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|  | **UNIT 1****AUTUMN 1****LIVIN’ ON A PRAYER** | **UNIT 2****AUTUMN 2****CLASSROOM JAZZ 1** | **UNIT 3****SPRING 1****MAKE YOU FEEL MY LOVE** | **UNIT 4****SPRING 2****THE FRESH PRINCE OF BEL-AIR** | **UNIT 5****SUMMER 1****DANCING IN THE STREET** | **UNIT 6****SUMMER 2****REFLECT, REWIND AND REPLAY** |
| **Listen and Appraise** | To listen to a piece of music identifying the structure (intro, verse, bridge guitar solo etc.), instruments/voices, and the style ‘Rock’, ‘Rock & Roll’ – compare these. | To listen to pieces of music, identifying structure (Three note Bossa, Five note Swing), instruments/voices and the style of jazz | To listen to a variety of music, identifying the structure, instruments/voices, pulse, tempo, dynamics, texture, and style, explaining each one using musical vocabulary. | To listen to a piece of music, identifying the structure, instruments/voices, and style ‘Hip-Hop’ and discuss what stands out – similarities and differences. | To listen to pieces of music, identifying the structure, instruments/voices. To be able to compare two songs in the same style. | To listen to a selection of music, discuss facts, research history (What else was happening at this time?) Talk about styles and musical dimensions featured. |
| **Pulse, Rhythm, Pitch etc.** | To know how to copy back rhythm and pitch, using question and answer, reading notes G, A. Understanding changes of tempo, dynamics, and texture. |  | To know how to copy back rhythm and pitch, using question and answer and reading notes C, D, with confidence. | To know how to copy back rhythm and pitch, using question and answer, reading notes D, E, keeping the pulse. | To know how to copy back rhythm and pitch, using notes F, G, A, using the knowledge of tempo, dynamics, and pitch. | To experience simple and compound 2, 3 and 4-beat time signatures as a whole class or groups. |
| **Music Theory** |  |  |  |  |  | To revisit, know and understand the language of music 0 rhythm, pitch, tempo, dynamics, timbre, texture, expression – p & f |
| **Singing** | To sing in unison, listening to the group while singing.  |  | To sing in unison and to know what a song is about/meaning of the lyrics. | To sing and experience rapping, keeping in time. | To know and explain the importance of warming up your voice and to sing in unison and backing vocals. | To revisit any of the songs from the year and remember some parts from memory. |
| **Listen Out!** |  |  |  |  |  | To listen to a selection of musical extracts, identifying instruments /voices (naming them), they can hear. |
| **Playing an Instrument** | To know how to play instrumental parts accurately, in time, and as part of a performance, using notes G, A, B by ear and from notation.  | To know how to play a piece of music by ear, using note names G, A, B, and D, E, G, A, B | To know how to play instrumental parts accurately and in time, as part of a performance, using notes C, D E, (easy part) C, D, E, F, G (medium part), by ear and notation. | To know how to play instrumental parts accurately and in time, as part of a performance, using notes D, A, G by ear and notation, using the backing instrumental | To know how to play instrumental parts, accurately and in time as part of a performance, using notes G, A and to be able to decide which instrument they prefer. |  |
| **Improvisation** | To know how to improvise in the lessons and as part of a performance, using notes G, A  | To know how to improvise in Bossa Nova style, using notes G, A, B and in Swing style, using notes D, E, G | To know how to improvise in lessons and as part of a performance, using notes C, D | To know how to improvise in the lessons and as part of a performance, using all the notes D, E, F, including riffs. | To know how to improvise in the lessons and as part of a performance, using one, two or three notes. |  |
| **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.  |  | To know how to compose a melody using simple rhythms and use as part of a performance, using notes C, D, E | To know how to compose a simple melody using simple rhythms. Use it as part of a performance, using notes 5 note sets, recognising the connection between sound and symbol. | To know how to compose a simple melody using simple rhythms and use it as part of a performance, using notes C, D, E. Making musical decisions about how the melody connects with the song. | To learn about different composers and their compositions, themes and interests. |
| **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 instrumental part, improvising or by performing their composition. Discuss and talk musically about it. | To contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition and discuss thoughts and feelings towards it and afterwards. | To contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition. Discuss what went well and what could be better. | To contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition, knowing that everything that is performed must be planned and learned. | To know and be able to talk about performing - sharing music with other people, an audience and being able to choose what to perform. |