



Music Progression of Learning

Woodstock CE Primary School

National Curriculum Overview

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1

Pupils should be taught to sing and play musically and develop an understanding of musical composition.

Pupils should be taught to:

- ☆ 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

Key Stage 2

Pupils should be taught to 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.

Pupils should be taught to:

- ☆ 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.

Music Curriculum Framework for Early Years: EYFS Reception

Woodstock CE Primary School



ONGOING MUSIC SKILLS			
• Listening and Respond	• Explore & Create	• Singing	Share & Perform
AUTUMN TERM	SPRING TERM	SUMMER TERM	
OUR COMMUNITY & FOLLOW THE STAR Me My Stories	ONCE UPON A RHYME & SPLISH, SPLASH SPLOSH Everyone! Our World	AT THE BOTTOM OF THE GARDEN & WHEELS WINGS AND OTHER THINGS Big, Bear Funk Reflect, Rewind, Replay	

Music Curriculum Framework for Key Stage 1: Years 1 & 2

Woodstock CE Primary School



ONGOING MUSIC SKILLS					
• Listening and appraising	• Playing instruments	• Improvisation	• Composition	• Performing	• Evaluating
CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM		
A	INTO THE WOODS Hey You (Year 1) Freestyle Topic: Minibeasts Rhythm in the way we walk and the Banana Rap (Year 1)	PASSPORT TO BRITAIN I Wanna Play in a Band (Year 2) Freestyle Topic: The Journeys In the groove (Year 1)	MEMORY BOX Your imagination (Year 1) Freestyle Topic: Changes		
B	AROUND OUR WORLD Zootime (Year 2) Freestyle Topic: Animals Ho, Ho, Ho (Year 2)	CASTLES & DRAGONS Recorder tuition (Recorder Course, Step 1-6)	FIGHTING FIT Recorder tuition (Recorder Course, Step 7-12)		

Music Curriculum Framework for Key Stage 2: Years 3 & 4

Woodstock CE Primary School



ONGOING MUSIC SKILLS			
<ul style="list-style-type: none"> Listening and appraising Playing instruments Improvisation Composition Performing Evaluating 			
CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	FIELD TO FORK Ukuele & Music Tuition by Oxfordshire County Music Service Freestyle Topic: Food	TOMB RAIDERS Ukuele & Music Tuition by Oxfordshire County Music Service Freestyle Topic: Ancient Egypt	EUROPE EXPLORED Ukuele & Music Tuition by Oxfordshire County Music Service Freestyle Topic: National Athens
B	EARTH MATTERS Ukuele & Music Tuition by Oxfordshire County Music Service Freestyle Topic: Plastic	CITY OF SPIRES Ukuele & Music Tuition by Oxfordshire County Music Service Freestyle Topic: Dragons	RAIDERS & INVADERS Ukuele & Music Tuition by Oxfordshire County Music Service Freestyle Topic: Celts and Romans

Music Curriculum Framework for Key Stage 2: Years 5 & 6

Woodstock CE Primary School



ONGOING MUSIC SKILLS			
<ul style="list-style-type: none"> Listening and appraising Playing instruments Improvisation Composition Performing Evaluating 			
CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	MEET THE GREEKS Classroom Jazz 1 (Year 5) Freestyle Topic: Great Composers You've got a friend (Year 6)	AMAZON ADVENTURE A New Year Carol (Year 6) Freestyle Topic: Around the world The Fresh Prince of Bel Air (Year 5)	WAR & PEACE Dancing in the Street (Year 5) Freestyle Topic: Do you know? Lean on Me (Year 4)
B	RULE BRITANNIA Classroom Jazz (Year 6) Freestyle Topic: Living on a prayer (Year 5)	IN THE BEGINNING Make you feel my love (Year 5) Freestyle topic: Space Blackbird (Year 4)	GOING GLOBAL Happy (Year 6) Freestyle Topic: Energy Reflect, Rewind, Replay (Year 5)

SKILLS PROGRESSION FOR MUSIC

EYFS	KS1: YEARS 1 & 2	KS2: YEARS 3 & 4	KS2: YEARS 5 & 6
Listen & Appraise			
<p>Early Learning Goal (C&L)</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>I know:</p> <ul style="list-style-type: none"> Songs have sections That music can touch your feelings Ten nursery rhymes off by heart. The stories of some of the nursery rhymes. <p>I can:</p> <ul style="list-style-type: none"> Sing or rap nursery rhymes and simple songs from memory enjoy moving to music by dancing, marching, or being animals 	<p>I know:</p> <ul style="list-style-type: none"> Five songs off by heart. Some songs have a chorus or a response/answer part. Songs have a musical style. How songs can tell a story or describe an idea <p>I can:</p> <ul style="list-style-type: none"> I know and recognise the sound and names of some of the instruments they use Enjoy moving to music by dancing, marching, being animals or pop stars. 	<p>I know:</p> <ul style="list-style-type: none"> Five songs from memory and who sang them or wrote them and the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style) The 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.) Name some of the instruments they heard in the song <p>I can:</p> <ul style="list-style-type: none"> Confidently identify and move to the pulse. Talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes me feel. Listen carefully and respectfully to other people's thoughts about the music. When I talk, I try to use musical words 	<p>I know:</p> <ul style="list-style-type: none"> Five songs from memory, who sang or wrote them, when they were written and why? The style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity <p>I can:</p> <ul style="list-style-type: none"> Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. 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.
Playing Instruments			
<p>Early Learning Goal (EAD)</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and Watch and talk about dance and performance art, expressing their feelings and responses. 	<p>I know:</p> <ul style="list-style-type: none"> The names of the notes in my instrumental part from memory or when written down. The names of untuned percussion instruments played in class. <p>I can:</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song I perform. 	<p>I know:</p> <ul style="list-style-type: none"> To know and be able to talk about: <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, ukulele or xylophone) Other instruments I might play or be played in a band or orchestra or by my friends <p>I can:</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. 	<p>I know and talk about:</p> <ul style="list-style-type: none"> To know and be able to talk about: <ul style="list-style-type: none"> 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 I might play or be played in a band or orchestra or by their friends <p>I can:</p>

<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups. <p>I know:</p> <ul style="list-style-type: none"> • That we can move to the pulse of music • That the words of songs can tell stories and paint pictures <p>I can:</p> <ul style="list-style-type: none"> • Sing or rap nursery rhymes and simple songs from memory • Find the pulse by copying a character from a nursery rhyme 	<ul style="list-style-type: none"> • Learn to play an instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader • 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 the names of the instruments I am playing 	<ul style="list-style-type: none"> • 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. • Rehearse and perform my part within the context of the Unit song. • Listen to and follow musical instructions from a leader. • experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches my 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. • Rehearse and perform my part within the context of the Unit song. • Listen to and follow musical instructions from a leader. • Lead a rehearsal session.
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Improvisation

<p>I know:</p> <ul style="list-style-type: none"> • A performance is sharing music • That we can move to the pulse of music • That the words of songs can tell stories and paint pictures <p>I can:</p> <ul style="list-style-type: none"> • Find the pulse by copying a character in a nursery rhyme • Cope basic rhythm patterns of single words • Explore high and low using voices and sounds of characters 	<p>I know:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • Everyone can improvise, and you can use one or two notes. <p>I can:</p> <ul style="list-style-type: none"> • Improvise using the three challenges: <ul style="list-style-type: none"> ○ Clap and Improvise – Listen and clap back, then listen and clap my own answer (rhythms of words). ○ 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play my own answer using one or two notes. ○ 3. Improvise! – Take it in turns to improvise using one or two notes. 	<p>I know and can talk about:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • If you improvise using the notes you are given, you cannot make a mistake <p>I can:</p> <ul style="list-style-type: none"> • Improvise using the three challenges: <ul style="list-style-type: none"> ○ 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. 	<p>I know and can talk about:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot <ul style="list-style-type: none"> • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Using one, two or three notes confidently is better than using five • If you improvise using the notes you are given, you cannot make a mistake • I know three well-known improvising musicians <p>I can:</p> <ul style="list-style-type: none"> • Improvise using the three challenges: <ul style="list-style-type: none"> ○ Play and Copy Back - Copy back using instruments. Use the three notes. ○ Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use three notes in your answer. Always start on a G. ○ Improvisation! You will be using up to three notes.
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Composition

<p>I know:</p> <ul style="list-style-type: none"> • I can make up my own songs <p>I can:</p> <ul style="list-style-type: none"> • Invent a pattern using one pitch notes, keep the pulse throughout with a single note and begin to create 	<p>I know:</p> <ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. <p>I can:</p> <ul style="list-style-type: none"> • 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. 	<p>I know and talk about:</p> <ul style="list-style-type: none"> • 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. • Different ways of recording compositions (letter names, symbols, audio etc.) <p>I can:</p> <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. 	<p>I know and talk about:</p> <ul style="list-style-type: none"> • 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. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol
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<p>a simple two note pattern to accompany the song</p>		<ul style="list-style-type: none"> 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). 	<p>I can:</p> <ul style="list-style-type: none"> 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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Performance

<p>I know:</p> <ul style="list-style-type: none"> A performance is sharing music <p>I can:</p> <ul style="list-style-type: none"> Perform any of the nursery rhymes by singing and adding actions or dance Perform any nursery rhymes or songs by adding a simple instrumental part Record the performance to talk about 	<p>I know:</p> <ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends <p>I can:</p> <ul style="list-style-type: none"> Choose a song I have learnt from the Scheme and perform it. Add my ideas to the performance. Record the performance and say how I was feeling about it. 	<p>I know and can talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence 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 <p>I can:</p> <ul style="list-style-type: none"> Choose what to perform and create a programme. Present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>I know and can talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence 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 A performance involves communicating ideas, thoughts and feelings about the song/music <p>I can:</p> <ul style="list-style-type: none"> Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
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Woodstock CE Primary School: Long Term Plan for Music

RECEPTION	Autumn	Spring	Summer
THEME	OUR COMMUNITY & FOLLOW THE STAR (Me & My Stories)	ONCE UPON A RHYME & SPLISH, SPLASH SPLOSH (Everyone! & Our World)	AT THE BOTTOM OF THE GARDEN & WHEELS WINGS AND OTHER THINGS (Big Bear Funk & Reflect, Rewind, Replay)
FOCUS	<p>Me! Explore: growing, homes, colour, toys, how I look</p> <p>My Stories: - Explore: using your imagination, Christmas, Festivals.</p>	<p>Everyone! Explore: family, friends, people and music from around the world</p> <p>Our World: Explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p>Big Bear Funk: A transition unit</p> <p>Reflect, Rewind, Replay: Consolidation of learning and contextualising the history of music.</p>
Key Content & Skills	<p>Me!</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> ☆ 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 <p>My Stories:</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> ☆ I'm A Little Teapot ☆ The Grand Old Duke Of York ☆ Ring O' Roses ☆ Hickory Dickory Dock ☆ Not Too Difficult ☆ The ABC Song 	<p>Everyone!</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> ☆ 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 <p>Our World</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> ☆ Old Macdonald ☆ Incy Wincey Spider ☆ Baa Baa Black Sheep ☆ Row, Row, Row Your Boat ☆ The Wheels On The Bus ☆ The Hokey Cokey 	<p>Big Bear Funk</p> <ul style="list-style-type: none"> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place <p>1. Listen and Appraise a different piece of Funk music each week/step</p> <p>2. Explore and Create using voices and classroom instruments</p> <p>3. Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs</p> <p>4. Share and Perform</p> <p>Reflect, Rewind, Replay</p> <p>1. Listen and Appraise a different piece of music each week/step</p> <p>2. Explore and Create using voices and classroom instruments</p> <p>3. Sing and Play by revisiting a selection of nursery rhymes and action songs</p> <p>4. Share and Perform</p>

KS1: CYCLE A	Autumn	Spring	Summer
THEME	INTO THE WOODS (Hey You & Rhythm in the way we walk)	PASSPORT TO BRITAIN (I Wanna Play in a Band & In the Groove)	MEMORY BOX (Your imagination & Reflect, Rewind Replay)
FOCUS	Hey You! is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. Rhythm in the way we walk: All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style).	I Wanna Play in a Band All the learning in this unit is focused around one song: I Wanna Play in A Band - a Rock song for children. In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove	Your imagination A pop song about using your imagination. Reflect Rewind Replay (Year 1) 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.
Key Content & Skills	<p>Hey You Unit theme: How pulse, rhythm and pitch work together.</p> <ol style="list-style-type: none"> Listen and Appraise the song Hey You! and other Hip Hop songs. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work <p>Rhythm in the way we walk Unit theme: Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <ol style="list-style-type: none"> Listen and Appraise Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Flexible Games (see Activity Manual) Learn to Sing the Song: Vocal warm-ups and singing Perform the Song - perform and share your learning as you progress through the Unit of work. 	<p>I wanna Play in a Band Unit theme: Singing and playing together in an ensemble.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p> <ol style="list-style-type: none"> Listen and Appraise the song I Wanna play in a band and other Rock songs. Musical Activities – learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm-Up games Flexible Games Learn to Sing the Song Play instruments with the song Improvise and compose with the song Perform the song- perform and share your learning as you progress through the unit of work. <p>In the Groove Unit theme: How to be in the groove with different styles of music.</p> <ol style="list-style-type: none"> Listen and Appraise the song In The Groove and other songs in other styles Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (optional extension work) Learn to Sing the Song(in 6 different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk) Play Instruments with the Song Improvise and compose with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work. 	<p>Your Imagination Unit theme: Using your imagination.</p> <ol style="list-style-type: none"> Listen and Appraise the song Your Imagination and other songs about using your imagination. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups). Flexible Games (optional extension work). Learn to Sing the Song Option: Play Instruments with the Song. Option: Improvise with the Song Option: Compose with the Song. Perform the Song - perform and share your learning as you progress through the Unit of Work. <p>Reflect, Rewind Replay (Year 1): Unit theme: consolidation of learning from throughout the year.</p> <ol style="list-style-type: none"> 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

KS1: CYCLE B	Autumn	Spring	Summer																																																																																																																																								
THEME	AROUND OUR WORLD (Zootime & Ho Ho Ho)	CASTLES & DRAGONS (Recorder Tuition)	FIGHTING FIT (Recorder Tuition)																																																																																																																																								
FOCUS	<p>Zootime: All the learning is focused around one song: Zootime.</p> <p>Ho Ho Ho All the learning is focused around one song: Ho Ho Ho - a Christmas song.</p>	<p>Charanga Musical School's Recorder Course is built around sixteen progressive pieces with fabulous interactive backing tracks.</p>	<p>Charanga Musical School's Recorder Course is built around sixteen progressive pieces with fabulous interactive backing tracks.</p> <p>Continuing the learning from the previous term and building on existing knowledge.</p>																																																																																																																																								
Key Content & Skills	<p>Zootime Unit theme: Reggae and animals. Animals, poetry and the historical context of musical styles.</p> <ol style="list-style-type: none"> Listen and Appraise Zootime a Reggae song for children and other Reggae songs. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song - perform and share your learning as you progress through the Unit of Work. <p>Ho Ho Ho Unit theme: Festivals and Christmas. Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p> <ol style="list-style-type: none"> Listen and Appraise the Ho Ho Ho Christmas song. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through <ol style="list-style-type: none"> Flexible Games Learn to Sing the Song: Vocal warm ups and singing. Play instruments with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work. 	<ul style="list-style-type: none"> Pupils will learn the basics of how to play musically, the language of music and the first three notes; B, A and G. This understanding and skill can be transferred to other instruments in the future or form a secure footing for expert recorder playing The interactive backing tracks provide an authentic musical framework for performance and the learning is consolidated through creative repetition <p>Overview</p> <table border="1"> <thead> <tr> <th>Piece</th> <th>Musical skills</th> <th>Language</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>Hey You!</td> <td>Making a sound on 1st beat of bar</td> <td>Cross head crotchets and rests</td> <td>N/A</td> </tr> <tr> <td>Easy B</td> <td>2 parts</td> <td>Minims and rests</td> <td>B</td> </tr> <tr> <td>Take It Easy</td> <td>1 part</td> <td>Minims and rests</td> <td>B</td> </tr> <tr> <td>Strictly B</td> <td>1 part</td> <td>Minims and rests</td> <td>B</td> </tr> <tr> <td>Hey You! 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Y3&4 FIRST ACCESS UKULELE LESSONS by Oxfordshire Music Service: Plans of Ukulele Progression and Teaching Sequences Provided by the Oxfordshire Music Service

Y3&4: CYCLE A & B	Autumn	Spring	Summer
THEME	FIELD TO FORK EARTH MATTERS	TOMB RAIDERS CITY OF SPIRES	EUROPE EXPLORED INVADERS & RAIDERS
FOCUS	Ukulele, Singing & Music Appraisal and Appreciation Years 3&4 CHARANGA UNITS SUPPORT TEACHING	Ukulele, Singing & Music Appraisal and Appreciation Years 3&4 CHARANGA UNITS SUPPORT TEACHING	Ukulele, Singing & Music Appraisal and Appreciation Years 3&4 CHARANGA UNITS SUPPORT TEACHING
Key Content & Skills: Oxfordshire Music Service Planning Sequence	<p>Lessons 1-4</p> <ul style="list-style-type: none"> Sitting posture/Resting position/Playing position/Tuning position Different parts of Ukulele Open string name notes Learn to hold and pluck with a correct technique and posture. Pupils need to get familiar with musical terms such as: Pulse & Pitch Play basic Ukulele instrumental pieces using open strings. (Charanga tunes) Learn Chords C-major & F-major using charanga songs. Rhythmic recalls & Copy Backs on single chord (C-major). <p>Lessons 5-8</p> <ul style="list-style-type: none"> Pupils need to get familiar with musical terms such as: Rhythm & Dynamics Learn Chords A-minor & G-major using charanga songs and a variation of popular songs. Sing songs in unison using limited range of notes. Compose simple 8 bar pieces using Music Explorer in different moods and styles. Rhythmic recalls & Copy Backs on two different chords (C-major & F-major) Play basic Ukulele instrumental pieces using 1st string notes (A, B, C & D) <p>Lessons 9-12</p> <ul style="list-style-type: none"> Learn Chords E-minor & D-major using charanga & popular songs in a variety of styles Sing songs in small groups or solos. Compose 8 – 12 bar pieces using Music Explorer in different moods and styles. Rhythmic recalls & Copy Backs on various chords Play Ukulele instrumental pieces using 1st string notes (A, B, C & D) & 2nd String notes (E, F, G) Pupils need to get familiar with words such as: Tempo, Timbre & Texture Play & sing Christmas songs 	<ul style="list-style-type: none"> Learn advanced songs with more chord changes. Learn various songs with and without backing tracks using single strings, a combination of open strings and a combination of single string notes and basic easy Chords. Use the musical terms in practice such as Dynamics, Tempo etc Gain confidence in performing in solo and small group settings. Learn to recognise different styles and moods in songs and compositions. Learn more complex rhythm patterns Be familiar with music structure and identify notes on stave 	<ul style="list-style-type: none"> During Summer term, we will continue to explore further repertoire as well as introducing more challenging rhythms and strumming patterns. We will learn to play/sing and perform with confidence new songs alongside old songs to consolidate all the skills we learnt during the past two terms. Major feature of this term will be to perform further instrumental tunes using all the single notes in first position C,D (3rd String) E, F, G (2nd String),A, B, top C, top D (1st String). This will be achieved through a selection of pieces designed to use these specific notes in tablature or notation format using a mixture of all notes and rests values we have learnt so far (Quavers, Crotchets, Minims, Semi-Breves). Specific repertoire and song lists will be chosen weekly, responding to the progress of the children. Activities will vary from warm up rhythm games, copy backs to working in teams and performing/singing solos and as a group. We will also work towards a class performance at the end of term. These will be our main targets and features of the summer term with general focus in enjoying the process whilst learning.

Y5&6: CYCLE A	Autumn	Spring	Summer
THEME	MEET THE GREEKS Classroom Jazz 1 & You've got a friend	AMAZON ADVENTURE A New Year Carol & The Fresh Prince of Bel Air	WAR & PEACE Dancing in the Street & Lean on Me
FOCUS	<p>Classroom Jazz 1: All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing</p> <p>You've got a friend: All the learning in this unit is focused around one song: You've Got A Friend by Carole King</p>	<p>A New Year Carol: All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works.</p> <p>The Fresh Prince of Bel Air: All the learning is focused around one song: The Fresh Prince Of Bel Air.</p>	<p>Dancing in the Street: All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas.</p> <p>Lean on Me: A Soul/Gospel Song by Bill Withers. All the learning is focused around one song: Lean On Me.</p>
Key Content & Skills	<p>Classroom Jazz 1 Unit theme: Jazz and Improvisation</p> <p>This is a six-week Unit of Work that builds on previous learning. All the learning is focused around two tunes: Three Note Bossa and The Five Note Swing.</p> <ol style="list-style-type: none"> Listen and Appraise the two tunes and other supporting tunes. Musical Activities - learn about the interrelated dimensions of music through <ol style="list-style-type: none"> Playing instruments Improvising. Perform and Share <p>You've got a friend Unit theme: The music of Carole King</p> <ol style="list-style-type: none"> Listen and Appraise the song You've Got A Friend and other songs by Carole King: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song Compose with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work. 	<p>A New Year Carol Unit theme: Benjamin Britten's music and cover versions</p> <ol style="list-style-type: none"> Listen and Appraise: A New Year Carol and some more of Britten's Friday Afternoons songs with their cover versions Musical Activities - learn about the interrelated dimensions of music through: <ol style="list-style-type: none"> Games Singing Perform and Share <p>The Fresh Prince of Bel Air Unit theme: Old School Hip Hop</p> <ol style="list-style-type: none"> Listen and Appraise the Fresh Prince of Bel Air and other Hip Hop tunes. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work. 	<p>Dancing in the Street Unit theme: Mo town</p> <ol style="list-style-type: none"> Listen and Appraise: <ul style="list-style-type: none"> Dancing In The Street by Martha And The Vandellas I Can't Help Myself sung by The Four Tops Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work. <p>Lean on Me Unit theme: Soul/Gospel music and helping one another</p> <ol style="list-style-type: none"> Listen and Appraise the song Lean On Me and other gospel-based songs: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm Up Games (including vocal warmups) Flexible Games (optional extension work) Learn to Sing/Rap the Song Compose your own lyrics with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work

Y5&6: CYCLE B	Autumn	Spring	Summer
THEME	RULE BRITANNIA Classroom Jazz 2 & Living on a prayer	IN THE BEGINNING Make you feel my love & Blackbird	GOING GLOBAL Happy & Reflect, Rewind, Replay
FOCUS	Classroom Jazz 2: All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues. Livin' on a prayer: by Bon Jovi - A classic rock song	Make you feel my love: by Bob Dylan - A pop ballad sung by Adele Blackbird: All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.	Happy: All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy? Reflect, Rewind & Replay: 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.
Key Content & Skills	<p>Classroom Jazz 2 Unit theme: Jazz, improvisation and composition</p> <ol style="list-style-type: none"> Listen and Appraise the two main tunes and other supporting tunes Musical Activities - learn about the interrelated dimensions of music through <ul style="list-style-type: none"> Playing instruments and Improvising Perform and share <p>Livin' on a prayer Unit theme: Rock Anthems</p> <ol style="list-style-type: none"> Listen and Appraise the song Livin' On A Prayer and other Classic Rock songs: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work. 	<p>Make you feel my love Unit theme: Pop Ballads</p> <ol style="list-style-type: none"> Listen and Appraise the song Make You Feel My Love and other Pop Ballads: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song Compose with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work. <p>Blackbird Unit theme: The Beatles, equality and civil rights</p> <ol style="list-style-type: none"> Listen and Appraise the song Blackbird and other songs by The Beatles: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song Compose with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work. 	<p>Happy Unit theme: Being happy!</p> <ol style="list-style-type: none"> Listen and Appraise the song Happy and other songs in different styles about being happy: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm-up Games Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song Compose with the Song Perform the Song - perform and share your learning as you progress through the Unit of work. <p>Reflect, Rewind, Replay Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music</p> <ol style="list-style-type: none"> 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