



Knowledge is Power...

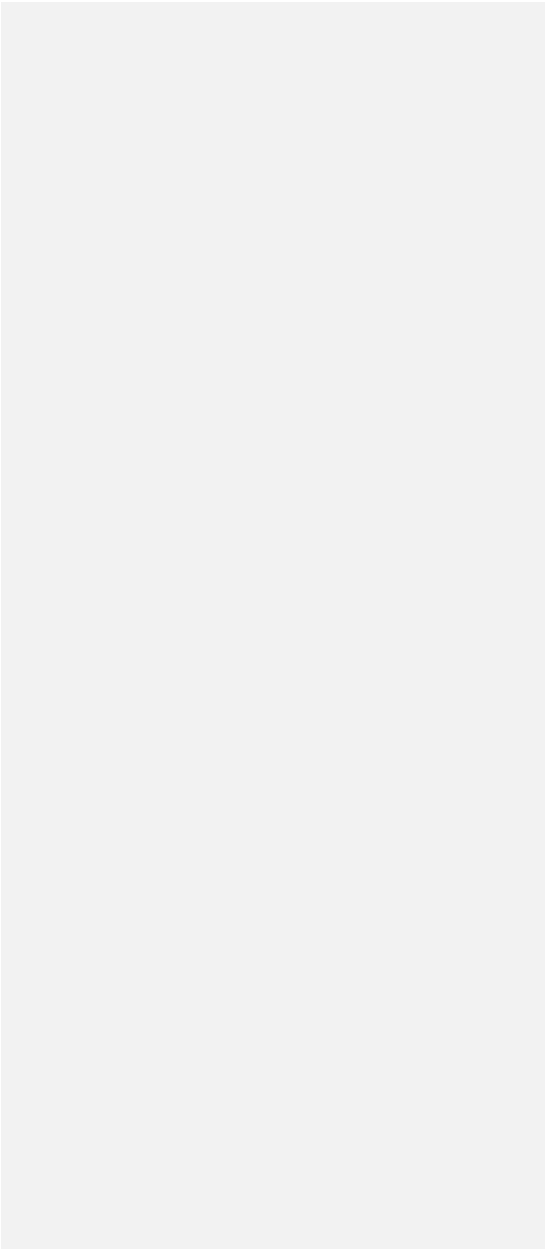


Long Term Plan 2024-2025								
Music								
	EYFS	Year 1	Year 2	Year 3	Year 4		Year 5	Year 6
Autumn 1	Me!	Hey You	Hands, Feet, Heart	Let Your Spirit Fly	Mamma Mia	Nottingham Music Hub Instrumental Tuition	Livin' On A Prayer	Happy
Autumn 2	My Stories	Rhythm In The Way We Walk and Banana Rap	Ho Ho Ho	Glockenspiel Stage 1	Glockenspiel Stage 2		Classroom Jazz 1	Classroom Jazz 2
Spring 1	Everyone!	In the Groove	I Wanna Play In A Band	Three Little Birds	Stop!		Make You Feel My Love	A New Year Carol
Spring 2	Our World	Round and Round	Zootime	The Dragon Song	Lean on Me		The Fresh Prince of Bel-Air	You've Got A Friend
Summer 1	Big Bear Funk	Your Imagination	Friendship Song	Bringing Us Together	Blackbird		Dancing In The Street	Music and Me
Summer 2	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay		Reflect, Rewind and Replay	Reflect, Rewind and Replay

Knowledge is Power...

EYFS	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Unit title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Vocabulary	Pat-a-cake 1,2,3,4,5 Once I caught a fish alive This Old Man Five Little Ducks Name Song Things for Fingers	I'm a Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes	Old MacDonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-Bye Baby Row, Row, Row Your Boat
Knowledge	Listen and Appraise - I know how to sing 20 nursery rhymes off by heart. - I know how to tell the stories of some of the nursery rhymes. Explore and Create (Musical Activities) - I know how to move with the pulse of the music. - I know how the words of the songs can tell stories and paint pictures. Singing - I know how to sing or rap nursery rhymes and simple songs from memory. - I know that songs have sections. Share and Perform - I know that a performance is sharing music.					
Skills	Listen and Appraise - To learn that music can touch your feelings. - To enjoy moving to music by dancing, marching, being animals or Pop stars. Explore and Create (Musical Activities)					

	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Singing • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. Share and Perform • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about.
--	---



Year 1	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Unit title	Hey You Style of main song: Old School Hip-Hop Unit Theme: How pulse, rhythm and pitch work together.	Rhythm in The Way We Walk and Banana Rap Style of main song: Reggae Unit Theme: Pulse, rhythm and pitch, rapping, dancing and singing.	In the Groove Style of main song: Blues, Baroque, Latin, Bhangra, Folk, Funk Unit Theme: How to be in the groove with different styles of music	Round and Round Style of main song: Bossa nova Unit Theme: Pulse, rhythm and pitch in different styles of music	Your Imagination Style of main song: Pop Unit Theme: Using your imagination	Reflect, Rewind and Replay Style of main song: Classical Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.
Vocabulary (New vocabulary highlighted)	- Bass Guitar - Compose - Decks - Drums - Improvise - Melody - Perform - Pitch - Pulse - Rap - Rhythm	- Bass Guitar - Keyboard - Melody - Percussion - Perform - Pitch - Pulse - Rap - Rhythm - Saxophones - Singers - Trumpets	- Baroque - Blues - Compose - Funk - Groove - Improvise - Irish Folk - Latin - Perform - Pulse - Rhythm	- Audience - Bass Guitar - Compose - Improvise - Keyboard - Percussion - Perform - Pitch - Pulse - Rhythm - Saxophones - Trumpets	- Audience - Bass - Compose - Drums - Imagination - Improvise - Keyboard - Perform - Pitch - Pulse - Rhythm	
Knowledge	Listen and Appraise - I know 5 songs off by heart. - I know what the songs are about. - I know how to recognise the sound and names of some of the instruments I use. Explore and Create (Musical Activities) - I know that music has a steady pulse, like a heartbeat. - I know how to create rhythms from words, our names, favourite food, colours and animals. Singing - I know how to confidently sing or rap 5 songs from memory and sing them in unison. Playing - I know the names of the notes in my instrumental part from memory or when written down.					

	• I know what instruments I am playing. Improvisation • I know improvisation is about making up your own tunes on the spot. • I know how someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • I know that everyone can improvise. Composition • I know that composing is like writing a story with music. • I know that everyone can compose. Performance • I know that a performance is sharing music with an audience.
Skills	Listen and Appraise • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Explore and Create (Musical Activities) These are progressive warm-up games and challenges within each unit that embed pulse, rhythm and pitch. Singing • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. Playing • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader. Improvisation Use the improvisation tracks provided. Improvise using the three challenges: • Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). • Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • Improvise! – Take it in turns to improvise using one or two notes. Composition • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. Performance • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.

Year 2	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Unit title	Hands, Feet, Heart Style of main song: Afropop, South African Unit Theme: South African Music	Ho Ho Ho Style of main song: A song with rapping and improvising for Christmas Unit Theme: Festivals and Christmas	I Wanna Play In A Band Style of main song: Rock Unit Theme: Playing together in a band	Zootime Style of main song: Reggae Unit Theme: Reggae and animals	Friendship Song Style of main song: Pop Unit Theme: A song about being friends	Reflect, Rewind and Replay Style of main song: Classical Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.
Vocabulary (New vocabulary highlighted)	- Audience - Bass - Compose - Drums - Dynamics - Electric Guitars - Improvise - Keyboard - Melody - Perform - Pitch - Pulse - Question and Answer - Rhythm - Saxophone - Tempo - Trumpet	- Audience - Bass - Dynamics - Guitar - Improvise - Keyboard - Percussion - Perform - Pitch - Pulse - Rap - Rhythm - Saxophones - Tempo - Trumpets	- Audience - Bass - Compose - Drums - Dynamics - Electric Guitar - Improvise - Keyboard - Melody - Perform - Pitch - Pulse - Rhythm - Rock - Tempo	- Audience - Bass - Compose - Drums - Dynamics - Electric Guitar - Improvise - Keyboard - Melody - Perform - Pitch - Pulse - Reggae - Rhythm - Tempo	- Audience - Bass - Compose - Drums - Dynamics - Glockenspiel - Improvise - Keyboard - Melody - Perform - Pitch - Pulse - Rhythm - Tempo	
Knowledge	Listen and Appraise - I know 5 songs off by heart. - I know some songs have a chorus or a response/answer part. - I know that songs have a musical style. Explore and Create (Musical Activities) - I know that music has a steady pulse, like a heartbeat. - I know that we can create rhythms from words, our names, favourite food, colours and animals. - I know how rhythms are different from the steady pulse.					

	• I know how to add high and low sounds, pitch, when we sing and play our instruments. Singing • I know how to confidently sing 5 songs from memory. • I know that unison is everyone singing at the same time. • I know songs include other ways of using the voice e.g. rapping (spoken word). • I know why we need to warm up our voices. Playing • I know the names of the notes in my instrumental part from memory or when written down. • I know the names of untuned percussion instruments played in class. Improvisation • I know improvisation is making up your own tunes on the spot. • I know how someone improvises; they make up their own tune that has never been heard before. It is not written down and belongs to them. • I know everyone can improvise, and you can use one or two notes. Composition • I know composing is like writing a story with music. • I know everyone can compose. Performance • I know a performance is sharing music with an audience. • I know a performance can be a special occasion and involve a class, a year group or a whole school. • I know an audience can include your parents and friends.
Skills	Listen and Appraise • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. Explore and Create (Musical Activities) These are progressive warm-up games and challenges within each unit that embed pulse, rhythm and pitch Singing • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. Playing • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader.

	Improvisation Use the improvisation tracks provided. Improvise using the three challenges: • Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). • Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • Improvise! – Take it in turns to improvise using one or two notes. Composition • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. Performance • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.
--	--

Year 3	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Unit title	<i>Let Your Spirit Fly</i> Style of main song: RnB Unit Theme: RnB and Other Styles	<i>Glokenspiel Stage 1</i> Style of main song: N/A Unit Theme: Exploring and developing playing skills	<i>Three Little Birds</i> Style of main song: Reggae Unit Theme: Reggae and animals	<i>The Dragon Song</i> Style of main song: A Pop song that tells a story Unit Theme: Music from around the world, celebrating our differences and being kind to one another	<i>Bringing Us Together</i> Style of main song: Disco Unit Theme: Disco, friendship, hope and unity	<i>Reflect, Rewind and Replay</i> Style of main song: Classical Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.
Vocabulary (New vocabulary highlighted)	• Bass • Chorus • Compose • Drums • Dynamics • Guitar • Hook • Improvise • Introduction • Keyboard • Melody • Pitch • Pulse • Rhythm • Structure • Synthesizer • Tempo • Verse	• Compose • Dynamics • Improvise • Melody • Pitch • Pulse • Rhythm • Structure • Tempo • Texture	• Backing Vocals • Bass • Chorus • Compose • Drums • Dynamics • Electric Guitar • Hook • Improvise • Introduction • Keyboard • Melody • Organ • Pitch • Pulse • Reggae • Rhythm • Riff • Structure • Tempo • Texture • Verse	• Bass • Compose • Drums • Dynamics • Hook • Improvise • Keyboard • Melody • Pitch • Pulse • Rhythm • Structure • Tempo • Texture	• Bass • Compose • Disco • Drums • Dynamics • Hook • Imagination • Improvise • Keyboard • Melody • Pentatonic Scale • Pitch • Pulse • Rhythm • Riff • Structure • Tempo • Texture	
Knowledge	Listen and Appraise • I know 5 songs from memory and who sang them or wrote them. • I know the style of the five songs. • I know how to talk about some of the style indicators of a song (musical characteristics that give the song its style).					

- *I know what some of the style indicators of the songs are (musical characteristics that give the songs their style)*
- *I know what lyrics are: what the songs are about*
- *I know how to discuss any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)*
- *I know how to identify the main sections of the songs (intro, verse, chorus etc.)*
- *I know what some of the instruments in the songs are called.*

Explore and Create (Musical Activities)

- *I know how to find and demonstrate the pulse.*
- *I know the difference between pulse and rhythm.*
- *I know how pulse, rhythm and pitch work together to create a song.*
- *I know that every piece of music has a pulse/steady beat.*
- *I know what the difference is between a musical question and an answer.*

Singing

- *I know singing in a group can be called a choir.*
- *I know what leader or conductor is: A person who the choir or group follow.*
- *I know how songs can make you feel different things e.g. happy, energetic or sad.*
- *I know singing as part of an ensemble or large group is fun, but that you must listen to each other.*
- *I know why you must warm up your voice.*

Playing

- *I know what instruments are used in class, a glockenspiel, a recorder).*

Improvisation

- *I know improvisation is making up your own tunes on the spot.*
- *I know when someone improvises; they make up their own tune that has never been heard before. It is not written down and belongs to them.*
- *I know that using one or two notes confidently is better than using five.*
- *I know when you improvise using the notes you are given, you cannot make a mistake.*

Composition

- *I know what makes a composition: Music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.*
- *I know how to record composition in different ways. (letter names, symbols, audio, etc.)*

Performance

- *I know performing is sharing music with other people, an audience.*
- *I know a performance doesn't have to be a drama! It can be to one person or to each other.*
- *I know how to plan everything that will be performed.*
- *I know how to sing or rap the words clearly and play with confidence.*

	I know how a performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music.
Skills	Listen and Appraise - To confidently identify and move to the pulse. - To think about what the words of a song mean. - To take it in turn to discuss how the song makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. Explore and Create (Musical Activities) Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: - Find the pulse - Rhythm Copy Back - Pitch Copy Back Using 2 Notes - Pitch Copy Back and Vocal Warm-ups Singing - To sing in unison and in simple two-parts. - To demonstrate a good singing posture. - To follow a leader when singing. - To enjoy exploring singing solo. - To sing with awareness of being 'in tune'. - To have an awareness of the pulse internally when singing. Playing - To treat instruments carefully and with respect. - Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. - To rehearse and perform their part within the context of the Unit song. - To listen to and follow musical instructions from a leader. Improvisation Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: - Bronze: - Copy Back - Play and Improvise - Improvise! - Silver: - Sing, Play and Copy Back - Play and Improvise - Improvise! - Gold:

	- Sing, Play and Copy Back - Play and Improvise - Improvise!
	Composition • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
	Performance • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Year 4	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Unit title	Mamma Mia Style of main song: Pop Unit Theme: ABBA's Music	Glockenspiel Stage 2 Style of main song: Mixed styles Unit Theme: Exploring and developing playing skills using the glockenspiel	Stop! Style of main song: Grime Unit Theme: Writing lyrics linked to a theme	Lean On Me Style of main song: Gospel Unit Theme: Soul/Gospel music and helping one another	Blackbird Style of main song: The Beatles/Pop Unit Theme: The Beatles, equality and civil rights	Reflect, Rewind and Replay Style of main song: Classical Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.
Vocabulary (New vocabulary highlighted)	• Bass • Compose • Compose • Drums • Dynamics • Electric Guitar • Hook • Improvise • Improvise • Keyboard • Melody • Melody • Pentatonic Scale • Pitch • Pulse • Rhythm • Riff • Solo • Structure • Tempo • Texture • Unison	• Compose • Dynamics • Melody • Pitch • Pulse • Rhythm • Rhythm Patterns • Structure • Tempo • Texture	• Choreography • Compose • Digital Sounds • Drums • Dynamics • Electronics Sounds • Hook • Improvise • Lyrics • Melody • Musical Style • Pitch • Pulse • Rapping • Rhythm • Riff • Solo • Structure • Synthesizers • Tempo • Texture • Turntables • Unison	• Backing Vocal • Bass • By Ear • Compose • Composition • Drums • Dynamics • Hook • Improvise • Improvise • Melody • Melody • Notation • Organ • Piano • Pitch • Pulse • Pulse • Rhythm • Rhythm • Riff • Solo • Structure • Tempo • Texture	• Acoustic Guitar • Birdsong • Civil Rights • Compose • Dynamics • Equality • Hook • Improvise • Melody • Pentatonic Scale • Percussion • Pitch • Pulse • Racism • Rhythm • Riff • Solo • Structure • Tempo • Texture • Unison	

				• Unison		
Knowledge	Listen and Appraise					
	- I know five songs from memory and who sang them or wrote them. - I know the style of the five songs. - I know how to talk about some of the style indicators of a 2-3 songs (musical characteristics that give the song its style) - I know what some of the style indicators of the songs are (musical characteristics that give the songs their style) - I know what lyrics are: what the songs are about - I know how to discuss any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - I know how to identify the main sections of the songs (intro, verse, chorus etc.) - I know what some of the instruments in the songs are called.					
	Explore and Create (Musical Activities)					
	- I know how pulse, rhythm and pitch work together - I know what pulse is: Finding the pulse – the heartbeat of the music - I know what rhythm is: the long and short patterns over the pulse - I know the difference between pulse and rhythm - I know what pitch is: High and low sounds that create melodies - I know how to keep the internal pulse - I know what musical leadership is: creating musical ideas for the group to copy or respond to.					
	Singing					
	- I know that singing in a group can be called a choir - I know what leader or conductor is: A person who the choir or group follow. - I know how songs can make you feel different things e.g. happy, energetic or sad - I know singing as part of an ensemble or large group is fun, but that you must listen to each other - I know what texture is: How a solo singer makes a thinner texture than a large group - I know why you must warm up your voice					
	Playing					
	- I know what instruments are used in class (a glockenspiel, recorder or xylophone). - I know other instruments which might be played in a band or orchestra or by their friends.					
	Improvisation					
	- I know improvisation is making up your own tunes on the spot - I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - I know that using one or two notes confidently is better than using five - I know that if you improvise using the notes you are given, you cannot make a mistake					

Commented [RB1]: I've gone through the Nottingham Music Hub Progression Document for Year 4 and highlighted the sections which are covered.
The gaps would be where there is no highlight.

	- I know that you can use some of the riffs you have heard in the Challenges in your improvisations. Composition - I know what a composition is: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - I know how to record composition in different ways. (letter names, symbols, audio, etc.) Performance - I know performing is sharing music with other people, an audience - I know how a performance doesn't have to be a drama! It can be to one person or to each other - I know how to plan everything that will be performed. - I know how to sing or rap the words clearly and play with confidence - I know how a performance can be a special occasion and involve an audience including of people you don't know, it is planned and different for each occasion and it involves communicating feelings, thoughts and ideas about the song/music .
Skills	Listen and Appraise - To confidently identify and move to the pulse. - To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). - Talk about the music and how it makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. - When you talk try to use musical words. Explore and Create (Musical Activities) Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: - Find the pulse - Rhythm Copy Back - Pitch Copy Back Using 2 Notes - Pitch Copy Back and Vocal Warm-ups Singing - To sing in unison and in simple two-parts. - To demonstrate a good singing posture. - To follow a leader when singing. - To enjoy exploring singing solo. - To sing with awareness of being 'in tune'. - To rejoin the song if lost. - To listen to the group when singing. Playing - To treat instruments carefully and with respect. - Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. - To rehearse and perform their part within the context of the Unit song.

- To listen to and follow musical instructions from a leader.
- To experience leading the playing by making sure everyone plays in the playing section of the song.

Improvisation

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:

- Bronze:
 - Copy Back
 - Play and Improvise
 - Improvise!
- Silver:
 - Sing, Play and Copy Back
 - Play and Improvise
 - Improvise!
- Gold:
 - Sing, Play and Copy Back
 - Play and Improvise
 - Improvise!

Composition

- Help create at least one simple melody using one, three or all five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

- To choose what to perform and create a programme.
- Present a musical performance designed to capture the audience.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Nottingham
Music Hub
Year 4
Progression

Year 4

By the end of year 4 most pupils should be able to:

SINGING	KEY CONCEPTS	LISTENING
Using songs from the MMC repertoire list or songs with an equivalent purpose: 1. Sing a broad range of unison songs with musical expression, pitching the voice accurately within the range of an octave (do-do) and following directions for getting louder (crescendo) and quieter (decrescendo) 2. Sing rounds and partner songs in different time signatures 3. Sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony 4. Perform a range of songs in school assemblies (and as part of instrumental performances) 5. Demonstrate a growing understanding of principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health (see appendix)	Rhythm, Metre and Tempo: Getting faster (accelerando), Getting slower (rallentando), bar, metre Pitch and Melody: Pentatonic scale, major and minor tonality, pitch range do-do Structure: Rounds and partner songs, repetition, contrast Harmony: Static, moving Texture: Duet, melody and accompaniment https://youtu.be/wfBp8Pnz-jk Dynamics: Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached) Instruments: Key instruments in foundation listening plus playing techniques Notation: • Rhythm as year 3 plus rests • Pitch notation, range of a 5th (do-re-mi-fa-soh) • Signs for accelerando, rallentando, crescendo and decrescendo	Through active listening to a range of music from different cultures and traditions, as in the MMC Foundation listening list or suitable alternatives, and revisiting pieces from earlier years: 1. Demonstrate understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. 2. Identify, across a range of music played and listened to: a) the time, place and cultural tradition the music comes from b) the key instruments and types of ensembles in that tradition 3. Show understanding of the concepts of metre and bars by: a) Counting bars rests in 2,3 and 4 time while listening b) Using standard conducting patterns for 2-time, 3 time and 4 time https://youtu.be/oFuyvnnQGBuq 4. Use focused listening and aural memory to identify details in music eg a) whether the music has no harmony, static or changing harmony b) the difference between major and minor chords c) when a memorised or notated musical idea is heard d) how often a notated rhythm pattern appears e) which instruments play the melody or accompaniment f) when music gets faster or slower, louder or softer
NOTTINGHAM MUSIC HUB RESOURCES AND LINKS Singing Festivals/Summer Sing/Christmas in the City The Great Orchestra's Foundation Nanacquent 2020 Beethoven 5th symphony is one of the BBC 10 pieces Calypso version 1 and version 2 Lost in Space part 1, part 2, part 3, part 4 Nanuma: version 1 and version 2 El Burrito Sabanero – rehearsal material available from music hub		

Commented [RB2]: Do you want to include these? Or shall I take them out?

**Nottingham
Music Hub
Year 4
Progression,
Continued.**

COMPOSING & IMPROVISING	READING NOTATION	PERFORMING
1. Improvise solo on the instrument they are learning for 1 or 2 bars over a backing track, using a limited range of pitches 2. Compose pieces to perform on the instruments they are learning using notation: a) creating sequences of 2-, 3- or 4-beat phrases made up of minim, crotchet, crotchet rest and paired quavers arranged into bars b) creating short phrases that combine rhythmic notation with letter names, using a 5 note pentatonic scale (eg do, re, mi, so, la) 3. Compose an imaginative piece as a group: a) inspired by a piece the class has listened to during the year b) that makes effective use of the instruments played by the class c) with a planned musical structure that balances repetition and contrast 4. Capture and record creative ideas using graphic symbols, notation or music technology. <i>Suggested music ICT apps to support this (see appendix for descriptions)</i> iPad: - Garageband - Madpad - Monkeydrum PC: onlinesequencer.net drumbit app	1. Link sound with symbol using standard staff rhythmic notation for minims, crotchets, paired quavers and rests. 2. Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately 3. Aurally identify which notated rhythm from a choice is being played 4. Link sound with symbol for rises and falls of pitch with note position on the staff, working up and down from a home note suitable for the instrument being learned NOTTINGHAM MUSIC HUB RESOURCES AND LINKS Whole Class Ensemble/In Harmony programmes Creative Challenge Case study relating to 'Take the A train' as a listening/composing project in MMC Appendix 3 Suggestions for composing inspired by pieces listened to in Great Orchestra Experiment teacher packs on Music Hub SharePoint sites – click here to request access	Demonstrate basic skills on a musical instrument through Whole Class Ensemble, exploring music from different styles, cultures and times 1. Control basic instrumental technique (eg tonguing/bowing) 2. Pitch a small range of notes accurately (eg open strings to 1st/2nd finger on violin, or 5-6 notes on brass/wind) 3. Play with simple expression eg loud, soft, legato, staccato 4. Follow gestures from a conductor to understand when to start and stop playing 5. Play melodies in time with a backing track, and play accompaniment parts to recorded melodies 6. Read and perform melodies following staff notation, including pieces composed themselves, using the small range of notes learned 7. Perform in two or more parts from simple notation 8. Learn short melodies by ear with musical expression, and be able to reproduce them accurately later 9. Copy back short phrases using the range of notes learned

By the end of year 4 most pupils should be able to:

Year 4

Year 5	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Unit title	<i>Livin On A Prayer</i> Style of main song: Rock Unit Theme: Rock Anthems	<i>Classroom Jazz 1</i> Style of main song: Bossa Nova and Swing Unit Theme: Jazz and Improvisation	<i>Make You Feel My Love</i> Style of main song: Pop Ballads Unit Theme: Pop Ballads	<i>The Fresh Prince Of Bel-Air</i> Style of main song: Old-School Hip-Hop Unit Theme: Old-School Hip-Hop	<i>Dancing In The Street</i> Style of main song: Motown Unit Theme: Motown	<i>Reflect, Rewind and Replay</i> Style of main song: Classical Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.
Vocabulary (New vocabulary highlighted)	• Amplifier • Backbeat • Bridge • Chorus • Compose • Dynamics • Hook • Improvise • Pitch • Pulse • Rhythm • Riff • Rock • Structure • Tempo • Texture	• Appraising • Big Bands • Bossa Nova • Dynamics • Head • Hook • Improvise • Note Names • Note Values • Pitch • Pulse • Rhythm • Riff • Solo • Structure • Swing • Syncopation • Tempo • Tune	• Ballad • Bass • Chorus • Compose • Cover • Drums • Dynamics • Guitar • Improvise • Interlude • Melody • Piano • Pitch • Pulse • Rhythm • Strings • Structure • Tag Ending • Tempo • Texture • Timbre • Verse	• Backing Loops • Compose • Cover • Deck • Dynamics • Funk • Improvise • Melody • Old-School Hip Hop • Pitch • Pulse • Rap • Rhythm • Riff • Scratching • Structure • Synthesizer • Tempo • Texture • Timbre • Unison	• Backbeat • Bass Line • Brass Section • Compose • Cover • Dynamics • Groove • Harmony • Hook • Improvise • Melody • Pitch • Pulse • Rhythm • Riff • Soul • Structure • Tempo • Texture • Timbre	
Substantive Knowledge	Listen and Appraise • I know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • I know how to describe the style of the five songs and to name other songs from the Units in those styles. • I know how to talk about some of the style indicators of a 2-3 songs (musical characteristics that give the song its style).					

- I know what some of the style indicators of the songs are (musical characteristics that give the songs their style)
- I know what lyrics are: what the songs are about
- I know how to discuss any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
- I know how to identify the main sections of the songs (intro, verse, chorus etc.)
- I know what some of the instruments in the songs are called.
- I know the historical context of the songs. What else was going on at this time?

Explore and Create (Musical Activities)

- I know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
- I know how to keep the internal pulse
- I know what musical leadership is: creating musical ideas for the group to copy or respond to.

Singing

- I know how to confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- I know how to talk about the main features of a song.
- I know what singing in unison, the solo, lead vocal, backing vocals or rapping are.
- I know what the song is about and the meaning of the lyrics
- I know how to explain the importance of warming up your voice

Playing

- I know how to write music down in different ways – e.g. staff notation, symbols
- I know what the notes C, D, E, F, G, A, B + C on the treble stave are.
- I know what instruments might be played in a band or orchestra or by their friends

Improvisation

- I know what improvisation is; making up your own tunes on the spot
- I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- I know how using one or two notes confidently is better than using five
- I know when you improvise using the notes you are given, you cannot make a mistake
- I know how you can use some of the riffs you have heard in the Challenges in your improvisations
- I know three wellknown improvising musicians.

Composition

- I know what a composition is : music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- I know how a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- I know what notation is: recognise the connection between sound and symbol.

Performance

- I know how performing is sharing music with other people, an audience

	<i>I know how a performance doesn't have to be a drama! It can be to one person or to each other</i> <i>I know how to plan everything that will be performed.</i> <i>I know how to sing or rap the words clearly and play with confidence</i> <i>I know how a performance can be a special occasion and involve an audience including of people you don't know, it is planned and different for each occasion and it involves communicating feelings, thoughts and ideas about the song/music</i>
Skills	Listen and Appraise <i>To identify and move to the pulse with ease.</i> <i>To think about the message of songs.</i> <i>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</i> <i>Listen carefully and respectfully to other people's thoughts about the music.</i> <i>When you talk try to use musical words to talk about the musical dimensions working together in the Unit songs.</i> <i>Talk about the music and how it makes you feel.</i> Explore and Create (Musical Activities) Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge <i>Find the pulse</i> <i>Copy back rhythms based on the words of the main song, that include syncopation/off beat</i> <i>Copy back one-note riffs using simple and syncopated rhythm patterns</i> Silver Challenge <i>Find the pulse</i> <i>Lead the class by inventing rhythms for others to copy back</i> <i>Copy back two-note riffs by ear and with notation</i> <i>Question and answer using two different notes</i> Gold Challenge <i>Find the pulse</i> <i>Lead the class by inventing rhythms for them to copy back</i> <i>Copy back three-note riffs by ear and with notation</i> <i>Question and answer using three different notes</i> Singing <i>To sing in unison and to sing backing vocals.</i> <i>To enjoy exploring singing solo.</i> <i>To listen to the group when singing.</i> <i>To demonstrate a good singing posture.</i> <i>To follow a leader when singing.</i> <i>To experience rapping and solo singing.</i> <i>To listen to each other and be aware of how you fit into the group.</i> <i>To sing with awareness of being 'in tune'.</i>

	Playing • <i>Play a musical instrument with the correct technique within the context of the Unit song.</i> • <i>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</i> • <i>To rehearse and perform their part within the context of the Unit song.</i> • <i>To listen to and follow musical instructions from a leader.</i> • <i>To lead a rehearsal session.</i> Improvisation <i>Improvise using instruments in the context of a song to be performed. Use the Improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</i> Composition • <i>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</i> • <i>Explain the keynote or home note and the structure of the melody.</i> • <i>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</i> • <i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</i> Performance • <i>To choose what to perform and create a programme.</i> • <i>To communicate the meaning of the words and clearly articulate them.</i> • <i>To talk about the venue and how to use it to best effect.</i> • <i>To record the performance and compare it to a previous performance.</i> • <i>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</i>
--	---

Year 6	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Unit title	Happy Style of main song: Pop/Neo Soul Unit Theme: Being happy!	Classroom Jazz 2 Style of main song: Bacharach and Blues Unit Theme: Jazz, improvisation and composition	A New Year Carol Style of main song: Classical or Urban Gospel Unit Theme: Benjamin Britten's Music and cover versions	You've Got A Friend Style of main song: 70s Ballad/Pop Unit Theme: The music of Carole King	Music and Me Unit Theme: Create your own music inspired by your identity and women in the music industry	Reflect, Rewind and Replay Style of main song: Classical Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.
Vocabulary (New vocabulary highlighted)	• Compose • Cover • Dimensions of Music • Dynamics • Groove • Hook • Improvise • Melody • Motown • Neo Soul • Pitch • Producer • Pulse • Rhythm • Riff • Solo • Structure • Style Indicators • Tempo • Texture • Timbre	• Blues • Jazz • Improvisation • By Ear • Melody • Compose • Improvise • Pulse • Rhythm • Pitch • Tempo • Dynamics • Timbre • Texture • Structure • Dimensions of Music • Hook • Riff • Solo	• Compose • Cover • Dimensions of Music • Dynamics • Improvise • Melody • Ostinato • Phrases • Pitch • Pulse • Rhythm • Structure • Tempo • Texture • Timbre • Unison • Urban Gospel	• Civil Rights • Compose • Cover • Dimensions of Music • Dynamics • Gender Equality • Harmony • Hook • Improvise • Melody • Pitch • Pulse • Rhythm • Riff • Solo • Structure • Tempo • Texture • Timbre • Unison	• Acoustic Music • DJing • Electronic Music • Gender • Lyrics • Producer • Racism • Rap • Turntablist	
Knowledge	Listen and Appraise • I know five songs from memory, who sang or wrote them, when they were written and why? • I know how to describe the style of the songs and to name other songs from the Units in those styles. • I know how to talk about some of the style indicators of a 2-3 songs (musical characteristics that give the song its style).					

- I know what the lyrics are : what the songs are about
- I know what musical dimensions are featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
- I know how to identify the structure of the songs (intro, verse, chorus etc.)
- I know how to name some of the instruments used in the songs
- I know how to discuss the historical context of the songs. What else was going on at this time, musically and historically?
- I know how to talk about that fact that we each have a musical identity.

Explore and Create (Musical Activities)

- I know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
- I know how to keep the internal pulse
- I know what musical leadership is: creating musical ideas for the group to copy or respond to.

Singing

- I know how to confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- I know how the style of songs can represent a feeling and a context to your audience
- I know how to choose a song and be able to talk about its main feature
- I know what singing in unison, the solo, lead vocal, backing vocals or rapping is.
- I know what the song is about and the meaning of the lyrics
- I know how to and can explain the importance of warming up your voice

Playing

- I know how to write music down in different ways – e.g. staff notation, symbols
- I know what the notes C, D, E, F, G, A, B + C on the treble stave are.
- I know what instruments might be played in a band or orchestra or by their friends

Improvisation

- I know what improvisation is; making up your own tunes on the spot
- I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- I know how using one or two notes confidently is better than using five
- I know when you improvise using the notes you are given, you cannot make a mistake
- I know how you can use some of the riffs you have heard in the Challenges in your improvisations
- I know three well-known improvising musicians.

Composition :

- I know what a composition is: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- I know when a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- I know what notation is: recognise the connection between sound and symbol

Performance

	<i>I know how performing is sharing music with other people, an audience</i> <i>I know how a performance doesn't have to be a drama! It can be to one person or to each other</i> <i>I know how to plan everything that will be performed.</i> <i>I know how to sing or rap the words clearly and play with confidence</i> <i>I know how a performance can be a special occasion and involve an audience including of people you don't know, it is planned and different for each occasion and it involves communicating feelings, thoughts and ideas about the song/music .</i>
Skills	Listen and Appraise <i>To identify and move to the pulse with ease.</i> <i>To think about the message of songs.</i> <i>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</i> <i>Listen carefully and respectfully to other people's thoughts about the music.</i> <i>Use musical words when talking about the songs to talk about the musical dimensions working together in the Unit songs.</i> <i>Talk about the music and how it makes you feel, using musical language to describe the music.</i> Explore and Create (Musical Activities) Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: Bronze Challenge <i>Find the pulse</i> <i>Copy back rhythms based on the words of the main song, that include syncopation/off beat</i> <i>Copy back one-note riffs using simple and syncopated rhythm patterns</i> Silver Challenge <i>Find the pulse</i> <i>Lead the class by inventing rhythms for others to copy back</i> <i>Copy back two-note riffs by ear and with notation</i> <i>Question and answer using two different notes</i> Gold Challenge <i>Find the pulse</i> <i>Lead the class by inventing rhythms for them to copy back</i> <i>Copy back three-note riffs by ear and with notation</i> <i>Question and answer using three different notes</i> Singing <i>To sing in unison and to sing backing vocals.</i> <i>To demonstrate a good singing posture.</i> <i>To follow a leader when singing.</i> <i>To experience rapping and solo singing.</i> <i>To listen to each other and be aware of how you fit into the group.</i> <i>To sing with awareness of being 'in tune'</i>

	Playing • <i>Play a musical instrument with the correct technique within the context of the Unit song.</i> • <i>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</i> • <i>To rehearse and perform their part within the context of the Unit song.</i> • <i>To listen to and follow musical instructions from a leader.</i> • <i>To lead a rehearsal session.</i> Improvisation <i>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</i> Composition • <i>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</i> • <i>Explain the keynote or home note and the structure of the melody.</i> • <i>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</i> • <i>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</i> Performance • <i>To choose what to perform and create a programme.</i> • <i>To communicate the meaning of the words and clearly articulate them.</i> • <i>To talk about the venue and how to use it to best effect.</i> • <i>To record the performance and compare it to a previous performance.</i> • <i>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</i>
--	--