

John E. Batty Primary		Year Group Top Level Plan				Subject:		Music	
		Autumn		Spring		Summer			
Subject /Area		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2	
Year 1		<ul style="list-style-type: none"> <li>• <b>Hey You</b> Style: Old School Hip-Hop Theme: How pulse, rhythm and pitch work together</li> <li>• <b>Rhythm In the Way We Walk and The Banana Rap</b> Style: Reggae Theme: Pulse, rhythm and pitch, rapping, dancing and singing.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>In the Groove</b> Style: Blues, Baroque, Latin, Bhangra, Folk, Funk Theme: How to be in the groove with different styles of music.</li> <li>• <b>Round and Round</b> Style: Bossa Nova Theme: Pulse, rhythm and pitch in different styles of music</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Your Imagination</b> Style: Pop Theme: Using your imagination</li> <li>• <b>Reflect, Rewind and Replay</b> Style: Classical Theme: The history of music, look back and consolidate your learning, learn some of the language of music</li> </ul>			
		<p><u>Skills</u> To learn how to enjoy music by marching, dancing, being animals or pop stars Learn about voices – singing notes of different pitches, making different types of sounds with their voices, start and stop singing when following a leader Play a tuned instrumental part with the song they perform Learn to play an instrumental part and listen to and follow musical instructions from a leader. Help to create a simple melody using one, two or three notes Learn how the notes of a composition can be written down and changed if necessary. Perform a song they have learnt, adding their own ideas and discussing how they feel about the performance</p> <p><u>Knowledge</u> Listen and Appraise:  <ul style="list-style-type: none"> <li>- To know 5 songs off by heart</li> <li>- To know what the songs are about</li> <li>- To know and recognise the sound and names of some of the instruments they use</li> </ul>           Games:  <ul style="list-style-type: none"> <li>- To know that music has a steady pulse, like a heartbeat.</li> <li>- To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>           Singing:  <ul style="list-style-type: none"> <li>- To confidently sing or rap five songs from memory and sing them in unison</li> </ul>           Playing:  <ul style="list-style-type: none"> <li>- Learn the names of the notes in their instrumental parts from memory or when written down.</li> <li>- Learn the names of the instruments they are playing</li> </ul>           Improvisation:  <ul style="list-style-type: none"> <li>- To know that improvisation is about making up your own tunes on the spot.</li> <li>- To know that when someone improvises, they make up their own tune that has never been heard before.</li> </ul>           Composition:  <ul style="list-style-type: none"> <li>- To know that composition is like writing a story with music</li> <li>- To know that everyone can compose</li> </ul>           Performance:  <ul style="list-style-type: none"> <li>- To know that a performance is sharing music with other people, called an audience.</li> </ul> </p>							

- **Hands, Feet, Heart**  
Style: Afropop, South African  
Theme: South African music
- **Ho, Ho, Ho**  
Style: A song with rapping and improvising for Christmas  
Theme: Festivals and Christmas

- **I Wanna Play in a Band**  
Style: Rock  
Theme: Playing together in a band
- **Zootime**  
Style: Reggae  
Theme: Reggae and Animals

- **Friendship Song**  
Style: Pop  
Theme: A song about being friends
- **Reflect, Rewind and Replay**  
Style: Classical  
Theme: The history of music, lookback and consolidate your learning, learn some of the language of music

Skills

Learn how to enjoy moving to music by dancing, marching, being animals or pop stars  
 Learn how songs can tell a story or describe an idea  
 Learn about voices singing notes of different pitches (high and low)  
 Learn that they can make different types of sound with their voices and can rap (spoken word with rhythm)  
 Learn to find a comfortable singing position  
 Learn to start and stop singing when following a leader  
 Learn to play a tuned instrumental part that matches their musical challenge. Play the part in time with the steady pules.  
 Listen to and follow musical instructions from a leader.  
 Help create simple melodies using one, three or five different notes  
 Learn how the notes of a composition can be written down and changed if necessary.  
 Choose a song they have learned and perform it. Add own ideas to the performance. Record the performance and say how they feel about it.

Knowledge

Listen and Appraise:

- To know 5 songs off by heart
- To know some songs have a chorus or a response / answer part
- To know that songs have a musical style

Games:

- To know that music has a steady pulse, like a heartbeat.
- To know that we can create rhythms from words, our names, favourite food, colours and animals.
- Rhythms are different from the steady pulse
- We add high and low sounds, pitch, when we sing and play our instruments

Singing:

- To confidently know and sing five songs from memory.
- To know that unison is everyone singing at the same time.
- Songs include other ways of using the voice e.g. rapping (spoken word)

Playing:

- Learn the names of the notes in their instrumental parts from memory or when written down.
- Know the names of untuned percussion instruments played in class.

Improvisation:

- To know that improvisation is about making up your own tunes on the spot.
- To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- Everyone can improvise, and you can use one or two notes.

Composition:

- To know that composition is like writing a story with music
- To know that everyone can compose

Performance:

- To know that a performance is sharing music with other people, called an audience.
- A performance can be a special occasion and involve a class, a year group or a whole school
- An audience can include your parents and friends

- **Let Your Spirit Fly**  
Style: RnB  
Theme: RnB and other styles
- **Glockenspiel Stage 1**  
Style: N/A  
Theme: Exploring and developing playing skills

- **Three Little Birds**  
Style: Reggae  
Theme: Reggae and animals
- **The Dragon Song**  
Style: A Pop song that tells a story  
Theme: Music from around the world, celebrating our differences and being kind to one another

- **Bringing us together**  
Style: Disco  
Theme: Disco, friendship, hope and unity
- **Reflect, Rewind and Replay**  
Style: Classical  
Theme: The history of music, look back and consolidate your learning, learn some of the language of music

### Skills

**Listen and Appraise:** To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music

**Games:** Pulse, rhythm and pitch games

**Singing:** To sing in unison and in simple two-parts, demonstrate a good singing posture, follow a leader, explore singing solo, sing with awareness of being 'in tune'.. To have an awareness of the pulse internally when singing.

**Playing Instruments:** To treat instruments carefully and with respect. Play any one, or all or four differentiated parts on a tuned instrument. To rehearse and perform their part within the context of the Unit song. To listen and to follow musical instructions from a leader

**Improvisation:** To improvise using instruments in the context of the song they are learning to perform.

**Composition:** Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions. Record the composition in an appropriate way.

**Performance:** To choose what to perform, to communicate the meaning of the words and clearly articulate them, talk about posture, record the performance and evaluate.

### Knowledge

Listen and Appraise:

- To know five songs from memory and who sang them or wrote them
- To know the style of five songs
- To choose one song and be able to talk about the lyrics, musical dimensions, main sections of the song, the instruments heard

Games:

- Know how to find and demonstrate the pulse
- Know the difference between pulse and rhythm
- Know how pulse, rhythm and pitch work together to create a song
- Know that every piece of music has a pulse / steady beat
- Know the difference between a musical question and an answer

Singing:

- To know and be able to talk about – group singing being called a choir, what a leader or conductor is, how songs can make you feel different things, the importance of listening to each other when singing in an ensemble or large group, why you must warm up your voice

Playing:

- To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)

Improvisation:

- To know and be able to talk about improvisation – making up your own tunes on the spot, making up a tune that has never been heard before. It is not written down and belongs to them.
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake

Composition:

- To know and be able to talk about a composition, different ways of recording compositions

Performance:

- To know and be able to talk about – performing is sharing music with an audience, it doesn't have to be drama, it needs to be planned, words must be sung or rapped with confidence, it can be for a special occasion and involve an audience including people you don't know, it is planned and different for each occasion, it involves communicating feelings, thoughts and ideas about the song / music.

Year 4	<p><b>Delivered by Tees Valley Music Service (Ukulele)</b></p> <ul style="list-style-type: none"> <li>• <b><u>Kodaly time</u></b> Style: N/A Theme: Introducing Chords of C,Am, melodic work</li> <li>• <b><u>Rounds at Christmas</u></b> Style: Music for events, Halloween and Christmas Theme: Exploring and developing playing skills</li> </ul>	<p><b>Delivered by Tees Valley Music Service (Ukulele)</b></p> <ul style="list-style-type: none"> <li>• <b><u>Mama Mia</u></b> Style: N/A Theme: Chord p[rogressions</li> <li>• <b><u>Let's Improvise</u></b> Style: N/A Theme: Learning to compose/improvise both as a group and individual.</li> </ul>	<p><b>Delivered by Tees Valley Music Service (Ukulele)</b></p> <ul style="list-style-type: none"> <li>• <b><u>Pentatonic fun</u></b> Style: N/A Theme: Composing and playing pentatonic tunes.</li> <li>• <b><u>Grab your Partner songs</u></b> Style: N/A Theme: Looking at partner songs.</li> </ul>
	<p><b>Skills</b></p> <p><b>Listen and Appraise:</b> Describe and compare different kinds of music listening for instruments used - including rounds, partner songs and duets. Listen for and describe examples of music getting faster (accelerando) getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo), timbre (instruments) Describe music as legato (smooth) or staccato (detached) Experience major, minor and pentatonic tonality. Understand how music reflects time and place)</p> <p><b>Games:</b> Pulse, rhythm and pitch games</p> <p><b>Singing:</b> Sing a range of Kodaly style songs that will be then transferred to performance on the ukulele. Sing a wide range of unison songs within the range of an octave. Sing rounds and partner songs .Perform a range of songs in school assemblies/performance opportunities both in public and virtual</p> <p><b>Playing Instruments:</b> To be able to play the ukulele both as a melodic instrument and as an accompanying instrument with chords. Be able to play the chords of C&lt;Am,F,G7 with accuracy and play a pentatonic scale and related songs. Understand the importance of good posture and technique in playing an instrument.</p> <p><b>Improvisation:</b> To improvise using the ukulele on both open strings and within a pentatonic scale.</p> <p><b>Composition:</b> To compose, both as a group and individual a melody that can be played on the ukulele. Understand the process of composing, i.e. arrange the music, revise, rehearse and record. Begin to make decisions about the overall structure, e.g. accompaniment,(chord or backing track) length. (8 bars or 16 bars) Combine known rhythmic notation with letter names to create short pentatonic phrases.</p> <p><b>Performance:</b> Sing and play compositions (group and solo compositions) Record the compositions in an appropriate way. Evaluate the performance.</p> <p><b>Knowledge</b></p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> <li>- To know five songs from memory and who sang them or wrote them</li> <li>- To know the style of five songs</li> <li>- To choose one song and be able to talk about the lyrics, musical dimensions, main sections of the song, the instruments heard</li> </ul> <p>Games:</p> <ul style="list-style-type: none"> <li>- Know how to describe and demonstrate tempo</li> <li>- Know how to describe and demonstrate dynamics</li> <li>- Know how to describe and demonstrate duration</li> <li>- Know how to describe and demonstrate timbre</li> <li>- Know how to describe and demonstrate texture</li> <li>- Being able to recognise written rhythms aurally</li> <li>- Recognising a range of different instruments aurally.</li> </ul> <p>Singing:</p> <ul style="list-style-type: none"> <li>- To know and be able to talk about – Singing a range of songs for events, Christmas, partner songs. Being able to hold a partner song against other groups. Singing with a good tone and reliable pitch. Singing with projection for performance.</li> </ul> <p>Playing: - To know and be able to talk about the ukulele in terms of being both a melodic and accompanying instrument and being able to make choices about the style of playing chose.</p> <p>Improvisation:</p> <ul style="list-style-type: none"> <li>- To know and be able to talk about improvisation – making up your own tunes on the spot, making up a tune that has never been heard before. Being able to improvise on a composed rhythm on the ukulele.</li> <li>- To know how to improvise on a pentatonic scale.</li> <li>- To understand how to improve improvisation in future performance, e.g. use more suitable rhythms, moving by step etc.</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>- To know and be able to talk about a composition different ways of recording compositions</li> </ul> <p>Performance:</p> <ul style="list-style-type: none"> <li>- To perform to a high standard on the ukulele. Being able to perform simple and more complex chord progressions and different speeds. Being able to play melodic tunes on the ukulele within a pentatonic scale.</li> </ul>		

- **Livin' on a Prayer**

Style: Rock  
Theme: Rock Anthems

- **Classroom Jazz 1**

Style: Bossa Nova and Swing  
Theme: Jazz and Improvisation

- **Make You Feel My Love**

Style: Pop Ballads  
Theme: Pop Ballads

- **The Fresh Prince of Bel-Air**

Style: Old School Hip Hop  
Theme: Old School Hip Hop

- **Dancing in the Street**

Style: Motown  
Theme: Motown

- **Reflect, Rewind and Replay**

Style: Classical  
Theme: The history of music, look back and consolidate your learning, learn some of the language of music

### Skills

**Listen and Appraise:** To identify and move to the pulse with ease. To think about the message of songs. To compare two songs of the same style. Listen carefully and respectfully to other people's thoughts about the music. Try to use musical words. Talk about the musical dimensions working together. Talk about the music and how it makes you feel.

**Games:** Pulse, rhythm and pitch games

**Singing:** To sing in unison and to sing backing vocals, to enjoy exploring singing solo, demonstrate a good singing posture, follow a leader, experience rapping and solo singing, listen to each other and be aware of how you fit into the group, sing with awareness of being 'in tune.

**Playing Instruments:** Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.

**Improvisation:** To improvise using instruments in the context of the song they are learning to perform.

**Composition:** Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing compositions and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)

**Performance:** To choose what to perform, to communicate the meaning of the words and clearly articulate them, talk about the venue and how to use it to best effect, record the performance and compare it to a previous performance, discuss and talk musically about it.

### Knowledge

Listen and Appraise:

- To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
- To know the style of five songs and to name other songs from the Units in those styles
- To choose two or three songs and be able to talk about the style indicators, lyrics, musical dimensions, main sections of the song, the instruments heard, historical contexts.

Games:

- Know and be able to talk about – how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they are connected in a song. How to keep the internal pulse. Musical leadership – creating musical ideas for the group to copy or respond to.

Singing:

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- To choose a song and be able to talk about – its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, to know what the song is about and the meaning of the lyrics, the know and explain the importance of warming up your voice.

Playing:

- To know and be able to talk about different ways of writing music down, the notes C, D, E, F, G, A, B & C on the treble staff, the instruments they might play or be played in a band or orchestra or by their friends

Improvisation:

- To know and be able to talk about improvisation – making up your own tunes on the spot, making up a tune that has never been heard before. It is not written down, belongs to them.
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs you have heard in the Challenges in your improvisations.
- To know three well-known improvising musicians

Composition:

- To know and be able to talk about a composition, a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.
- Notation – recognise the connection between sound and symbol.

Performance:

- To know and be able to talk about – performing is sharing music with an audience, it doesn't have to be drama, it needs to be planned and learned, words must be sung or rapped with confidence, it can be for a special occasion and involve an audience including people you don't know, it is planned and different for each occasion, it involves communicating feelings, thoughts and ideas about the song / music.

- **Happy**  
Style: Pop / Neo Soul  
Theme: Being Happy!
- **Classroom Jazz 2**  
Style: Bacharach and Blues  
Theme: Jazz, improvisation and composition

- **A New Year Carol**  
Style: Classical or Urban Gospel  
Theme: Benjamin Britten’s music and cover versions
- **You’ve Got A Friend**  
Style: 70s Ballad / Pop  
Theme: The Music of Carole King

- **Music and Me**  
Create your own music inspired by your identity and women in the music industry
- **Reflect, Rewind and Replay**  
Style: Classical  
Theme: The history of music, look back and consolidate your learning, learn some of the language of music

Skills

**Listen and Appraise:** To identify and move to the pulse with ease. To think about the message of songs. To compare two songs of the same style. Listen carefully and respectfully to other people’s thoughts about the music. Use musical words. Talk about the musical dimensions working together. Talk about the music and how it makes you feel, using musical language.

**Games:** Pulse, rhythm and pitch games

**Singing:** To sing in unison and to sing backing vocals, demonstrate a good singing posture, follow a leader, experience rapping and solo singing, listen to each other and be aware of how you fit into the group, sing with awareness of being ‘in tune.

**Playing Instruments:** Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.

**Improvisation:** To improvise using instruments in the context of the song they are learning to perform.

**Composition:** Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing compositions and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)

**Performance:** To choose what to perform, to communicate the meaning of the words and clearly articulate them, talk about the venue and how to use it to best effect, record the performance and compare it to a previous performance, discuss and talk musically about it.

Knowledge

Listen and Appraise:

- To know five songs from memory, who sang or wrote them, when they were written and why?
- To know the style of songs and to name other songs from the Units in those styles
- To choose three or four songs and be able to talk about the style indicators, lyrics, musical dimensions, structure, the instruments heard, historical contexts, our musical identity

Games:

- Know and be able to talk about – how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they are connected in a song. How to keep the internal pulse. Musical leadership – creating musical ideas for the group to copy or respond to.

Singing:

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- To know about the style of the songs so you can represent the feeling and context to your audience
- To choose a song and be able to talk about – its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, to know what the song is about and the meaning of the lyrics, the know and explain the importance of warming up your voice.

Playing:

- To know and be able to talk about different ways of writing music down, the notes C, D, E, F, G, A, B & C on the treble staff, the instruments they might play or be played in a band or orchestra or by their friends

Improvisation:

- To know and be able to talk about improvisation – making up your own tunes on the spot, making up a tune that has never been heard before. It is not written down, belongs to them.
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs you have heard in the Challenges in your improvisations.
- To know three well-known improvising musicians

Composition:

- To know and be able to talk about a composition, a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.
- Notation – recognise the connection between sound and symbol.

Performance:

- To know and be able to talk about – performing is sharing music with an audience, it doesn’t have to be drama, it needs to be planned and learned, words must be sung or rapped with confidence, it can be for a special occasion and involve an audience including people you don’t know, it is planned and different for each occasion, it involves communicating feelings, thoughts and ideas about the song / music.

