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|  | **UNIT 1****AUTUMN 1****HAPPY** | **UNIT 2****AUTUMN 2****CLASSROOM JAZZ 2** | **UNIT 3****SPRING 1****A NEW YEAR CAROL** | **UNIT 4****SPRING 2****YOU’VE GOT A FRIEND** | **UNIT 5****SUMMER 1****MUSIC AND ME** | **UNIT 6****SUMMER 2****REFLECT, REWIND AND REPLAY** |
| **Listen and Appraise** | To listen to a piece of music, describing the style indicators (Pop/Neo Soul), structure. Identify the instruments/voices. | To listen to selection of Jazz/Blues music, identifying style, instruments/voices. Explaining what stands out musically to them (similarities and differences). | To listen to different versions of work by Benjamin Brittens ‘A New Year Carol’. Identify what they can hear, what is the story and the mood. | To listen to a selection of music, based around the music of Carole King, Describe the style indicators of the song/music, identifying instruments/voices. Talk about dimensions and the messages in the song. | To talk about the music of the featured artists and why four female artists were chosen for this unit. Which inspirational women listed would they like to meet and why. | To listen to a selection of music pieces, discussing facts. Talk about the historical context of the songs – what was happening at this time, musically and historically. |
| **Pulse, Rhythm, Pitch etc.** | To know and talk about musical dimensions featured in the songs and where they used (texture, dynamics, tempo, pitch, rhythm, timbre) | To understand rhythm and pitch and copy back one, two or three note riffs by ear and with notation. | To learn to clap some rhythms used in the song and lead the class by inventing rhythms for them to copy back.  | To know how to keep an internal pulse, understand rhythm and pitch and copy back with question and answer, using and reading notes A, G, E |  |  |
| **Music Theory** |  |  |  |  | To talk about any musical connection with previous knowledge and understanding. Talk about any key words or themes from the videos and relate them to themselves. | To revisit and embed knowledge of rhythm, pitch, timbre, texture, staves, clefs, note names and duration. |
| **Singing** | To know the importance of warming up your voice and to sing in two parts. |  | To sing in unison, singing the song in its original style and the Urban Gospel version. Learn musical phrases that will be sung in the song. | To revise and continue to develop ways to warm up voices and to sing in unison. | To create a rap/piece of music that explores their identity/theme. | To be able to talk about the main feature of a song, to know what its about and the meaning of the lyrics. |
| **Listen Out!** |  |  |  |  |  | To listen to a selection of musical extracts, identifying instruments /voices they can hear and the group they belong to (string, brass etc.) |
| **Playing an Instrument** | To know how to play instrumental parts accurately, using different instruments and using the correct technique within the context of the unit song.  | To know how to play instrumental parts using glockenspiels or recorders, with music by ear, using notes C, D, E, F, G, A, B, + C and C, Bb, G, F + C (Meet the Blues) |  | To know how to play instrumental parts accurately (using glockenspiel and recorders), using the notes G, A, B, C, D, E, F, by ear and notation. Rehearse and perform their part within the context of the unit song. |  | To explore using the glockenspiel/recorder using a variety of notes from beginner/pentatonic. Selecting tempo and style and placing notes on a stave to play as whole class/group. |
| **Improvisation** | To know how to improvise in the lessons and as part of a performance, using notes A, G | To know how to improvise Bacharach Anorak using notes C, D, E, F, G, A, B, +C and Blues Style C, Bb, G, F +C |  | To know how to improvise using one or two riffs they have learnt. |  |  |
| **Composing** | To know how to compose a simple melody, using simple rhythms and use this as part of a performance, using notes A, G, B  | To know how to create a composition as a whole class or group, using notes C, Bb, G, F, C |  | To know how to compose a simple rhythm and use as part of a performance, using a 3-note set and 5 note sets. | To know how to write lyrics using the alphabet trick and rhyme guide and know how to fit the lyrics in time with the music/rap in time with the beat. | To learn about Jon Boden from Bellowhead – singer, composer, how he became involved in music and how he changed compositions/arrangements. |
| **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. What went well? It would have been better if …? | To contribute to a performance by singing and discuss their feelings towards it afterwards. | To contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition knowing that is must be planned and learned. | To present the performance in an interesting and engaging way, reflect on strengths and weaknesses and talk about their identity in the music and the performance. | To know and be able to talk about performing - sharing music with other people, an audience and being able to choose what to perform. |