

## Music Medium Term Plan Hollinswood Primary School and Nursery

	Substantive knowledge – the stuff of	Disciplinary knowledge – how is music studied.	Vocabulary/Questions	
<p><b>EYFS</b></p> <p>Singing</p> <p>Composition and improvisation</p> <p>Listening to and evaluating music.</p> <p>Musicianship skills.</p>	<p><b>I know:</b></p> <p>I use my voice to sing. I can sing in a high voice and a low voice.</p> <p>Music can be different.</p> <p>I can change the way I move to different music.</p> <p>I know what the beat is. I know fast and slow. I know about loud and quiet.</p>	<p><b>I know:</b></p> <p>we use a quiet or loud singing voice. we sing in a high or low voice.</p> <p>the music changes.</p> <p>there are different kinds of music</p> <p>a beat patterns. a beat can be fast or slow. music can be loud or quiet.</p> <p><b>I know how to:</b></p> <p>perform songs solo or in a group sing songs with a small pitch range, pitching accurately.</p> <p>change my movement when the music changes.</p> <p>play listening games. listen to music of different styles and genres.</p> <p>use the instruments to keep a beat. respond to chanted rhythm patterns.</p>	<p>Sing, voice, high, low</p> <p>Change, different (linked to vocabulary for musicianship)</p> <p>Words, songs, sounds, rhyme, patterns,</p> <p><b>Listening Questions</b> What was good about the music?</p> <p>What do you like about the music?</p> <p>What did you dislike about the music?</p> <p><b>Things to listen out for.</b> Sounds in the environment.</p> <p>Beat, fast, slow, chant, song, tempo, volume.</p>	<p><b>Genre:</b> Nursery Rhymes Counting songs Repetitive songs/rhymes Call and response songs</p> <hr/> <p><b>Resources/staff subject knowledge:</b></p> <p>In Harmony webpage: <a href="#">In Harmony: Login (inharmonyonline.org)</a></p> <p><a href="#">Play It! - Free primary school music player from Bring The Noise for EYFS and KS1 - BBC Teach</a></p> <hr/> <p><b>Suggested activities:</b></p> <p>Singing to introduce subject – phonics/number songs/tidy up song/transition songs. Add instrument to songs. Transfer the rhythm of songs onto instruments Play different genres of music with rhythm and pitch change. Listening activities. Dance - PE</p>

	Substantive knowledge – the stuff of	Disciplinary knowledge – how is music studied.	Vocabulary/Questions																											
<b>Year 1</b>  Singing  Composition and improvisation  Listening to and evaluating music.  Musicianship skills.	<b>I know:</b>  A range of call and response songs. What pitch is. What volume is.  Sounds create an effect.  How to evaluate music.  What a pitch pattern is. What a rhythm pattern is. What beat is. What tempo is.  .  .	<b>I know:</b> I must sing a melody accurately and at my own pitch. I must use a quiet or loud singing voice.  music can add effects.  music can sound different. music is made up of different elements.  the beat can change speed (tempo)  <b>I know how to:</b>  sing a range of call and response matching the pitches and rhythms with a degree of accuracy.  create music in response to non-musical stimulus (storm, race car, rocket launch etc)  listen to and explore music being performed by peers (themselves and other students). say whether I like or dislike a piece of music (Live and	Pitch, rhythm, pulse, volume,  Effect, change  Words, songs, sounds, rhyme, patterns, beat, pulse  <b>Listening Questions</b> What was good about the music? How did the music sound different? Was it better this way? How does listening to the song make you feel?  <b>Things to listen out for.</b> Instruments heard.  Pitch, rhythm, beat, tempo, speed	<b>Genre</b> Western Classical Tradition and Film <table border="1"> <thead> <tr> <th>Title</th> <th>Composer</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>Rondo alla Turca<sup>1</sup></td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Mars from <i>The Planets</i></td> <td>Holst</td> <td>20th Century</td> </tr> </tbody> </table> Popular Music <table border="1"> <thead> <tr> <th>Style</th> <th>Title</th> <th>Artist(s)</th> </tr> </thead> <tbody> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> </tbody> </table> Musical Traditions <table border="1"> <thead> <tr> <th>Country</th> <th>Tradition</th> <th>Title</th> <th>Artist/Composer</th> </tr> </thead> <tbody> <tr> <td>Brazil</td> <td>Samba</td> <td>Fanfarra (Cabua-Le-Le)</td> <td>Sérgio Mendes/Carlinhos Brown</td> </tr> </tbody> </table> <b>Resources/staff subject knowledge:</b>  In Harmony webpage:  <a href="http://inharmonyonline.org">In Harmony: Login (inharmonyonline.org)</a>  <a href="#">Play It! - Free primary school music player from Bring The Noise for EYFS and KS1 - BBC Teach</a>  <a href="#">Primary Music - KS1 / KS2 - BBC Teach</a>  <b>Suggested activities:</b>  Singing to introduce subject – phonics/number songs/tidy up song/transition songs.  Add instrument to songs. Transfer the rhythm of songs onto instruments	Title	Composer	Period	Rondo alla Turca <sup>1</sup>	Mozart	Classical	Mars from <i>The Planets</i>	Holst	20th Century	Style	Title	Artist(s)	Art Pop	Wild Man	Kate Bush	Blues	Runaway Blues	Ma Rainey	Country	Tradition	Title	Artist/Composer	Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Title	Composer	Period																												
Rondo alla Turca <sup>1</sup>	Mozart	Classical																												
Mars from <i>The Planets</i>	Holst	20th Century																												
Style	Title	Artist(s)																												
Art Pop	Wild Man	Kate Bush																												
Blues	Runaway Blues	Ma Rainey																												
Country	Tradition	Title	Artist/Composer																											
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown																											

		<p>recorded).</p> <p>accompany a chant or song by clapping the beat (tempo).</p> <p>use music technology to capture change and combine sounds.</p> <p><a href="#">Play It! - Free primary school music player from Bring The Noise for EYFS and KS1 - BBC Teach</a></p>		<p>Play different genres of music with rhythm and pitch change.</p> <p>Listening activities. Dance - PE</p>
--	--	---	--	---

	Substantive knowledge – the stuff of	Disciplinary knowledge – how is music studied.	Vocabulary	
<p><b>Year 2</b></p> <p>Performing</p> <p>Singing</p> <p>Composition and improvisation</p> <p>Listening to and</p>	<p><u>I know:</u></p> <p>What ensemble is. Good posture is. What a conductor does.</p> <p>What percussion is. What notation is.</p>	<p><u>I know:</u></p> <p>music is performed in a group and solo. music has patterns. the conductor controls the ensemble.</p> <p>singing has different dynamics that need to be accurate. singing needs voice control. music can be read.</p> <p>musical elements can be changed to</p>	<p>Perform Ensemble Solo Conductor</p> <p>Pulse</p> <p>Dynamics Control Symbols</p>	<p><b>Genre</b></p> <p>Copycat songs Call and response songs.</p>

<p>evaluating music.</p> <p>Musicianship skills.</p>	<p>How to self-evaluate music. Practice is important. What rehearsal is.</p> <p>What pulse is. What dynamics in music are. Know the difference between left and right. That rhythms are created using a combination of different length sounds. That pitches consist of different high and low sounds</p>	<p>improve the music. it takes time to master music.</p> <p>musical elements must work together.</p> <p><b><u>I know how to:</u></b></p> <p>perform simple patterns and accompaniments, keeping a regular pulse. play in an ensemble - demonstrating basic ensemble, skills, listening, watching, and keeping in time. demonstrate good posture. demonstrate basic instrumental specific techniques to produce controlled sound.</p> <p><b><u>Following a conductor:</u></b> follow instructions about when to play and sing. respond to simple visual cues (start/stop, loud/quiet).</p> <p>demonstrate rhythms verbally – ta, ti ti and sh (rest). sing with a pitch range of do-so with more vocal control. demonstrate an understanding of simple dynamics and tempos by responding to visual cues through a leader or symbols.</p> <p>invent rhythms for others to copy on instruments or through body percussion. read and respond to chanted rhythm patterns. begin to represent rhythms using stick notation. choose sounds which create an effect.</p> <p>listen, with increased concentration, for</p>	<p>Percussion Notation</p> <p>Evaluate Dynamics Musical elements Practice Rehearse</p> <p>Tune/melody/Chant</p> <p><b>Dynamics:</b> loud/quiet/piano/forte (Pianissimo, piano, forte, fortissimo)</p> <p><b>Tempo:</b> fast/slow</p> <p><b>Pitch:</b> high/low</p> <p><b>Rhythm:</b> Beat Pulse Rest Sequence Repeat</p>	<p>Western Classical Tradition and Film</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Composer</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>Night Ferry</td> <td>Anna Clyne</td> <td>21st Century</td> </tr> <tr> <td>Bolero?</td> <td>Ravel</td> <td>20th Century</td> </tr> <tr> <td>Rondo alla Turca</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Mars from <i>The Planets</i></td> <td>Holst</td> <td>20th Century</td> </tr> </tbody> </table> <p>Popular Music</p> <table border="1"> <thead> <tr> <th>Style</th> <th>Title</th> <th>Artist(s)</th> </tr> </thead> <tbody> <tr> <td>Rock n Roll</td> <td>Hound Dog</td> <td>Elvis Presley</td> </tr> <tr> <td>Pop</td> <td>With A Little Help from My Friends</td> <td>The Beatles</td> </tr> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> </tbody> </table> <p>Musical Traditions</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Tradition</th> <th>Title</th> <th>Artist/Composer</th> </tr> </thead> <tbody> <tr> <td>Indonesia</td> <td>Gamelan</td> <td>Baris</td> <td>Gong Kebyar of Pelitian</td> </tr> <tr> <td>Brazil</td> <td>Samba</td> <td>Fanfarra (Cabua-Le-Le)</td> <td>Sérgio Mendes/Carlinhos Brown</td> </tr> </tbody> </table> <p><b><u>Resources/staff subject knowledge:</u></b></p> <p>In Harmony webpage: <a href="#">In Harmony: Login (inharmonyonline.org)</a> <a href="#">Play It! - Free primary school music player from Bring The Noise for EYFS and KS1 - BBC Teach</a> <a href="#">Primary Music - KS1 / KS2 - BBC Teach</a></p> <p><b><u>Suggested activities:</u></b> Use body actions to recognise pitch.</p>	Title	Composer	Period	Night Ferry	Anna Clyne	21st Century	Bolero?	Ravel	20th Century	Rondo alla Turca	Mozart	Classical	Mars from <i>The Planets</i>	Holst	20th Century	Style	Title	Artist(s)	Rock n Roll	Hound Dog	Elvis Presley	Pop	With A Little Help from My Friends	The Beatles	Art Pop	Wild Man	Kate Bush	Blues	Runaway Blues	Ma Rainey	Country	Tradition	Title	Artist/Composer	Indonesia	Gamelan	Baris	Gong Kebyar of Pelitian	Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Title	Composer	Period																																												
Night Ferry	Anna Clyne	21st Century																																												
Bolero?	Ravel	20th Century																																												
Rondo alla Turca	Mozart	Classical																																												
Mars from <i>The Planets</i>	Holst	20th Century																																												
Style	Title	Artist(s)																																												
Rock n Roll	Hound Dog	Elvis Presley																																												
Pop	With A Little Help from My Friends	The Beatles																																												
Art Pop	Wild Man	Kate Bush																																												
Blues	Runaway Blues	Ma Rainey																																												
Country	Tradition	Title	Artist/Composer																																											
Indonesia	Gamelan	Baris	Gong Kebyar of Pelitian																																											
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown																																											

		<p>particular things when listening to music. say whether I like or dislike a piece of music (Live and recorded). improve own work by self-evaluating (identify why some sounds are more successful than others). begin to discuss each performance and what went well. explain why practice is important.</p> <p>to identify examples of high and low sounds. to respond independently to pitch changes heard in short melodic phrases. to recognise changes in pitch on staff notation.</p>	<p>Child conducting games. Learning pieces of music to perform. Perform to others in performance opportunities (assemblies, to parents, in the community)</p> <p>Encourage good posture when singing (sit/stand up straight, legs uncrossed, relaxed). Encourage good breathing before and during singing. Learn and perform short songs by memory related to subjects. Invent rhythms on the spot for others to copy in a copycat game.</p> <p>Add sounds to stories, rhymes and poetry.</p> <p>Listen to a variety of live and pre-recorded music.</p> <p>Listen to music of different styles and genres.</p> <p>Listen to and explore music being performed by peers.</p> <p>Listen to pieces that describe the sea, fireworks, animals etc.</p> <p>Begin to group beats in twos and threes through simple body percussion exercises (tap knees on the strongest beat and clap the remaining beats).</p> <p>Introduce different note values: Ta Ti-ti Shh (1 beat rest).</p>
--	--	---	---

	Substantive knowledge – the stuff of	Disciplinary knowledge – how music is studied.	Vocabulary/questions																																																														
<p><b>Year 3</b></p> <p>Performing</p> <p>Singing</p> <p>Composition and improvisation</p> <p>Listening to and evaluating music.</p> <p>Musicianship skills.</p>	<p><b>I know:</b></p> <p>What controlled sound is. What an ensemble is. I know what a solo is.</p> <p>What singing in unison means.</p> <p>What improvise means.</p> <p>How to self-evaluate music. Practice is important. Musical vocabulary.</p> <p>What a melodic instrument is. I know what a melodic phrase is. Music notation – stave, treble clef, bass clef.</p>	<p><b>I know:</b></p> <p>music is performed in a group and solo. music has controlled patterns. the conductor controls the ensemble.</p> <p>singing can be performed in different ways.</p> <p>music is composed in a sequence.</p> <p>musical elements can be changed to improve the music. it takes time to master music. music has different styles/genres and historical and cultural contexts.</p> <p>Music has different notations.</p> <p><b>I know how to:</b></p> <p>play a melodic instrument. play simple melodies using staff notation. to copy short melodic phrases at varying speeds. perform simple patterns and accompaniments, keeping a regular pulse. incorporating rhythms and simple</p>	<p>Controlled</p> <p>Unison</p> <p>Composed Sequence Improvise</p> <p>Composer Songwriter Composition</p> <p>Melodic phrase Tunefully</p> <p><b>Pitch:</b> p – piano pp – pianissimo f – forte ff – fortissimo crescendo – getting louder. diminuendo – getting quieter.</p>	<p><b>Genre</b></p> <p>Western Classical Tradition and Film</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Composer</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>Hallelujah from <i>Messiah</i></td> <td>Handel</td> <td>Baroque</td> </tr> <tr> <td>Night on a Bare Mountain<sup>2</sup></td> <td>Mussorgsky</td> <td>Romantic</td> </tr> <tr> <td>Jai Ho from <i>Slumdog Millionaire</i></td> <td>A. R. Rahman</td> <td>21st Century</td> </tr> <tr> <td>Rondo alla Turca</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Mars from <i>The Planets</i></td> <td>Holst</td> <td>20th Century</td> </tr> <tr> <td>Bolero</td> <td>Ravel</td> <td>20th Century</td> </tr> <tr> <td>Night Ferry</td> <td>Anna Clyne</td> <td>21st Century</td> </tr> </tbody> </table> <p>Popular Music</p> <table border="1"> <thead> <tr> <th>Style</th> <th>Title</th> <th>Artist(s)</th> </tr> </thead> <tbody> <tr> <td>Funk</td> <td>I Got You (I Feel Good)</td> <td>James Brown</td> </tr> <tr> <td>Disco</td> <td>Le Freak</td> <td>Chic</td> </tr> <tr> <td>Rock n Roll</td> <td>Hound Dog</td> <td>Elvis Presley</td> </tr> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> <tr> <td>Pop</td> <td>With A Little Help from My Friends</td> <td>The Beatles</td> </tr> </tbody> </table> <p>Musical Traditions</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Tradition</th> <th>Title</th> <th>Artist/Composer</th> </tr> </thead> <tbody> <tr> <td>India</td> <td>Indian Classical</td> <td>Sahela Re</td> <td>Kishori Amonkar</td> </tr> <tr> <td>Brazil</td> <td>Samba</td> <td>Fanfarra (Cabua-Le-Le)</td> <td>Sérgio Mendes/Carlinhos Brown</td> </tr> <tr> <td>Indonesia</td> <td>Gamelan</td> <td>Baris</td> <td>Gong Kebyar of Peliatan</td> </tr> </tbody> </table> <p><b>Resources/staff subject knowledge:</b></p> <p>In Harmony webpage:</p> <p><a href="http://inharmonyonline.org">In Harmony: Login (inharmonyonline.org)</a></p> <p><a href="#">Primary resources - KS2 / 2nd Level - BBC Teach</a></p>	Title	Composer	Period	Hallelujah from <i>Messiah</i>	Handel	Baroque	Night on a Bare Mountain <sup>2</sup>	Mussorgsky	Romantic	Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century	Rondo alla Turca	Mozart	Classical	Mars from <i>The Planets</i>	Holst	20th Century	Bolero	Ravel	20th Century	Night Ferry	Anna Clyne	21st Century	Style	Title	Artist(s)	Funk	I Got You (I Feel Good)	James Brown	Disco	Le Freak	Chic	Rock n Roll	Hound Dog	Elvis Presley	Art Pop	Wild Man	Kate Bush	Blues	Runaway Blues	Ma Rainey	Pop	With A Little Help from My Friends	The Beatles	Country	Tradition	Title	Artist/Composer	India	Indian Classical	Sahela Re	Kishori Amonkar	Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown	Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
Title	Composer	Period																																																															
Hallelujah from <i>Messiah</i>	Handel	Baroque																																																															
Night on a Bare Mountain <sup>2</sup>	Mussorgsky	Romantic																																																															
Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century																																																															
Rondo alla Turca	Mozart	Classical																																																															
Mars from <i>The Planets</i>	Holst	20th Century																																																															
Bolero	Ravel	20th Century																																																															
Night Ferry	Anna Clyne	21st Century																																																															
Style	Title	Artist(s)																																																															
Funk	I Got You (I Feel Good)	James Brown																																																															
Disco	Le Freak	Chic																																																															
Rock n Roll	Hound Dog	Elvis Presley																																																															
Art Pop	Wild Man	Kate Bush																																																															
Blues	Runaway Blues	Ma Rainey																																																															
Pop	With A Little Help from My Friends	The Beatles																																																															
Country	Tradition	Title	Artist/Composer																																																														
India	Indian Classical	Sahela Re	Kishori Amonkar																																																														
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown																																																														
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan																																																														

		<p>changes to pitch in call and response songs.</p> <p><b>Following a conductor:</b> follow instructions about when to play and sing respond to simple visual cues (start/stop, loud/quiet) with greater awareness</p> <p>sing a widening range of unison songs, varying in styles. sing with a pitch range of do-so. sing using expression, using simple dynamics (forte and piano). perform actions confidently to songs whilst singing. use my voice to create and control sounds – dynamics, volume, pitch. combine known rhythms with pitches to create simple, rising and falling melodies. organise musical ideas into a beginning, middle and end. improvise short responses using voices and instruments. invent rhythms for others to copy on instruments or through body percussion.</p> <p>use musical vocabulary to describe a piece of music and compositions. use musical vocabulary to describe what I like and do not like about a piece of music. recognise and differentiate between different styles of music: may include discussion of composers, songwriter.</p> <p>read notation - stave, lines and spaces</p>		<p><a href="#">Primary Music - KS1 / KS2 - BBC Teach</a></p> <p><a href="#">KS2 Music - BBC Teach</a></p> <p><b>Suggested activities:</b> Introduce tika-tika and too to demonstrate rhythms verbally. Continue to develop ensemble playing, Perform simple pieces of music.</p> <p>Encourage good posture when singing (sit/stand up straight, legs uncrossed, relaxed). Encourage good breathing before and during singing. Learn and perform short songs by memory related to subjects. Sing songs in unison and rounds. Sing in various group sizes (solo, pairs, small groups, whole class). Singing and clapping games. Record ideas, listen back and evaluate as a class. Explore different sounds on different instruments.</p> <p>Going to live performances. In Harmony staff performing to students. Performing to each other. Performing orchestra/class pieces from different genres and styles.</p> <p>Introduce different note values: Too Ta Ti-ti Tika-tika Shh (1 beat rest)</p>
--	--	--	--	--

		and an appropriate clef (bass or treble) to read and write appropriate clef notation. use staff notation to show higher and lower pitches.		
--	--	---	--	--

	Substantive knowledge – the stuff of	Disciplinary knowledge – how music is studied.	Vocabulary/Questions																																																																																					
<p><b>Year 4</b></p> <p>Performing</p> <p>Singing</p> <p>Composition and improvisation</p> <p>Listening to and evaluating music.</p> <p>Musicianship skills.</p>	<p><b>I know:</b></p> <p>What controlled sound is. What an ensemble is. What a solo is. What a time signature is. What a round is.</p> <p>What a bar is. Music is made up of rhythmical phrases.</p> <p>How to self-evaluate music. Practice is important. <b>Different musical elements:</b> Instruments Rhythmic patterns Repetition of sounds/patterns.</p>	<p><b>I know:</b></p> <p>music is performed in a group and solo. music has controlled patterns. the conductor controls the ensemble. singing can be performed in different ways.</p> <p>music is composed in different ways, with different beats to create different rhythmical phrases.</p> <p>musical elements can be changed to improve the music. it takes time to master music. music has different styles/genres and historical and cultural contexts.</p> <p><b>I know how to:</b></p> <p>produce controlled sounds at two or more</p>	<p>Controlled</p> <p>Time signatures Rounds Two parts Rhythmical phrase Bar</p> <p>Character of music. Purpose of music.</p> <p><b>Things to listen out for:</b></p> <p>Can you identify rhythmic patterns, instruments, and repetitions of sounds/patterns.</p> <p>Can you identify the different musical</p>	<p><b>Genre</b></p> <p>Western Classical Tradition and Film</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Composer</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>Symphony No. 5</td> <td>Beethoven</td> <td>Classical</td> </tr> <tr> <td>O Euchar!</td> <td>Hildegard</td> <td>Early</td> </tr> <tr> <td>For the Beauty of the Earth</td> <td>Rutter</td> <td>20th Century</td> </tr> <tr> <td>Jai Ho from Slumdog Millionaire</td> <td>A. R. Rahman</td> <td>21st Century</td> </tr> <tr> <td>Hallelujah from Messiah</td> <td>Handel</td> <td>Baroque</td> </tr> <tr> <td>Rondo alla Turca</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Night on a Bare Mountain</td> <td>Mussorgsky</td> <td>Romantic</td> </tr> <tr> <td>Mars from The Planets</td> <td>Holst</td> <td>20th Century</td> </tr> <tr> <td>Bolero</td> <td>Ravel</td> <td>20th Century</td> </tr> <tr> <td>Night Ferry</td> <td>Anna Clyne</td> <td>21st Century</td> </tr> </tbody> </table> <p>Popular Music</p> <table border="1"> <thead> <tr> <th>Style</th> <th>Title</th> <th>Artist(s)</th> </tr> </thead> <tbody> <tr> <td>Jazz</td> <td>Take the 'A' Train*</td> <td>Billy Strayhorn/Duke Ellington Orchestra</td> </tr> <tr> <td>90s Indie</td> <td>Wonderwall</td> <td>Oasis</td> </tr> <tr> <td>Rock n Roll</td> <td>Hound Dog</td> <td>Elvis Presley</td> </tr> <tr> <td>Pop</td> <td>With a Little Help with My Friends</td> <td>The Beatles</td> </tr> <tr> <td>Funk</td> <td>I Got You (I Feel Good)</td> <td>James Brown</td> </tr> <tr> <td>Disco</td> <td>Le Freak</td> <td>Chic</td> </tr> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> </tbody> </table> <p>Musical Traditions</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Tradition</th> <th>Title</th> <th>Artist/Composer</th> </tr> </thead> <tbody> <tr> <td>Punjab/UK</td> <td>Bhangra</td> <td>Bhabiye Akh Larr Gayee</td> <td>Bhujhangy Group</td> </tr> <tr> <td>Trinidad</td> <td>Calypso</td> <td>Tropical Bird</td> <td>Trinidad Steel Band</td> </tr> <tr> <td>Brazil</td> <td>Samba</td> <td>Fanfarra (Cabua-Le-Le)</td> <td>Sérgio Mendes/Carlinhos Brown</td> </tr> <tr> <td>Indonesia</td> <td>Gamelan</td> <td>Baris</td> <td>Gong Kebyar of Peliatan</td> </tr> <tr> <td>India</td> <td>Indian Classical</td> <td>Sahela Re</td> <td>Kishori Amonkar</td> </tr> </tbody> </table>	Title	Composer	Period	Symphony No. 5	Beethoven	Classical	O Euchar!	Hildegard	Early	For the Beauty of the Earth	Rutter	20th Century	Jai Ho from Slumdog Millionaire	A. R. Rahman	21st Century	Hallelujah from Messiah	Handel	Baroque	Rondo alla Turca	Mozart	Classical	Night on a Bare Mountain	Mussorgsky	Romantic	Mars from The Planets	Holst	20th Century	Bolero	Ravel	20th Century	Night Ferry	Anna Clyne	21st Century	Style	Title	Artist(s)	Jazz	Take the 'A' Train*	Billy Strayhorn/Duke Ellington Orchestra	90s Indie	Wonderwall	Oasis	Rock n Roll	Hound Dog	Elvis Presley	Pop	With a Little Help with My Friends	The Beatles	Funk	I Got You (I Feel Good)	James Brown	Disco	Le Freak	Chic	Art Pop	Wild Man	Kate Bush	Blues	Runaway Blues	Ma Rainey	Country	Tradition	Title	Artist/Composer	Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group	Trinidad	Calypso	Tropical Bird	Trinidad Steel Band	Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown	Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan	India	Indian Classical	Sahela Re	Kishori Amonkar
Title	Composer	Period																																																																																						
Symphony No. 5	Beethoven	Classical																																																																																						
O Euchar!	Hildegard	Early																																																																																						
For the Beauty of the Earth	Rutter	20th Century																																																																																						
Jai Ho from Slumdog Millionaire	A. R. Rahman	21st Century																																																																																						
Hallelujah from Messiah	Handel	Baroque																																																																																						
Rondo alla Turca	Mozart	Classical																																																																																						
Night on a Bare Mountain	Mussorgsky	Romantic																																																																																						
Mars from The Planets	Holst	20th Century																																																																																						
Bolero	Ravel	20th Century																																																																																						
Night Ferry	Anna Clyne	21st Century																																																																																						
Style	Title	Artist(s)																																																																																						
Jazz	Take the 'A' Train*	Billy Strayhorn/Duke Ellington Orchestra																																																																																						
90s Indie	Wonderwall	Oasis																																																																																						
Rock n Roll	Hound Dog	Elvis Presley																																																																																						
Pop	With a Little Help with My Friends	The Beatles																																																																																						
Funk	I Got You (I Feel Good)	James Brown																																																																																						
Disco	Le Freak	Chic																																																																																						
Art Pop	Wild Man	Kate Bush																																																																																						
Blues	Runaway Blues	Ma Rainey																																																																																						
Country	Tradition	Title	Artist/Composer																																																																																					
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group																																																																																					
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band																																																																																					
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown																																																																																					
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan																																																																																					
India	Indian Classical	Sahela Re	Kishori Amonkar																																																																																					



	<p>Syllables link to each note value.</p>	<p>dynamic levels, across an increased range of notes.  play and perform melodic and accompaniment lines using simple staff notation.  use a small range of pitches on specific instruments.  identify playing a melodic line or accompanying line.  copy short melodic or rhythmic phrases.</p> <p><b>Following a conductor:</b>  follow instructions from conductor about when to play and sing.</p> <p>sing with accurate pitch, following directions for dynamics.  sing rounds in two parts.  sing songs in different time signatures (2/4, 3/4, 4/4)</p> <p>combine known rhythms with pitches in particular keys or scales.  combine different note lengths to create sequences of 2, 3 or 4 beats.  arrange rhythms/sequences into bars, to create longer rhythm phrases.</p> <p>to recognise and differentiate between different styles of music.  to explain why silence is often needed in music and explain what effect it has.  identify the character of a piece of music.  identify and describe the different purposes of music.  to self-evaluate and suggest improvements.  to describe an effective practice routine (involves self-reflection).</p>	<p>elements.</p> <p>Timbre  Texture  Recall</p> <p><b>Orchestra:</b>  Percussion  strings  Woodwind  Brass</p> <p><b>Tempo:</b>  andante – walking pace  allegro – fast  largo – slow  rallentando – getting slower  accelerando – getting faster</p>	<p><b><u>Resources/staff subject knowledge:</u></b></p> <p>In Harmony webpage:  <a href="#">In Harmony: Login (inharmonyonline.org)</a></p> <p><a href="#">Primary resources - KS2 / 2nd Level - BBC Teach</a></p> <p><a href="#">Primary Music - KS1 / KS2 - BBC Teach</a></p> <p><a href="#">KS2 Music - BBC Teach</a></p> <p><b><u>Suggested activities:</u></b></p> <p>Arrange different groups to produce different rhythms. (Instruments or body percussion) E.g. Group 1 clap pulse Group 2 clap rhythm.  Explore and perform a repeated pattern building up layers.  Read simple notation and play pieces by ear.  Follow a part using treble or bass clef and play what's written</p> <p>Begin to incorporate larger vocal leaps (intervals) in the songs they sing.  Perform songs as a choir/ensemble in performance opportunities</p>
--	---	---	---	---

		<p>to read notation:          apply word chants to short rhythms,          understanding how the syllables link to each          note value</p>		<p>(assemblies, concerts etc)</p> <p>Explore musical components and instrument sounds to create music for a specific mood.          Capture and record compositional ideas using a combination of staff notation, graphic notation, rhythmic notation and technology.          Use ICT to support music composition.</p> <p>Listen to music from a variety of styles, different traditions and from well-known composers and musicians</p> <p>Reinforce the understanding of a stave, lines and spaces and an appropriate clef (bass or treble)          Use traditional music notation to show pitches and rhythms Continue using note values Too Ta Ti-ti Tika-tika Shh (1 beat rest).</p>
--	--	---	--	--

	Substantive knowledge – the stuff of	Disciplinary knowledge – how music is studied.	Vocabulary/Questions	
<b>Year 5</b>	<u>I know:</u> Music is made up of	<u>I know:</u> music is performed in a group and solo.	Ensemble Posture Ease	<u>Genre:</u>

<p>Performing</p> <p>Singing</p> <p>Composition and improvisation</p> <p>Listening to and evaluating music.</p> <p>Musicianship skills.</p>	<p>different elements that must work together.</p> <p>A range of songs including those from other cultures.</p> <p>What Binary and Ternary mean. What a key is in musical terms.</p> <p>Musical vocabulary. How to self-evaluate music. Practice is important. <b>Different musical elements:</b> Instruments Rhythmic patterns Repetition of sounds/patterns</p> <p>Music notations: <b>stave, lines and spaces and an appropriate clef (bass or treble).</b></p>	<p>music has controlled patterns. the conductor controls the ensemble.</p> <p>singing can be performed in different ways in different cultures.</p> <p>music is performed in different keys. music can be spontaneous.</p> <p>musical elements can be changed to improve the music. it takes time to master music. music has different styles/genres and historical and cultural contexts.</p> <p><b>music has different notations.</b></p> <p><b><u>I know how to:</u></b></p> <p>play with more ease and control both sitting and standing, paying attention to good posture. make a pleasing sound with increased consistency and more secure intonation. perform confidently using different articulations. maintain own part whilst others are performing their part (ensemble playing). play my instrument using staff notation. perform parts from memory. to play a melody or take an accompaniment role. increase range of pitches on instrument.</p> <p>sing a range of songs, observing</p>	<p>Consistency</p> <p>Accurate pitching</p> <p>Style</p> <p>Cultures</p> <p>Key</p> <p>Major</p> <p>Minor</p> <p><b>Musical vocabulary</b></p> <p>Previous year groups, plus:</p> <p>Effects</p> <p>Composer</p> <p>Chord</p> <p>Ensemble</p> <p>Melody</p> <p>Accompaniment</p> <p>Arpeggio</p> <p>Ostinato</p> <p>Canon</p> <p>Drone</p> <p>Harmony</p> <p>Notation: notes</p> <p>Posture</p> <p>Compare work with others. How are they similar? Different?</p> <p><b>Timbre</b></p> <p><b>Texture</b></p> <p><b>Recall</b></p> <p><b>Orchestra:</b></p> <p><b>Percussion</b></p> <p><b>strings</b></p>	<p>Western Classical Tradition and Film</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Composer</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>English Folk Song Suite*</td> <td>Vaughan Williams</td> <td>20th Century</td> </tr> <tr> <td>Symphonic Variations on an African Air</td> <td>Coleridge-Taylor</td> <td>20th Century</td> </tr> <tr> <td>This Little Babe from <i>Ceremony of Carols</i></td> <td>Britten</td> <td>20th Century</td> </tr> <tr> <td>Jai Ho from <i>Slumdog Millionaire</i></td> <td>A.R. Rahman</td> <td>21st Century</td> </tr> <tr> <td>O Eucharist</td> <td>Hildegard</td> <td>Early</td> </tr> <tr> <td>Hallelujah from <i>Messiah</i></td> <td>Handel</td> <td>Baroque</td> </tr> <tr> <td>Rondo alla Turca</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Symphony No. 5</td> <td>Beethoven</td> <td>Classical</td> </tr> <tr> <td>Night on a Bare Mountain</td> <td>Mussorgsky</td> <td>Romantic</td> </tr> <tr> <td>Mars from <i>The Planets</i></td> <td>Holst</td> <td>20th Century</td> </tr> <tr> <td>Bolero</td> <td>Ravel</td> <td>20th Century</td> </tr> <tr> <td>For the Beauty of the Earth</td> <td>Rutter</td> <td>20th Century</td> </tr> <tr> <td>Night Ferry</td> <td>Anna Clyne</td> <td>21st Century</td> </tr> </tbody> </table> <p>Popular Music</p> <table border="1"> <thead> <tr> <th>Style</th> <th>Title</th> <th>Artist(s)</th> </tr> </thead> <tbody> <tr> <td>90s Singer/Songwriter</td> <td>Play Dead</td> <td>Björk</td> </tr> <tr> <td>80s Synth/Pop</td> <td>Smalltown Boy</td> <td>Bronski Beat</td> </tr> <tr> <td>Jazz</td> <td>Take the 'A' Train</td> <td>Billy Strayhorn/Duke Ellington Orchestra</td> </tr> <tr> <td>Rock n Roll</td> <td>Hound Dog</td> <td>Elvis Presley</td> </tr> <tr> <td>Pop</td> <td>With A Little Help from My Friends</td> <td>The Beatles</td> </tr> <tr> <td>Funk</td> <td>I Got You (I Feel Good)</td> <td>James Brown</td> </tr> <tr> <td>Disco</td> <td>Le Freak</td> <td>Chic</td> </tr> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>90s Indie</td> <td>Wonderwall</td> <td>Oasis</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> </tbody> </table> <p>Musical Traditions</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Tradition</th> <th>Title</th> <th>Artist/Composer</th> </tr> </thead> <tbody> <tr> <td>Nigeria</td> <td>Drumming</td> <td>Jin-Go-La-Ba (Drums of Passion)</td> <td>Babatunde Olatunji</td> </tr> <tr> <td>South Africa</td> <td>Choral</td> <td>Inkanyezi Nezazi</td> <td>Ladysmith Black Mambazo</td> </tr> <tr> <td>Brazil</td> <td>Samba</td> <td>Fanfarra (Cabua-Le-Le)</td> <td>Sérgio Mendes/Carlinhos Brown</td> </tr> <tr> <td>Indonesia</td> <td>Gamelan</td> <td>Baris</td> <td>Gong Kebyar of Peliatan</td> </tr> <tr> <td>India</td> <td>Indian Classical</td> <td>Sahela Re</td> <td>Kishori Amonkar</td> </tr> <tr> <td>Punjab/UK</td> <td>Bhangra</td> <td>Bhabiye Akh Larr Gayee</td> <td>Bhujhangy Group</td> </tr> <tr> <td>Trinidad</td> <td>Calypso</td> <td>Tropical Bird</td> <td>Trinidad Steel Band</td> </tr> </tbody> </table> <p><b><u>Resources/staff subject knowledge:</u></b></p> <p>In Harmony webpage:</p> <p><a href="http://In Harmony: Login (inharmonyonline.org)">In Harmony: Login (inharmonyonline.org)</a></p> <p><a href="http://Primary resources - KS2 / 2nd Level - BBC Teach">Primary resources - KS2 / 2nd Level - BBC Teach</a></p> <p><a href="http://Primary Music - KS1 / KS2 - BBC Teach">Primary Music - KS1 / KS2 - BBC Teach</a></p>	Title	Composer	Period	English Folk Song Suite*	Vaughan Williams	20th Century	Symphonic Variations on an African Air	Coleridge-Taylor	20th Century	This Little Babe from <i>Ceremony of Carols</i>	Britten	20th Century	Jai Ho from <i>Slumdog Millionaire</i>	A.R. Rahman	21st Century	O Eucharist	Hildegard	Early	Hallelujah from <i>Messiah</i>	Handel	Baroque	Rondo alla Turca	Mozart	Classical	Symphony No. 5	Beethoven	Classical	Night on a Bare Mountain	Mussorgsky	Romantic	Mars from <i>The Planets</i>	Holst	20th Century	Bolero	Ravel	20th Century	For the Beauty of the Earth	Rutter	20th Century	Night Ferry	Anna Clyne	21st Century	Style	Title	Artist(s)	90s Singer/Songwriter	Play Dead	Björk	80s Synth/Pop	Smalltown Boy	Bronski Beat	Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra	Rock n Roll	Hound Dog	Elvis Presley	Pop	With A Little Help from My Friends	The Beatles	Funk	I Got You (I Feel Good)	James Brown	Disco	Le Freak	Chic	Art Pop	Wild Man	Kate Bush	90s Indie	Wonderwall	Oasis	Blues	Runaway Blues	Ma Rainey	Country	Tradition	Title	Artist/Composer	Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji	South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo	Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown	Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan	India	Indian Classical	Sahela Re	Kishori Amonkar	Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group	Trinidad	Calypso	Tropical Bird	Trinidad Steel Band
Title	Composer	Period																																																																																																													
English Folk Song Suite*	Vaughan Williams	20th Century																																																																																																													
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century																																																																																																													
This Little Babe from <i>Ceremony of Carols</i>	Britten	20th Century																																																																																																													
Jai Ho from <i>Slumdog Millionaire</i>	A.R. Rahman	21st Century																																																																																																													
O Eucharist	Hildegard	Early																																																																																																													
Hallelujah from <i>Messiah</i>	Handel	Baroque																																																																																																													
Rondo alla Turca	Mozart	Classical																																																																																																													
Symphony No. 5	Beethoven	Classical																																																																																																													
Night on a Bare Mountain	Mussorgsky	Romantic																																																																																																													
Mars from <i>The Planets</i>	Holst	20th Century																																																																																																													
Bolero	Ravel	20th Century																																																																																																													
For the Beauty of the Earth	Rutter	20th Century																																																																																																													
Night Ferry	Anna Clyne	21st Century																																																																																																													
Style	Title	Artist(s)																																																																																																													
90s Singer/Songwriter	Play Dead	Björk																																																																																																													
80s Synth/Pop	Smalltown Boy	Bronski Beat																																																																																																													
Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra																																																																																																													
Rock n Roll	Hound Dog	Elvis Presley																																																																																																													
Pop	With A Little Help from My Friends	The Beatles																																																																																																													
Funk	I Got You (I Feel Good)	James Brown																																																																																																													
Disco	Le Freak	Chic																																																																																																													
Art Pop	Wild Man	Kate Bush																																																																																																													
90s Indie	Wonderwall	Oasis																																																																																																													
Blues	Runaway Blues	Ma Rainey																																																																																																													
Country	Tradition	Title	Artist/Composer																																																																																																												
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji																																																																																																												
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo																																																																																																												
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown																																																																																																												
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan																																																																																																												
India	Indian Classical	Sahela Re	Kishori Amonkar																																																																																																												
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group																																																																																																												
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band																																																																																																												

		<p>accurate pitching, phrasing, and appropriate style. breathe in the correct place when singing.</p> <p>compose melodies in either C Major or A Minor (or a suitable key for the instrument being written for). compose music in Binary or Ternary form (AB or ABA). improvise freely over a drone. improvise using a variety of pitches and rhythms. compose music which meets specific criteria.</p> <p>to recognise and differentiate between different styles of music. contrast the work of different composers/songwriters and explain my preferences. describe, compare and evaluate music using musical vocabulary. explain why I think music is successful or unsuccessful – including evaluating own playing. suggest improvements to my own work and that of others.</p> <p>read notation: stave, lines and spaces and an appropriate clef (bass or treble). use traditional music notation to show pitches and rhythms. apply word chants to longer rhythms.</p>	<p>Woodwind Brass</p>	<p><a href="#">KS2 Music - BBC Teach</a></p> <p><b><u>Suggested activities:</u></b></p> <p>Continue developing the basic skills of a specific instrument over a sustained learning period,</p> <p>Perform songs as a choir, ensemble, or orchestra in performance opportunities (assemblies, concerts etc) Encourage the correct posture, breathing and sound projection when singing. Sing songs from other cultures.</p> <p>Begin to use dynamics within improvisation. Improvise within a group using melodic and rhythmic phrases. Change sounds or organise them differently to change the effect.</p> <p>Listen to music from a variety of styles, different traditions and from well-known composers and musicians.</p> <p>Evaluate the quality of their own performances using musical terms. Suggest improvements following each performance. See how students can improve their own musical performances from observing other performances (other students and musicians) Identify technical challenges. Take some ownership of regular practice routines (self-reflection).</p>
--	--	---	---------------------------	--

	Substantive knowledge – the stuff of	Disciplinary knowledge – how music is studied.	Vocabulary																																																																																					
<p><b>Year 6</b></p> <p>Performing</p> <p>Singing</p> <p>Composition and improvisation</p> <p>Listening to and evaluating music.</p> <p>Musicianship skills.</p>	<p><b>I know:</b></p> <p>Music is made up of different elements that must work together.</p> <p>A range of songs including those from other cultures. What a syncopated rhythm is.</p> <p>The different musical elements.</p> <p>How to self-evaluate music. Practice is important.</p> <p><b>Different musical elements:</b></p> <p>Instruments</p> <p>Rhythmic patterns</p> <p>Repetition of sounds/patterns</p> <p>Composers and music styles from different eras.</p>	<p><b>I know:</b></p> <p>music is performed in a group and solo. music has controlled patterns. the conductor controls the ensemble.</p> <p>singing can be performed in different ways in different cultures.</p> <p>music is performed in different keys. music can be spontaneous.</p> <p>musical elements can be changed to improve the music. it takes time to master music. music has different styles/genres and historical and cultural contexts.</p> <p>music has different notations.</p> <p><b>I know how to:</b></p> <p>make a pleasing sound with increased consistency and more secure intonation. perform confidently using different articulations. maintain own part whilst others are performing their part</p>	<p>Ensemble</p> <p>Posture</p> <p>Ease</p> <p>Consistency</p> <p>Syncopated rhythms.</p> <p>Melodic phrases</p> <p>Improvisation</p> <p>Composition</p> <p>Compare work with others. How are they similar? Different? Were all the parts balanced? Could we hear them all?</p>	<p><b>Genre:</b></p> <p>Western Classical Tradition and Film</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Composer</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>1812 Overture</td> <td>Tchaikovsky</td> <td>Romantic</td> </tr> <tr> <td>Connect It<sup>4</sup></td> <td>Anna Meredith</td> <td>21st Century</td> </tr> <tr> <td>O Eucharist</td> <td>Hildegard</td> <td>Early</td> </tr> <tr> <td>Hallelujah from <i>Messiah</i></td> <td>Handel</td> <td>Baroque</td> </tr> <tr> <td>Rondo alla Turca</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Symphony No. 5</td> <td>Beethoven</td> <td>Classical</td> </tr> <tr> <td>Night on a Bare Mountain</td> <td>Mussorgsky</td> <td>Romantic</td> </tr> <tr> <td>Mars from <i>The Planets</i></td> <td>Holst</td> <td>20th Century</td> </tr> <tr> <td>Bolero</td> <td>Ravel</td> <td>20th Century</td> </tr> <tr> <td>English Folk Song Suite<sup>6</sup></td> <td>Vaughan Williams</td> <td>20th Century</td> </tr> <tr> <td>Symphonic Variations on an African Air</td> <td>Coleridge-Taylor</td> <td>20th Century</td> </tr> <tr> <td>For the Beauty of the Earth</td> <td>Rutter</td> <td>20th Century</td> </tr> <tr> <td>This Little Babe from <i>A Ceremony of Carols</i></td> <td>Britten</td> <td>20th Century</td> </tr> <tr> <td>Night Ferry</td> <td>Anna Clyne</td> <td>21st Century</td> </tr> <tr> <td>Jai Ho from <i>Slumdog Millionaire</i></td> <td>A. R. Rahman</td> <td>21st Century</td> </tr> </tbody> </table> <p>Popular Music</p> <table border="1"> <thead> <tr> <th>Style</th> <th>Title</th> <th>Artist(s)</th> </tr> </thead> <tbody> <tr> <td>90s RnB</td> <td>Say My Name</td> <td>Destiny's Child</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> <tr> <td>Jazz</td> <td>Take the 'A' Train</td> <td>Billy Strayhorn/Duke Ellington Orchestra</td> </tr> <tr> <td>Rock n Roll</td> <td>Hound Dog</td> <td>Elvis Presley</td> </tr> <tr> <td>Pop</td> <td>With A Little Help from My Friends</td> <td>The Beatles</td> </tr> <tr> <td>Funk</td> <td>I Got You (I Feel Good)</td> <td>James Brown</td> </tr> <tr> <td>Disco</td> <td>Le Freak</td> <td>Chic</td> </tr> <tr> <td>80s Synth/Pop</td> <td>Smalltown Boy</td> <td>Bronski Beat</td> </tr> <tr> <td>90s Singer/Songwriter</td> <td>Play Dead</td> <td>Björk</td> </tr> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>90s Indie</td> <td>Wonderwall</td> <td>Oasis</td> </tr> </tbody> </table>	Title	Composer	Period	1812 Overture	Tchaikovsky	Romantic	Connect It <sup>4</sup>	Anna Meredith	21st Century	O Eucharist	Hildegard	Early	Hallelujah from <i>Messiah</i>	Handel	Baroque	Rondo alla Turca	Mozart	Classical	Symphony No. 5	Beethoven	Classical	Night on a Bare Mountain	Mussorgsky	Romantic	Mars from <i>The Planets</i>	Holst	20th Century	Bolero	Ravel	20th Century	English Folk Song Suite <sup>6</sup>	Vaughan Williams	20th Century	Symphonic Variations on an African Air	Coleridge-Taylor	20th Century	For the Beauty of the Earth	Rutter	20th Century	This Little Babe from <i>A Ceremony of Carols</i>	Britten	20th Century	Night Ferry	Anna Clyne	21st Century	Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century	Style	Title	Artist(s)	90s RnB	Say My Name	Destiny's Child	Blues	Runaway Blues	Ma Rainey	Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra	Rock n Roll	Hound Dog	Elvis Presley	Pop	With A Little Help from My Friends	The Beatles	Funk	I Got You (I Feel Good)	James Brown	Disco	Le Freak	Chic	80s Synth/Pop	Smalltown Boy	Bronski Beat	90s Singer/Songwriter	Play Dead	Björk	Art Pop	Wild Man	Kate Bush	90s Indie	Wonderwall	Oasis
Title	Composer	Period																																																																																						
1812 Overture	Tchaikovsky	Romantic																																																																																						
Connect It <sup>4</sup>	Anna Meredith	21st Century																																																																																						
O Eucharist	Hildegard	Early																																																																																						
Hallelujah from <i>Messiah</i>	Handel	Baroque																																																																																						
Rondo alla Turca	Mozart	Classical																																																																																						
Symphony No. 5	Beethoven	Classical																																																																																						
Night on a Bare Mountain	Mussorgsky	Romantic																																																																																						
Mars from <i>The Planets</i>	Holst	20th Century																																																																																						
Bolero	Ravel	20th Century																																																																																						
English Folk Song Suite <sup>6</sup>	Vaughan Williams	20th Century																																																																																						
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century																																																																																						
For the Beauty of the Earth	Rutter	20th Century																																																																																						
This Little Babe from <i>A Ceremony of Carols</i>	Britten	20th Century																																																																																						
Night Ferry	Anna Clyne	21st Century																																																																																						
Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century																																																																																						
Style	Title	Artist(s)																																																																																						
90s RnB	Say My Name	Destiny's Child																																																																																						
Blues	Runaway Blues	Ma Rainey																																																																																						
Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra																																																																																						
Rock n Roll	Hound Dog	Elvis Presley																																																																																						
Pop	With A Little Help from My Friends	The Beatles																																																																																						
Funk	I Got You (I Feel Good)	James Brown																																																																																						
Disco	Le Freak	Chic																																																																																						
80s Synth/Pop	Smalltown Boy	Bronski Beat																																																																																						
90s Singer/Songwriter	Play Dead	Björk																																																																																						
Art Pop	Wild Man	Kate Bush																																																																																						
90s Indie	Wonderwall	Oasis																																																																																						

Music notations: stave, lines and spaces and an appropriate clef (bass or treble).

(ensemble playing).  
play instrument using staff notation.  
notice and react to musical instructions on the music (dynamics, articulation etc).  
perform parts from memory.  
to play a melody or take an accompaniment role.

sing a range of songs confidently.  
sing songs that include syncopated rhythms.

plan and compose 8-16 beat melodic phrases using rhythms and pitches.  
perform compositions created by myself.  
use a variety of different musical elements in own composition (including melody, rhythms and chords).  
perform improvised melodies that are at least 8 beats long, incorporating rhythm and pitch.

analyse features within different pieces of music.  
compare and contrast how different composers have impacted on people of that time.

Confidently read notation: stave, lines and spaces and an appropriate clef (bass or treble).  
use traditional music notation to show pitches and rhythms.  
confidently apply word chants to longer rhythms.

Explain and discuss how sounds and lyrics used can create different moods.

Describe, compare and evaluate different styles of music.

Timbre  
Texture  
Recall

**Orchestra:**  
Percussion  
strings  
Woodwind  
Brass

#### Musical Traditions

Country*	Tradition	Title	Artist/Composer
Middle East	Folk	Sprinting Gazelle	Reem Kelani
England	Folk	Sea Shanties	Various
Poland	Folk	Mazurkas Op. 24	Chopin
Argentina	Tango	Libertango	Piazzolla
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo

#### **Resources/staff subject knowledge:**

In Harmony webpage:

[In Harmony: Login \(inharmonyonline.org\)](http://inharmonyonline.org)

[Primary resources - KS2 / 2nd Level - BBC Teach](#)

[Primary Music - KS1 / KS2 - BBC Teach](#)

[KS2 Music - BBC Teach](#)

**Suggested activities:** Continue developing the basic skills of a specific instrument over a sustained learning period, playing with more ease and control both sitting and standing, paying attention to good posture

Perform songs as a choir/ensemble/orchestra in performance opportunities (assemblies, concerts etc).

Create music to display different moods Explore more complex rhythms.

				<p>See how students can improve their own musical performances from observing other performances (other students and musicians) Identify technical challenges.</p> <p>Listen to music from a variety of styles, different traditions and from well-known composers and musicians.</p>
--	--	--	--	---