

Development of Music at George Spicer

Year Group	Songs	Singing Skills	Playing Tuned Instruments	Playing Untuned Instruments	Listening and Appraising	Composition of Music	Performance	History of Music (KS2 only)
6	<p>Happy-Farrell Williams(Pop/Neo Soul)</p> <p>Beach Boys tracks to illustrate harmonies?</p> <p>Macbeth rap on BBC Teach</p>	<p>To sing in unison, including part singing, and backing vocals, with confidence.</p> <p>To sing a song in parts, to develop layering and harmonies.</p> <p>To develop rapping and solo singing.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience when performing.</p>	<p>Keyboard</p> <p>To play a musical instrument with the correct technique, and apply previous musical knowledge and skills taught. To perform their part within the context of a learnt song.</p> <p>To lead a rehearsal session for song parts, and take the role of conductor when performing.</p>	<p>To use untuned instruments to create rhythmic patterns focussing on ostinato/metre, and other musical elements.</p> <p>To keep the internal pulse when using a range of instruments.</p> <p>To show musical leadership by creating musical ideas for a group, including creating rhythms based on the words of a song, that include syncopation/off beat.</p> <p>To use untuned instruments effectively alongside tuned.</p>	<p>To listen carefully and respectfully to other people's thoughts about the music.</p> <p>To consistently use musical vocabulary when talking about the songs.</p> <p>To talk about the musical dimensions working together in songs.</p> <p>To discuss pieces of music focussing on style indicators, lyrics, any musical dimensions featured in the songs and where they are used, naming some of the instruments and any Historical context.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song, as well as including learnt riffs or chords.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To play and perform in solo and ensemble contexts.</p> <p>To improvise and compose music for a range of purposes.</p>	<p>To choose what to perform and create a programme. (End of year performance and keyboards)</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p> <p>To appreciate a range of live and recorded music, focussing on performance.</p>	<p>Link to curriculum topic? Styles of that time and other pieces learnt.</p>
5	<p>Living on a Prayer-Bon jovi(Rock)</p> <p>Fresh prince of Bel Air-Will Smith(Old School Hip Hop)</p> <p>Dancing in the Street?? Motown-maybe look for an alternative track?</p> <p>Homelands? For texture</p> <p>Viking saga-BBC Teach</p>	<p>To sing confidently with a strong internal pulse.</p> <p>To sing in unison and in backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p>	<p>Ukulele</p> <p>To play a musical instrument with the correct technique within the context of a learnt piece/song.</p> <p>To select and learn an instrumental part that matches their musical challenge, using differentiated parts (a one-note, simple or medium part or the melody of the song from memory or using notation)</p> <p>To listen to and follow musical instructions from a leader. Lead the class by inventing rhythms for them to copy back</p> <p>To copy back three-note riffs by ear and with notation.</p>	<p>To include a range of musical elements such as pulse, rhythm, tempo, dynamics and structure when creating musical ideas, for a group to copy or respond to.</p> <p>To keep the internal pulse.</p> <p>To use untuned instruments to copy back rhythms based on the words of a main song, that include syncopation/off beat.</p>	<p>To talk about the music and how it makes you feel.</p> <p>To reflect and discuss the message a song conveys or describes.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences, using musical vocabulary.</p> <p>To talk about the musical dimensions working together in songs.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the taught song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song or style.</p> <p>To begin to use some of the riffs you have heard, in the Improvisations.</p> <p>Improvise with a feeling for the style of using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>To choose what to perform and create a programme.(Ukulele)</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>	<p>The historical context of the songs. What else was going on at this time? Musically and historically</p>

4	<p>Mamma Mia by Abba(Pop) Lean on me by Bill Withers(Gospel)</p> <p>Beethoven's fifth symphony? To highlight duration and tempo?</p> <p>Heroes of Troy-BBC Teach</p>	<p>To know why you must warm up your voice. To understand that a solo singer makes a thinner texture than a large group. To sing in unison and in simple two-parts. To follow a leader when singing, and rejoin the song if lost.</p>	<p>EMS Wider opportunities programme</p> <p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song or whole piece. To improvise using a tuned instrument in the context of a song they are learning to perform. To improvise using one/two different notes in the form of copy back or providing an 'answer'.</p>	<p>To improvise using a range of untuned instruments in the context of a song they are learning. To play and maintain the underlying/internal beat (heartbeat) using untuned percussion, and understand that it controls the tempo of the piece(in a small group).</p>	<p>To identify some of the style indicators of song genres. To identify any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). To identify the structure of the song (introduction, verse, chorus etc). To talk about the musical dimensions working together in a song, eg if the song gets louder in the chorus (dynamics). To use musical vocabulary when discussing different songs.</p>	<p>To help create at least one simple melody using one, three or all five different notes. To plan and create a section of music that can be performed within the context of the unit song. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To present a musical performance designed to capture the audience.(Strings performance) To talk about the best place to be when performing and how to stand or sit. To reflect on performance and say how they were feeling, what they were pleased with and what they would change and why.</p>	
3	<p>Three little birds(Reggae) Bringing us together?(Disco)</p> <p>Nutcracker-dynamics? Rocking Romans=BBC Teach</p>	<p>To learn to sing in unison and simple 2 parts. To demonstrate good singing posture. To sing with an awareness of being in tune. To begin to explore sing solo parts.</p>	<p>Recorder To learn to play one of any four differentiated parts (one note, simple, medium or main melody). To rehearse and perform their part within a context of a song. To improvise using a tuned instrument in the context of a song they are learning to perform, using given notes. To be able to talk about playing the recorder and learn the relevant notation.</p>	<p>To listen and copyback using different instruments. To create their own simple rhythm patterns, using different untuned instruments. To lead the class using their own simple rhythms. To begin to improvise using a range of untuned instruments.</p>	<p>To confidently identify the pulse and other musical dimensions, such as dynamics, tempo, rhythm, pitch and structure. To discuss what the lyrics of a song mean and how it makes them feel.</p>	<p>To know different ways of recording compositions (letter names and symbols). To plan and create a section of music in pairs/independently, that can be performed within the context of a given song. Listen to and reflect upon a developing composition, and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record a composition in an appropriate way that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To choose what to perform and create a programme (recorder pieces). To communicate the meaning of the words and clearly articulate them, when singing. To talk about the best place to be when performing and how to stand or sit. To record the performance, and say how they were feeling, what they were pleased with and what they would change and why.</p>	
2	<p>Hands, feet, heart(Afro pop) Find an alternative Rock track Zootime (Reggae) Friendship song(Pop)</p>	<p>To learn to make different sounds with their voices (e.g. rap, spoken word with rhythm). To understand that unison means everyone singing together.</p>	<p>Glockenspiels To learn the names of the simple notation from the instrumental part of a song. To play a tuned differentiated instrumental part of a performance. To use a beater correctly when playing the glockenspiel.</p>	<p>To know the name of a range of untuned percussion instruments. To know the difference between playing the pulse and playing the rhythm.</p>	<p>To know that music has a structure (chorus/response). To listen with concentration and understand that songs tell a story or describe an idea. To use vocabulary pulse, rhythm, pitch and structure.</p>	<p>To create simple melodies in pairs/a group using 1, 3 or 5 notes (glockenspiel). To learn how to record simple notation. To add own ideas to a composition by selecting percussion instruments.</p>	<p>To choose a song they have learnt and perform it. To perform using instruments they have learnt (African drumming from topic) To add their own ideas to the performance, e.g. actions and instruments. After a recording and watching the performance, say how they were feeling about it.</p>	

1	Hey You!(Old school hip hop) Rhythm in the way we walk(Reggae)	To learn to sing expressively singing songs and chants. To learn to sing high and low (different pitches).	Boomwhackers To learn the name of the instruments they are playing. To play a tuned instrumental part with song they are performing, using 1 or 2 notes.	To learn the name of the instruments they are playing, and identified how they are played. Use untuned instruments to keep in time (pulse or rhythm pattern accurately).	To know that music has a steady pulse. To learn to enjoy moving to music. To use the vocabulary beat, pulse and rhythm.	To experiment with a range of percussion instruments, selecting and combining sounds. Begin to create a simple melody, using 1, 2 or 3 notes (Boomwhackers).	To perform a given song they have learnt, and perform it to another group or class.(GS Sings concert) To add their ideas to a performance, such as actions.. To learn that a performance is sharing music with other people, called an audience.	
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