

# Randwick C of E Primary School

## Curriculum Map Music

**Intent:** At Randwick our children will 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 believe that music is an essential learning experience for all pupils that strongly supports pupils' well-being and well-roundedness. Not only does music promote happiness and excitement (being a very visual and aural symbol for the joy of primary school life), but it develops pupils' cognitive and processing skills, sense of timing, fine motor skills and listening skills. We believe that opportunities for children to play in small groups or ensemble also helps to foster essential life skills such as co-operation, mutual support, self discipline and commitment. We believe that every pupil at Randwick C of E Primary School is a musician with talent to develop.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
<b>Reception</b>	<p><b>Me!</b></p> <p><b>Listen and Respond:</b> The children can</p> <ul style="list-style-type: none"> <li>Enjoy listening to the music and respond through dancing or other movement.</li> <li>Find the pulse naturally.</li> <li>Recognise and name some of the characters and stories in the songs.</li> </ul> <p><b>Explore and Create</b></p> <ul style="list-style-type: none"> <li>Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.</li> <li>Enjoy thinking up and sharing their own ideas for actions.</li> <li>Copy back the rhythm of their name.</li> <li>Clap the name of a friend for others to copy.</li> <li>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</li> <li>Enjoy finding and moving the pitch of their voices.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>Learn to sing the song in unison with support.</li> <li>Add actions or substitute a word in some sections.</li> <li>Enjoy singing a song from memory.</li> </ul> <p><b>Share and Perform</b></p> <ul style="list-style-type: none"> <li>Choose one of the songs and perform it with any actions you have created.</li> <li>Enjoy the challenge of performing with just the backing track.</li> </ul>	<p><b>My Stories!</b></p> <p><b>Listen and Respond:</b> The children can</p> <ul style="list-style-type: none"> <li>Enjoy listening to the music and respond through dancing or other movement.</li> <li>find the pulse naturally.</li> <li>Recognise and name some of the characters and stories in the songs.</li> <li>Invent imaginary characters through movement or dancing.</li> </ul> <p><b>Explore and Create</b></p> <ul style="list-style-type: none"> <li>Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.</li> <li>Enjoy thinking up and sharing their own ideas for actions.</li> <li>Copy back a rhythm from the words of the song.</li> <li>Clap some of the words from the song for others to copy.</li> <li>Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds.</li> <li>Enjoy finding and moving the pitch of their voices within the songs.</li> </ul> <p><b>Create your own sounds using instruments</b></p> <ul style="list-style-type: none"> <li>Play a pitched note or sound in time with the pulse.</li> <li>Enjoy finding a pattern on the instrument</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>Learn to sing the song in unison with support.</li> <li>Add actions or substitute a word in some sections.</li> <li>Enjoy singing a song from memory</li> </ul> <p><b>Share and Perform</b></p> <ul style="list-style-type: none"> <li>Choose one of the songs and perform it with any actions you have created.</li> <li>Enjoy the challenge of performing with just the backing track.</li> </ul>	<p><b>Everyone!</b></p> <p><b>Listen and Respond:</b> The children can</p> <ul style="list-style-type: none"> <li>Enjoy listening to the music and responding to music through dancing or other movement.</li> <li>Enjoy listening to the music and responding to different speeds through dancing or other movement.</li> <li>find the pulse naturally.</li> </ul> <p><b>Explore and Create</b></p> <ul style="list-style-type: none"> <li>Find the pulse in different ways and show this through actions eg marching, jumping, moving.</li> <li>Enjoy thinking up and sharing their own ideas for actions.</li> <li>Copy back the rhythms of phrases in the song.</li> <li>Choose one phrase from the song and have a go at clapping the rhythm.</li> <li>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</li> <li>Enjoy exploring the pitch of their voices.</li> </ul> <p><b>Create your own sounds using instruments</b></p> <ul style="list-style-type: none"> <li>Play a 1-note pattern in time with the pulse.</li> <li>Enjoy inventing a 2-note repeated pattern</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>Learn to sing or rap the songs in unison with support.</li> <li>Add actions or substitute a word in some sections.</li> <li>Enjoy singing or rapping a song from memory.</li> </ul> <p><b>Share and Perform</b></p> <ul style="list-style-type: none"> <li>Choose one of the songs or the rap and perform it with any actions you have created</li> <li>Listen back to the performance.</li> <li>Enjoy the challenge of performing with just the backing track.</li> </ul>	<p><b>Our World</b></p> <p><b>Listen and Respond:</b> The children can</p> <ul style="list-style-type: none"> <li>Enjoy listening to the music and responding through dancing or other movement.</li> <li>find the pulse naturally</li> </ul> <p><b>Explore and Create</b></p> <ul style="list-style-type: none"> <li>Find the pulse in different ways and show this through actions eg marching, jumping, moving.</li> <li>Enjoy thinking up and sharing their own ideas for actions.</li> <li>Copy back the rhythms of phrases in the song.</li> <li>Choose one phrase from the song and have a go at clapping the rhythm.</li> <li>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</li> <li>Enjoy exploring the pitch of their voices.</li> </ul> <p><b>Create your own sounds using instruments</b></p> <ul style="list-style-type: none"> <li>Play a 1-note pattern in time with the pulse.</li> <li>Enjoy inventing a 2-note repeated pattern.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>Learn to sing the songs in unison with support.</li> <li>Add appropriate actions or substitute a word in some sections.</li> <li>Enjoy singing a song from memory</li> </ul> <p><b>Share and Perform</b></p> <ul style="list-style-type: none"> <li>Choose one of the songs and perform it with any actions you have created.</li> <li>Listen back to the performance.</li> <li>Enjoy the challenge of performing with just the backing track and adding actions to the songs.</li> </ul>	<p><b>Big Bear Funk</b></p> <p><b>Listen and Respond:</b> The children can</p> <ul style="list-style-type: none"> <li>Enjoy listening and dancing to funk music.</li> <li>Be able to talk about funk music</li> </ul> <p><b>Explore and Create</b></p> <ul style="list-style-type: none"> <li>Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear.</li> <li>Enjoy thinking up and sharing their own ideas for actions.</li> <li>Copy back the rhythm of words from the video.</li> <li>Clap the rhythm of words from the song.</li> <li>Clap a whole line of the song.</li> <li>Play the pulse with a pitched note or untuned percussion instrument.</li> <li>Add one pitched sound to the rhythm of words and short phrases from the song.</li> <li>Enjoy playing and experimenting with 2-note</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>Learn to sing the songs in unison with support.</li> <li>Add actions or substitute a word in some sections.</li> <li>Enjoy singing a song from memory.</li> </ul> <p><b>Share and Perform</b></p> <ul style="list-style-type: none"> <li>Choose one of the songs and perform it with any actions you have created.</li> <li>Listen back to the performance.</li> <li>Enjoy the challenge of performing with just the backing track and adding actions to the songs</li> </ul>	<p><b>Reflect, Rewind, Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p><b>Musical learning focus:</b></p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p> <p><b>How this Unit is organised</b></p> <p>Listen and Appraise a different piece of music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Sing and Play by revisiting a selection of nursery rhymes and action songs</p> <p><b>Share and Perform</b></p>	
<b>Vocabulary</b>	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.	Revise Existing	
<b>Assessment</b>	<b>Most children</b> should respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name. <b>Others will</b> clap the rhythm of a different name.	<b>Most children</b> should respond to music in character, searching out a steady pulse to move to. Some children will be able to copy the rhythm of small phrases from the songs. <b>Others will</b> clap or play their own rhythm pattern	<b>Most children</b> should respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument. <b>Others will</b> clap or play their own one or 2-note patterns.	<b>Most children</b> should respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns. <b>Others will</b> share and perform their ideas.	<b>Most children</b> should respond to music, in the context of Funk music. Some children will be able to share and assess their own performance. <b>Others will</b> be able to perform with the backing track.		

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Buzzards Year A	<p style="text-align: center;"><b>Hey You!</b></p> <p><b>Listening:</b> The children can:</p> <ul style="list-style-type: none"> <li>Find the pulse as they are listening to the main unit song and know that it is the heartbeat of the music. <a href="#">Find the pulse to any other unit songs</a></li> <li>Recognise 2 <b>or more</b> instruments that they hear: male vocal, drums, bass, decks</li> </ul> <p><b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>March in time with the pulse</li> <li>Be animal in time with the pulse</li> <li>Copy back the rhythms they hear</li> <li>Clap the rhythm of their name over the track</li> <li><a href="#">Create their own rhythms for others to copy</a></li> <li>Rap and sing in time to the music</li> <li><a href="#">Lead the groups that are rapping and singing</a></li> <li>Play accurately and in time as part of the performance</li> <li>Most will play C</li> <li><a href="#">Some will play C &amp; G</a></li> </ul> <p><b>Perform and Share</b></p> <ul style="list-style-type: none"> <li>Improvise in the lessons as part of the performance</li> <li>Most will use C</li> <li>Some will use C &amp; G</li> <li>Compose a simple melody using simple rhythms and use as part of the performance</li> <li>Most will use C &amp; D</li> <li><a href="#">Some will use C, D &amp; E</a></li> </ul>	<p style="text-align: center;"><b>Rhythm in the way we walk &amp; Banana Rap</b></p> <p><b>Listening:</b> The children can:</p> <ul style="list-style-type: none"> <li>Find the pulse as they are listening to the main unit song and know that it is the heartbeat of the music. <a href="#">Find the pulse to any other unit songs</a></li> <li>Recognise 2 <b>or more</b> instruments that they hear: singers, keyboard, bass guitar, percussion, trumpets and saxophones</li> </ul> <p><b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>March in time with the pulse</li> <li>Copy back the rhythms they hear</li> <li>Be animal and keep the pulse</li> <li>Copy and clap back rhythms</li> <li>Clap the rhythm of your name</li> <li><a href="#">Clap the rhythm of your favourite colour</a></li> <li><a href="#">Create their own rhythm</a></li> </ul> <p><b>Perform and Share</b></p> <ul style="list-style-type: none"> <li>Rap and sing in time to the music</li> <li>Start to understand that pitch is high and low sounds</li> </ul>	<p style="text-align: center;"><b>In the Groove</b></p> <p><b>Listening:</b> The children can:</p> <ul style="list-style-type: none"> <li>Find the pulse as they are listening to the main unit song and know that it is the heartbeat of the music. <a href="#">Find the pulse to any other unit songs</a></li> <li>Identify five different musical styles: <b>blues, Baroque, Latin, Irish Folk, funk</b> and name some of them</li> <li>Dance to each style or move to the pulse</li> </ul> <p><b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>March to the pulse</li> <li>Copy the actions on-screen</li> <li>Choose an animal and keep the pulse</li> <li>Copy back the rhythms they hear</li> <li>Clap the rhythm of their name</li> <li>Clap the rhythm of their favourite food</li> <li><a href="#">Create their own rhythms</a></li> <li>Sing together, in time, in all the different styles</li> <li>Play accurately and in time as part of the performance</li> <li>Most will play C</li> <li><a href="#">Some will play C &amp; G</a></li> </ul> <p><b>Perform and Share</b></p> <ul style="list-style-type: none"> <li>Improvise in the lessons as part of the performance</li> <li>Most will use C</li> <li>Some will use C &amp; G</li> <li>Compose a simple melody using simple rhythms and use as part of the performance</li> <li>Most will use C &amp; D</li> <li><a href="#">Some will use C, D &amp; E</a></li> </ul>	<p style="text-align: center;"><b>Round and Round</b></p> <p><b>Listening:</b> The children can:</p> <ul style="list-style-type: none"> <li>Find the pulse as they are listening to the main unit song and know that it is the heartbeat of the music. <a href="#">Find the pulse to any other unit songs</a></li> <li>Recognise 2 <b>or more</b> instruments that they hear: singers, keyboard, bass guitar, percussion, trumpets and saxophones</li> </ul> <p><b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>March to the pulse</li> <li>Copy the actions on-screen</li> <li>Use their imagination to find the pulse</li> <li>Copy back the rhythms they hear</li> <li>Clap the rhythm of their name</li> <li>Clap the rhythm of their favourite animal</li> <li><a href="#">Create their own rhythms</a></li> <li>Sing the song together with the actions</li> <li>Play accurately and in time as part of the performance</li> <li>Most will play D, F, C &amp; D</li> </ul> <p><b>Perform and Share</b></p> <ul style="list-style-type: none"> <li>Improvise in the lessons as part of the performance</li> <li>Most will use D</li> <li>Some will use D &amp; E</li> </ul>	<p style="text-align: center;"><b>Your Imagination</b></p> <p><b>Listening:</b> The children can:</p> <ul style="list-style-type: none"> <li>Find the pulse as they are listening to the main unit song and know that it is the heartbeat of the music. <a href="#">Find the pulse to any other unit songs</a></li> <li>Recognise 2 <b>or more</b> instruments that they hear: female singer, keyboard, bass, drums</li> </ul> <p><b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>Find the pulse</li> <li>Use their imagination to find the pulse</li> <li>Copy and clap back rhythms</li> <li>Clap the rhythm of their name</li> <li>Clap the rhythm of their favourite animal</li> <li>Clap the rhythm of the favourite colour</li> <li><a href="#">Create their own rhythms</a></li> </ul> <p><b>Perform and Share</b></p> <ul style="list-style-type: none"> <li>Sing in unison and in 2 parts</li> <li>Play accurately and in time as part of the performance</li> <li>Most will play C</li> <li><a href="#">Some will play C &amp; G</a></li> </ul>	<p style="text-align: center;"><b>Reflect, Rewind, Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Musical learning focus:</b></p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p> <p><b>How this Unit is organised</b></p> <p><b>Listen and Appraise</b> a different piece of music each week/step</p> <p><b>Musical Activities</b></p> <p><b>Share and Perform</b></p>	
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks perform	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass guitar, percussion, trumpets, saxophone, perform	Blues, Baroque, Latin, Irish Folk, Funk, Pulse, rhythm, pitch, improvise, compose, perform, groove	Keyboard, bass guitar, percussion, trumpets, saxophone, pulse, rhythm, pitch, improvise, compose, perform, audience	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	Revise existing	
Assessment	<b>Most children</b> should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. <a href="#">Others will create their own rhythms</a>	<b>Most children</b> should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. <a href="#">Others will create their own rhythms</a>	<b>Most children</b> should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. <a href="#">Others will create their own rhythms</a>	<b>Most children</b> should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. <a href="#">Others will create their own rhythms</a>	<b>Most children</b> should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. <a href="#">Others will create their own rhythms</a>		

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<b>Buzzards Year B</b>	<p style="text-align: center;"><b>Hands, Feet, Heart</b></p> <p><b>Listening;</b> The children can:</p> <ul style="list-style-type: none"> <li>Find the pulse as they are listening to the main unit song and know that it is the heartbeat of the music. <i>Find the pulse to any other unit songs</i></li> <li>Recognise 2 or more instruments that they hear: keyboard, drums, bass, electric guitar, trumpets, saxophones, vocals</li> <li>Recognise all or many of the instruments that they hear</li> </ul> <p><b>Musical activities:</b></p> <ul style="list-style-type: none"> <li>March in time with the pulse</li> <li>Be an animal finding the pulse</li> <li>Know that rhythm is different to the pulse</li> <li>Copy and clap back rhythms</li> <li>Clap the rhythms of their name</li> <li>Create simple rhythms themselves</li> <li>Recognise that songs sometimes have a questions and answer section and a chorus</li> </ul> <p><b>Perform and share</b></p> <ul style="list-style-type: none"> <li>Play instrumental parts accurately and in time</li> <li>Expected to play G, C &amp; A</li> <li>Play G, A, B &amp; C</li> <li>Improvise in the lessons and in the performance</li> <li>Most will use C</li> <li>Some will play C &amp; D</li> <li>Compose a simple melody using simple rhythms, and use as part of the performance</li> <li>Most will Use C &amp; D</li> <li>Some will use C, D &amp; E or C, D, E, F &amp; G</li> </ul>	<p style="text-align: center;"><b>Ho, Ho, Ho!</b></p> <p><b>Listening;</b> The children can:</p> <ul style="list-style-type: none"> <li>Find the pulse</li> <li>Understand that songs have a musical style</li> <li>Recognise and name some of the instruments/voices that they hear: keyboard, drums, bass, guitar, trumpets, saxophones, singers, percussion</li> </ul> <p><b>Musical activities:</b></p> <ul style="list-style-type: none"> <li>March in time with the pulse</li> <li>Be a rapper and find the pulse</li> <li>Freestyle finding the pulse</li> <li>Copy and clap back rhythms</li> <li>Clap the rhythms of their name</li> <li>Clap the rhythm of your favourite colour</li> <li>Create their own rhythms for the class and copy back</li> </ul> <p><b>Perform and share</b></p> <ul style="list-style-type: none"> <li>High and low songs we add to the pulse and rhythm when we sing / play an instrument</li> <li>Play instrumental parts accurately and in time</li> <li>Play G, A &amp; B</li> <li>Sing and rap together and in time</li> <li>Improvise using words</li> </ul>	<p style="text-align: center;"><b>I Wanna Play in a Band</b></p> <p><b>Listening;</b> The children can:</p> <ul style="list-style-type: none"> <li>Find the pulse and identify the genre of music as rock music</li> <li>Recognise and name some of the instruments that they hear: keyboard, drums, bass, electric guitar, singers</li> <li>Recognise all or many of the instruments that they hear</li> </ul> <p><b>Musical activities:</b></p> <ul style="list-style-type: none"> <li>March and find the pulse</li> <li>Be a rock star finding the pulse</li> <li>Freestyle finding the pulse</li> <li>Copy and clap back rhythms</li> <li>Clap the rhythms of their name</li> <li>Clap the rhythm of the or favourite colour</li> <li>Create their own rhythms for the class and copy back</li> <li>Sing and dance together, in time and using actions</li> </ul> <p><b>Perform and share</b></p> <ul style="list-style-type: none"> <li>Play instrumental parts accurately and in time</li> <li>Most will play D &amp; C</li> <li>Play G, F &amp; C</li> <li>Improvise in the lessons and in the performance</li> <li>Most will use F</li> <li>Some will play F &amp; G</li> <li>Compose a simple melody using simple rhythms, and use as part of the performance</li> <li>Most will use F, G &amp; A</li> </ul>	<p style="text-align: center;"><b>Zootime</b></p> <p><b>Listening;</b> The children can:</p> <ul style="list-style-type: none"> <li>Find the pulse and identify the genre of music as Reggae music. <i>Others will understand that songs have a musical style</i></li> <li>Recognise and name some of the instruments that they hear: keyboard, drums, bass, electric guitar, singers</li> <li>Recognise all or many of the instruments that they hear</li> </ul> <p><b>Musical activities:</b></p> <ul style="list-style-type: none"> <li>Be an animal of your choice</li> <li>Copy and clap back rhythms</li> <li>Clap the rhythms of their name</li> <li>Create their own rhythms for the class and copy back</li> <li>High and low songs we add to the pulse and rhythm when we sing / play an instrument</li> <li>Sing and dance together, in time and using actions</li> </ul> <p><b>Perform and share</b></p> <ul style="list-style-type: none"> <li>Play instrumental parts accurately and in time</li> <li>Some will use C</li> <li>Most will use C &amp; D</li> <li>Improvise in the lessons and in the performance</li> <li>Most will use C</li> <li>Some will play C &amp; D</li> <li>Compose a simple melody using simple rhythms, and use as part of the performance</li> <li>Most will Use C &amp; D</li> <li>Some will use C, D &amp; E</li> </ul>	<p style="text-align: center;"><b>Friendship Song</b></p> <p><b>Listening;</b> The children can:</p> <ul style="list-style-type: none"> <li>Find the pulse. <i>Others will understand that songs have a musical style</i></li> <li>Recognise and name some of the instruments that they hear: keyboard, drums, bass, female singer, glockenspiel</li> <li>Recognise all or many of the instruments that they hear</li> </ul> <p><b>Musical activities:</b></p> <ul style="list-style-type: none"> <li>Decide how to find the pulse</li> <li>Clap the rhythms of their name</li> <li>Clap the rhythm of their favourite colour</li> <li>Create simple rhythms themselves</li> <li>Sing in two parts</li> </ul> <p><b>Perform and share</b></p> <ul style="list-style-type: none"> <li>Play instrumental parts accurately and in time</li> <li>Expected to play G &amp; E</li> <li>Some will play C</li> <li>Improvise in the lessons and in the performance</li> <li>Most will use C</li> <li>Some will play C &amp; D</li> <li>Compose a simple melody using simple rhythms, and use as part of the performance</li> <li>Most will Use E &amp; G</li> <li>Some will use E, G, A &amp; B</li> </ul>	<p style="text-align: center;"><b>Reflect, Rewind, Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Musical learning focus:</b></p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p> <p><b>How this Unit is organised</b></p> <p>Listen and Appraise a different piece of music each week/step</p> <p><b>Musical Activities</b></p> <p>Share and Perform</p>	
<b>Vocabulary</b>	Keyboard, drums, bass, electric guitars, saxophone, trumpets, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	Keyboard, bass, guitars, percussion, saxophone, trumpets, pulse, rhythm, pitch, improvise, perform, audience, question and answer, melody, dynamics, tempo, rap	Keyboard, drums, bass, electric guitars, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, electric guitars, saxophone, trumpets, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Revise existing	
<b>Assessment</b>	Most children should know that music has a steady pulse. Some children will know that we can create rhythms from our words, our names, favourite food, colours and animals. Some will know that rhythms are different to pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. <i>Others will create their own rhythms</i>	Most children should know that music has a steady pulse. Some children will know that we can create rhythms from our words, our names, favourite food, colours and animals. Some will know that rhythms are different to pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. <i>Others will create their own rhythms</i>	Most children should know that music has a steady pulse. Some children will know that we can create rhythms from our words, our names, favourite food, colours and animals. Some will know that rhythms are different to pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. <i>Others will create their own rhythms</i>	Most children should know that music has a steady pulse. Some children will know that we can create rhythms from our words, our names, favourite food, colours and animals. Some will know that rhythms are different to pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. <i>Others will create their own rhythms</i>	Most children should know that music has a steady pulse. Some children will know that we can create rhythms from our words, our names, favourite food, colours and animals. Some will know that rhythms are different to pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. <i>Others will create their own rhythms</i>		

## Randwick C of E Primary School

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Kestrels Year A	<p style="text-align: center;"><b>Let your Spirit Fly!</b></p> <p><b>Listen &amp; Appraise:</b> (RnB) The children can</p> <ul style="list-style-type: none"> <li>Identify the piece's structure: Introduction, verse, chorus.</li> <li>Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</li> <li>Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.</li> </ul> <p><b>Musical Activities using glocks and/or recorders (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth).</b></p> <ul style="list-style-type: none"> <li>Copy back, play, invent rhythmic and melodic patterns.</li> <li>Bronze Challenge: Rhythm patterns.</li> <li>Silver Challenge: C, sometimes with D and reading notes.</li> <li>Gold Challenge: C + D and reading notes.</li> <li>Singing in 2 parts.</li> <li>Play instrumental parts accurately and in time, as part of the performance. The <b>easy part:</b> F, G + C by ear. <b>The medium part:</b> E, F, G, A, B + C by ear and from notation.</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>Bronze Challenge: C.</li> <li>Silver Challenge: C and sometimes D.</li> <li>Gold Challenge: C + D.</li> </ul> <p><b>Compose</b> a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. <i>Using the notes: C, D, E, F + G</i></p> <p><b>Perform &amp; Share</b> 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?</p>	<p style="text-align: center;"><b>Glockenspiel Part 1</b></p> <p><b>Musical Activities using glocks</b> The children: Learn to play <b>and read</b> the notes C, D, E + F. Learn to play these tunes:</p> <ul style="list-style-type: none"> <li>Easy E</li> <li>Strictly D</li> <li>Play Your Music</li> <li>Drive</li> <li>Dee Cee's Blues</li> <li>What's Up</li> <li>D-E-F-inately</li> <li>Roundabout</li> <li>March of the Golden Guards</li> <li>Portsmouth</li> </ul> <p><b>Improvise</b> with Dee Cee's Blues using the notes C + D. <b>Compose</b> using the notes C, D, E + F.</p> <p><b>Perform &amp; Share</b> 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? The performance will include one or more of the following:</p> <ul style="list-style-type: none"> <li>Improvisations</li> <li>Instrumental performances</li> <li>Compositions</li> </ul>	<p style="text-align: center;"><b>Three Little Birds</b></p> <p><b>Listen &amp; Appraise:</b> (Reggae) The children can</p> <ul style="list-style-type: none"> <li>Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.</li> <li>Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals.</li> <li>Find the pulse <b>and identify funky rhythms, tempo changes and dynamics.</b></li> </ul> <p><b>Musical Activities using glocks and/or recorders (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.)</b></p> <ul style="list-style-type: none"> <li>Copy back, play, invent rhythmic and melodic patterns.</li> <li>Bronze Challenge: rhythm patterns.</li> <li>Silver Challenge: C, sometimes with D and reading notes.</li> <li>Gold Challenge: C + D and reading notes</li> <li>Singing in unison.</li> <li>Play instrumental parts accurately and in time, as part of the performance. The <b>easy part:</b> G + A. <b>The medium part:</b> C + A</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>Bronze Challenge: C.</li> <li>Silver Challenge: C and sometimes D.</li> <li>Gold Challenge: C + D.</li> </ul> <p><b>Compose</b> a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. <i>Using the notes: C, D, E, G + A (pentatonic scale)</i></p> <p><b>Perform &amp; Share</b> 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?</p>	<p style="text-align: center;"><b>The Dragon Song</b></p> <p><b>Listen and Appraise: (Pop)</b> The children can</p> <ul style="list-style-type: none"> <li>Identify the themes: Kindness, respect, friendship, acceptance and happiness.</li> <li>Identify the instruments/voices: Keyboard, drums, bass, a female singer.</li> <li>Explain how the words of the song tell a story? <i>Does the music create a story in your imagination? What story?</i></li> </ul> <p><b>Musical Activities using glocks and/or recorders (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth)</b></p> <ul style="list-style-type: none"> <li>Copy back, play, invent rhythmic and melodic patterns.</li> <li>Bronze Challenge: rhythm patterns.</li> <li>Silver Challenge: G, sometimes A and reading notes.</li> <li>Gold Challenge: G + A and reading notes.</li> <li>Singing in 2 parts</li> </ul> <p><b>Play instrumental parts</b> accurately and in time, as part of the performance.</p> <ul style="list-style-type: none"> <li>The <b>easy part:</b> G by ear.</li> <li>The <b>medium part:</b> G, A + B by ear and from notation.</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>Bronze Challenge: G, A + B.</li> <li>Silver Challenge: G, A or B.</li> <li>Gold Challenge: G, A + B.</li> </ul> <p><b>Compose</b> a simple melody using simple rhythms and use as part of the performance.</p> <p><b>Perform &amp; Share</b> 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?</p>	<p style="text-align: center;"><b>Bringing us Together</b></p> <p><b>Listen and Appraise: (Disco)</b> The children can</p> <ul style="list-style-type: none"> <li>Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.</li> <li>Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.</li> <li>Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?</li> </ul> <p><b>Musical Activities using glocks and/or recorders (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth)</b></p> <ul style="list-style-type: none"> <li>Copy back, play, invent rhythmic and melodic patterns.</li> <li>Bronze Challenge: Rhythm patterns.</li> <li>Silver Challenge: C and sometimes A and reading notes.</li> <li>Gold Challenge: C + A and reading notes.</li> <li>Singing in 2 parts.</li> </ul> <p><b>Play instrumental parts</b> accurately and in time, as part of the performance. The <b>easy part:</b> C. The <b>medium part:</b> G, A + C.</p> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>Bronze Challenge: C.</li> <li>Silver Challenge: C and sometimes A.</li> <li>Gold Challenge: C + A.</li> </ul> <p><b>Compose</b> a simple melody using simple rhythms. and use as part of the performance Using the notes: C, A + G. <i>Using the notes: C, D, E, G + A (pentatonic scale)</i></p> <p><b>Perform &amp; Share</b> Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it. Did they enjoy it?</p>	<p style="text-align: center;"><b>Reflect, Rewind, Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Musical learning focus:</b> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p> <p><b>How this Unit is organised</b> Listen and Appraise a different piece of music each week/step <b>Musical Activities</b> <b>Share and Perform</b></p>	
Vocabulary	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.	Revise existing	
Assessment	<b>Most children</b> should know the difference between pulse and rhythm. <i>Others will know how pulse, rhythm and pitch work together to create a song.</i>	<b>Most children</b> should know the difference between pulse and rhythm. <i>Others will know how pulse, rhythm and pitch work together to create a song.</i>	<b>Most children</b> should know the difference between pulse and rhythm. <i>Others will know how pulse, rhythm and pitch work together to create a song.</i>	<b>Most children</b> should know the difference between pulse and rhythm. <i>Others will know how pulse, rhythm and pitch work together to create a song.</i>	<b>Most children</b> should know the difference between pulse and rhythm. <i>Others will know how pulse, rhythm and pitch work together to create a song.</i>		

## Randwick C of E Primary School

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Kestrel Cycle B	<p style="text-align: center;"><b>Mamma Mia</b></p> <p><b>Listen &amp; Appraise: (Pop)</b> The children can:</p> <ul style="list-style-type: none"> <li>Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</li> <li>Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</li> <li>Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</li> </ul> <p><b>Musical Activities using glocks and/or recorders.</b> (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth).</p> <ul style="list-style-type: none"> <li>Copy back, play, invent rhythmic and melodic patterns.</li> <li>Bronze Challenge: rhythm patterns.</li> <li>Silver Challenge: G, sometimes A and reading notes.</li> <li>Gold Challenge: G + A and reading notes.</li> </ul> <p><b>Singing</b> in unison.</p> <ul style="list-style-type: none"> <li>Play instrumental parts accurately and in time, as part of the performance. The <b>easy part:</b> G by ear. The <b>medium part:</b> G + A by ear and from notation.</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>Bronze Challenge: G.</li> <li>Silver Challenge: G and sometimes A.</li> <li>Gold Challenge: G + A.</li> </ul> <p><b>Compose</b> a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A + B. <i>Using the notes: G, A, B, D + E (pentatonic scale)</i></p> <p><b>Perform &amp; Share</b> 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? What went well? What could have been better?</p>	<p style="text-align: center;"><b>Glockenspiel Stage 2</b></p> <p><b>Musical Activities using glocks</b> The children can learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G.</p> <p>Learn to play these tunes:</p> <ul style="list-style-type: none"> <li>Mardi Gras Groovin'</li> <li>Two-Way Radio</li> <li>Flea Fly</li> <li>Rigadoon</li> <li>Mamma Mia</li> </ul> <p>Revisit these tunes from Stage 1:</p> <ul style="list-style-type: none"> <li>Portsmouth</li> <li>Strictly D</li> <li>Play Your Music</li> <li>Drive Compose using the notes C, D, E, F + G.</li> </ul> <p><b>Perform &amp; Share</b> 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? What went well? What could have been better?</p>	<p style="text-align: center;"><b>Stop!</b></p> <p><b>Listen &amp; Appraise: (Grime)</b> The children can:</p> <ul style="list-style-type: none"> <li>Identify the structure: Intro and 6 rapped verses, each with a sung chorus.</li> <li>Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums.</li> <li>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</li> </ul> <p><b>Musical Activities using glocks and/or recorders.</b> (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth).</p> <ul style="list-style-type: none"> <li>Copy back, play, invent rhythmic and melodic patterns.</li> <li>Bronze Challenge: rhythm patterns.</li> <li>Silver Challenge: C, sometimes D and reading notes.</li> <li>Gold Challenge: C + D and reading notes</li> </ul> <p><b>Singing</b> and rapping in unison and in parts.</p> <ul style="list-style-type: none"> <li>Compose own rapped lyrics about bullying or another topic or theme that you decide as a class.</li> </ul> <p><b>Perform &amp; Share</b> 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? What went well? What could have been better?</p>	<p style="text-align: center;"><b>Lean on Me</b></p> <p><b>Listen &amp; Appraise: (Soul/Gospel)</b> The children can:</p> <ul style="list-style-type: none"> <li>Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.</li> <li>Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ.</li> <li>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</li> </ul> <p><b>Musical Activities using glocks and/or recorders.</b> (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth)</p> <ul style="list-style-type: none"> <li>Copy back, play, invent rhythmic and melodic patterns.</li> <li>Bronze Challenge: rhythm patterns.</li> <li>Silver Challenge: F sometimes G and reading notes.</li> <li>Gold Challenge: F + G and reading notes.</li> </ul> <p><b>Singing</b> in unison.</p> <ul style="list-style-type: none"> <li>Play instrumental parts accurately and in time, as part of the performance.</li> <li>The <b>easy part:</b> C + F by ear.</li> <li>The <b>medium part:</b> E, F + G by ear and from notation.</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>Bronze Challenge: F.</li> <li>Silver Challenge: F and sometimes G.</li> <li>Gold Challenge: F + G.</li> </ul> <p><b>Compose</b> a simple melody using simple rhythms and use it as part of the performance. Using the notes: F, G + A. <i>Using the notes: C, D, F, G + A.</i></p>	<p style="text-align: center;"><b>Blackbird</b></p> <p><b>Listen &amp; Appraise: (Pop)</b> The children can:</p> <ul style="list-style-type: none"> <li>Identify the themes: Equality, civil rights.</li> <li>Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.</li> <li>Do the words tell a story? <i>Does the music create a story in your imagination? What story?</i></li> </ul> <p><b>Musical Activities using glocks and/or recorders.</b> (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth).</p> <ul style="list-style-type: none"> <li>Copy back, play, invent rhythmic and melodic patterns.</li> <li>Bronze Challenge: rhythm patterns.</li> <li>Silver Challenge: C, sometimes D and reading notes.</li> <li>Gold Challenge: C + D and reading notes.</li> </ul> <p><b>Singing</b> in unison.</p> <ul style="list-style-type: none"> <li>Play instrumental parts accurately and in time, as part of the performance.</li> <li>The <b>easy part:</b> C + G by ear.</li> <li>The <b>medium part:</b> G, A, B + C by ear and from notation</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>Bronze Challenge: C.</li> <li>Silver Challenge: C and sometimes D.</li> <li>Gold Challenge: C, D + E.</li> </ul> <p><b>Compose</b> a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. <i>Using the notes: C, D, E, G + A (pentatonic scale)</i></p>	<p style="text-align: center;"><b>Reflect, Rewind, Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Musical learning focus:</b> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p> <p><b>How this Unit is organised</b> <b>Listen and Appraise</b> a different piece of music each week/step <b>Musical Activities</b> <b>Share and Perform</b></p>	
Vocabulary	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, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.	Revise existing	
Assessment	<b>Most children</b> will know the difference between pulse and rhythm and be able to keep the internal pulse. <i>Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</i>	<b>Most children</b> will know the difference between pulse and rhythm and be able to keep the internal pulse. <i>Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</i>	<b>Most children</b> will know the difference between pulse and rhythm and be able to keep the internal pulse. <i>Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</i>	<b>Most children</b> will know the difference between pulse and rhythm and be able to keep the internal pulse. <i>Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</i>	<b>Most children</b> will know the difference between pulse and rhythm and be able to keep the internal pulse. <i>Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</i>		

## Randwick C of E Primary School

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Hawks Cycle A	<p style="text-align: center;"><b>Living on a Prayer</b></p> <p><b>Listen &amp; Appraise:</b> (Rock) The children can:</p> <ul style="list-style-type: none"> <li>● <b>Identify the piece's structure:</b> Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.</li> <li>● <b>Identify the instruments/voices:</b> Lead vocal, electric guitar, bass guitar, drums, keyboard.</li> <li>● <b>Find the pulse whilst listening.</b> <i>Others will identify changes in tempo, dynamics and texture.</i></li> </ul> <p><b>Musical Activities using glocks and/or recorders</b> (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth).</p> <ul style="list-style-type: none"> <li>• Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</li> <li>• Bronze Challenge: G.</li> <li>• Silver Challenge: G + A and reading notes.</li> <li>• <b>Gold Challenge:</b> G, A + B and reading notes.</li> <li>• <b>Singing</b> in unison.</li> <li>• <b>Play instrumental parts</b> accurately and in time as part of the performance.</li> <li>• The <b>easy part</b> G, A + B by ear <b>and from notation.</b></li> <li>• <b>The medium part</b> D, E, F sharp + G by ear and from notation</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>• Bronze Challenge: G.</li> <li>• Silver Challenge: G + A.</li> <li>• <b>Gold Challenge:</b> G, A + B.</li> </ul> <p><b>Compose</b> a melody using simple rhythms and use as part of the performance. Using the notes: G, A + B. <i>Using the notes: G, A, B, D + E (pentatonic scale)</i></p> <p><b>Perform &amp; Share</b> 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. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p style="text-align: center;"><b>Classroom Jazz 1</b></p> <p><b>Listen &amp; Appraise:</b> The Three Note Bossa &amp; Five Note Swing The children can</p> <ul style="list-style-type: none"> <li>● Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.</li> <li>● Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.</li> <li>● Identify instruments/voices: Piano, bass, drums, glockenspiel.</li> </ul> <p><b>Musical Activities using glocks and/or recorders</b> <b>The children can play instrumental parts</b> with the music by ear using the notes G, A + B and D, E, G, A + B.</p> <p><b>Improvise</b> in a Bossa Nova style using the notes: G, A + B.</p> <p><b>Improvise</b> in a swing style using the notes: D + E. D, E, G.</p> <p><b>D, E, G, A + B.</b></p> <p><b>Perform &amp; Share</b> 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. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p style="text-align: center;"><b>Make you feel My Love</b></p> <p><b>Listen &amp; Appraise:</b> (Pop)</p> <p><b>Structure:</b> Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.</p> <p><b>Identify the instruments/voices:</b> Strings, piano, guitar, bass, drums.</p> <p><b>Can you find the pulse as you are listening?</b> Is the tempo fast, slow or inbetween? Dynamics? Texture?</p> <p><b>Musical Activities using glocks and/or recorders</b> (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth).</p> <ul style="list-style-type: none"> <li>• Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</li> <li>• Bronze Challenge: C.</li> <li>• Silver Challenge: C + D and reading notes.</li> <li>• <b>Gold Challenge:</b> C, D + E and reading notes.</li> <li>• <b>Singing</b> in unison.</li> <li>• <b>Play instrumental parts</b> accurately and in time as part of the performance.</li> <li>• The <b>easy part</b> C, D + E by ear <b>and from notation.</b></li> <li>• <b>The medium part</b> C, D, E, F + G by ear and from notation.</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>• Bronze Challenge: C.</li> <li>• Silver Challenge: C + D.</li> <li>• <b>Gold Challenge:</b> C, D + E.</li> </ul> <p><b>Compose</b> a melody using simple rhythms and use as part of the performance. Using the notes: C, D + E. <i>Using the notes: C, D, E, F + G</i></p> <p><b>Perform &amp; Share</b> 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. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p style="text-align: center;"><b>Fresh Prince of Bel Air</b></p> <p><b>Listen &amp; Appraise:</b> (Hip Hop) The children can</p> <ul style="list-style-type: none"> <li>● Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending</li> <li>● Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.</li> <li>● Find the pulse whilst listening. <i>Others will identify changes in tempo, dynamics and texture.</i></li> </ul> <p><b>Musical Activities using glocks and/or recorders</b> (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth).</p> <ul style="list-style-type: none"> <li>• Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</li> <li>• Bronze Challenge: D.</li> <li>• Silver Challenge: D + E and reading notes.</li> <li>• <b>Gold Challenge:</b> D, E + F and reading notes. <b>Singing/rapping.</b></li> <li>• <b>Play instrumental parts</b> accurately and in time as part of the performance.</li> <li>• The <b>easy part:</b> D + A by ear <b>and from notation.</b></li> <li>• The <b>medium part:</b> G + A by ear <b>and from notation.</b></li> <li>• <b>The harder part:</b> C, D, E, F, G, A by ear and from notation.</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>• Bronze Challenge: D.</li> <li>• Silver Challenge: D + E.</li> <li>• <b>Gold Challenge:</b> D, E + F.</li> </ul> <p><b>Compose</b> a melody using simple rhythms and use as part of the performance. Using the notes: D, E + F. <i>Using the notes: D, E, F, G + A</i></p> <p><b>Perform &amp; Share</b> 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. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p style="text-align: center;"><b>Dancing in the Street</b></p> <p><b>Listen &amp; Appraise:</b> (Motown) The children can</p> <ul style="list-style-type: none"> <li>● Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.</li> <li>● Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).</li> <li>● Find the pulse whilst listening. <i>Others will identify changes in tempo, dynamics and texture.</i></li> </ul> <p><b>Musical Activities using glocks and/or recorders</b> (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth)</p> <ul style="list-style-type: none"> <li>• Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</li> <li>• Bronze Challenge: F.</li> <li>• Silver Challenge: F + G and reading notes.</li> <li>• <b>Gold Challenge:</b> F, G + A and reading notes.</li> <li>• <b>Singing</b> in two parts.</li> <li>• <b>Play instrumental parts</b> accurately and in time as part of the performance.</li> <li>• The <b>easy part:</b> G by ear and from notation.</li> <li>• The <b>medium part:</b> G + A by ear <b>and from notation.</b></li> <li>• <b>The harder part:</b> F, G, A, + D by ear and from notation.</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>• Bronze Challenge: D.</li> <li>• Silver Challenge: D + E.</li> <li>• <b>Gold Challenge:</b> D, E + F</li> </ul> <p><b>Compose</b> a melody using simple rhythms and use as part of the performance. Using the notes: C, D, + E. <i>Using the notes: C, D E, F + G</i></p> <p><b>Perform &amp; Share</b> 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. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p style="text-align: center;"><b>Reflect, Rewind, Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Musical learning focus:</b> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p> <p><b>How this Unit is organised</b> <b>Listen and Appraise</b> a different piece of music each week/step</p> <p><b>Musical Activities</b> <b>Share and Perform</b></p>	
Vocabulary	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Revise existing	
Assessment	<b>Most children</b> will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <i>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</i>	<b>Most children</b> will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <i>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</i>	<b>Most children</b> will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <i>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</i>	<b>Most children</b> will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <i>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</i>	<b>Most children</b> will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <i>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</i>		

## Randwick C of E Primary School

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Hawks Cycle B	<p style="text-align: center;"><b>Happy</b></p> <p><b>Listen &amp; Appraise:</b> (Pop/Neo Soul) The children can</p> <ul style="list-style-type: none"> <li>Describe the style indicators of the song/music.</li> <li>Describe the structure of the song.</li> <li>Identify the instruments/voices they can hear.</li> <li>Talk about the musical dimensions used in the song.</li> </ul> <p><b>Musical Activities using glocks and/or recorders</b> (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth).</p> <ul style="list-style-type: none"> <li>Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</li> <li>Bronze Challenge: A.</li> <li>Silver Challenge: A + G and reading notes.</li> <li>Gold Challenge: A, G + B and reading notes.</li> </ul> <p><b>Singing</b> in two parts. Play instrumental parts accurately and in time as part of the performance.</p> <ul style="list-style-type: none"> <li>The <b>easy part</b>: A + G by ear <b>and from notation</b>.</li> <li>The <b>medium part</b>: A, G + B by ear <b>and from notation</b>.</li> <li>The <b>harder part</b>: G, A, B, C, D + E by ear <b>and from notation</b>.</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>Bronze Challenge: A.</li> <li>Silver Challenge: A + G.</li> <li>Gold Challenge: A, G + B.</li> </ul> <p><b>Compose</b> a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B. <b>Using the notes: C, E, G, A + B</b></p> <p><b>Perform &amp; Share</b> 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. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p style="text-align: center;"><b>Classroom Jazz 2</b></p> <p><b>Listen &amp; Appraise:</b> Bacharach Anorak and Meet The Blues The children can</p> <ul style="list-style-type: none"> <li>Describe the style indicators of the song/music.</li> <li>Describe the structure of the song.</li> <li>Identify the instruments/voices they can hear.</li> <li>Talk about the musical dimensions used in the songs.</li> </ul> <p><b>Musical Activities using glocks and/or recorders</b> The children can: <b>Play instrumental parts</b> 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><b>Improvise</b> in Bacharach Anorak using the notes: C, D, C, D, E. C, D, E, F, G. C, D, E, F, G, A, B + C.</p> <p><b>Improvise</b> in a Blues style using the notes: C, C, Bb, G, C, Bb, G, F + C. 3</p> <p><b>Perform &amp; Share</b> 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. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p style="text-align: center;"><b>New Year Carol</b></p> <p><b>Listen &amp; Appraise:</b> (The music of Benjamin Britten) The children can:</p> <ul style="list-style-type: none"> <li>Describe the style indicators of the song/music.</li> <li>Describe the structure of the song.</li> <li>Identify the instruments/voices they can hear.</li> <li>Talk about the musical dimensions used in the song.</li> <li>Describe the mood and story told?</li> </ul> <p><b>Musical Activities using glocks and/or recorders.</b> Warm-up Games Pulse, rhythm and pitch games:</p> <ul style="list-style-type: none"> <li>Learn to clap some of the the rhythms used in the song.</li> <li>Learn some musical phrases that you will sing in the song.</li> </ul> <p><b>Extension rhythm and pitch game</b> <b>Singing</b> in unison. Sing the song in its original style and the Urban Gospel version.</p> <p><b>Perform &amp; Share</b> 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. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p style="text-align: center;"><b>You Got a Friend</b></p> <p><b>Listen &amp; Appraise:</b> (The music of Carole King) The children can:</p> <ul style="list-style-type: none"> <li>Describe the style indicators of the song/music.</li> <li>Describe the structure of the song.</li> <li>Identify the instruments/voices they can hear.</li> <li>Talk about the musical dimensions used in the song.</li> </ul> <p><b>Musical Activities using glocks and/or recorders</b> (Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth).</p> <ul style="list-style-type: none"> <li>Warm-up games Rhythm and Pitch Copy Back, and Question and Answer.</li> <li>Bronze Challenge: A.</li> <li>Silver Challenge: A + G and reading notes.</li> <li>Gold Challenge: A, G + E and reading notes.</li> <li>Singing in unison.</li> <li>Play instrumental parts accurately and in time as part of the performance.</li> <li>The <b>easy part</b>: G, A + B by ear <b>and from notation</b>.</li> <li>The medium part: C, D, E + F by ear <b>and from notation</b>.</li> <li>The <b>harder part</b>: D, E, F, G, A, B + C by ear <b>and from notation</b>.</li> </ul> <p><b>Improvise</b> in the lessons and as part of the performance.</p> <ul style="list-style-type: none"> <li>Bronze Challenge: A.</li> <li>Silver Challenge: A + G.</li> <li>Gold Challenge: A, G + E.</li> </ul> <p><b>Compose</b> a melody using simple rhythms and use as part of the performance. Using the notes: A, G + E. <b>Using the notes: E, G, A, C + D</b></p> <p><b>Perform &amp; Share</b> 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. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p>Music and Me</p> <p><b>Listen and Appraise:</b> The children can:</p> <ul style="list-style-type: none"> <li>Talk about the music of the featured artists</li> <li>Talk about any musical connection with previous knowledge and understanding</li> </ul> <p><b>Explain why they would or would not go to a concert by one of the featured artists</b> <b>Explain which inspirational women, listed on the timeline they would like to meet and why.</b></p> <p><b>About the artists</b> <b>Most children:</b> talk about why four female artists were chosen Talk about any of the key words or themes from the videos <b>and relate them to themselves.</b> <b>Begin to talk about the impact of the artist's family and culture on their music</b></p> <p><b>Create</b> Most children will be able to talk about how they planned and wrote their composition in broad terms eg:</p> <ul style="list-style-type: none"> <li>Which options they chose and why</li> <li>The key themes they have used in their lyrics</li> <li>The tools they used</li> <li>The sections they particularly like and dislike and say why</li> </ul> <p><b>Some will be able to talk about how and if they were inspired by the featured artist. Identify the most important thing in their composition</b></p> <p><b>Perform, Share and Present</b> The children can: Present the performance in an interesting and engaging way Reflect on its strengths and weaknesses Talk about their identity in the music and the performance</p>	<p style="text-align: center;"><b>Reflect, Rewind, Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Musical learning focus:</b> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p> <p><b>How this Unit is organised</b> <b>Listen and Appraise</b> a different piece of music each week/step <b>Musical Activities</b> <b>Share and Perform</b></p>	
Vocabulary	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, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.	Gender, racism, rap, lyrics, turntablist, Djing, Producer, Electronic and Acoustic music, culture, identity, inspirational	Revise existing	
Assessment	<b>Most children</b> will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <b>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</b>	<b>Most children</b> will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <b>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</b>	<b>Most children</b> will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <b>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</b>	<b>Most children</b> will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <b>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</b>	<b>Most children</b> will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. <b>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</b>		