

**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 face  Alice the camel  Mars 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 emotions  Explore making sound with voice and percussion  Sing with a sense of pitch  Mark the beat of a song with actions  Explore story telling in music  Identify and describe contrasts in tempo and dynamics  Begin to use musical terms  Respond to music – walking, talking, writing  **Vocabulary**  Beat  Percussion  Loud/quiet/fast/slow | **Song Bank**  Witch witch  Row, row, row your boat  The transport song  The Sorcerer’s Apprentice (Ducas)  BBC Musician clips  **Objectives**  Make a simple accompaniment  using percussion instruments  use voices to adapt different roles and characters  Match the pitch of a 4 note call and response song  Make up new lyrics and vocal sounds for different types of transport  Sing a tune with notes  Play a steady beat on percussion instruments  **Vocabulary**  Call and response  Pitch  Story telling | **Song Bank**  Dabbling Ducks  The Blue Danube & Cuckoo Polka (Strauss)  The lark ascending (Vaughan Williams)  Jelly on a plate  Shake my sillies out  **Objectives**  Explore range of voices through vocal play  Develop a sense of beat by performing actions to music  Develop active listening skills  Enjoy moving expressively to music  Create and play a sound story using instruments  Sing an action song with changes in speed  Play along with percussion instruments  Listen to music and show the beat with actions  **Vocabulary**  Active listening  Vocals  Tempo | **Song Bank**  Rain is falling down  Up and down  Hickory dickory dock  Five fine bumble bees  **Objectives**  Make up new lyrics and accompanying actions  Sing and play a rising and falling melody  Use hand actions to show changing pitch  Improvise a vocal/physical sound scape  Sing and call in response, changing voices to make a buzzing sound  Listen to a piece of classical music and respond through dance  **Vocabulary**  Classical music  Rising  Falling | **Song Bank**  Down there under the sea  Well done everyone!  Doggie, Doggie, where’s your bone?  Pass the secret round  Bang my drum  **Objectives**  Develop a song by composing new words and adding movements and props  Sing and song suing a call and response structure  Play sea sound effects using percussion  Play a call and response phrase (C-D-E)  Improvise music with different instruments  Listen to a range of sea related pieces of music  Improvise music with different instruments following a conductor  Play different instruments with control  Explore dynamics with voices and instruments  Develop listening skills across different musical styles  **Vocabulary**  Call and response  Instruments  Voices | **Song Bank**  Slap, clap, clap  Rocking; hey, hey  Bow, bow, bow Belinda  Siren  **Objectives**  Compose a 3 beat body percussion pattern and perform it to a steady beat  Sing melody in waltz time and perform the actions  Transfer actions to sounds played on percussion instruments  Listen actively to music in 3 / 4 time  Invent and perform actions for new verses  Sing a song while performing a sequence of dance steps  Play a 2 note accompaniment on the beat with percussion  Listen to and talk about folk songs from North America  **Vocabulary**  Folk songs  Accompaniment  Perform |
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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 song  I can describe features of a song  I can say which song I prefer and why  **Practice**  I can sing from memory, remembering order of verses  I can copy a leader in call and response  I can show the shape of the pitch with moving actions  **Perform**  I know how to play classroom instruments on the beat  I know how to participate in creating a dramatic performance  I know how to sing using mi-re-do | **Song bank**  Colonel Hathi’s March (The Jungle Book)  Tuba and Glokenspiel demonstration  March of the Toy Soldiers (The Nutcracker)  Hey Hey There Down Under the Sea  Aquarium (Carnival of the Animals)  **Appraise**  I can describe the features of a march  I can use musical vocabulary  I can name the instruments playing in a piece  I can reflect on the character of a piece  **Practice**  I can experiment with sound to create themed music  I can compose music to march to using tuned and untuned instruments  I can respond to a piece through movement  **Perform**  I know how to reflect the character of a piece through movement  I can sing a unison song rhythmically and in tune  I know how to play percussion instruments expressively, representing the character of the music | **Song bank**  Tap your name  Football  Rain is Falling Down  My 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 percussion  I can sing an echo song whilst tapping a beat  I 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 it  I 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 songs  I can compare songs and identify a favourite  **Practice**  I can play a partner game, clapping whilst singing a song  I 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 song  I 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 Bones  Three Little Mice  The old Grey Cat  **Appraise**  I can respond to music signals  I can listen to, then song and chant rhythm patterns  **Practice**  I can match movements to musical gestures in a piece  I can listen to and copy rhythm patterns  **Perform**  I know how to perform actions to music, reinforcing a sense of beat  I know how to move slowly to music and have awareness of duration  I know how to create and sequence rhythm patterns | **Song bank**  Come Dance with Me  Hip Hop  Walk 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 song  I can play the response sections on tuned percussion using the correct beater hold  **Perform**  I know how to create musical phrases from new word patterns  I know how to copy call and response patterns with voices and instruments |
| **Vocabulary** | Beat  March  Echo  Call and response  Instruments  Verse  Memory  Active listening | Compose  Composition  Timbre  Pitch  Classical music  Symbols  Unison  Film music | Beat  Ostinato  Pitched/unpitched  mi-re-do (notes E-D-C)  Progression  Snapshot | 4 beat patterns  Rests  Dotted quaver-semi quaver  Skipty rhythm  Clapping games | Active listening  Musical signals  Internalising beat  Movement/actions  Electronic Music  Mood  Tempo  Dynamics  Timbre | Call and response  Echo singing and playing  Crotchet  Quavers  Crotchet rest  Beat |

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

**Cycle 2**

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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 face  Alice the camel  Mars 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 emotions  Explore making sound with voice and percussion  Sing with a sense of pitch  Mark the beat of a song with actions  Explore story telling in music  Identify and describe contrasts in tempo and dynamics  Begin to use musical terms  Respond to music – walking, talking, writing  **Vocabulary**  Beat  Percussion  Loud/quiet/fast/slow | **Song Bank**  Witch witch  Row, row, row your boat  The transport song  The Sorcerer’s Apprentice (Ducas)  BBC Musician clips  **Objectives**  Make a simple accompaniment  using percussion instruments  use voices to adapt different roles and characters  Match the pitch of a 4 note call and response song  Make up new lyrics and vocal sounds for different types of transport  Sing a tune with notes  Play a steady beat on percussion instruments  **Vocabulary**  Call and response  Pitch  Story telling | **Song Bank**  Dabbling Ducks  The Blue Danube & Cuckoo Polka (Strauss)  The lark ascending (Vaughan Williams)  Jelly on a plate  Shake my sillies out  **Objectives**  Explore range of voices through vocal play  Develop a sense of beat by performing actions to music  Develop active listening skills  Enjoy moving expressively to music  Create and play a sound story using instruments  Sing an action song with changes in speed  Play along with percussion instruments  Listen to music and show the beat with actions  **Vocabulary**  Active listening  Vocals  Tempo | **Song Bank**  Rain is falling down  Up and down  Hickory dickory dock  Five fine bumble bees  **Objectives**  Make up new lyrics and accompanying actions  Sing and play a rising and falling melody  Use hand actions to show changing pitch  Improvise a vocal/physical sound scape  Sing and call in response, changing voices to make a buzzing sound  Listen to a piece of classical music and respond through dance  **Vocabulary**  Classical music  Rising  Falling | **Song Bank**  Down there under the sea  Well done everyone!  Doggie, Doggie, where’s your bone?  Pass the secret round  Bang my drum  **Objectives**  Develop a song by composing new words and adding movements and props  Sing and song suing a call and response structure  Play sea sound effects using percussion  Play a call and response phrase (C-D-E)  Improvise music with different instruments  Listen to a range of sea related pieces of music  Improvise music with different instruments following a conductor  Play different instruments with control  Explore dynamics with voices and instruments  Develop listening skills across different musical styles  **Vocabulary**  Call and response  Instruments  Voices | **Song Bank**  Slap, clap, clap  Rocking; hey, hey  Bow, bow, bow Belinda  Siren  **Objectives**  Compose a 3 beat body percussion pattern and perform it to a steady beat  Sing melody in waltz time and perform the actions  Transfer actions to sounds played on percussion instruments  Listen actively to music in 3 / 4 time  Invent and perform actions for new verses  Sing a song while performing a sequence of dance steps  Play a 2 note accompaniment on the beat with percussion  Listen to and talk about folk songs from North America  **Vocabulary**  Folk songs  Accompaniment  Perform |
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| **Year 1&2**  **Cycle 2**  **Year B** | **Song bank**  Tony Chesnut  Hi 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 track  I can compose call and response music  **Perform**  I know how to play a melody on a tuned instrument  I know how to sing with good diction | **Song bank**  I once saw an elephant  Music form The Carnival of the Animals and Danse Macabre (Camille Saint-Saens)  Plasticine person  Duelling Banjos (Dunbar and Baime)  **Appraise**  I can select instruments and compose music to reflect an animal’s character  I can listen with concentration to music and respond by talking about it  I can recognise and respond to changes of speed, length of notes and pitch  I can recognise how graphics represent notes  **Practice**  I can practise and refine my composition  I can improvise question and answer conversations using percussive instruments  **Perform**  I know how to perform my composition to an audience  I know how to create, interpret and perform from simple graphic scores | **Song bank**  Grandma Rap  Supercalifragilisticexpliaaliidocious  Marble 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 accompaniment  I can learn a clapping game that shows rhythm  **Perform**  I know how to chant a rap rhythmically and perform to an accompaniment  I know how to show actions - walk to crotchet and jog to quavers | **Song bank**  Swing-a-long  One man went to mow  Ornages and Lemons  Giggle song  Jazz 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 clapping  I can listen and move, stepping a variety of rhythm patterns  I can understand and explain how beats can be grouped into patterns  **Practice**  I can create action patterns in 2 and 3time  I 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 Rock  Tutti Fruitti (Little Richard)  Follow my Feet  Polish folk and traditional folk dance (Fisbanda)  **Appraise**  I can listen actively to and learn about rock and roll music  I 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 confidently  I know how to play an introduction on a tuned instrument | **Song bank**  Tanczymy Iabada  Bassez Down  Plynie statek  Feet, feet  Hi lo chicka lo  **Appraise**  I can listen to a match the beat of others and recorded music, adapting speed  I can listen to music from Poland and appreciate how it is shared by people  **Practice**  I can play a game with cumulative call and response  I can show knowledge of pulse through singing games  **Perform**  I know how to sing confidently in Polish  I know how to play an accompaniment on tuned percussion |
| **Vocabulary** | Beat  Rhythm  Melody  Echo  Call and response  Tuned and untuned percussion | Timbre  Tempo  Dynamics  Pitch  Classical music  Graphic score | Duration  Crotchet  Quavers  Unison  Round  Progression | 2 and 3 time  Beat groupings  20th Century classical music  Pitch  Duration  Dynamics  Volume | 2 part singing  Rock and roll  Structure  Timbre  Impact | Polish Folk Music  Traditional Polish Dances  Changing beat and tempo  Percussion accompaniment  Body 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 Harlem  Tongo  Siren  Born to be wild  **Appraise**  I can watch, listen and move to a range of musical styles  I can explain how I feel when I listen to different kinds of music  I can listen and identify when notes go up or down  **Practice**  I can compose a pentatonic ostinato  I can sing a call and response song  I can learn to hold notes confidently  **Perform**  I know how to play melodic and rhythmic accompaniments to a song | **Song Bank**  Chilled out clap rap  Blinded 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 instruments  I 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 beat  I know how to rap accurately and rhythmically with dynamic contrasts | **Song Bank**  Latin Dance  Plasticine person  Tongo  **Appraise**  I can watch Salsa tuition and listen and move to Cuban music  I can explain how this kind of music makes me feel  I 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 street  Feet, feet  Celebration  Boom chika boom  **Appraise**  I can listen to and compare different composers who have created word based compositions  I can develop my active listening skills by responding to musical themes  **Practice**  I can develop a sense of beat and rhythmic pattern through movement  I 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 chicken  Boom chicka boom  Bobby Shafto  Beatbox 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 beat  I can copy and recognise rhythms and pitches C-D-E  **Perform**  I know how to perform vocal percussion as part of a group  I know how to perform call and response rhythms vocally, by ear, using transfer rhythms to body percussion/instruments | **Song Bank**  Fly  with the stars  This is what it sounds like  Supercalifragilisticexialidocious  Tongo  Bobby Shafto  **Appraise**  I can watch and discuss a song from Mary Poppins  I 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 performance  I know how to sing as a solo performance or in a pair in a call and response style |
| **Vocabulary** | **Vocabulary**  Ostinato  Pentatonic  Call and response  progression | **Vocabulary**  Beat  Rhythm  Dynamics  Crotchet rests  Paired quavers  Notes - C-D-E | **Vocabulary**  Salsa beat  Clave rhythm  Timbre  Chords  Rhythmic pattern | **Vocabulary**  Rondo structure  Staccato  Romantic ballet music  Structure  Texture  Classical music | **Vocabulary**  Pitch notes C-D-E  Semiquaver  Crotchet rest  Rhythm patterns  Minimalism  Score  Dot notation  Samba  Carnival  Fanfare | **Vocabulary**  Chords  Minor and major chords (A minor, C major)  Durations  Solo |
| **Year 5&6**  **Cycle 1**  **Year A** | **Song Bank**  What shall we do with the drunken sailor?  Rubber chicken  Hey Ho!  Nobody home  **Appraise**  I can talk about the purpose of sea shanties  I can describe some of the features of sea shanties using musical vocabulary.  **Practice**  I can compose body percussion patterns to accompany a sea shanty  I can practice keeping a beat playing a ‘cup’ game  **Perform**  I know how to play bass notes, chords and rhythms to accompany a song  I know how to sing in unison while playing an instrumental beat | **Song Bank**  Let’s start to sing  Tongue twisters  Tongue, teeth, lips, mouth  **Appraise**  I can listen to a selection of gospel songs and spirituals and identify their features  I can listen to and appraise the structure of songs  I 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 style  I 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 nabi  Alphabet 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 parts  I know how to sing a round and accompany it with a beat  I know how to play a drone and chords to accompany singing | **Song Bank**  Do your dooly  Ronda de los Conejos  **Appraise**  I can listen to music featuring drum patterns and describe their features  I 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 rifts  I 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 percussion  I 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 arrangement  I know how to sing and play the melody of Kisne banaya |
| **Vocabulary** | **Vocabulary**  Sea shanties  Chords  Bass  Dot notation  Unison | **Vocabulary**  Gospel music  Spirituals  Instruments  Structure  Texture  Vocal decoration  Verse  Hook  Lyric  Melody  Harmony | **Vocabulary**  Nasheed (Islamic song)  Drone  Melody  Harmony  Vocal decoration  microtones | **Vocabulary**  Basslines  Riffs  Articulation  Argentine tango | **Vocabulary**  Lullaby  3/4 ,4/4 time  Pentatonic scale  Accompaniment  Time signatures | **Vocabulary**  Melody  Accompaniment  Arrangement  Four- part singing in a round |

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

**Cycle 2**

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| --- | --- | --- | --- | --- | --- | --- |
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| **Year 3&4**  **Cycle 2**  **Year B** | **Song Bank**  **Siren**  This little light of mine  Joyful, joyful  I wanna sing scat  **Appraise**  I can listen to and discuss Gospel music  I 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-B  I 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 patterns  I 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 singing  I know how to sing a stepping melody accurately | **Song Bank**  The doot doot song  I wanna sing scat  Siren  Bogapilla  **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 song  I can learn a part on tuned percussion  I can adapt a rhythmic accompaniment whilst singing  **Perform**  I know how to sing swing rhythms accurately  I know how to sing a part in a partner song rhythmically | **Song Bank**  Nanuma  Fanfare 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 impact  I can invent a melody, fitting two patterns together  **Perform**  I know how to play repeating rhythmic patterns  I know how to count musically when I play | **Song Bank**  Siren  Canoe song  Cowboy song  **Appraise**  I can compare musical extracts, understanding pentatonic scale features  I can watch a film and analyse its musical context  **Practice**  I can explore composing a pentatonic melody  I can improvise and create pentatonic patterns  I can follow a score  **Perform**  I can perform a pentatonic melody I have created | **Song Bank**  Favourite song  Rain on the green grass  I 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 music  I can explain the impact of folk/rock music on an audience  **Practice**  I can practice singing a part in a partner song  I 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 to  I understand triads and know how to play C,F and G major and A minor  I know how to play an instrumental part of a large group performance |
| **Vocabulary** | **Vocabulary**  Pentatonic scale  Gospel music  Off- beat rhythm  Ostinato | **Vocabulary**  Rhythm notification  Rondo  Beat  Rhythm | **Vocabulary**  Chords (A minor, C and F major)  Acoustic guitar  Swing  2 bar phrases | **Vocabulary**  Fanfare  Timbre  Texture  Silent  Habenera rhythm  Triplet rhythm  Count musically | **Vocabulary**  Pentatonic scale  Musical traditions and cultures  Graphic/dot notation  Composing  Orchestration | **Vocabulary**  Triads  Chords C,F,G major  A minor  Chord structure  Folk-rock styles |
| **Year 5&6**  **Cycle 2**  **Year B** | **Song Bank**  Hey  Mr Miller  Siren  Throw  Scales 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 tune  I can sing and play as part of a class ensemble | **Song Bank**  Good Riddance  Hey, my name is Jo  What do I know?  **Appraise**  I can identify features of timbre, instrumentation and expression in recorded music  I can compare music from different genres  I 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 music  I can structure ideas to create a song  **Perform**  I know how to write a melody and sing it | **Song Bank**  Dona nobis pacem  Siren  Throw, 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 style  I know how to sing a chorus in a 2 part harmony with dancing on the beat | **Song Bank**  Ain’t gonna let nobody  Rubber chicken  **Appraise**  I can listen to and learn about protest songs  I 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)  Shabuya  Chosen family  **Appraise**  I can identify ways song writers convey meaning through lyrics  I can identify different elements in a song structure  **Practice**  I can explore how different rhythms work in songs  I 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 bal  Throw, 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 music  Syncopation  Big band swing  Instruments  Scat singing  C major scale | **Vocabulary**  Musical genres:  Country  Electronic  Dance music  Rock  Classical  Soul  Stimulus  Lyrics  Melody  Steady beat  Tempo  Cada | **Vocabulary**  Texture  3 part round  Monophonic/  homophonic  3 / 4 time  Durations (rests, quavers, dotted minim, dotted crotchet)  Sacred vocal music  Harmony  8 bar piece  legato | **Vocabulary**  Gospel  Rhythm and blues  Choral  Spiritual  Protest song  Vocal improvisation  Chords C minor and G7 | **Vocabulary**  Vocal range  Voice change  Lyrics  Internal rhymes  Anthems  3 part harmony | **Vocabulary**  Indian music  Bhaiavi raag  Chaal rhythm  Indian musical instruments  Bhangra  Bollywood  Indian 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