



| <u>NATIONAL CURRICULUM PROGRAMME OF STUDY</u> | <u>SPECIFIC KNOWLEDGE AND SKILLS</u> | <u>TOPIC LINK/S</u> |
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| <p>Key stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • To know what the songs are about • To know and recognise the sound and names of some of the instruments they use. • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | <p>1 Hey You! By Joanna Mangona</p> <p>2 Rhythm in The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba</p> <p>3 In the Groove by Joanna Mangona</p> <p>4 Round and Round by Joanna Mangona</p> <p>5 Your Imagination by Joanna Mangona and Pete Readman</p> |
| | <p><u>Games</u></p> <ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. | |
| | <p><u>Singing</u></p> <ul style="list-style-type: none"> • 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. • To confidently sing or rap five songs from memory and sing them in unison. | |
| | <p><u>Playing</u></p> <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are 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

- 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.
- Add their own ideas to the performance.
- Record the performance and say how they were feeling about it.



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| <p>Key stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs, have a chorus or a response/answer part. • To know that songs have a musical style. • 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._ | <ol style="list-style-type: none"> 1. Hands, Feet, Heart by Joanna Mangona 2. Ho, Ho, Ho by Joanna Mangona 3. I Wanna Play in a Band by Joanna Mangona 4. Zootime by Joanna Mangona 5. Friendship Song by Joanna Mangona and Pete Readman |
| | <p><u>Games</u></p> <ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • Add high and low sounds, pitch, when singing and play our instruments._ | |
| | <p><u>Singing</u></p> <ul style="list-style-type: none"> • 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. • To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices. | |
| | <p><u>Playing</u></p> <ul style="list-style-type: none"> • 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.
- Learn the names of the notes in their instrumental part from memory or when written down.
- Know the names of untuned percussion instruments played in class.

Improvisation

- 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.



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| <p>Key stage 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> • sing and play musically with increasing confidence and control. • They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. | <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: Its lyrics, what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) , identify the main sections of the song (introduction, verse, chorus etc.) and name some of the instruments they heard in the song • 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. <p><u>Games</u></p> <ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. <p><u>Singing</u></p> <ul style="list-style-type: none"> • 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’. | <p>6. Let Your Spirit Fly by Joanna Mangona</p> <p>7. Glockenspiel Stage 1</p> <p>8. Three Little Birds by Bob Marley</p> <p>9. The Dragon Song by Joanna Mangona and Pete Readman</p> <p>10. Bringing Us Together by Joanna Mangona and Pete Readman</p> |

- 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

- Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.
- Play and Improvise – Using your instruments, listen and play your own answer using two different notes.
- Improvise! – Take it in turns to improvise using three different notes.

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.

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| | <ul style="list-style-type: none">• To record the performance and say how they were feeling, what they were pleased with what they would change and why. | |
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- Know the difference between pulse and rhythm
- Pitch: High and low sounds that create melodies
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to

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 re-join the song if lost.
- To listen to the group when singing.

Playing

To know and be able to talk about:

- The instruments used in class (a glockenspiel, recorder or xylophone).
- Other instruments they might play or be played in a band or orchestra or by their friends.
- 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

- Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.

- Play and Improvise - Using your instruments, listen and play your own answer using two different notes.
- Improvise! - Take it in turns to improvise using three different notes.

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.



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Games

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to

Singing

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- To choose a song and be able to talk about:
 - *Its main features
 - *Singing in unison, the solo, lead vocal, backing vocals or rapping
 - *To know what the song is about and the meaning of the lyrics
 - *To know and explain the importance of warming up your voice
- To sing in unison and to sing backing vocals.
- To enjoy exploring singing solo.
- To listen to the group when singing.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Playing

To know and be able to talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B + C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends

- Play a musical instrument with the correct technique within the context of the Unit song.

- 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.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

Improvisation

- Play and Copy Back - Copy back using instruments. Use the three notes.
- Play and Improvise - Question and Answer using instruments. Use up to three notes in your answer.
- Improvisation! Use the three notes will be provided on-screen
- Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

Composition

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

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| | <p><u>Performance</u></p> <ul style="list-style-type: none">• To choose what to perform and create a programme.• To communicate the meaning of the words and clearly articulate them.• To talk about the venue and how to use it to best effect.• To record the performance and compare it to a previous performance.• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | |
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- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel, using musical language to describe the music.

Games

Know and be able to talk about:

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to.

Children will complete the following in relation to the main song, using three notes:

- Find the pulse
- Lead the class by inventing rhythms for them to copy back
- Copy back three-note riffs by ear and with notation
- Question and answer using three different notes

Singing

- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Playing

To know and be able to talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B + C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends

- Play a musical instrument with the correct technique within the context of the Unit song.
- 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.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

Improvisation

- 1. Play and Copy Back - Copy back using instruments. Use the three notes.
- 2. Play and Improvise - Question and Answer using instruments. Use three notes in your answer.
- 3. Improvisation! Using up to three notes provided on-screen.
- Classroom Jazz 2- Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

Composition

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- 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 venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”