

**Planning is based on Sing Up teaching scheme and Suffolk County Music Service**

**The Three Big Ideas**

**Appraise:** Children listen to, critically evaluate and become inspired by music from different genres, times, places and cultures

**Practice:** Children develop their singing voice and create sounds with a range of instruments

**Perform:** Children compose, rehearse, perform and evaluate music they have made

**Overview of Music Planning EYFS/KS1 (KS1 - 2-year planning cycle)**

 **Cycle 1**

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|  | **Autumn 1**195,944 Fall Leaf White Background Stock Photos - Free & Royalty-Free Stock  Photos from Dreamstime | **Autumn 2**195,944 Fall Leaf White Background Stock Photos - Free & Royalty-Free Stock  Photos from Dreamstime | **Spring 1**Crocus white background Stock Photos - Page 1 : Masterfile | **Spring 2**Crocus white background Stock Photos - Page 1 : Masterfile | **Summer 1**30,861 Beautiful Sunflower White Background Stock Photos - Free &  Royalty-Free Stock Photos from Dreamstime | **Summer 2**30,861 Beautiful Sunflower White Background Stock Photos - Free &  Royalty-Free Stock Photos from Dreamstime |
| **Reception** | **Song Bank**I’ve got a grumpy faceAlice the camelMars from The Planet Suite (Holst)Happy (from Despicable Me)The Imperial March (from Star Wars)Dance of the Sugarplum Fairy (Tchaikovsky)**Objectives**Make up new words and actions about different emotionsExplore making sound with voice and percussionSing with a sense of pitchMark the beat of a song with actionsExplore story telling in musicIdentify and describe contrasts in tempo and dynamicsBegin to use musical termsRespond to music – walking, talking, writing**Vocabulary**BeatPercussionLoud/quiet/fast/slow | **Song Bank**Witch witchRow, row, row your boatThe transport songThe Sorcerer’s Apprentice (Ducas)BBC Musician clips**Objectives**Make a simple accompanimentusing percussion instrumentsuse voices to adapt different roles and charactersMatch the pitch of a 4 note call and response songMake up new lyrics and vocal sounds for different types of transportSing a tune with notesPlay a steady beat on percussion instruments**Vocabulary**Call and responsePitchStory telling | **Song Bank**Dabbling DucksThe Blue Danube & Cuckoo Polka (Strauss)The lark ascending (Vaughan Williams)Jelly on a plateShake my sillies out**Objectives**Explore range of voices through vocal playDevelop a sense of beat by performing actions to musicDevelop active listening skillsEnjoy moving expressively to musicCreate and play a sound story using instrumentsSing an action song with changes in speedPlay along with percussion instrumentsListen to music and show the beat with actions**Vocabulary**Active listeningVocalsTempo | **Song Bank**Rain is falling downUp and downHickory dickory dockFive fine bumble bees **Objectives**Make up new lyrics and accompanying actionsSing and play a rising and falling melodyUse hand actions to show changing pitchImprovise a vocal/physical sound scapeSing and call in response, changing voices to make a buzzing soundListen to a piece of classical music and respond through dance**Vocabulary**Classical musicRisingFalling | **Song Bank**Down there under the seaWell done everyone!Doggie, Doggie, where’s your bone?Pass the secret roundBang my drum**Objectives**Develop a song by composing new words and adding movements and propsSing and song suing a call and response structurePlay sea sound effects using percussionPlay a call and response phrase (C-D-E)Improvise music with different instrumentsListen to a range of sea related pieces of musicImprovise music with different instruments following a conductorPlay different instruments with controlExplore dynamics with voices and instrumentsDevelop listening skills across different musical styles**Vocabulary**Call and responseInstrumentsVoices | **Song Bank**Slap, clap, clapRocking; hey, heyBow, bow, bow BelindaSiren**Objectives**Compose a 3 beat body percussion pattern and perform it to a steady beatSing melody in waltz time and perform the actionsTransfer actions to sounds played on percussion instrumentsListen actively to music in 3 / 4 timeInvent and perform actions for new versesSing a song while performing a sequence of dance stepsPlay a 2 note accompaniment on the beat with percussionListen to and talk about folk songs from North America**Vocabulary**Folk songsAccompanimentPerform |
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| **Year 1&2****Cycle 1****Year A** | **Song bank**Be Our Guest (Beauty and the Beast)Food Glorious Food! (Oliver)The Herring Song and Rain is Falling Down (Sing Up)**Appraise** I can listen to and move in time to a songI can describe features of a songI can say which song I prefer and why**Practice**I can sing from memory, remembering order of versesI can copy a leader in call and responseI can show the shape of the pitch with moving actions**Perform**I know how to play classroom instruments on the beatI know how to participate in creating a dramatic performanceI know how to sing using mi-re-do | **Song bank**Colonel Hathi’s March (The Jungle Book)Tuba and Glokenspiel demonstrationMarch of the Toy Soldiers (The Nutcracker)Hey Hey There Down Under the SeaAquarium (Carnival of the Animals)**Appraise**I can describe the features of a marchI can use musical vocabularyI can name the instruments playing in a pieceI can reflect on the character of a piece**Practice**I can experiment with sound to create themed musicI can compose music to march to using tuned and untuned instrumentsI can respond to a piece through movement**Perform**I know how to reflect the character of a piece through movementI can sing a unison song rhythmically and in tuneI know how to play percussion instruments expressively, representing the character of the music | **Song bank**Tap your nameFootballRain is Falling DownMy Fantasy Football Team(Sing Up)**Appraise**I can recognise the difference between a pattern with pitched notes and without**Practice**I can play a simple ostinato on untuned percussionI can sing an echo song whilst tapping a beatI can clap the rhythm of the words, one beat for each syllable**Perform**I know how to compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C)I know how to chant with my peers rhythmically with accurate rests | **Song bank**Who stole my chickens and my hens?If you are happy and you know itI do like to be by the seaside(Sing Up)The Pink Panther theme (Harry Mancini)**Appraise**I can listen to and describe a range of songsI can compare songs and identify a favourite**Practice**I can play a partner game, clapping whilst singing a songI can listen to and copy short rhythm patterns by ear**Perform**I know how to compose new lyrics and create short body percussion patterns to accompany a songI know how to sing familiar songs in a high and low voice, recognising high and low | **Song bank**Nautilus (Anna Meredith)Tremble (Scottish Ballet)Prada Spring/Summer 2014 (advert)Skin and BonesThree Little MiceThe old Grey Cat**Appraise**I can respond to music signalsI can listen to, then song and chant rhythm patterns**Practice**I can match movements to musical gestures in a pieceI can listen to and copy rhythm patterns**Perform**I know how to perform actions to music, reinforcing a sense of beatI know how to move slowly to music and have awareness of durationI know how to create and sequence rhythm patterns | **Song bank**Come Dance with MeHip HopWalk and Stop(Sing Up)**Appraise**I can listen to and respond to words and music and repeat it**Practice**I can sing part of a call and response songI can play the response sections on tuned percussion using the correct beater hold**Perform**I know how to create musical phrases from new word patternsI know how to copy call and response patterns with voices and instruments |
| **Vocabulary** | BeatMarchEchoCall and responseInstrumentsVerseMemoryActive listening | ComposeCompositionTimbrePitchClassical musicSymbolsUnison Film music | BeatOstinatoPitched/unpitchedmi-re-do (notes E-D-C)ProgressionSnapshot  | 4 beat patternsRestsDotted quaver-semi quaverSkipty rhythmClapping games | Active listeningMusical signalsInternalising beatMovement/actionsElectronic MusicMoodTempoDynamicsTimbre | Call and responseEcho singing and playingCrotchetQuaversCrotchet restBeat |

**Overview of Music Planning EYFS/KS1 (KS1- 2-year planning cycle)**

**Cycle 2**

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| **Year 1&2****Cycle 2****Year B** | **Song bank**Tony ChesnutHi lo chicka lo(Sing Up)I want you to be my baby (Louis Jordan)Fanfarra (Sergio Mendes)**Appraise**I can recognise and pay phrases by ear**Practice**I can improvise rhythms along to a backing trackI can compose call and response music**Perform**I know how to play a melody on a tuned instrumentI know how to sing with good diction | **Song bank**I once saw an elephantMusic form The Carnival of the Animals and Danse Macabre (Camille Saint-Saens)Plasticine personDuelling Banjos (Dunbar and Baime)**Appraise**I can select instruments and compose music to reflect an animal’s characterI can listen with concentration to music and respond by talking about itI can recognise and respond to changes of speed, length of notes and pitchI can recognise how graphics represent notes**Practice**I can practise and refine my compositionI can improvise question and answer conversations using percussive instruments**Perform**I know how to perform my composition to an audienceI know how to create, interpret and perform from simple graphic scores | **Song bank**Grandma RapSupercalifragilisticexpliaaliidociousMarble machine (Wintergatan)**Appraise**I can listen to and identify the rhythm in a piece of music**Practice**Compose 4 beat patterns to create a new rhythmic accompanimentI can learn a clapping game that shows rhythm**Perform**I know how to chant a rap rhythmically and perform to an accompanimentI know how to show actions - walk to crotchet and jog to quavers | **Song bank**Swing-a-longOne man went to mowOrnages and LemonsGiggle songJazz suite (1) and (2)The lion’s Cage (form The Circus – Charlie Chaplin)**Appraise**I can listen to and mark a beat by tapping and clappingI can listen and move, stepping a variety of rhythm patternsI can understand and explain how beats can be grouped into patterns**Practice**I can create action patterns in 2 and 3timeI can compose a sound track to a clip of a silent film**Perform**I know how to move freely and creatively to music using a prop I know how to use notes of different duration and pitch | **Song bank**The Rockpool RockTutti Fruitti (Little Richard)Follow my FeetPolish folk and traditional folk dance (Fisbanda)**Appraise**I can listen actively to and learn about rock and roll musicI can evaluate the effects of listening to rock and roll music**Practice**I can learn an interlocking spoken part**Perform**I know how to sing and rock and roll song confidentlyI know how to play an introduction on a tuned instrument | **Song bank**Tanczymy IabadaBassez DownPlynie statekFeet, feetHi lo chicka lo**Appraise**I can listen to a match the beat of others and recorded music, adapting speedI can listen to music from Poland and appreciate how it is shared by people**Practice**I can play a game with cumulative call and responseI can show knowledge of pulse through singing games**Perform**I know how to sing confidently in PolishI know how to play an accompaniment on tuned percussion |
| **Vocabulary** | BeatRhythmMelodyEchoCall and responseTuned and untuned percussion | Timbre TempoDynamics PitchClassical musicGraphic score | DurationCrotchetQuaversUnisonRoundProgression | 2 and 3 timeBeat groupings20th Century classical musicPitchDurationDynamicsVolume | 2 part singingRock and rollStructureTimbreImpact | Polish Folk MusicTraditional Polish DancesChanging beat and tempoPercussion accompanimentBody percussion |

**Overview of Music Planning KS2 (2-year planning cycle)**

**Cycle 1**

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| **Year 3&4****Cycle 1****Year A** | **Song Bank**I’ve been to HarlemTongoSirenBorn to be wild**Appraise**I can watch, listen and move to a range of musical stylesI can explain how I feel when I listen to different kinds of musicI can listen and identify when notes go up or down**Practice**I can compose a pentatonic ostinatoI can sing a call and response songI can learn to hold notes confidently**Perform**I know how to play melodic and rhythmic accompaniments to a song | **Song Bank**Chilled out clap rapBlinded by your grace (Part 2)**Appraise**I can watch, listen and move to Clapping Music (Steve Reich & Evelyn Glennie)I can explain how this kind of music makes me feel**Practice**I can transfer rhythm patterns to tuned instrumentsI can create rhythmic patterns using the duration crotchet , crotchet rests and pairs of quavers**Perform**I know how to perform crotchet and quaver actions to the beatI know how to rap accurately and rhythmically with dynamic contrasts | **Song Bank**Latin DancePlasticine personTongo**Appraise**I can watch Salsa tuition and listen and move to Cuban musicI can explain how this kind of music makes me feelI can listen to a range of Cuban pieces and identify some of its features**Practice**I can compose a 4 beat rhythm pattern for instrumental sections of a piece of music**Perform**I know how to play a one note part contributing to chords accompanying verses | **Song Bank**As I was walking down the streetFeet, feetCelebrationBoom chika boom**Appraise**I can listen to and compare different composers who have created word based compositionsI can develop my active listening skills by responding to musical themes**Practice**I can develop a sense of beat and rhythmic pattern through movementI can experience call and response through moving with a partner**Perform**I understand the structure of a rondo form (A-B-A-C-A) and can reflect this in a performance | **Song Bank**Rubber chickenBoom chicka boomBobby ShaftoBeatbox warm up**Appraise**I can discuss what I know about Brazil and Carnival (samba batucada and free expression)**Practice**I can practice moving in time with a musical beatI can copy and recognise rhythms and pitches C-D-E**Perform** I know how to perform vocal percussion as part of a groupI know how to perform call and response rhythms vocally, by ear, using transfer rhythms to body percussion/instruments | **Song Bank**Fly with the starsThis is what it sounds likeSupercalifragilisticexialidociousTongoBobby Shafto**Appraise**I can watch and discuss a song from Mary PoppinsI can discuss the words of the song and the features of the music**Practice**I can practise responding to and recognising quavers and crotchets**Perform**I know how to play the chords of Fly with the Stars on tuned percussion as part of a group performanceI know how to sing as a solo performance or in a pair in a call and response style |
| **Vocabulary** | **Vocabulary**OstinatoPentatonicCall and responseprogression | **Vocabulary**BeatRhythmDynamicsCrotchet restsPaired quaversNotes - C-D-E | **Vocabulary**Salsa beatClave rhythmTimbreChordsRhythmic pattern | **Vocabulary**Rondo structureStaccatoRomantic ballet musicStructureTextureClassical music | **Vocabulary**Pitch notes C-D-ESemiquaverCrotchet restRhythm patternsMinimalismScoreDot notationSambaCarnivalFanfare | **Vocabulary**ChordsMinor and major chords (A minor, C major)DurationsSolo |
| **Year 5&6****Cycle 1****Year A** | **Song Bank**What shall we do with the drunken sailor?Rubber chickenHey Ho!Nobody home**Appraise**I can talk about the purpose of sea shantiesI can describe some of the features of sea shanties using musical vocabulary.**Practice**I can compose body percussion patterns to accompany a sea shantyI can practice keeping a beat playing a ‘cup’ game**Perform**I know how to play bass notes, chords and rhythms to accompany a songI know how to sing in unison while playing an instrumental beat | **Song Bank**Let’s start to singTongue twistersTongue, teeth, lips, mouth**Appraise**I can listen to a selection of gospel songs and spirituals and identify their featuresI can listen to and appraise the structure of songsI can talk about music using appropriate vocabulary (the way voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics)**Practice**I can practise and develop techniques for singing and performing in a gospel styleI can improvise and compose, doodling with sound, pitch and rhythm to develop a strong hook**Perform**I can perform a composition I have written, showing features of music I have listened to | **Song Bank**Madina tun nabiAlphabet of nations**Appraise**I can listen to and copy back simple rhythmic and melodic patterns**Practice**I can improvise freely over a drone**Perform**I know how to sing a song in two partsI know how to sing a round and accompany it with a beatI know how to play a drone and chords to accompany singing | **Song Bank**Do your doolyRonda de los Conejos**Appraise**I can listen to music featuring drum patterns and describe their featuresI can identify drum pattern, bass lines and rifts and explain how they come together in a catchy groove**Practice**I can practise playing drum patterns, bass lines and riftsI can work creatively in a small group, sharing and developing ideas**Perform**I know how to respond to music through movement | **Song Bank**Baloo baleerie**Appraise**I can listen to lullabies and identify 3 /4 and 4/4 time signatures**Practice**I can compose a gentle melody inspired by lullabies in 3/4 time I can explain why people sing lullabies to babies**Perform**I know how to play an accompaniment using tuned percussionI know how to sing a lullaby accurately and with expression | **Song Bank**Kisne bana**Appraise**I can listen to a song form India and Pakistan and identify its features**Practice**I can compose a simple accompaniment using tuned instruments**Perform**I know how to create and perform as part of a class arrangementI know how to sing and play the melody of Kisne banaya |
| **Vocabulary** | **Vocabulary**Sea shantiesChordsBassDot notationUnison | **Vocabulary**Gospel musicSpiritualsInstrumentsStructureTextureVocal decorationVerseHookLyricMelodyHarmony | **Vocabulary**Nasheed (Islamic song)DroneMelodyHarmonyVocal decorationmicrotones | **Vocabulary**BasslinesRiffsArticulationArgentine tango | **Vocabulary**Lullaby3/4 ,4/4 timePentatonic scaleAccompanimentTime signatures | **Vocabulary**MelodyAccompanimentArrangementFour- part singing in a round |

**Overview of Music Planning KS2 (4-year planning cycle)**

**Cycle 2**

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| **Year 3&4****Cycle 2****Year B** | **Song Bank****Siren**This little light of mineJoyful, joyfulI wanna sing scat**Appraise**I can listen to and discuss Gospel musicI can describe how Gospel music makes me feel**Practice**I can improvise with my voice the notes on a pentatonic scale D-E-G-A-BI can listen to and move in time to songs in a gospel style**Perform**I know how to play a bass part and rhythm ostinato along with a gospel song | **Song Bank**My fantasy football team**Appraise**I can identify rhythm patternsI can identify crotchet notations that appear in a piece of music**Practice**I can listen to and move in time to a piece of music**Perform**I know how to perform a rondo with a group, involving playing and singingI know how to sing a stepping melody accurately | **Song Bank**The doot doot songI wanna sing scatSirenBogapilla**Appraise**I can listen to and identify similarities and differences between acoustic guitar styles**Practice**I can practice ‘doodling’ with my voice over chords in a songI can learn a part on tuned percussionI can adapt a rhythmic accompaniment whilst singing**Perform**I know how to sing swing rhythms accuratelyI know how to sing a part in a partner song rhythmically | **Song Bank**NanumaFanfare for the common man (Copland)Superman (Williams)**Appraise**I can listen to and appraise musical characteristics of a fanfare using musical vocabulary**Practice**I can improvise and compose, exploring timbre, texture and dynamics for impactI can invent a melody, fitting two patterns together**Perform**I know how to play repeating rhythmic patternsI know how to count musically when I play | **Song Bank**SirenCanoe songCowboy song**Appraise**I can compare musical extracts, understanding pentatonic scale featuresI can watch a film and analyse its musical context**Practice**I can explore composing a pentatonic melodyI can improvise and create pentatonic patternsI can follow a score**Perform**I can perform a pentatonic melody I have created  | **Song Bank**Favourite songRain on the green grassI wanna sing scat**Appraise**I can watch, listen and discuss folk/rock music (Mumford and Sons, Bob Dylan, the Byrds)I can identify some of the features of folk/rock musicI can explain the impact of folk/rock music on an audience**Practice**I can practice singing a part in a partner songI can learn to sing a song from memory**Perform**I know how to sing with a sense of the style of the music I have listened toI understand triads and know how to play C,F and G major and A minorI know how to play an instrumental part of a large group performance |
| **Vocabulary** | **Vocabulary**Pentatonic scaleGospel musicOff- beat rhythmOstinato | **Vocabulary**Rhythm notificationRondoBeatRhythm | **Vocabulary**Chords (A minor, C and F major)Acoustic guitarSwing 2 bar phrases | **Vocabulary**FanfareTimbreTextureSilentHabenera rhythmTriplet rhythmCount musically | **Vocabulary**Pentatonic scaleMusical traditions and culturesGraphic/dot notationComposingOrchestration | **Vocabulary**TriadsChords C,F,G majorA minorChord structureFolk-rock styles |
| **Year 5&6****Cycle 2****Year B** | **Song Bank**HeyMr MillerSirenThrowScales and arpeggios**Appraise**I can listen to and discuss historical recordings of big band swing and identify common features**Practice**I can compose a syncopated melody using the notes of the C major scale**Perform**I know how to sing a syncopated melody accurately and in tuneI can sing and play as part of a class ensemble | **Song Bank**Good RiddanceHey, my name is JoWhat do I know?**Appraise**I can identify features of timbre, instrumentation and expression in recorded musicI can compare music from different genresI can use musical vocabulary and knowledge to discuss similarities and differences in pieces of music**Practice**I can work on producing a shadow movement piece in response to musicI can structure ideas to create a song**Perform**I know how to write a melody and sing it | **Song Bank**Dona nobis pacemSirenThrow, catch**Appraise**I can identify changes in textures between parts moving together (homophonic) and parts moving independently (polyphonic)**Practice**I can compose an 8 bar piece on percussion**Perform**I know how to sing a round accurately in a legato styleI know how to sing a chorus in a 2 part harmony with dancing on the beat | **Song Bank**Ain’t gonna let nobodyRubber chicken**Appraise**I can listen to and learn about protest songsI can evaluate the meaning of lyrics in protest songs**Practice**I can improvise over the chords C minor and G7**Perform**I know how to sing accurately in three partsI know how to play chords on tuned percussion (ukulele, keyboard or apps) | **Song Bank**Theme from Chariots of Fire (Vangelis)ShabuyaChosen family**Appraise**I can identify ways song writers convey meaning through lyricsI can identify different elements in a song structure**Practice**I can explore how different rhythms work in songsI can experiment with replicating these rhythms**Perform**I know how to sing the chorus of Throw, catch in three part harmony with dancing | **Song Bank**Ame sau vala balThrow, catch**Appraise**I can develop my knowledge and understanding of a variety of musical styles from India by talking about them**Practice**I can create a rhymical piece for drums and percussion instruments**Perform**I know how to sing the chorus of Throw, catch in 3 -part harmony with dancing |
| **Vocabulary** | **Vocabulary**Swing musicSyncopationBig band swingInstrumentsScat singingC major scale | **Vocabulary**Musical genres:CountryElectronicDance musicRockClassicalSoulStimulusLyricsMelodySteady beatTempoCada | **Vocabulary**Texture3 part roundMonophonic/homophonic3 / 4 timeDurations (rests, quavers, dotted minim, dotted crotchet)Sacred vocal musicHarmony8 bar piecelegato | **Vocabulary**GospelRhythm and bluesChoralSpiritualProtest songVocal improvisationChords C minor and G7 | **Vocabulary**Vocal rangeVoice changeLyricsInternal rhymesAnthems3 part harmony | **Vocabulary**Indian musicBhaiavi raagChaal rhythmIndian musical instrumentsBhangraBollywoodIndian classical music |

**KS2 Whole Class Instrumental Instruction**

Children in KS2 will also learn how to play an instrument through Suffolk Music Service WCET programme (Whole Class Ensemble Teaching)

Years 3,4,5 & 6 at Bedfield learn clarinet and Years 3.4.5.& 6 at Wetheringsett learn Brass (valve instruments).

Lessons are weekly, are taught across the four year groups, are progressive and build through the Year:

**Term 1** Exploring sounds playing initial notes on instruments and playing together in an initial performance

**Term 2** Improving playing, reading music, learning new notes and playing as a team in a further performance

**Term 3** Playing with confidence and technique from memory and notation, then playing as an ensemble.

See separate plans for details