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|  | **UNIT 1****AUTUMN 1****MAMMA MIA** | **UNIT 2****AUTUMN 2****GLOCKENSPIEL 2** | **UNIT 3****SPRING 1****STOP!** | **UNIT 4****SPRING 2****LEAN ON ME** | **UNIT 5****SUMMER 1****BLACKBIRD** | **UNIT 6****SUMMER 2****REFLECT, REWIND AND REPLAY** |
| **Listen and Appraise** | To listen to a piece of music identifying the structure (intro, verse, bridge chorus) and the style ‘Pop’. |  | To listen to the main piece of music, identifying the structure (intro, 6 rap verses, each sung with a chorus), style of Grime, instruments, and questions about a variety of different styles of music. | To listen to a piece of music, identifying the structure (intro, verse, chorus, bridge outro), instruments/voices and style (Soul/Gospel) | To listen to the main piece of music, identifying the themes (equality, civil rights) and identify instruments/voices within other pieces. Does the song create a story? | To listen to a selection of music, research, discuss facts and history behind the piece. |
| **Pulse, Rhythm, Pitch etc.** | To know how to copy back, play, invent rhythmic and melodic patterns, identifying changes in tempo. | To learn more complex rhythm patterns. | To copy back, play, invent, rhythmic and melodic patterns confidently and accurately. | To know how to copy back, play, invent rhythmic and melodic patterns, reading notes F, G, and identifying changes in tempo, and dynamics. | To know how to copy back, play, invent rhythmic and melodic patterns, reading notes C, D. Identifying changes in tempo, dynamics, and texture. | To explore using a variety of styles, tempos through the rhythmic grid, using notes B, A, G |
| **Music Theory** |  | To learn, know and understand the language of music – pulse, rhythm, pitch. Revising music theory from Year 3. |  |  |  | To know, use and explain a variety of musical language (rhythm, pitch, duration, staves, clefs) to embed learning. |
| **Singing** | To sing in unison, demonstrating good singing posture and being able to know when to rejoin if lost. |  | To sing and rap in unison, and in parts. | To sing in unison, being aware of being in tune, listening to each other. | To sing in unison and explore singing in small groups and alone (solo). To know songs can make you feel different things – happy, energetic, sad. | To revisit any of the songs from the year and sing as part of an ensemble or large group. |
| **Listen Out!** |  |  |  |  |  | To listen to a selection of musical extracts, identifying instruments/voices they can hear. |
| **Playing an Instrument** | To know how to play instrumental parts accurately and in time, using notes G, A, by ear and from notation. Playing easy and medium parts. | To revise, play and read notes C, D, E, F, G (Glockenspiel Stage 1) and learn to play Mardi Gras, Groovin’, Two-Way Radio, Flea Fly, Rigadoon and Mamma Mia on the glockenspiel. | To know how to read and play notes C, D confidently, within the silver and gold challenge. | To know how to play instrumental parts accurately and in time, using notes C, F by ear and notation, on the glockenspiel/recorder. Rehearse and perform their part withing the context of the unit song. | To know how to play instrumental parts, using a variety of instruments, accurately and in time, using notes G, A, B, C, by ear and notation, using easy and medium parts. |  |
| **Improvisation** | To know how to improvise in the lessons and as part of a performance, using notes G, A and some of the riffs they have heard. |  |  | To know how to improvise in the lessons and as part of a performance, using notes F, G, A. Understanding that when you improvise, you make up your own tune that has never been heard before. | To know how to improvise in the lessons and as part of a performance, using notes C, D, E and continue to use some riffs they have heard. |  |
| **Composing** | To know how to compose a simple melody, using simple rhythms and use this as part of a performance, using notes G, A, B. talk about how it was created. | To know how to create their own compositions as a whole class/group, using notes E, D, G | To know how to compose their own rap lyrics about bullying or another topic/theme. | To know how to compose a simple melody using simple rhythms. Use it as part of a performance, using notes F, G, A. making musical decisions about pulse, rhythm, pitch, tempo, and dynamics. | To know how to compose a simple melody using simple rhythms and use it as part of a performance, using notes C, D, E, G, A (pentatonic scale) | To learn about a variety of composers. How did they become interested in music? |
| **Performance** | To contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition. | To contribute to a performance by playing an instrument and discuss thoughts and feelings towards it afterwards. | To contribute to a performance by singing, rapping, and using their composed lyrics. Discuss what went well, or what could have been better. | To contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition, with confidence. | To present a musical performance by singing playing an instrumental part, improvising or by performing their composition, to capture an audience. | To know that a performance can be a special occasion and involve an audience, including people they don’t know. It is planned and different for each occasion. |