

Bishop Henderson Musicians

As a school we use Charanga to teach and embed musical concepts.

Intention Statement

At Bishop Henderson Primary School, our intention is for children to gain an understanding of Music, through listening, singing, playing and composing. We aim to cultivate a sense of curiosity towards all genres of music from across the world; providing exposure to a variety of artists, styles, eras, cultures and traditions. Children will be encouraged to explore music and develop an appreciation for how music can represent different feelings, emotions and narratives to each individual. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence and creativity of all children.

Early Years

Concepts (I understand)

Listen & Respond		Explore & Create		Singing		Share & Perform	
<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>
<ul style="list-style-type: none"> ● To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. 	<ul style="list-style-type: none"> ● Activity A Games Track - Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. ● Activity B Copycat Rhythm - Copy basic rhythm patterns of single words, building to short phrases from the song/s. ● Activity C High and Low - Explore high 	<ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. 	<ul style="list-style-type: none"> ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track. 	<ul style="list-style-type: none"> ● A performance is sharing music 	<ul style="list-style-type: none"> ● Perform any of the nursery rhymes by singing and adding actions or dance. ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about.

			<p>and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <ul style="list-style-type: none">● Activity D Create Your Own Sounds - Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.● Extension Activity Adding a 2-note melody to the rhythm of the words - Playing with two pitched notes to invent musical patterns.				
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Year 1

Concepts (I understand)

Listen & Appraise		Singing		Playing	
<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>
<ul style="list-style-type: none"> ● To know 5 songs off by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use. ● To know that music has a steady pulse, like a heartbeat. 	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader.
Improvisation		Composition		Performance	
<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>
<ul style="list-style-type: none"> ● Improvisation is about making up your own tunes on the spot. ● 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! 	<p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<ul style="list-style-type: none"> ● Composing is like writing a story with music. ● Everyone can compose. 	<ul style="list-style-type: none"> ● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary. 	<p>A performance is sharing music with other people, called an audience</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it

Year 2

Concepts (I understand)

Listen & Appraise		Singing		Playing	
<p style="text-align: center;"><u>Knowledge</u></p> <ul style="list-style-type: none"> ● To know Five songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. ● 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. 	<p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. 	<p style="text-align: center;"><u>Knowledge</u></p> <ul style="list-style-type: none"> ● 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). ● To know why we need to warm up our voices. 	<p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. 	<p style="text-align: center;"><u>Knowledge</u></p> <ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class. 	<p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.
Improvisation		Composition		Performance	
<p style="text-align: center;"><u>Knowledge</u></p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot. ● 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. 	<p style="text-align: center;"><u>Skills</u></p> <ol style="list-style-type: none"> 1. Clap and Improve – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improve – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<p style="text-align: center;"><u>Knowledge</u></p> <ul style="list-style-type: none"> ● Composing is like writing a story with music. ● Everyone can compose 	<p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ● Help create three simple Melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary. 	<p style="text-align: center;"><u>Knowledge</u></p> <ul style="list-style-type: none"> ● A performance is sharing music with 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. 	<p style="text-align: center;"><u>Skills</u></p> <ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.

Year 3

Concepts (I understand)

Listen & Appraise		Singing		Playing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song ● 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. 	<ul style="list-style-type: none"> ● 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. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● To know why you must warm up your voice 	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all of 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. ● To listen to and follow musical instructions from a leader

Improvisation		Composition		Performance	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own 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 	<ul style="list-style-type: none"> ● Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. <ul style="list-style-type: none"> ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> ● 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 about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● 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 why.

	<p>and play your own answer using two different notes.</p> <ul style="list-style-type: none">o Improvise! – Take it in turns to improvise using three different notes				
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Year 4

Concepts (I understand)

Listen & Appraise		Singing		Playing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm and pitch work together 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. 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. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.

<ul style="list-style-type: none"> ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 					
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Improvisation		Composition		Performance	
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<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own 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 	<ul style="list-style-type: none"> ● Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all 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 about pulse, rhythm, pitch, dynamics and tempo. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn’t have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● 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 what they would change and why.

<ul style="list-style-type: none"> ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>listen and play your own answer using one or two notes.</p> <ul style="list-style-type: none"> ○ Improvise! – Take it in turns to improvise using one or two notes. <ul style="list-style-type: none"> ● Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. 		<ul style="list-style-type: none"> ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>including of people you don't know</p> <ul style="list-style-type: none"> ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 	
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Year 5

Concepts (I understand)

Listen & Appraise		Singing		Playing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? <p>Know and be able to talk about:</p>	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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 ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ● 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, using one of the differentiated parts – 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. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.

<ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 					
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Improvisation		Composition		Performance	
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<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own 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 ● To know that you can use some of the riffs you have heard in the 	<ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● 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 	<ul style="list-style-type: none"> ● 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 composition 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). 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it

<p>Challenges in your improvisations</p> <ul style="list-style-type: none"> ● To know three well-known improvising musicians 	<p>notes in your answer. Always start on a G.</p> <ul style="list-style-type: none"> ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) 			<ul style="list-style-type: none"> ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	
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Year 6

Concepts (I understand)

Listen & Appraise		Singing		Playing	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music 	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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 ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends 	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – 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. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.

<p>musically and historically?</p> <ul style="list-style-type: none"> ○ Know and talk about that fact that we each have a musical identity Know and be able to talk about: <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 					
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Improvisation		Composition		Performance	
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<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five 	<ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze – Question and Answer using 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure 	<ul style="list-style-type: none"> ● 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 composition and make musical decisions about how the melody connects with the song. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it –

<ul style="list-style-type: none"> ● 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 and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians 	<p>instruments. Use one note in your answer.</p> <ul style="list-style-type: none"> ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) 	<ul style="list-style-type: none"> ● Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>“What went well?” and “It would have been even better if...?”</p>
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Vocabulary

a capella Without accompaniment from musical instruments, ie voices only.

appraising Listening carefully.

arrangement How voices and instruments are used in a song; where they occur within the song.

back beat Beats 2 and 4 in a drum-line or if we are clapping along with the music.

backing The accompaniment to a song.

balance The level of volume at which players sing or play; if the balance is good then everyone can be heard.

ballad A gentle love song.

band Playing/singing/performing together.

bridge/middle 8 Contrasting section which leads back to main material.

chord More than one note played at the same time.

chorus A repeated section in a song which gives the main message.

coda Short section which brings the song or piece to an end.

cover A version of a song performed by someone other than the original artist that might sound a bit – or very – different.

composing Creating and developing musical ideas and 'fixing' these.

crossover Can be a mixture of different styles which introduces new music to different audiences.

decks Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

drumloops A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

dynamics How loud or quiet the music is.

ending Short section which brings the song or piece to an end.

ensemble A French word used to describe playing/singing/performing together.

groove The rhythmic part of the music that makes you want to move and dance.

harmony Different notes sung or played at the same time, to produce chords.

hook A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

improvise To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

interlude A passage of music played between the main themes.

introduction Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

lyrics The words of a song.

melody Another name for a tune.

melodic Melody or tune.

notation Ways to visually represent music.

Offbeat If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.

original The first ever version of a song.

ostinato A short repeated pattern.

outro Short section which brings the song or piece to an end.

pentatonic scale A fixed five-note pattern eg the five black keys on a piano.

performing Singing and playing instruments.

phrase A musical sentence.

pitch The range of high and low sounds.

pre-chorus A short section in a song, before the chorus.

pulse/beat The heartbeat or steady beat of a song/piece of music.

recurring theme A tune that repeats again and again in a piece of music.

rhythm The combination of long and short sounds to make patterns.

Riff A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

roots reggae Music that deals with social and racial issues and brings in elements of Rastafari.

sampling Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.

secular Non religious.

solo An Italian word used to describe playing/singing/performing on our own.

structure/form/shape How the sections (verses and choruses etc) of a song are ordered to make the whole piece.

style The type of music eg blues or rock.

style indicators Identifiers that show us the genre of the music.

syncopation Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

tag (Usually) a short ending, tagged on to the main part of the song.

tempo An Italian word used to describe how fast/slow the music goes.

texture Layers of sound in music.

timbre The quality and character of the sound.

urban contemporary Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people.

verse A section in a song which has the same tune but different words.

