

Year 3		
Music from Great Britain – Link to tour of GB humanities module	Assessment Ideas	Resources
<p>By the end of this unit the children will have learned a local folk song, a modern pop song and a classic rock/pop song all from the UK.</p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval/flashbacks will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording of each song at snap shot points of the project.</p>	<p>Power points Xylophones Youtube Ipad for recording</p>
Vocabulary	Skills Covered	
<ul style="list-style-type: none"> ✓ Rock ✓ Folk ✓ Pop ✓ Structure ✓ Pulse/beat ✓ Rhythm ✓ Pitch ✓ Bridge ✓ Tempo ✓ Dynamics ✓ Chorus ✓ Crotchet ✓ Quaver ✓ Crotchet rest 	<ul style="list-style-type: none"> ✓ Using a range of warm ups and musical activities to help develop musicality and the ability to improvise and compose. ✓ Using a range of call and response activities to ensure the children have a secure understanding of a range of musical terms including tempo, pitch and dynamics ✓ Listening to the songs and discussing using musical vocabulary. ✓ Learning the rhythmic notation for crotchets, quavers and crotchet rests. ✓ Clapping rhythms in time and reading from rhythmic notation. ✓ Holding a beater properly to play a xylophone. ✓ Playing a simple accompaniment on tuned percussion focussing on playing in time and as part of an ensemble. ✓ Following a conductor. 	

Adaptations	<ul style="list-style-type: none"> ✓ Some children may need ear defenders when using the tuned/untuned percussion instruments. ✓ Chime bars used for students who may not be able to access the xylophones ✓ Targeted support for any children who may struggle with motor skills/grip whilst using the instruments. ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help.
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Stone Age to Iron Age – Link to humanities topic	Assessment Ideas	Resources
<p>By the end of this unit the children will have learned a number of songs in different styles which relate to the stone age.</p> <p>They will have performed an accompaniment to 'We will rock you' (stone age song) using untuned percussion in two parts.</p> <p>They will have composed their own iron age rhythms using phrases and the rhythmic notation for crotchets, quavers and crotchet rests.</p> <p>They will have used their composed rhythms to create a rhythm grid which we will then interpret to create a class performance. This will be performed using chanting, clapping and untuned percussion instruments.</p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval/Flashbacks will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording of each song at snap shot points of the project.</p>	<p>Power points</p> <p>Untuned percussion</p> <p>Youtube</p> <p>Ipad for recording</p> <p>Composition worksheets</p>
Vocabulary	Skills Covered	

<ul style="list-style-type: none"> ✓ Rock ✓ Structure ✓ Pulse/beat ✓ Rhythm ✓ polyrhythm ✓ Pitch ✓ Tempo ✓ Dynamics ✓ Chorus ✓ structure ✓ Crotchet ✓ Quaver ✓ Crotchet rest 	<ul style="list-style-type: none"> ✓ Using a range of warm ups and musical activities to help develop musicality and the ability to improvise and compose. ✓ Using a range of call and response activities to ensure the children have a secure understanding of a range of musical terms including tempo, pitch and dynamics ✓ Listening to the songs and discussing using musical vocabulary. ✓ Learning the rhythmic notation for crotchets, quavers and crotchet rests. ✓ Clapping rhythms in time and reading from rhythmic notation. ✓ Playing un-tuned percussion instruments with the correct technique and being aware of dynamics. ✓ Composing a rhythm using crotchets, quavers and crotchet rests. ✓ Playing their own part in time whilst other groups play different parts. ✓ Following a conductor.
<p>Adaptations</p>	<ul style="list-style-type: none"> ✓ Some children may need ear defenders when using the tuned/untuned percussion instruments. ✓ Targeted support for any children who may struggle with motor skills/grip whilst using the instruments. ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help. ✓ Scaffold for rhythm composition task. Give the phrases and get children to work out the rhythms/give the rhythm and as children to think of the phrases.

3 Little Birds – Reggae project – Charanga		Assessment Ideas	Resources
<p>All students will have learned to sing and play tuned percussion instruments to 3 little Birds by Bob Marley and the Wailers. They will develop their voices through a range of vocal exercises and warm ups and increase their musicality by learning to improvise and compose using a given selection of notes.</p> <p>They will also listen to other reggae songs including: ● Jamming by Bob Marley ● Small People by Ziggy Marley ● 5+4+6 Was My Number by Toots and The Maytals ● Living it up – Damian Marley ● Our Day Will Come by Amy Winehouse</p>		<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval/Flashbacks will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording activities throughout the project.</p>	<p>Power points Untuned percussion Tuned percussion Youtube Ipad for recording Charanga</p>
Vocabulary	Skills Covered		
<ul style="list-style-type: none"> ✓ Introduction ✓ verse ✓ chorus ✓ bass ✓ drums, ✓ electric guitar ✓ keyboard ✓ organ ✓ backing vocals ✓ pulse ✓ rhythm ✓ pitch ✓ tempo ✓ dynamics ✓ Texture ✓ Structure ✓ compose 	<ul style="list-style-type: none"> ✓ Using a range of warm ups and musical activities to help develop musicality and the ability to improvise and compose. ✓ Using a range of call and response activities to ensure the children have a secure understanding of a range of musical terms including tempo, pitch and dynamics ✓ Using Charanga warm up activities to develop improvisation and composition skills ✓ Listening to the songs and discussing using musical vocabulary. ✓ Learning the rhythmic notation for crotchets, quavers and crotchet rests. ✓ Clapping rhythms in time and reading from rhythmic notation. ✓ To recognise the notation for C-E on the treble stave. ✓ Playing un-tuned percussion instruments with the correct technique and being aware of dynamics. ✓ Improvising using a range of given notes. ✓ Composing a rhythm using crotchets, quavers and crotchet rests. ✓ Playing their own part in time whilst other groups play different parts. ✓ Following a conductor. 		

<ul style="list-style-type: none"> ✓ improvise ✓ hook ✓ riff ✓ melody ✓ reggae 	
<p>Adaptations</p>	<ul style="list-style-type: none"> ✓ Some children may need ear defenders when using the tuned percussion instruments. ✓ Chime bars used for students who may not be able to access the xylophones ✓ Targeted support for any children who may struggle with motor skills/grip whilst using the instruments. ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help. ✓ Supportive groupings.

Animal Magic	Assessment Ideas	Resources
<p>Children will learn about the instruments of the orchestra and their different families through Peter and the Wolf by Sergei Prokofiev and Carnival of the Animals by Camile Saint Saens.</p> <p>They will learn how the inter-related dimensions of music can be used to create different effects and in this case represent different animals.</p> <p>They will continue to develop their singing by learning songs about animals including – The cat came back – The fox and Nocturnal animals.</p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval/Flashbacks will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording activities throughout the project.</p>	<p>Power points Untuned percussion Tuned percussion Youtube Ipad for recording Animal worksheets</p>

They will also compose their own piece to represent an animal and think about how they will use the inter-related dimensions of music to represent their animal.

Vocabulary

- ✓ Pitch
- ✓ Dynamics
- ✓ Texture
- ✓ Tempo
- ✓ Instrumentation
- ✓ Timbre
- ✓ Orchestra
- ✓ Violin
- ✓ Oboe
- ✓ Clarinet
- ✓ Timpani
- ✓ Flute
- ✓ Bassoon
- ✓ French horn
- ✓ Woodwind
- ✓ Brass
- ✓ Strings
- ✓ percussion

Skills Covered

- ✓ Using a range of warm ups and musical activities to help develop musicality and the ability to improvise and compose.
- ✓ Using a range of call and response activities to ensure the children have a secure understanding of a range of musical terms including tempo, pitch and dynamics
- ✓ Listening to the music and discussing using musical vocabulary.
- ✓ Learning the rhythmic notation for crotchets, quavers and crotchet rests.
- ✓ Clapping rhythms in time and reading from rhythmic notation.
- ✓ To recognise the notation for C-E on the treble stave.
- ✓ Playing un-tuned percussion instruments with the correct technique and being aware of dynamics.
- ✓ Composing a melody using a 3 note scale – either CDE or ABC depending on the pitch chosen for their animal.
- ✓ Giving their composition a clear structure – beginning, middle, end.
- ✓ Following a conductor.
- ✓ Identifying different instruments by sound.
- ✓ Singing with increasing fluency, accuracy and confidence.

<p><u>Adaptations</u></p>	<ul style="list-style-type: none"> ✓ Some children may need ear defenders when using the tuned percussion instruments. ✓ Chime bars used for students who may not be able to access the xylophones ✓ Dots on xylophones to help children identify the correct notes. ✓ Targeted support for any children who may struggle with motor skills/grip whilst using the instruments. ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help. ✓ Supportive groupings. ✓ Scaffolds for composition – give the rhythm and let children compose the pitch 	
<p><u>Around the World</u></p>	<p><u>Assessment Ideas</u></p>	<p><u>Resources</u></p>
<p>Children will learn a variety of different songs from around the world. Some of these will be partner songs or involve singing in a round.</p> <p>Children will participate in a samba rehearsal and performance.</p> <p>Children will improvise and compose an accompaniment to a Call and response song.</p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval/Flashbacks will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording activities throughout the project.</p>	<p>Power points Untuned percussion Tuned percussion Youtube Ipad for recording</p>
<p><u>Vocabulary</u></p>	<p><u>Skills Covered</u></p>	

<ul style="list-style-type: none"> ✓ Pitch ✓ Dynamics ✓ Texture ✓ Tempo ✓ Instrumentation ✓ Pentatonic scale ✓ Polyrhythm ✓ bar ✓ Unison ✓ Round ✓ Partner song ✓ Percussion ✓ ostinato ✓ Melody 	<ul style="list-style-type: none"> ✓ Using a range of warm ups and musical activities to help develop musicality and the ability to improvise and compose. ✓ Using a range of call and response activities to ensure the children have a secure understanding of a range of musical terms including tempo, pitch and dynamics ✓ Listening to the music and discussing using musical vocabulary. ✓ Learning the rhythmic notation for crotchets, quavers and crotchet rests. ✓ Clapping rhythms in time and reading from rhythmic notation. ✓ To recognise the notation for C-E on the treble stave. ✓ Playing un-tuned percussion instruments with the correct technique and being aware of dynamics. ✓ Keeping their part in time whilst another group is playing a different part. ✓ Composing an accompaniment to a song ✓ Singing whilst playing an accompaniment on an instrument ✓ Following a conductor. ✓ Singing with increasing fluency, accuracy and confidence. ✓ Singing their part whilst another group is singing a different part at the same time 	
Railways	Assessment Ideas	Resources
<p>Children will learn a variety of different about railways including Engine Engine Number 9 and to stop the train. Some of these will be partner songs or involve singing in a round.</p> <p>They will listen to Bachianas brasileiras No. 2, The Little Train of the Caipira (finale) by Heitor Villa-Lobos (From BBC 10 pieces)</p> <p>The music: Bachianas brasileiras No. 2, The Little Train of the Caipira (finale) • Bachianas brasileiras (Brazilian Bachian pieces) are a set of suites written between 1930 and 1945. They skillfully combine Brazilian folk music with Baroque (Bach) harmonies and techniques • Each movement of the suites has a 'Bachian' title such as 'toccata' and a more descriptive, Brazilian title •</p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval/Flashbacks will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording activities throughout the project.</p>	<p>Power points Untuned percussion Tuned percussion Youtube Ipad for recording</p>

<p>Describes a short journey by stream train through the Brazilian countryside • This piece is 'programmatic' – i.e. it tells a story</p> <p>Trailblazer: Villa-Lobos led the way, bringing the melodies and sounds of music from his home country, Brazil, into a traditional orchestral setting.</p>		
Vocabulary	Skills Covered	
<ul style="list-style-type: none"> ✓ Accelerando Gradually getting faster (opposite: ritenuto or rallentando) ✓ Crescendo Gradually getting louder (opposite: decrescendo or diminuendo) ✓ Motif A very short musical 'idea' – often just a sound or a rhythm. ✓ Off-beat the 'weak' beats between the strong 'on-beats' of the pulse ✓ Ostinato a repeating (often rhythmic) pattern ✓ Pitched percussion percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars, etc. ✓ Programme music tells a story or describes an event, place, emotion ✓ Tempo another word for speed ✓ Unpitched percussion percussion instruments that can only make a limited number of 	<ul style="list-style-type: none"> ✓ Learning outcomes Learners will: <ul style="list-style-type: none"> ✓ • listen and reflect on a piece of orchestral music • create their own piece of music using instruments and voice • perform as an ensemble • learn musical language appropriate to the task • ✓ Curriculum checklist: <ul style="list-style-type: none"> • play and perform in ensemble contexts, using voices and playing musical instruments • improvise and compose music for a range of purposes using the interrelated dimensions of music <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory 	

sounds – drums, shakers, woodblocks,
tambourines, etc

Adaptations

- ✓ Some children may need ear defenders when using the tuned percussion instruments.
- ✓ Targeted support for any children who may struggle with motor skills/grip whilst using the instruments.
- ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help.
- ✓ Supportive groupings.
- ✓ Scaffolds for composition – give the rhythm but children to compose the pitch
- ✓ Lead students chosen to take on a leadership role to support others in the group.

Year 4		
Rhythm Grid	Assessment Ideas	Resources
<p><i>By the end of this project students should have a working knowledge of rhythmic notation. They should be able to read and compose using notation for crotchets, quavers and semiquavers. They should be able to hold their part during a class performance.</i></p> <p>They will continue to use vocal warm ups, rounds and partner songs to develop their tone and range and their confidence in singing.</p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording of each song at snap shot points of the project.</p>	<p>Power points Ipad for recording Composition work sheets</p>
Vocabulary	Skills Covered	
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ✓ Rhythmic notation ✓ Crochet ✓ Quaver / quavers ✓ Semiquaver ✓ Rest ✓ Crotchet rest ✓ Beat ✓ Rhythm ✓ Unison ✓ Polyrhythm ✓ Structure ✓ Beginning/Ending ✓ Repetition ✓ teamwork 	<ul style="list-style-type: none"> ✓ Using a range of warm ups and musical activities to help develop musicality and the ability to improvise and compose. ✓ Using a range of call and response activities to ensure the children have a secure understanding of a range of musical terms including tempo, pitch and dynamics ✓ Listening to the songs and discussing using musical vocabulary. ✓ Learning the rhythmic notation for crotchets, quavers, semiquavers and crotchet rests. ✓ Clapping rhythms in time and reading from rhythmic notation. ✓ Following a conductor. ✓ Keeping their part in time whilst other children are playing a different part. ✓ Using body percussion to compose/perform rhythms. ✓ Working independently as a group rather than performing as a whole class. ✓ Taking on a leadership role during group work. ✓ Identifying the difference between a single quaver and a pair of quavers. 	

Adaptations	<ul style="list-style-type: none"> ✓ Some children may need ear defenders when using the untuned percussion instruments. ✓ Supportive groupings ✓ Targeted support for any children who may struggle with motor skills/grip whilst using the instruments. ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help. ✓ Teacher to support with timing during performance if needed.
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Ukulele introduction	Assessment Ideas	Resources
<p><i>By the end of this project students should have a working knowledge of the basics when playing Ukulele. They will have worked individually and in groups to practice technique. They will have performed to the class either solo or as part of a small group</i></p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot. E.g. Correcting hand position whilst forming chords, checking posture and technique.</p>	<p>Power points Ukuleles Youtube Ipad for recording Composition worksheets</p>
	<p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p>	<p>Homework</p>
	<p>Recording of each song at snap shot points of the project.</p>	<p>Seesaw – make up a mnemonic for the names of the ukulele strings</p>
Vocabulary	Skills Covered	

- ✓ Performance
- ✓ Warm up
- ✓ Bridge
- ✓ Saddle
- ✓ Tuners
- ✓ Head stock
- ✓ Neck
- ✓ Sound hole
- ✓ Strings
- ✓ Frets
- ✓ fretboard
- ✓ Ukulele
- ✓ Hawaii
- ✓ Dynamics
- ✓ Tempo
- ✓ Texture
- ✓ Pitch
- ✓ Duration
- ✓ Silence
- ✓ Melody
- ✓ Timbre
- ✓ Chord sequence

- ✓ Reading and understanding chord diagrams
- ✓ How to hold the ukulele properly
- ✓ How to perform a simple down strum
- ✓ How to perform an up/down strum
- ✓ How to play a C,G, F and Am chord on the ukulele
- ✓ Reading and understanding strumming patterns written using rhythmic notation
- ✓ Singing will be developed using vocal warm ups and the songs we use during the topic.
- ✓ The ability to play and sing at the same time.
- ✓ To be able to change between chords fluently.

Adaptations	<ul style="list-style-type: none"> ✓ Some children may need ear defenders when using ukuleles ✓ Supportive groupings/seating plan to allow teacher to support key students ✓ Targeted support for any children who may struggle with motor skills/grip whilst using the instruments. ✓ Dots on ukuleles ✓ Left handed technique taught to Left handed students ✓ Cushions/straps used for children who may struggle to hold the instruments. ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help.
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Scottish Opera Project	Assessment Ideas	Resources
<p><i>Children will learn a number of different songs for a musical written by Scottish opera. Each class will learn a different characters particular singing parts.</i></p> <p><i>They will develop their vocal tone and range through a series of vocal warm ups and exercises.</i></p> <p><i>They will also learn movements which accompany each song,</i></p> <p><i>They then take part in a morning workshop with staff from Opera North which culminates in an afternoon performance to year 3 and Parents.</i></p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording activities throughout the project.</p> <p>Final performance to year 3 and parents.</p>	<p>Scottish opera online materials</p> <p>Score</p> <p>Lyrics</p> <p>Recordings</p> <p>Backing tracks</p> <p>Movement Videos</p>
		Homework
		Practice songs with backing tracks on Seesaw
Vocabulary	Skills Covered	

<ul style="list-style-type: none"> ✓ Melody ✓ Harmony ✓ Pitch ✓ Tone ✓ Range ✓ Opera ✓ Musical ✓ Warm ups ✓ Phrase ✓ Timing 	<ul style="list-style-type: none"> ✓ Using a range of warm ups and musical activities to help develop musicality and the ability to improvise and compose. ✓ Using a range of vocal warm ups to develop pitching, tone and range. ✓ Singing their own part in time whilst other groups play different parts. ✓ Following a conductor. ✓ Understanding a profession in the music industry. ✓ Co-ordination will be developed by learning movements to go with the songs. ✓ Vocal projection will be developed.
<p>Adaptations</p>	<ul style="list-style-type: none"> ✓ Some children may need ear defenders ✓ Supportive groupings/seating plan to allow teacher to support key students ✓ Vocal warm ups ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help. ✓ Lyrics provided ✓ Key vocabulary pre taught ✓ Simplified movement if needed

Keyboards Intro	Assessment Ideas	Resources
<p><i>By the end of this project students should be able to understand basic stave notation for the notes C-G on the treble stave. They should be able to play a number of melodies which increase in complexity using their right hand. They should be using the correct hand position and all of their fingers, focussing on technique. They will practice, and perform to their peers during lessons. They should develop their skills, playing with increasing fluency and accuracy whilst being aware of timing and note values.</i></p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording activities throughout the project.</p>	<p>Power points Keyboard booklets Youtube Ipad for recording keyboards</p>
Vocabulary	Skills Covered	
<ul style="list-style-type: none"> ✓ Tempo ✓ Pitch ✓ Duration ✓ Silence ✓ Melody ✓ Stave ✓ Note values ✓ Rhythm ✓ Beat ✓ Timing ✓ Practice ✓ Treble clef ✓ Stave ✓ Crotchet ✓ Quaver ✓ Semiquaver ✓ Minim 	<ul style="list-style-type: none"> ✓ How to read and interpret a melody map. ✓ How to read the pitch of C-G from the stave. ✓ How to play C-G melodies on the keyboard using the RH correct fingers. ✓ How to play using the correct hand position and correct fingers. ✓ Recap the note values for crotchets, quavers, semiquavers and crotchet rests ✓ Introduce minims, semibreves, minim rests, semibreve rests ✓ What a time signature is telling us. ✓ Some students will learn more complex melodies which involve reading further notes and changing hand positions. ✓ Some students may learn to add LH bass notes to the pieces they are learning. ✓ How to compose a basic melody (some to a rhythm scaffold) using the notes C-G 	

<ul style="list-style-type: none"> ✓ Semibreve ✓ Time signature ✓ Rest 		
<p>Adaptations</p>	<ul style="list-style-type: none"> ✓ Some children may need ear defenders ✓ Supportive pairings ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help. ✓ Rhythm scaffold ✓ Notes written on the keyboard ✓ Notes written on to the Music ✓ Suggested finger numbers written on to keyboard/music 	
<p>Year 5</p>		
<p>Keyboard development</p>	<p>Assessment Ideas</p>	<p>Resources</p>
<p><i>By the end of this project students should be able to understand basic stave notation. They should be able to play using the correct hand position and follow a melody lines which switches between bass and treble clef using both hands. Some children will be able to play a right hand melody with left hand accompaniment. They will have had the opportunity to work individually and in pairs.</i></p> <p>They will continue to use vocal warm ups, rounds and partner songs to develop their tone and range and their confidence in singing.</p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording of each song at snap shot points of the project.</p>	<p>Power points Ipad for recording Composition work sheets</p>

Vocabulary	Skills Covered
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ✓ Tempo ✓ Pitch ✓ Duration ✓ Silence ✓ Melody ✓ Performance ✓ Stave ✓ Note values ✓ Rhythm ✓ Beat ✓ bar ✓ Timing ✓ Practice ✓ Treble clef ✓ Bass clef ✓ Stave ✓ Crotchet ✓ Quaver ✓ Semiquaver ✓ Minim ✓ Semibreve ✓ Treble clef ✓ Time signature ✓ rest ✓ solo 	<ul style="list-style-type: none"> ✓ How to read and interpret a melody map. ✓ How to read the pitch of C-G from the stave. ✓ How to play C-G melodies on the keyboard using the RH correct fingers. ✓ How to play more complex melodies which involve changing hand position. ✓ How to read C and G on the bass stave to add in left hand. ✓ How to play using the correct hand position and correct fingers. ✓ How to play right and left hand together using the correct technique. ✓ An understanding of playing the treble clef with your right hand and bass clef with your left hand. ✓ Recap the note values for crotchets, quavers, semiquavers and crotchet rests ✓ Introduce minims, semibreves, minim rests, semibreve rests ✓ What a time signature is telling us. ✓ Some students will learn more complex melodies which involve reading further notes and changing hand positions. ✓ To play pieces in 2/4, 2/4 and 4/4 time. ✓ Some students may learn to add LH bass notes to the pieces they are learning.

Adaptations	<ul style="list-style-type: none"> ✓ Supportive pairings ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help. ✓ Rhythm scaffold ✓ Notes written on the keyboard ✓ Notes written on to the Music ✓ Suggested finger numbers written on to keyboard/music
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Space	Assessment Ideas	Resources
<p><i>By the end of this project students will have listened to a number of pieces from Gustav Holst – Planets Suite. They will have discussed these using musical vocabulary and talked about what they imagine might be happening when they hear the music. They will learn a number of ostinato's and use these to create an arrangement. They will then compose their own ostinato's which will be used to create a composition representing a planet.</i></p> <p><i>Each group's planet composition will then be performed to create a whole class 'journey through the solar system' performance.</i></p> <p><i>They will continue to develop their singing through learning the Solar System song.</i></p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Groups will perform to each other and offer peer feedback.</p> <p>Recording of each song at snap shot points of the project.</p>	<p>Power points Keyboards Glockenspiels Xylophones Untuned percussion Youtube Ipad for recording Composition worksheets</p>
Vocabulary	Skills Covered	

<ul style="list-style-type: none"> ✓ Performance ✓ Warm up ✓ Classical ✓ Suite ✓ Dynamics ✓ Piano ✓ Forte ✓ Diminuendo ✓ Crescendo ✓ Tempo ✓ Largo ✓ Andante/moderato ✓ Allegro ✓ Ostinato ✓ Texture ✓ Structure ✓ Imitation ✓ Major/minor 	<ul style="list-style-type: none"> ✓ Listening to a wide variety of music with an increasing attention to detail and recall sounds with increasing aural memory. ✓ Discuss the music they are listening to using the appropriate musical vocabulary. ✓ To identify major and minor tonality ✓ To identify different instruments by sound. ✓ To develop an understanding of the history of music ✓ To compose an ostinato representing a planet ✓ To use chords and bass notes to create atmosphere. ✓ To ensure that their composition has a clear structure. ✓ To compose using a given selection of notes ✓ To perform their work to their peers ✓ To watch performances and give constructive feedback to peers. ✓ To play tuned and un-tuned percussion with increasing fluency, accuracy and awareness of timing and phrasing.
<p>Adaptations</p>	<ul style="list-style-type: none"> ✓ Some children may need ear defenders ✓ Supportive pairings ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help. ✓ Rhythm scaffold for composition ✓ Notation scaffold for composition ✓ Notes written on the keyboard ✓ Notes written on to the Music ✓ Suggested finger numbers written on to keyboards

Ukulele 2	Assessment Ideas	Resources
<p>Children will recap parts of the ukulele and the correct playing posture.</p> <p>They will recap the chords C, Am, F and G and the down/down up strumming patterns.</p> <p>They will learn some more complex chords and increase their repertoire. They will also learn the 'swiss army strum'.</p> <p>They will compose a 4 bar chord sequence using the chords they have learned and their chosen strumming pattern.</p>	<p>Assessment will take place formatively during each lesson and misconceptions/technique will be corrected on the spot.</p> <p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording activities throughout the project.</p>	<p>Ukuleles Plectrums Song sheets Chord sheets Powerpoint Backing tracks</p>
Vocabulary	Skills Covered	
<ul style="list-style-type: none"> ✓ Performance ✓ Warm up ✓ Bridge ✓ Saddle ✓ Tuners ✓ Head stock ✓ Neck ✓ Sound hole ✓ Strings ✓ Frets ✓ fretboard ✓ Ukulele ✓ Hawaii ✓ Dynamics ✓ Tempo ✓ Texture ✓ Pitch 	<ul style="list-style-type: none"> ✓ Reading and understanding chord diagrams ✓ How to hold the ukulele properly ✓ How to perform a simple down strum ✓ How to perform an up/down strum ✓ How to play a C,G, F and Am chord on the ukulele ✓ How to play Em, D, Dm A on the ukulele ✓ How to perform using a 'swiss army' strum ✓ How to read different rhythmic strumming patterns ✓ How to play a single note melody on the ukulele using ukulele tab. ✓ To understand the different between notes and chords. ✓ Reading and understanding strumming patterns written using rhythmic notation ✓ Singing will be developed using vocal warm ups and the songs we use during the topic. ✓ The ability to play and sing at the same time. ✓ To be able to change between chords fluently and accurately. ✓ To play with a wider range of dynamics and control of the ukulele. 	

<ul style="list-style-type: none"> ✓ Duration ✓ Silence ✓ Melody ✓ Timbre ✓ Chord ✓ Chord sequence ✓ Swiss army strum ✓ Off beat ✓ Major/minor ✓ Dotted rhythm 	
<p>Adaptations</p>	<ul style="list-style-type: none"> ✓ Some children may need ear defenders when using ukuleles ✓ Supportive groupings/seating plan to allow teacher to support key students ✓ Targeted support for any children who may struggle with motor skills/grip whilst using the instruments. ✓ Dots on ukuleles ✓ Left handed technique taught to Left handed students ✓ Cushions/straps used for children who may struggle to hold the instruments. ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help.

Reading and writing music – Composition project	Assessment Ideas	Resources
<p><i>By the end of this project students should be able to understand basic stave notation. They will have had the opportunity to work individually and in groups. They will have composed, performed and notated their own piece of music. They will also have developed their singing by singing rounds and partner songs.</i></p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording activities throughout the project.</p>	<p>Power points Keyboard booklets Youtube Ipad for recording keyboards</p>
Vocabulary	Skills Covered	
<ul style="list-style-type: none"> ✓ Tempo ✓ Pitch ✓ Duration ✓ Silence ✓ Melody ✓ Performance ✓ Stave ✓ Note values ✓ Rhythm 	<ul style="list-style-type: none"> ✓ How to compose a basic melody (some to a rhythm scaffold) using the notes C-G. ✓ How to compose a melody using a pentatonic/heptatonic scale ✓ How to add a left hand harmony part to a melody ✓ How to add chords/rhythmic accompaniment to evoke chosen mood ✓ How to notate their composition using stave notation ✓ How to structure a composition AB, ABA form ✓ How to listen to another person's work and give constructive feedback ✓ How to make sure each bar adds up to the correct number of beats 	

<ul style="list-style-type: none"> ✓ Beat ✓ Timing ✓ Practice ✓ Treble clef ✓ Bass clef ✓ Pentatonic scale ✓ Heptatonic scale ✓ Stave ✓ Crotchet ✓ Quaver ✓ Semiquaver ✓ Minim ✓ Semibreve ✓ Time signature ✓ rest 	<ul style="list-style-type: none"> ✓ How to use the iPad to record compositions. 	
<ul style="list-style-type: none"> ✓ <u>Adaptations</u> 	<ul style="list-style-type: none"> ✓ Some children may need ear defenders ✓ Supportive pairings ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help. ✓ Rhythm scaffold for composition ✓ Notation scaffold for composition ✓ Notes written on the keyboard ✓ Notes written on to the Music ✓ Alternative methods of composition – graphic score 	
<p>Year 6</p>		
<p>Film music – Harry Potter</p>	<p>Assessment Ideas</p>	<p>Resources</p>

<p><i>By the end of this project students will have listened to and analysed a range of motifs from the Harry Potter symphony suite. They will have learned Hedwig's theme on the keyboard and composed a piece of music to represent a character from Harry Potter.</i></p> <p>They will continue to use vocal warm ups, rounds and partner songs to develop their tone and range and their confidence in singing.</p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording of each song at snap shot points of the project.</p>	<p>Power points Ipad for recording Composition work sheets</p> <p>Homework</p> <p>Introduction and exploration of Chrome music lab</p>
Vocabulary	Skills Covered	
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ✓ Tempo ✓ Pitch ✓ Duration ✓ Timbre ✓ Dynamics (piano/forte) ✓ Crescendo/diminuendo ✓ Silence ✓ Melody ✓ Performance ✓ Stave ✓ Note values ✓ Rhythm ✓ Beat ✓ bar ✓ Timing ✓ Practice ✓ Treble clef ✓ Bass clef 	<ul style="list-style-type: none"> ✓ Learning about □ time ✓ How to read and play flats, sharps and naturals on the keyboard ✓ Recognise how musical elements are used by composers to create different moods and effects ✓ Explore ways in which sounds are combined to create certain effects ✓ Identify musical devices used to create different moods ✓ Discern and distinguish layers of sound and understand their combined effect ✓ Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary ✓ Use a range of dynamics, timber and pitch in composition ✓ Use a range of musical devices common to film music ✓ Use own signs and symbols to record composition ✓ Comment on the intended effect ✓ Use imagination and confidence when composing ✓ Use changes in timbre, pitch and dynamics. ✓ Improvise melodic and rhythmic patterns as part of a performance ✓ Gain a sense of occasion while performing showing an awareness of others ✓ Follow instructions from symbols when singing or playing ✓ Show confidence in leading a group ✓ Suggest improvements to others' work ✓ Refine their own work and evaluate that of others 	

- ✓ Crotchet
- ✓ Quaver
- ✓ Semiquaver
- ✓ Minim
- ✓ Semibreve
- ✓ Time signature
- ✓ rest
- ✓ dotted rhythm

Adaptations

- ✓ Some children may need ear defenders
- ✓ Supportive pairings
- ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help.
- ✓ Rhythm scaffold for composition
- ✓ Notation scaffold for composition
- ✓ Notes written on the keyboard
- ✓ Notes written on to the Music
- ✓ Alternative methods of composition – graphic score

Ukulele 2	Assessment Ideas	Resources
<p>Children will recap parts of the ukulele and the correct playing posture.</p> <p>They will recap the chords C, Am, F and G and the down/down up strumming patterns.</p> <p>They will learn some more complex chords and increase their repertoire. They will also learn the 'swiss army strum'.</p> <p>They will compose a 4 bar chord sequence using the chords they have learned and their chosen strumming pattern.</p>	<p>Assessment will take place formatively during each lesson and misconceptions/technique will be corrected on the spot.</p> <p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording activities throughout the project.</p>	<p>Ukuleles Plectrums Song sheets Chord sheets Powerpoint Backing tracks</p>
Vocabulary	Skills Covered	
<ul style="list-style-type: none"> ✓ Performance ✓ Warm up ✓ Bridge ✓ Saddle ✓ Tuners ✓ Head stock ✓ Neck ✓ Sound hole ✓ Strings ✓ Frets ✓ fretboard ✓ Ukulele ✓ Hawaii ✓ Dynamics ✓ Tempo ✓ Texture ✓ Pitch 	<ul style="list-style-type: none"> ✓ Reading and understanding chord diagrams ✓ How to hold the ukulele properly ✓ How to perform a simple down strum ✓ How to perform an up/down strum ✓ How to play a C,G, F and Am chord on the ukulele ✓ How to play Em, D, Dm A on the ukulele ✓ How to perform using a 'swiss army' strum ✓ How to read different rhythmic strumming patterns ✓ How to play a single note melody on the ukulele using ukulele tab. ✓ To understand the different between notes and chords. ✓ Reading and understanding strumming patterns written using rhythmic notation ✓ Singing will be developed using vocal warm ups and the songs we use during the topic. ✓ The ability to play and sing at the same time. ✓ To be able to change between chords fluently and accurately. ✓ How to compose a chord sequence for a verse and chorus. ✓ How to practice and perform solo/in smaller groups 	

<ul style="list-style-type: none"> ✓ Duration ✓ Silence ✓ Melody ✓ Timbre ✓ Chord ✓ Chord sequence ✓ Swiss army strum ✓ Off beat ✓ Major/minor ✓ Dotted rhythm 	
<p>Adaptations</p>	<ul style="list-style-type: none"> ✓ Some children may need ear defenders when using ukuleles ✓ Supportive groupings/seating plan to allow teacher to support key students ✓ Targeted support for any children who may struggle with motor skills/grip whilst using the instruments. ✓ Dots on ukuleles ✓ Left handed technique taught to Left handed students ✓ Cushions/straps used for children who may struggle to hold the instruments. ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help.

Rock n. Roll	Assessment Ideas	Resources
<p><i>By the end of this project students will be able to play triads in C F and G major. They will have developed their singing skills and will be able to hold their part in an arrangement whilst others are playing different parts. They</i></p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p>	<p>Power points Keyboards ukuleles Untuned percussion</p>

<p>will look at the history and culture of Rock n Roll and compare and contrast it to modern music.</p>	<p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Groups will perform to each other and offer peer feedback.</p> <p>Recording of each song at snap shot points of the project.</p>	<p>Youtube Ipad for recording Composition worksheets</p> <p>Homework</p> <p>Chrome music lab for improvisation homework – children must use a blues scale to create a composition using a blues scale over the 12 bar blues</p>
Vocabulary	Skills Covered	
<ul style="list-style-type: none"> ✓ Performance ✓ Warm up ✓ Rock n Roll ✓ Blues ✓ Jazz ✓ Suite ✓ Dynamics ✓ Piano ✓ Forte ✓ Diminuendo ✓ Crescendo ✓ Tempo ✓ Largo ✓ Andante/moderato ✓ Allegro ✓ Ostinato ✓ Intro 	<ul style="list-style-type: none"> ✓ How to listen to and analyse musical examples from America and England. ✓ How to research ✓ How Blues and rock n roll have influenced a lot of modern music ✓ How to sing Elvis Presley – Hound dog ✓ how to play the 16 bar blues on keyboard/guitars/ukuleles ✓ how to play walking bass ✓ how to play major triads and 7th chords ✓ How to practice, respond to feedback and make improvements to their work. ✓ How to improvise using a blues/pentatonic scale ✓ How to improvise/compose - Composition element can be brought in as an extension to the task. Students may wish to adapt parts and change the rhythms in their pieces. They will also have the opportunity to compose extra melody and harmony lines using pentatonic/blues scale. ✓ Which skills will help them to create a successful performance. 	

- ✓ Outro
- ✓ Walking bass
- ✓ Chords
- ✓ Verse
- ✓ Chorus
- ✓ Instrumental
- ✓ Improvisation
- ✓ Pentatonic scale
- ✓ Blues scale
- ✓ Triads
- ✓ 7th chords
- ✓ Off beat

Adaptations

- ✓ Chords marked on the keyboards
- ✓ Pentatonic scale rather than blues scale for improvisation
- ✓ Dots on ukuleles
- ✓ Supportive pairings

Writing a song – Music Tech project	Assessment Ideas	Resources
<p><i>Children will utilise their previous knowledge by writing a song about moving on to secondary school. They will recap prior learning about chords, chord sequences, basslines, melodies, harmonies, structure and form to compose in groups. They may decide to use different instruments and assign different roles to members of their groups. Garage band will be used on the Ipad to capture ideas and record the final songs.</i></p>	<p>Assessment will take place formatively during each lesson and misconceptions will be corrected on the spot.</p> <p>Retrieval will be used at the start/end of lessons using questioning and common misconceptions will be identified and corrected as a whole class.</p> <p>Recording activities throughout the project.</p>	<p>Power points Keyboards Ukuleles Guitars Youtube Ipad for recording Students may bring in their own instruments from home</p> <hr/> <p>Homework</p> <p>To compose lyrics for a verse which may be included in their group composition</p>
<p>Vocabulary</p>	<p>Skills Covered</p>	

- ✓ Verse
- ✓ Chorus
- ✓ Intro
- ✓ Outro
- ✓ Instrumental
- ✓ Middle 8
- ✓ Chords
- ✓ Chord progression/sequence
- ✓ Melody
- ✓ Harmony
- ✓ Bass line
- ✓ Improvisation
- ✓ Ostinato
- ✓ Pentatonic scale
- ✓ Blues scale
- ✓ Repetition
- ✓ Accompaniment
- ✓ Structure

- ✓ How to compose a basic melody using a pentatonic/blues scale.
- ✓ How to work in a group, assigning different roles to different members of the group.
- ✓ How to compose chords, melody, bass line and lyrics for a song.
- ✓ How to play in time with one another with increasing fluency and accuracy.
- ✓ How to listen to another person's work and give constructive feedback
- ✓ How to structure a pop style song
- ✓ How to use technology to record ideas
- ✓ How to use Garage Band as a sequencing tool.

Adaptations

- ✓ Some children may need ear defenders
- ✓ Supportive pairings
- ✓ Fidget toys/wobble cushions/bands used for children who these have been identified to help.
- ✓ Rhythm scaffold for composition
- ✓ Notation scaffold for composition
- ✓ Notes written on the keyboard
- ✓ Notes written on to the Music
- ✓ Alternative methods of composition – graphic score
- ✓ Focus on Verse/Chorus rather than other parts of the song

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