

Bempton Primary School

Music Curriculum



Intent

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it plays an important part in personal development. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

At Bempton Primary School, we want to create a passion for music in our children that will stay with them in their future lives. We want to ensure that music is an inspiring and engaging experience that enables every child to develop their musical potential and develop an appreciation of the value of music that is deeply personal to them. We want children to have a curiosity for the subject and a respect for the role that music may play in any person's life.

At Bempton Primary School, we endeavour to provide a variety of musical experiences through a curriculum which develops learning, improves knowledge and promotes pupil well-being through building up the confidence of all children. Music can impact the way that children feel, think and act; we want music to encourage the body and mind to work together, develop motor skills and allow self-expression.

Music is an integral and well-resourced part of life at Bempton Primary School. We aim for music lessons to be enjoyable and inspiring, for both pupils and teachers. The wide variety of musical opportunities provided at Bempton Primary School, encourage pupils to feel knowledgeable, reflective and expressive whilst also developing their appreciation of music from different cultures and eras. Pupils participate in a range of musical experiences, building up their confidence, developing their understanding of pitch rhythm and structure, as well as learning technical vocabulary for these elements. All children are actively encouraged and given the opportunity to learn to play a musical instrument, either as a whole class, part of a club or small group.

Implementation

Pedagogy: How the Curriculum is Taught

At Bempton School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, how to make music together, to understand musical notation or symbols and to compose pieces using a range of tuned and un-tuned instruments, body percussion and vocal effects.

There are 6 strands to our implementation of that intent.

1. An ambitious and engaging music curriculum, taught through weekly music lessons.
2. Listening to music and learning about composers and musicians.
3. Weekly singing assemblies.

4. Music clubs, ensembles and instrument lessons.
5. Regular opportunities to perform.
6. Planned inspirational and aspirational music experiences.

1. An ambitious and engaging music curriculum

The expectations for children leaving primary school are high. We expect our year 6s to be able to read basic music notation, play instruments with some fluency and musicality, critically analyse music, improvise and compose music, and have an understanding of music history. TO ensure this happens, we have a clear progression of knowledge, skills and understanding mapped out from EYFS through to KS2. At Bempton Primary School, we teach music weekly using Sing Up, a scheme of work which offers high quality, practical, and engaging musical experiences to support children's learning in music. The scheme supports all the requirements of the national music curriculum alongside the Model Music Curriculum with the interrelated dimensions of music woven through every unit giving the opportunity to embed knowledge, understanding and skills. A steady progression of knowledge and skills has been devised, both within each year and from one year to the next, ensuring consistent musical development. The Sing Up scheme incorporates many examples of music styles and genres from different times and places which are explored via active listening, performing and composing activities, enabling understanding of the context and genre. Children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose, improvise and perform. During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context and to apply skills and collaborate to create compositions.

2. Listening to music and learning about composers and musicians

We all know that reading to children and talking about books is crucial to their development as writers. The same is true for music. If we want our children to be rounded musicians and discerning listeners and to appreciate the value of all music types, then we need to give them as wide and varied a diet of music as possible. We also need to give them knowledge and vocabulary to unpick that music in order to be able to understand what they are hearing and to apply it to their own music making. Singup has listening opportunities built into each unit. In addition to this teachers are encouraged to play music linked to learning and the children's interests and listening opportunities are also incorporated into assemblies as appropriate. We make sure that children have the opportunity to see themselves reflected in the musicians we study. Children have the opportunities to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the music of other faiths and cultures – with value being placed on their diversity.

3. Weekly singing assemblies

We have a whole school weekly singing assembly which is an opportunity to appreciate the value and joy of singing as well as developing singing skills and part singing. Songs are selected for their musical value as well as linking in with our school values and assembly themes.

4. Music clubs, ensembles and instrument lessons

At Bempton School, children with a flair or interest in music have the opportunity to progress to the next level of learning through instrument tuition or a clubs.

5. Regular opportunities to perform

Pupils have termly opportunities to showcase their skills to an audience.

These are planned into our progression through Sing up. Alongside this our children also perform within our Christmas and end of year performance, at the Harvest and Easter Services. The children also get opportunities to perform within our wider community at events such as Little Big Sing, Big Sing, the Old Rectory, the Bridlington Mass Choir and events at feeder secondary schools. When appropriate we also participate in musical projects providing opportunities for our children to perform with children from other schools and musicians, at local and national events.

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Early Years Foundation Stage

Children are given an introduction to the musical interrelated dimensions through a variety of activities. Sing up is taught as an integral part of the topic work covered during the year. Music contributes to a child's personal and social development, counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Impact

Children demonstrate their ability in music in a variety of different ways. Teachers assess children's work in music by making informal judgments as they observe them during lessons. Within each music lesson the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Children are also encouraged to make judgments about how they can improve their own work. We use this as the basis for assessing the progress of each child and year group as a whole. Video and audio evidence of the children's learning within lessons and through performances will be recorded and saved on Seesaw.

Progression snapshot activities

Progression snapshot activities involve one song for each year group being introduced in Term 1 and revisited and developed in Term 2 and Term 3. The activities provide an opportunity for gathering evidence to reinforce each class teacher's general impressions of how their children are achieving in line with their year group outcomes over time.

The music subject leader looks at examples of children's work and monitors the expected level of achievement in music for each age group in the school.

Cultural Capital

Music is a wonderful way to showcase the differences and similarities we have compared to other counties or countries. To allow us to engage the children's curiosity and to develop an understanding of the wider community. Music provides an opportunity for children to experience other cultures in a supportive and informative environment, enhancing their own personal cultural capital.

Personal development:

Music is a very powerful tool to build children self-esteem and self-worth and can be multi-faceted in aiding personal development. It encourages listening skills, group work, analytical skills as well as nurturing creative skills.

The creative process of music composition can support children's growth mindset involving analytical skills, building resilience and concentration and perseverance. Music, both listening to and the creative process is wonderful form self-expression, sometimes a useful tool for expressing some emotions that children may find hard to vocalise. Music and its performance can be wonderful in helping children to

build confidence, creating a sense of belonging, build team work skills and to appreciate others in a wider context.

Social Development:

Music is an excellent tool for providing a commentary on social issues or times. Music is reflective of the period it's written in and therefore it's important, especially when teaching the history of music that you provide a social context for the children to understand the style and features of the music. This can be done by showing the children images of the clothes worn, houses lived in, examples of jobs done and general information about people's lives. Allowing our children exposure to this information is vital as it broadens their understanding of our social history and that of other countries. Exploring world music is also enables children to see how different social times had different music.

Engaging children in school and wider community concerts and performances is a way to help children experience the joy that performing together can bring.

Physical Development:

Music is an excellent way to improve co-ordination, developing skills to play a range of instruments and watching a conductor at the same time. To give a physical response to music, whether it be through the joy of dancing or even the task of physically finding a beat in music can help to stimulate connectivity and strengthen synapse connection. All of these help to improve general well-being and productivity.

Spiritual Development:

Music plays an important part in spiritual development. It can help to create an atmosphere for reflection useful for circle time activities and reflective practises. It can show music from other faiths, cultures and other culture capitals. Providing a broad and balanced experiences enhances the children understanding of other faiths and can develop an awareness and tolerance of others perspectives.

Moral Development:

Many moral issues are addressed through music and songs. Current issues are shown through music and can reflect the cultural capital of different sectors of society. Rap, grime, pop, punk rock music are all styles of music which can be listened to reflect the opinions, voice frustrations and experiences of a generation. These can act as a starting point for discussions, especially with older children.

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and music pedagogy. Computing lead has a certificate for 'Teach Primary Computing'. All staff have taken part in training with the accredited Teach Computing Subject Leader.

Study Overview

Progression – Skills and knowledge

	Autumn	Spring					Summer				
EYFS	<p><u>Nursery</u> Communication and language – sing a large repertoire of songs Physical development - Use large muscle movement to wave flags and streamers Expressive arts and design – Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person Sing the melodic shape of familiar songs Create their own songs or improvise a song around one Play instruments with increasing control to express their feelings and ideas</p>					<p><u>Reception</u> Communication and language – Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Physical development – combine different movements with ease and fluency Expressive arts and design – Explore, use and refine a variety of artistic effects to express their ideas Return to and build on previous learning, refining ideas and developing ability to respond to them Create collaboratively, sharing ideas, resources and skills Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups</p>					
	<p>Grumpy face Make up words and actions about emotions & feelings. Explore sounds with voices and percussion instruments Sing with a sense of pitch, following the shape of the melody. Mark the beat of the song</p>	<p>Sorcerer’s apprentice Explore storytelling elements in the music and create a class story. Identify and describe contrasts in tempo and dynamics. Respond to music in a range of ways e.g. movement, talking, writing.</p>	<p>Witch witch Make up a simple accompaniment using percussion instruments Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call-and-response song.</p>	<p>Row your boat Make up new lyrics and vocal sounds for different kinds of transport. Sing a tune with ‘stepping’ and ‘leaping’ notes. Play a steady beat on percussion instr.</p>	<p>Bird spotting Explore the range and capabilities of voices through vocal play. Develop a sense of beat. Develop active listening Enjoy moving freely and expressively to music.</p>	<p>Shake sillies out Create a sound story using instruments Sing an action song with changes in speed. Play percussion instruments Perform as a class. Listen to music and beat with actions.</p>	<p>Up and down Make up new lyrics and accompaniment actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch.</p>	<p>5 bumble bees Improvise a vocal/physical soundscape Sing in call-and-response and change voices. Play an accompaniment, percussion, & recognise a change in tempo. Listen to a piece of classical music and respond through dance.</p>	<p>Under the sea Composing new words & movements Sing a song using a call-and-response. Play percussion instruments. With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). Listen to sea-related pieces of music and respond with movement.</p>	<p>Oh so quiet Improvise with instrument follow a conductor. Compose developed through listening to Beethoven’s 5th. Play instrument with control Explore dynamics with voices and instrument Develop listening skills, identifying dynamics</p>	<p>Slap clap clap Compose a 3-beat body percussion pattern and perform it to a steady beat. Sing a melody in waltz time and perform the actions. Play percussion instruments Listen actively to music in 3/4 time. Find the beat and perform</p>

	Autumn		Spring		Summer			
KS1	<p>NC- Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and un-tuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 							
Y1/ 2 Cycle B	<p>Colonel Hathi's march Compose music Respond to musical characteristic through movement. Describe the features of a march using music vocabulary</p>	<p>Magical aquarium Experiment with and draw the sounds using graphic symbols. Sing in unison. Play percussion. Listen to 'Aquarium' reflecting on the character of the music through movement.</p>	<p>Menu Song Participate in creating a dramatic group performance using kitchen-themed props. Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. Listen and move in time to the song.</p>	<p>Who stole my chickens and hens? Compose new lyrics and create short body percussion patterns to accompany the song. Sing familiar songs in low and high voices, recognising higher and lower. Play a partner clapping game while singing a song. Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments.</p>	<p>Football Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately. Play a simple ostinato on un-tuned percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. Recognise the difference between a</p>	<p>Musical conversations Compose sequences of sounds. Improvise question-and-answers using percussion instruments. Create, interpret, and perform from graphic scores. Recognise how graphic symbols can represent sound.</p>	<p>Cat and mouse Create rhythms, sequencing them, and use simple notation. Attempt to record compositions with stick and other notations. Sing & chant songs and rhymes expressively Listen & copy rhythms.</p>	<p>Come dance with me Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Copy call-and-response patterns with voices and instruments.</p>

	Autumn			Spring			Summer	
Y1/ 2 Cycle A	<p>Carnival of the animals Select instruments and compose music. Listen with increased concentration and respond by talking, or with movement and dance. Identify different qualities of sound. Recognise and respond to changes of speed, the length of notes short/detached/smoother and pitch using music vocabulary, and/or movement.</p>	<p>Composing music inspired by Bird song Invent simple patterns using voices, body percussion, and then instruments. Follow signals given by a conductor/leader. Structure compositional ideas into a bigger piece. Improvise solos using instruments.</p>	<p>Tony chestnut Improvise rhythms along to a backing track using the note C or G. Compose call-and-response music. Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing phrases by ear.</p>	<p>Swing a long Create action patterns in 2- and 3-time. Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns. Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely & creatively to music using a prop.</p>	<p>Charlie Chaplin Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics.</p>	<p>Grandmas Rap Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Chant Grandma rap rhythmically, and perform to an accompaniment children create. Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to Hi lo chicka lo that shows the rhythm. Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p>	<p>Rockpool rock Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music.</p>	<p>Tanczmy labada Demonstrate an internalised sense of pulse through singing games. Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. Listen and match the beat of others and recorded music, adapting speed accordingly. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</p>

KS2	<p>NC- Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 							
	Y3/ 4 Cycle B	<p>Chilled out clap clap Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. Rap accurately and rhythmically with dynamic contrasts. Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.</p>	<p>I've been to Harlem Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests. Perform a whole-class 'rondo' made up of playing and singing. Sing a stepping melody accurately, and with clear articulation and diction. Move to music, marking the pulse with action durations: 'crotchets, quaver, minim, dotted quaver, semiquaver, crotchet rest</p>	<p>Nutcracker Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner.</p>	<p>Railway carriage Explore ways to create word-based pieces of music. Explore ways to communicate atmosphere and effect. Listen and compare how different composers have approached creating word-based compositions.</p>	<p>Latin dance Compose a 4-beat rhythm pattern to play during instrumental sections. Working in small groups, sing a call-and-response song with an invented drone accompaniment. Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. Play a one-note part contributing to the chords accompanying the verses. Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p>	<p>Just 3 notes Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, follow and create a 'score'. Recognise and copy rhythms and pitches C-D-E.</p>	<p>Samba with Sergio Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. Perform vocal percussion as part of a group. Move in time with the beat of the music. playing in call-and-response, samba schools, that in Brazil music helps communities thrive</p>

Y3/ 4 Cycle A

My fantasy football

Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests. Perform a whole-class 'rondo' made up of playing and singing. Sing a stepping melody accurately, and with clear articulation and diction. Move to music, marking the pulse with action durations: crotchet, quaver, minim, dotted quaver, semiquaver, crotchet rest

This little light of mine

Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). Sing in a Gospel style with expression and dynamics. Play a bass part and rhythm ostinato along with This little light of mine. Sing Part 1 of a partner song rhythmically. Listen and move in time to songs in a Gospel style.

Common man

Improvise and compose, exploring timbre, dynamics, and texture can be used for impact in a fanfare. Compose a fanfare using notes, and short, repeated rhythms. Listen and appraise, recognising and talking about the characteristics of a fanfare using music vocab

Spain

Invent a melody. Fit two patterns together. Structure musical ideas into a composition. Play repeating rhythmic patterns. Count musically.

The doot doot song

Doodle' with voices over the chords in the song. Sing swung rhythms lightly and accurately. Learn a part on tuned percussion and play as part of a whole-class performance. Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. Listen and identify similarities and differences between acoustic guitar styles.

Pink Panther

Improvise and compose, creating music for a scene with instruments. Listen and appraise, recognising elements of the music that establishes the mood and character. Talk about the effect of particular instrument sounds.

Composing with colour

Create sounds inspired by colours and shapes. Structure musical ideas into a composition. Create & read graphic scores. Understand instruments can be used individually and in combination to create different effects of timbre and texture.

Favourite song

Sing with expression and a sense of the style of the music. Understand triads and play C, F, G major, and A minor. Play an instrumental part as part of a whole-class performance. Sing a part in a partner song, rhythmically and from memory. Identify similarities and differences between pieces of music in a folk/folk-rock style.

Y5/ 6 Cycle B	<p>Why we sing Develop and practise techniques for singing and performing in Gospel style. Recognise individual instruments and voices by ear. Listen to Gospel music and spirituals and identify key elements that give the music its unique sound. Talk about music using appropriate music vocab</p>	<p>Intro to song writing Improvise and compose, to create a strong hook. Create fragments of songs that can develop into songs. Listen and appraise, identifying the structure of songs and analysing them. Understand techniques for creating a song and develop an understanding of the song writing process.</p>	<p>Drunken sailor Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Sing a sea shanty expressively, with accurate pitch and a strong beat. Play bass notes, chords, or rhythms to accompany singing. Sing in unison while playing an instrumental beat (untuned). Keep the beat playing a 'cup' game. Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>	<p>3 little birds Sing the verse in unison and harmony. Know what a triad is and play one. Play the chords D and G major, following a score of the chorus. Play the melodic riff (or melody of the chorus) by ear. Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.</p>	<p>Balinese Gamelan Compose a kecak piece. Sing/chant a part within a kecak performance. Develop knowledge and understanding of Balinese musical forms of gamelan beleganjur and kecak. Listen and match vocal and instr sounds to each other, and to notation.</p>	<p>Madina tun nabi Improvise freely over a drone. Sing a song in two parts with expression and an understanding of its origins. Sing a round and accompany themselves with a beat. Play a drone and chords to accompany singing. Listen and copy back simple rhythmic and melodic patterns.</p>	<p>Building a groove Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p>	<p>Composing (ternary) Improvise & compose, creating a in ternary form using a pent scale, and containing an accomp., contrasting dynamics, and tempo. Notate ideas in a simple score. Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. Understand and recognise ternary form.</p>	<p>Kise banaaya Compose a simple accompaniment using tuned instruments. Create and perform their own class arrangement. Sing and play the melody of Kise banaaya. Sing in a 4-part round accompanied with a pitched ostinato.</p>
Y5/ 6 Cycle A	<p>Shadows Compare pieces of music from different genres. Identify features of timbre, instr., and expression in music. Use musical knowledge & vocabulary to discuss similarities and differences in pieces of music. Create a shadow movement piece in response to music.</p>	<p>Composing protest Create their own song lyrics. Fit their lyrics to a pulse, creating a chant. Write a melody and sing it. Structure their ideas into a complete song.</p>	<p>Hey Mr Miller Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>	<p>You to me are everything Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. Learn simple choreography to accompany a disco song. Recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p>	<p>Twinkle Variations Create variations using a wide variety of composing techniques. Improvise on top of a repeating bassline. Decipher a graphic score. Play Twinkle, twinkle, little star.</p>	<p>Dona nobis pacem Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. Sing a round accurately and in a legato style. Sing a chorus in two-part harmony with dancing on the beat. Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p>	<p>Nobody knows In groups, compose a short song on the theme of leavers. Create an arrangement of a song considering the texture and structure. Perform expressively as part of group, and make a recording of their songs.</p>		<p>Ames au vala tara Create a rhythmic piece for drums and percussion instruments. Sing the chorus of Throw, catch in three-part harmony with dancing. Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>

Music Long Term Plan Cycle B

Cycle B	6 weeks		6 weeks	
	3 weeks	3 weeks	3 weeks	3 weeks
AUTUMN TERM				
Class 1	I've got a grumpy face	The sorcerer's apprentice	Witch, witch	Row, row, row your boat
Class 2	Colonel Hathi's march	Magical musical aquarium	Menu song	
Class 3	Chilled out clap clap		I've been to Harlem	
Class 4	Why we sing	Intro to song writing	What shall we do with the drunken sailor	
SPRING TERM				
Class 1	Bird spotting: cuckoo song	Shake my sillies out	Up and down	Five fine bumble bees
Class 2	Who stole my chickens and hens?		Football	
Class 3	March from the Nutcracker	From a railway carriage	Latin dance	
Class 4	3 little birds	Balinese Gamelan	Madina tun nabi	
SUMMER TERM				
Class 1	Down there under the sea	It's o so quiet	Slap clap clap	Bow, bow, bow belinda
Class 2	Musical conversations	Cat and mouse	Come dance with me	
Class 3	Just 3 notes	Samba with Seirgio	Fly with the stars	
Class 4	Building a groove	Composing for ternary form	Kisne banaaya	

Music Long Term Plan Cycle A

Cycle A	6 weeks		6 weeks	
	3 weeks	3 weeks	3 weeks	3 weeks
AUTUMN TERM				
Class 1	I've got a grumpy face	The sorcerer's apprentice	Witch, witch	Row, row, row your boat
Class 2	Carnival of the animals	Composing music - bird song	Tony chestnut	
Class 3	My fantasy football		This little light of mine	
Class 4	Shadows	Composing for protest	Hey Mr Miller	
SPRING TERM				
Class 1	Bird spotting: cuckoo song	Shake my sillies out	Up and down	Five fine bumble bees
Class 2	Swing a long - Shostakovich	Charlie Chaplin	Grandma rap	
Class 3	Fanfare for the common man	Spain	The doot doot song	
Class 4	You to me are everything	Twinkle variations	Dona nobis pacem	
SUMMER TERM				
Class 1	Down there under the sea	It's o so quiet	Slap clap clap	Bow, bow, bow belinda
Class 2	Rockpool rock		Tanczemy labada	
Class 3	Pink Panther	Composing with colour	Favourite song	
Class 4	Nobody knows		Ames au vala tara bal	

