide and Support</p> <p><i>Pupils begin to improvise to create music that belongs to them to express their feelings and ideas. Pupils they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <ul style="list-style-type: none"> <li>● Song 1 – Getting Dressed</li> <li>● Song 2 – Dress Up</li> <li>● Song 3 – Brush Our Teeth</li> <li>● Song 4 – Get Ready</li> <li>● Song 5 – Up And Down</li> <li>● Song 6 – Star Light, Star Bright</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation,</p>	<p><u>How does music teach us about looking after our planet?</u></p> <p><b>Music Focus</b> Explore Sound and Create a Story</p> <p><b>Social Theme</b> Music is a Nature Lover and Guardian of the Earth</p> <p><i>Pupils will ‘Explore Sound and Create a Story’ through classroom activities and discussions about their musical learning, while continuing to work implicitly with all the other Foundational Elements of Music as they go through the steps of the unit.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <ul style="list-style-type: none"> <li>● Song 1 – The Bear Went Over The Mountain</li> <li>● Song 2 – In The Sea</li> <li>● Song 3 – Alice The Camel</li> <li>● Song 4 – Ten Green Bottles</li> <li>● Song 5 – Zootime</li> <li>● Song 6 – She’ll Be Coming ‘Round The Mountain</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition</p>
2	<p><u>How does Music help us to make friends?</u></p>	<p><u>How does music teach us about the past?</u></p>	<p><u>How does music make the world a better place?</u></p>	<p><u>How does music teach us about our neighbourhood?</u></p>	<p><u>How does music make us happy?</u></p>	<p><u>How does music teach us about looking after our planet?</u></p>

	<p><b>Music Focus</b> Exploring Simple Patterns</p> <p><b>Social Theme</b> Music is a Peacebuilder and Friend Maker</p> <p><i>Pupils will explore the Foundational Elements of Music with a focus on simple patterns in music, while working implicitly with all the other elements of music throughout the ...unit .Pupils will be clapping, playing back and creating their own simple patterns in the 'Understanding Music', improvisation and composition activities on Charanga.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <ul style="list-style-type: none"> <li>● Song 1 – Music Is In My Soul by Pete Readman and Joanna Mangona</li> <li>● Song 2 – Hey Friends! by Rick Coates</li> <li>● Song 3 – Hello! by Joanna Mangona and Pete Readman</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration</p>	<p><b>Music Focus</b> Focus on dynamics and tempo</p> <p><b>Social Theme</b> Music is a Storyteller and Time Traveller</p> <p><i>Pupils will be particularly thinking about dynamics and tempo while working implicitly with all the other Foundational Elements of Music. This unit builds on 'Introducing Tempo and Dynamics' from Year 1 and the vocabulary of words that can describe the music we hear. Pupils began to embed this vocabulary when listening, creating and performing. This unit asks for a deeper understanding and application of dynamics and tempo within listening, creating and performing.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <p>Song 1 – Sparkle In The Sun by Joanna Mangona and Chris Taylor</p> <ul style="list-style-type: none"> <li>● Song 2 – Listen by Joanna Mangona and Pete Readman</li> <li>● Song 3 – The Orchestra Song by Joanna Mangona and Pete Readman</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration</p>	<p><b>Music Focus</b> Exploring Feelings Through Music</p> <p><b>Social Theme</b> Music is a Change Maker</p> <p><i>Pupils will learn about all the Foundational Elements of Music with a spotlight on feelings and emotions, while working implicitly with all the other elements of music. Pupils explore music as a universal language and mode of expression that has always been an integral part of how we make sense of our world and our existence.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <ul style="list-style-type: none"> <li>● Song 1 – Rainbows by Joanna Mangona and Pete Readman</li> <li>● Song 2 – Hands, Feet, Heart by Joanna Mangona and Pete Readman</li> <li>● Song 3 – All Around The World by Joanna Mangona and Pete Readman</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, expression, feeling</p>	<p><b>Music Focus</b> Inventing a Musical Story</p> <p><b>Social Theme</b> Music Is a Builder of Community and Guardian of Cultural Identity</p> <p><i>Pupils explore pulse, rhythm and pitch as explored in previous units, but move to combining these elements together.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <ul style="list-style-type: none"> <li>● Song 1 – Days Of The Week</li> <li>● Song 2 – Name Song</li> <li>● Song 3 – Cuckoo</li> <li>● Song 4 – Upside Down</li> <li>● Song 5 – Hush Little Baby</li> <li>● Song 6 – Who Took The Cookie?</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow</p>	<p><b>Music Focus</b> Music That Makes You Dance</p> <p><b>Social Theme</b> Music is a Friend, Guide and Support</p> <p><i>Pupils continue to explore all Foundational Elements of Music with a focus on music we can dance with, while working implicitly with all the other elements of music as they go through the steps of the unit. Pupils will be encouraged to move to the music and songs they are listening to, singing and performing with.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <ul style="list-style-type: none"> <li>● Song 1 – I Wanna Play In A Band by Joanna Mangona and Pete Readman</li> <li>● Song 2 – Music Is All Around by Joanna Mangona and Pete Readman</li> <li>● Song 3 – Saying Sorry by Joanna Mangona</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, dance, performance, perform,</p>	<p><b>Music Focus</b> Exploring Improvisation</p> <p><b>Social Theme</b> Music is a Nature Lover and Guardian of the Earth</p> <p><i>Pupils will explore improvisation through classroom activities and discussions, while continuing to work implicitly with all the other Foundational Elements of Music as they go through the unit. Pupils will express own feelings and ideas through improvising.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><u>Unit Songs (to be learnt)</u></p> <ul style="list-style-type: none"> <li>● Song 1 – The Sunshine Song by Joanna Mangona and Pete Readman</li> <li>● Song 2 – Four White Horses by Unknown</li> <li>● Song 3 – Down By The Bay by Unknown</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition</p>
3	<p><u>How does music bring us closer together?</u></p> <p><b>Music Focus</b> Developing Notation Skills</p> <p><b>Social Theme</b> Music is a Peacebuilder and Friend Maker</p>	<p><u>What stories does music tell us about the past?</u></p> <p><b>Music Focus</b> Enjoying improvisation</p> <p><b>Social Theme</b> Music is a Storyteller and Time Traveller</p>	<p><u>How does music make the world a better place?</u></p> <p><b>Music Focus</b> Composing Using Your Imagination</p> <p><b>Social Theme</b> Music is a Change Maker</p> <p><i>Pupils explore how, with just a few different sounds, it is possible to make</i></p>	<p><u>How does music help us get to know our community?</u></p> <p><b>Music Focus</b> Sharing Musical Experiences</p> <p><b>Social Theme</b> Music Is a Builder of Community and Guardian of Cultural Identity</p> <p><i>Pupils share their musical experiences,</i></p>	<p><u>How does music make a difference to us every day?</u></p> <p><b>Music Focus</b> Learning More About Musical Styles</p> <p><b>Social Theme</b> Music is a Friend, Guide and Support</p>	<p><u>How does music teach us about looking after our planet?</u></p> <p><b>Music Focus</b> Exploring Improvisation</p> <p><b>Social Theme</b> Music is a Nature Lover and Guardian of the Earth</p>

<p><i>Pupils are introduced notation more formally. Pupils have learned pitch can be represented in many ways graphically in previous units, but now they will start using notation. This is a formal representation, how we write music down.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – Home Is Where The Heart Is by Joanna Mangona</li> <li>● Song 2 – Let’s Work It Out Together by Joanna Mangona and Pete Readman</li> <li>● Song 3 – Please Be Kind by Joanna Mangona</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, minims, crotchets, quavers, bar, notations, time signature, tempo, rest</p>	<p><i>In previous units, pupils have learnt that improvisation is a great way to create music that belongs to them and to express their feelings and ideas. In this unit, pupils are encouraged to enjoy improvising (either as a solo or as a group). Pupils recognise improvising as a creative way of expressing themselves and their feelings.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – Love What We Do by Joanna Mangona and Pete Readman</li> <li>● Song 2 – When The Saints Go Marchin’ In by Unknown</li> <li>● Song 3 – My Bonnie Lies Over The Ocean by Unknown</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression</p>	<p><i>an infinite number of different pieces of music. Pupils should begin to feel ownership of a uniquely new creation. The composition apps on Charnaga in this unit will support children creating their own compositions using their imaginations.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – Your Imagination by Joanna Mangona and Pete Readman</li> <li>● Song 2 – You’re A Shining Star by Joanna Mangona and Pete Readman</li> <li>● Song 3 – Music Makes The World Go Round by Rick Coates</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, unique, ownership</p>	<p><i>preferences and identities and learn that this can help build their community and friendships in the classroom and school.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – Friendship Song by Joanna Mangona and Pete Readman</li> <li>● Song 2 – Family by Joanna Mangona and Pete Readman</li> <li>● Song 3 – Come On Over by Joanna Mangona</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression</p>	<p><i>Pupils will learn musical styles are ways of grouping pieces of music and musicians in order to talk about more general trends and characteristics within the musical world..</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – He’s Got The Whole World In His Hands by Unknown</li> <li>● Song 2 – Why Does Music Make A Difference? by Joanna Mangona and Chris Taylor</li> <li>● Song 3 – Panda Extravaganza by Rick Coates</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, hip-hop, jazz, gospel, andante</p>	<p><i>Pupils will explore improvisation through classroom activities and discussions, while continuing to work implicitly with all the other Foundational Elements of Music as they go through the unit. Pupils will express own feelings and ideas through improvising.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – The Sunshine Song by Joanna Mangona and Pete Readman</li> <li>● Song 2 – Four White Horses by Unknown</li> <li>● Song 3 – Down By The Bay by Unknown</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition</p>
<p><b>How does Music bring us together?</b></p> <p><b>Music Focus</b> Interesting Time Signatures</p> <p><b>Social Theme</b> Music is a Peacebuilder and Friend Maker</p> <p><i>Pupils will be explore ‘Interesting Time Signatures’ and continue to learn about and embed all the Foundational Elements of Music with a focus on time signatures. Pupils will explore the organisation of the regular pulse into recurring groups</i></p>	<p><b>How does Music connect us with our past?</b></p> <p><b>Music Focus</b> Combining Elements to Make Music</p> <p><b>Social Theme</b> Music is a Storyteller and Time Traveller</p> <p><i>Pupils will focus on how musical elements are combined in making music while working implicitly with all the other elements of music as they go through unit. .</i></p>	<p><b>How does Music improve our world?</b></p> <p><b>Music Focus</b> Developing Pulse &amp; Groove Through Improvisation</p> <p><b>Social Theme</b> Music is a Change Maker</p> <p><i>Pupils understand that improvisation is a way of making music that belongs to them, and to express their feelings and ideas without even having to think too much about it. Pupils will improvise in time with the music (keep the pulse) and feel the music by getting into the</i></p>	<p><b>How does Music teach us about our community?</b></p> <p><b>Music Focus</b> Creating Simple Melodies together</p> <p><b>Social Theme</b> Music is a Builder of Community</p> <p><i>Pupils will continue to learn about all of the Foundational Elements of Music with a focus on <b>creating melodies</b>. Children will experience composing a melody that they keep and perhaps write down or show to others involves.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> </ul>	<p><b>How does Music shape our way of life?</b></p> <p><b>Music Focus</b> Connecting Notes and Feelings</p> <p><b>Social Theme</b> Music is a Friend, Guide and Support</p> <p><i>Pupils will explore how music can change the way we feel and how the connection between musical notes and our emotions can be physically measured and observed in the brain and body.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> </ul>	<p><b>How does Music connect us with the environment?</b></p> <p><b>Music Focus</b> Purpose Identity and Expression in Music</p> <p><b>Social Theme</b> Music is a Nature Lover and Guardian of the Earth</p> <p><i>Pupils will focus on the intentions behind musical expression and their relationship with identity, while working implicitly with all the other elements of music as they go through the steps of the unit</i></p>

	<p><i>of strong and weak beats (theory documentation to support on charanga)</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b>  Step 1: Hoedown by Joanna Mangona and Pete Readman  Step 2: Go Tell It On The Mountain by Unknown  Step 3: I'm Always There by Joanna Mangona  Step 4: Trick Or Treat by Joanna Mangona and Pete Readman  Step 5: Martin Luther King by Chris Madin</p> <p><b>Unit Songs (to be learnt)</b>  ● Song 1 – Hoedown by Joanna Mangona and Pete Readman  ● Song 2 – I'm Always There by Joanna Mangona  ● Song 3 – Martin Luther King by Chris Madin</p> <p><b>Key Vocabulary</b>  Pulse, beat, rhythm, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, groove, regular/strong/weak beats</p>	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b>  Step 1: Looking In The Mirror by Joanna Mangona and Chris Taylor  Step 2: It's All About Love by Joanna Mangona and Chris Taylor  Step 3: Take Time In Life by Unknown  Step 4: Perdido by Juan Tizol  Step 5: Scarborough Fair by Unknown</p> <p><b>Unit Songs (to be learnt)</b>  ● Song 1 – Looking In The Mirror by Joanna Mangona and Chris Taylor  ● Song 2 – Take Time In Life by Unknown  ● Song 3 – Scarborough Fair by Unknown</p> <p><b>Key Vocabulary</b>  Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, timbre, texture, structure, form, musical styles</p>	<p><i>groove.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b>  Step 1: Bringing Us Together by Joanna Mangona and Pete Readman  Step 2: Mambo From West Side Story by Leonard Bernstein  Step 3: Old Joe Clark by Unknown  Step 4: Bachianas Brasileiras No. 2 - The Little Train Of The Caipira by Heitor Villa-Lobos  Step 5: Dance With Me by Joanna Mangona and Pete Readman</p> <p><b>Unit Songs (to be learnt)</b>  Song 1 – Bringing Us Together by Joanna Mangona and Pete Readman  ● Song 2 – Old Joe Clark by Unknown  ● Song 3 – Dance With Me by Joanna Mangona and Pete Readman</p> <p><b>Key Vocabulary</b>  Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, unique, ownership, timbre, texture, structure, form, musical styles</p>	<ul style="list-style-type: none"> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b>  Step 1: Let Your Spirit Fly by Joanna Mangona and Pete Readman  Step 2: Symphony No. 5 4th Movement by Ludwig van Beethoven  Step 3: Frère Jacques by Unknown  Step 4: On The Beautiful Blue Danube by Johann Strauss II  Step 5: The Other Side Of The Moon by Joanna Mangona</p> <p><b>Unit Songs (to be learnt)</b>  ● Song 1 – Let Your Spirit Fly by Joanna Mangona and Pete Readman  ● Song 2 – Frère Jacques by Unknown  ● Song 3 – The Other Side Of The Moon by Joanna Mangona</p> <p><b>Key Vocabulary</b>  Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, unique, ownership, timbre, texture, structure, form, musical styles</p>	<ul style="list-style-type: none"> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b>  Step 1: Train Is A-Comin' by Unknown  Step 2: O Eucharisti by Hildegard von Bingen  Step 3: Oh Happy Day by Philip Doddridge  Step 4: Romeo And Juliet, Overture-Fantasy by Pyotr Ilyich Tchaikovsky  Step 5: A World Full Of Sound by Joanna Mangona and Pete Readman</p> <p><b>Unit Songs (to be learnt)</b>  ● Song 1 – Train Is A-Comin' by Unknown  ● Song 2 – Oh Happy Day by Philip Doddridge  ● Song 3 – A World Full Of Sound by Joanna Mangona and Pete Readman</p> <p><b>Key Vocabulary</b>  Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, unique, ownership, timbre, texture, structure, form, musical styles, emotion, feelings</p>	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b>  Step 1: You Can See It Through by Joanna Mangona and Chris Taylor  Step 2: A Ceremony Of Carols by Benjamin Britten  Step 3: The Octopus Slide by Joanna Mangona and Brendan Reilly  Step 4: As above  Step 5: Connect by Joanna Mangona and Chris Taylor</p> <p><b>Unit Songs (to be learnt)</b>  ● Song 1 – You Can See It Through by Joanna Mangona and Chris Taylor  ● Song 2 – The Octopus Slide by Joanna Mangona and Brendan Reilly  ● Song 3 – Connect by Joanna Mangona and Chris Taylor</p> <p><b>Key Vocabulary</b>  Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, unique, ownership, timbre, texture, structure, form, musical styles, purpose, identity, intentions</p>
5	Guitar Sessions With Resonate		Guitar Sessions With Resonate		Guitar Sessions With Resonate	

<u>How does Music bring us together?</u>	<u>How does Music connect us with our past?</u>	<u>How does Music improve our world?</u>	<u>How does Music teach us about our community?</u>	<u>How does Music shape our way of life?</u>	<u>How does Music connect us with the environment?</u>
<p><b>Music Focus</b> Developing Melodic Phrases <b>Social Theme</b> Music is a Peacebuilder and Friend Maker</p> <p><i>Pupils will continue to learn about all the Foundational Elements of Music with a focus on melodic development, while working implicitly with all the other elements of music as they go through the steps of the unit.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b> Step 1: Do What You Want To by Joanna Mangona and Chris Taylor Step 2: Fanfare For The Common Man by Aaron Copland Step 3: It's All About Love by Joanna Mangona and Chris Taylor Step 4: Main Title Theme (From Schindler's List) by John Williams Step 5: Sunshine On A Rainy Day by Joanna Mangona and Chris Taylor</p> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – Do What You Want To by Joanna Mangona and Chris Taylor</li> <li>● Song 2 – It's All About Love by Joanna Mangona and Chris Taylor</li> <li>● Song 3 – Sunshine On A Rainy Day by Joanna Mangona and</li> </ul>	<p><b>Music Focus</b> Understanding Structure and Form <b>Social Theme</b> Music is a Storyteller and Time Traveller</p> <p><i>Pupils will be engaging with different ways in which music can have form and structure. They will do this through the Listen and Respond activities and the songs they are working with.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b> Step 1: My Best Friend by Joanna Mangona and Chris Taylor Step 2: Why? by Supaman Step 3: Singing Swinging Star by Joanna Mangona and Chris Madin Step 4: The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction by Igor Stravinsky Step 5: Roll Alabama by Unknown</p> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – My Best Friend by Joanna Mangona and Chris Taylor</li> <li>● Song 2 – Singing Swinging Star by Joanna Mangona and Chris Madin</li> <li>● Song 3 – Roll Alabama by Unknown</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch,</p>	<p><b>Music Focus</b> Gaining Confidence Through Performance <b>Social Theme</b> Music is a Change Maker</p> <p><i>Pupils will continue to learn about all the Foundational Elements of Music with a focus on confidence through performing, while working implicitly with all the other elements of music as they go through the steps of the unit.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b> Step 1: Disco Fever by Joanna Mangona and Chris Taylor Step 2: 1812 Overture by Pyotr Ilyich Tchaikovsky Step 3: La Bamba by Unknown Step 4: Hondo (War) and Vakuru (Elders) by Kudaushe Matimba and Harare Music Step 5: Change by Joanna Mangona and Chris Taylor</p> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – Disco Fever by Joanna Mangona and Chris Taylor</li> <li>● Song 2 – La Bamba by Unknown</li> <li>● Song 3 – Change by Joanna Mangona and Chris Taylor</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, unique, ownership, timbre, texture, confidence, performance</p>	<p><b>Music Focus</b> Exploring Notation Further <b>Social Theme</b> Music is a Builder of Community and Guardian of Cultural Identity</p> <p><i>Notation was formally introduced in Year 3 and pupils will build on this understanding throughout this unit. Differentiated instrumental parts are available to support the reading of notation along with the varied composition activities on Charnaga. Remember that a 'sound before symbol' approach to music is important and it really doesn't matter if some children don't read musical notation.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b> Step 1: Let's Rock by Joanna Mangona and Chris Taylor Step 2: Mazurka In G Minor, Op. 24 No. 1 by Frédéric Chopin Step 3: Simple Gifts by Joseph Brackett Step 4: Danny Boy by Frederic Weatherly Step 5: Friendship Should Never End by Joanna Mangona and Chris Taylor</p> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Step 1 – Let's Rock by Joanna Mangona and Chris Taylor</li> <li>● Step 3 – Simple Gifts by Joseph Brackett</li> <li>● Step 5 – Friendship Should Never End by Joanna Mangona and Chris Taylor</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations,</p>	<p><b>Music Focus</b> Using Chords and Structure <b>Social Theme</b> Music is a Friend, Guide and Support</p> <p><i>Pupils will explore further chords and structure. Every piece of popular music has a structure and is built around a set of chords. In this unit, pupils will have the option to create their own song as part of a 'Song Creator Series'.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b> Step 1: Wake Up! by Joanna Mangona and Chris Taylor Step 2: We Shall Overcome by Unknown Step 3: Down By The Riverside by Unknown Step 4: You Belong With Me by Joanna Mangona and Chris Taylor Step 5: Dance The Night Away by Joanna Mangona and Chris Taylor</p> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – Wake Up! by Joanna Mangona and Chris Taylor</li> <li>● Song 2 – Down By The Riverside by Unknown</li> <li>● Song 3 – Dance The Night Away by Joanna Mangona and Chris Taylor</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest,</p>	<p><b>Music Focus</b> Respecting Each Other Through Composition <b>Social Theme</b> Music is a Nature Lover and Guardian of the Earth</p> <p><i>Pupils will continue to learn about all the Foundational Elements of Music with a focus on composition and respect/identity, while working implicitly with all the other elements of music as they go through the steps of the unit. When making music together, performing and creating, it is vital to learn to respect one another.</i></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvising and Composing</li> <li>● Performing</li> </ul> <p><b>Listen and Appraise Songs</b> Step 1: Heal The Earth by Joanna Mangona and Chris Taylor Step 2: My Funny Valentine by Richard Rodgers Step 3: Let's Go Surfin' by Joanna Mangona and Chris Taylor Step 4: Main Title Theme From Schindler's List by John Williams Step 5: So Amazing by Joanna Mangona and Chris Taylor</p> <p><b>Unit Songs (to be learnt)</b></p> <ul style="list-style-type: none"> <li>● Song 1 – Heal The Earth by Joanna Mangona and Chris Taylor</li> <li>● Song 2 – Let's Go Surfin' by Joanna Mangona and Chris Taylor</li> <li>● Song 3 – So Amazing by Joanna Mangona and Chris Taylor</li> </ul> <p><b>Key Vocabulary</b> Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, unique, ownership, timbre,</p>

	<p>Chris Taylor</p> <p><b>Key Vocabulary</b>  Pulse, beat, rhythm, pitch, dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, unique, ownership, timbre, texture, structure, form, musical styles, purpose, identity, intentions, melodic phrases</p>	<p>dynamics, loud, softly, quiet, fast, slow, improvise, improvisation, composition, duration, minims, crotchets, quavers, bar, notations, time signature, tempo, rest, expression, timbre, texture, structure, form, musical styles, structure, form</p>		<p>time signature, tempo, rest, expression, unique, ownership, timbre, texture, structure, form, musical styles</p>	<p>expression, unique, ownership, timbre, texture, structure, form, musical styles, chords, structure</p>	<p>texture, structure, form, musical styles, purpose, identity, intentions, respect, identity</p>
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