

**HOLY TRINITY CATHOLIC ACADEMY
MUSIC CURRICULUM MEDIUM TERM PLAN**

MUSIC INTENT

For children to be excited by the power of music to enrich our lives, and to want to pursue further their instrumental interest
 For them to experience the widest possible range of listening, performance and composition experiences.
 For children to be confident, knowledgeable and discerning in their use of sounds, enabling them to enjoy creating and performing a wide variety of their own musical compositions.
 For children to feel the presence of God through the spiritual music which is used in our school acts of worship.

Our Music Curriculum Journey begins in the EYFS within the Expressive Arts and Design aspect of the EYFS curriculum, listening to, singing, creating and playing simple instruments and performing in the EYFS Nativity Plays.

This is built on in KSI through listening to a range of high quality music, singing performance in the KSI Nativity Play and composing and performing compositions to accompany stories and poems.

This develops further in KS2 through whole class music tuition – listening to the works of great composers and musicians from a variety of traditions and genres, playing and performing solo or in groups, using musical notation, developing an understanding of the history of music (led by Sound Advice) and singing performances at the end of year production.

EYFS – Expressive Arts & Design	KSI	KS2
<p>Nursery: Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas</p> <p>F2: ELG: - Sing a range of well known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments musically</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught:</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music.</p>

PHASE	OVERVIEW of MUSIC ORGANISATION AND TEACHING ACROSS THE SCHOOL
EYFS	<p>In EYFS, the Singing focus is linked to Nativity Play Year A and B and rhymes and songs throughout the year linked to various Books of the Week and EYFS themes.</p> <p>(See EYFS Medium Term Plans for further detail)</p>
Y1/2	<p>In KSI, the music curriculum begins in Advent Term 2 with a Singing Unit linked to Nativity Play Year A and B. Children learn by heart the lyrics and perform to an audience. This is further supplemented in future units by the singing of chants and rhymes linked to their composition units of work.</p> <p>In each year a composition unit of work is delivered where children experiment with, create, select and combine sounds and play a variety of instruments.</p> <p>The focus for these units links to a text or a poem – children create their compositions to accompany these which are then performed and recorded.</p> <p>Further listening to a range of music also takes place throughout the year.</p>
KS2	<p>In KS2:</p> <p>WHOLE CLASS MUSIC TUITION IS PROVIDED BY SOUND ADVICE comprising of:</p> <p>A full term's unit of work focusing on: Listening to a variety of musical genre / composers from different periods of history Practising and playing the instruments as a class Within this a composition focus unit within the phase in Year A or Year B A performance to an audience at the end of the unit</p> <p>SOUND ADVICE PROVISION IS SUPPLEMENTED BY CLASS TEACHERS THROUGH:</p> <p>Further listening activities linked with developing children's knowledge of the History of Music to the supplemented composers and pieces of work also take place in addition to the work undertaken with Sound Advice</p> <p>An additional singing unit at the end of the Lent Term in Y3/4 and at the end of the Pentecost Term in Y5/6 – this links with the Eater Production in Years 3 and 4 and the End of School Year Production in Years 5 and 6.</p>

<p>Y1/2 YEAR A & B</p> <p>BY THE END OF THE ADVENT TERM YEARS A AND B</p>	<p>SINGING & PERFORMANCE UNIT</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I know by heart the lyrics to the Nativity Play songs I can perform confidently in front of an audience I can sing collectively at the same pitch with increasing vocal control I can respond to simple visual directions (stop, start, loud, quiet, getting louder, getting quieter) I can respond to counting in</p>
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<p>Y1/2</p> <p>BY THE END OF THE LENT TERM YEAR A</p>	<p>LISTENING AND COMPOSITION UNIT</p>		
	<p>LISTENING GENRE:</p>	<p>FOCUS STORY: THE GRUFFALO'S CHILD</p>	
	<p>KNOWLEDGE</p>	<p>KEY VOCABULARY</p>	<p>KEY SKILLS</p>
	<p>I know the names of the tuned and untuned instruments that I use I know how to hold the instruments correctly I know how to play the different instruments to create my chosen sound I know how to control some of the sounds I produce</p>	<p>Percussion Tuned percussion Untuned percussion</p> <p>Compose</p> <ul style="list-style-type: none"> • Create • Control • Listen • Select • Combine <p>Rehearse</p> <ul style="list-style-type: none"> • Control • Concentrate • Listen <p>Dimensions</p> <ul style="list-style-type: none"> • high and low sounds • rhythm • loud and quiet sounds • beat 	<p>I can compose a piece of music to accompany the 'Gruffalo's Child':</p> <p>I can respond to the pulse of the music through movement I can perform copy cat rhythms I can listen to and compare sounds made by different instruments I can experiment with different sounds to match the parts of the story I can create different sound effects I can say why I chose the instrument to create the chosen sound I can combine different sounds to create different effects linking to the different parts of the story I can practice and rehearse my composition showing developing concentration and control I can keep in time with a beat I can use body percussion within my composition I can present the finished performance of the composition to an audience. I can evaluate our performance and that of others and suggest how it could be improved</p>

BY THE
END OF
THE
**LENT
TERM
YEAR B**

LISTENING GENRE:

I know the names of the tuned and untuned instruments that I use
I know how to hold the instruments correctly
I know how to play the different instruments to create my chosen sound
I know how to control some of the sounds I produce

FOCUS STORY: THE NING NANG NONG

Percussion
Tuned percussion
Untuned percussion

Compose

- Create
- Control
- Listen
- Select
- Combine

Rehearse

- Control
- Concentrate
- Listen

Dimensions

- high and low sounds
- rhythm
- loud and quiet sounds
- beat

I can compose a piece of music to accompany the 'Ning Nang Nong':

I can respond to the pulse of the music through movement
I can perform copy cat rhythms
I can listen to and compare sounds made by different instruments
I can experiment with different sounds to match the parts of the story
I can create different sound effects
I can say why I chose the instrument to create the chosen sound
I can combine different sounds to create different effects linking to the different parts of the story
I can practice and rehearse my composition showing developing concentration and control
I can keep in time with a beat
I can use body percussion within my composition
I can present the finished performance of the composition to an audience.
I can evaluate our performance and that of others and suggest how it could be improved

Year 3/4
Year A

Y3/4J and
Y3/4DO
classes

**BY THE
END OF
THE LENT
TERM UNIT**

Y3BH class

**BY THE END
OF THE
PENTECOST
TERM**

INSTRUMENT: UKULELE LISTENING & PERFORMANCE FOCUS		
GENRE: REGGAE / SOUL / POP CULTURE		
LISTENING: Bob Marley 'Don't worry about a thing' (Reggae) Ben E King 'Stand by me' (Soul ballad)		PERFORMANCE PIECES: 'Stand by me' 'Can't stop the feeling' (popular culture)
FURTHER LISTENING OPPORTUNITIES FOR WIDER SCHOOL No woman, no cry – Bob Marley Many rivers to cross – Jimmy Cliff Under the Boardwalk – Ben E King		
KNOWLEDGE	VOCABULARY	SKILLS
<p>REGGAE KNOWLEDGE: I know that reggae originated from Jamaica in the late 1960s I know Bob Marley is a famous reggae artist I know that most reggae songs have a strong 4 beat rhythm. I know other reggae songs such as 'no woman, no cry'</p> <p>KNOWLEDGE ABOUT STAND BY ME I know Ben E King wrote 'stand by me' I know 'Stand by me' features the Cabassa and triangle in the introduction. I know there is a violin solo in the original track of 'stand by me'. I know that 'stand by me' uses 4 chords. C, Am, F and G.</p> <p>KNOWLEDGE ABOUT THE UKULELE I know the names of parts of the ukulele I know different colours will make different chords on the ukulele I know which finger (s) we use for the C, F, Am and G chords I know the strings of the ukulele are named G C E A from top to bottom</p>	<p>Ukulele String Sound Hole Safe Position Playing Position Stop Position Bridge Neck Fret Plectrum Fingerboard Fret Count Tuning Peg Nut Major Minor chord harmony sequence/progression strumpick tune</p>	<p>I understand the stop, safe and play position of the ukulele I can produce a sound on the ukulele by strumming and picking I can hear if my ukulele is out of tune I can move between major and minor chords in a piece I can place the middle finger on the yellow sticker to create an Am chord I can correctly place two fingers for the F major chord I can place my 3rd finger on the blue sticker to form the C major chord. I can correctly place three fingers for the G major chord I can move between chords with assistance I can play with a backing and following the chord pattern I can strum downwards I can play ukulele to a recording of Mustang Sally I can play ukulele to a recording of 'can't stop the feeling'. I can play my part in the performance of 'stand by me'</p>

	<p>MUSICAL THEORY KNOWLEDGE That C is a major (Happy) sound and Am is a minor (Sad) sound I know that dynamics means how loud the music is played I know that a solo is when one instrument or voice is featured I know that a chord is a group of notes (usually 3) which sound nice when played at the same time.</p>		
<p>Y3/4 YEAR A</p> <p>Y3/4J and Y3/4DO classes BY THE END OF THE LENT TERM UNIT</p> <p>Y3BH class BY THE END OF THE PENTECOST TERM</p>	<p>INSTRUMENT: PERCUSSION DRUMMING – BONGO AND DJEMBE</p> <p>GENRE: AFRICAN DRUMMING</p> <p>LISTENING MUSIC: Maliswe – Traditional South African Song Toombah – ee – lero by Ella Jenkins Under African Skies by Paul Simon</p> <p>FURTHER LISTENING OPPORTUNITIES FOR WIDER SCHOOL Waka Waka – Sharika Diamonds on the souls of her shoes – Paul Simon Jerusalema – Master KG</p>	<p>LISTENING AND COMPOSITION FOCUS</p>	
<p>AFRICAN DRUMMING KNOWLEDGE I know that African drums are played to communicate, celebrate, mourn and inspire I know that African drumming songs use ‘call and response’ I know call and response is a musical question and answer I know that some traditional African music is not written down, but past through generations. I know that master drummer controls the piece I know that different drummers have different rhythms in a drumming ensemble.</p> <p>DRUMMING KNOWLEDGE I know which is the Bongo drum and which is the Djembe I know bongos are made of two drums – a small drum (macho) and large drum (hembra) I know the large drum has the deeper sound I know that right handed people have the large drum on</p>	<p>Bongo body percussion Djembe chants Cajon Hembra Macho Crochet Quaver Minim Semibreve Rest dynamics Loud, moderately loud, quiet</p>	<p>COMPOSITION FOCUS: To compose their own rhythms to an African song</p> <p>SINGING FOCUS: To sing along to a traditional African Song</p> <p>PERFORMANCE FOCUS: Maliswe or Toombah – ee-lero</p> <p>I can hold my drum (bongo and djembe) properly I can play in time with other members of the group I can play a simple stroke I can play different rhythms to the same track I can play crotchets and quaver patterns I can play a different rhythm to someone else I can compose my own rhythm to go with an African Song I can sing along to a traditional African Song I can copy simple rhythms played by the drumming master I can write and read crotchet and quaver rhythms</p>	

	<p>the right and left handed have the large drum on the left I know the sound is made by the skin vibrating when you strike it. A djembe drum is a single, goblet shaped drum from West Africa I know how to hold both drums safely either between the legs or on the table.</p> <p>MUSICAL THEORY KNOWLEDGE</p> <p>I know that a crochet is worth 1 beat I know that a quaver is worth half a beat I know that a minim is worth 2 beats I know that dynamics mean how loudly or quietly we play I know that we use Italian words and abbreviations to describe dynamics e.g.forte (f) = loud and piano (p) = quiet I know that tempo describes how fast we play I know that pitch describes how high or low the sound created is I know that crescendo means getting louder I know decrescendo means to get quieter I know that allegro means fast I know that adagio means slow I know that accelerando means getting faster</p>		
<p>Y3/4 YEAR B</p> <p>Y3/4J and Y3/4DO classes BY THE END OF THE LENT TERM UNIT</p>	<p>INSTRUMENT: KEYBOARD LISTENING AND PERFORMANCE FOCUS</p>		
	<p>GENRE: MUSIC FROM THE MUSICALS</p> <p>LISTENING MUSIC:</p> <p>'Any dream will do' from 'Joseph' 'Edelweiss' from the 'Sound of Music'</p> <p>FURTHER LISTENING OPPORTUNITIES FOR WIDER SCHOOL</p> <p>Phantom of the opera – Andrew Lloyd Webber Memories (Cats) – Andrew Lloyd Webber</p>	<p>PERFORMANCE PIECES:</p> <p>'Any dream will do' or 'Edelweiss'</p>	

**Y3BH class
BY THE
END OF
THE
PENTECOS
T TERM
UNIT**

MUSICALS KNOWLEDGE

I know that 'Any dream will do' comes from the musical 'Joseph and his amazing technicolour dreamcoat'.

I know the musical is based on the story of Joseph from the book of Genesis.

I know that Edelweiss is from the sound of music

I know the musical of the Sound of music is a story about the von Trapp family looking for a nanny.

I know that it about a flower growing in Austria

I know Edelweiss has 3 beats in a bar

KEYBOARD KNOWLEDGE

I know how to use the keyboard safely

I know the note name and position of middle C

I know the note names and positions from low C to high C

I know the song from the sound of music about these notes (do-re-mi)

MUSICAL THEORY KNOWLEDGE

I know that 'every good boy deserves fudge' helps us remember the notes on the lines.

I know that FACE helps us remember the notes in the spaces

I know that a crochet is worth 1 beat

I know that a semibreve is worth 4 beats

I know that a minim is worth 2 beats

I know that a crochet rest is worth 1 beat

I know what a crotchet rest looks like

I know that pitch is how high or low a note is

I know when pitch is rising or falling

Notes (do, re, mi etc)

Octave

Scale

Major

Rhythm

Melody

Crochet

Quaver

Minim

Semibreve

Rest

F, mf, mp

Loud, moderately loud, quiet

Musical

Time signature

I can turn the keyboard on and off

I can adopt the stop position

I can play back simple linear rhythms

I can use correct hand positioning and move individual fingers

I can read the musical notation for my performance piece.

I can play the notes and the rhythms.

I can play the melody to 'Edelweiss' or 'I dreamed a dream'.

I can play my part in the performance of 'Edelweiss' or 'I dreamed a dream.'

I can clap to the beat of 'Edelweiss' and 'I dreamed a dream'.

I can sing Edelweiss and 'I dreamed a dream' with expression

Y3/4 YEAR B	INSTRUMENTS: WOODWIND LISTENING AND PERFORMANCE FOCUS		
<p>Y3/4J and Y3/4DO classes</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p>GENRE: CLASSIC & TRADITIONAL</p> <p>LISTENING MUSIC: Sergei Prokofiev - Peter and the Wolf symphony – Genre: classical The Sailor’s Hornpipe: Genre:Traditional</p> <p>FURTHER LISTENING OPPORTUNITIES FOR WIDER SCHOOL Bolero – Maurice Ravel Oink Panther – Henry Mancini California dreamin’ – The Mamas & The Papas</p>	<p>PERFORMANCE PIECES: Rock duo and/or disco duet</p>	
<p>Y3BH class</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p>	<p>KNOWLEDGE</p> <p>CLASSIC & TRADITIONAL MUSIC KNOWLEDGE I know that the Peter and the Wolf symphony is a musical representation of the fairy tale. I know that different instruments represent the characters in the story I know that the flute represents the bird, the oboe represents the duck and the clarinet represents the cat. I know that the sailor’s hornpipe is played as part of the Fantasia of British Sea Songs at the Last Night of the Proms concerts I know that the clarinet and flute take it in turns to take the solo before the rest of the band join in and the piece increases in speed.</p> <p>WOODWIND KNOWLEDGE I know the names of other instruments in the woodwind family e.g clarinet, flute, saxophone I know how the positioning and posture will affect the sound produced I know how to interpret formal notation to play music on the recorder I know the basic score directions that form a piece I know that one part fits alongside another I know the fingerings for the notes A, B, C and G and F</p>	<p>VOCABULARY</p> <p>Woodwind stave duet solo ensemble treble clef Crochet Quaver Minim Semibreve Rest F, mf, mp Loud, moderately loud, quiet</p>	<p>SKILLS</p> <p>I can hold the recorder correctly and produce a note I can play the notes B A G C and F I can play the notes B A G C and F moving from one note to the next I can play in time with another player I can recognise and count, crotchets, quavers, minims and semibreves I can count in for a recorder round song I can play as part of a round I can play my own part in a three part harmony I can recognise and count rests and come in on time in a duet I can play my part in the performance of rock duo and/or disco duet</p>

MUSICAL THEORY KNOWLEDGE

I know that a crochet is worth 1 beat
I know that a quaver is worth half a beat
I know that a minim is worth 2 beats
I know that a crochet rest is worth 1 beat
I know that a quaver rest is worth half a beat
I know that 'f' (forte) means to play 'loud'
I know that 'p' (piano) means quiet.
I know that pitch is how high or low a note is
I know when pitch is rising or falling
I know that a time signature tells us how many beats there are in a bar
I know that music is written on a stave
I know that 'every good boy deserves fudge' helps us remember the notes on the lines.
I know that FACE helps us remember the notes in the spaces
I know that a duet is a piece of music written for 2 instruments.

**Y3/4
YEAR A & B**

SINGING & PERFORMANCE UNIT

Pupils should be taught to sing ... with increasing confidence and control, ... reproducing sounds from aural memory

**BY THE END
OF THE
LENT TERM
YEARS A
AND B**

I know by heart the lyrics to the Easter Production songs
I can perform confidently in front of an audience
I can sing a wider range of unison songs with a variety of styles and structures
I can sing tunefully and with expression
I can perform actions while singing
I can sing in rounds
I can sing in different time signatures

YEAR 5 / 6 YEAR A	INSTRUMENT: UKULELE LISTENING & PERFORMANCE UNIT		
<p>BY THE END OF THE ADVENT TERM UNIT Y5/6W AND Y5D</p>	<p>GENRE: Popular Culture – The music of the Beatles</p> <p>LISTENING MUSIC: Let it be Yellow Submarine</p> <p>FURTHER LISTENING OPPORTUNITIES FOR WIDER SCHOOL Love me do – The Beatles Here comes the sun – The Beatles Hey Jude – The Beatles</p>	<p>PERFORMANCE PIECES: Let it be</p>	
<p>BY THE END OF THE PENTECOST TERM Y5/6M</p>	<p>KNOWLEDGE</p> <p>GENRE: Popular Culture – The music of the Beatles</p> <p>I know that the Beatles were an iconic band from Liverpool. I know that the Beatles were also known as the Fab four. I know the Beatles became famous in 1960 I know that ‘Let it be’ was written by Paul McCartney and the song was inspired by his Mother, Mary I know that ‘yellow submarine’ was written for a Beatles film of the same name I know ‘yellow submarine’ features a brass band.</p> <p>UKULELE KNOWLEDGE IN ADDITION TO THE Y3/4 KNOWLEDGE REVISION</p> <p>I know the 4 primary chord shapes C Am F G I know how to read a tab diagram and chords with lyrics I can identify minor chords I know the difference between a major, minor and a 7th chord I know a major chord is happy I know a minor chord is sad I know a 7th chord sounds jazzy</p> <p>MUSICAL THEORY KNOWLEDGE</p> <p>I know that ‘f’ means to play ‘loud’ I know that ‘mf’ means to play quite loud I know that ‘mp’ means to play quietly I know allegro means fast and adagio means slow I know crescendo means to get louder and decrescendo to get quieter I know that tempo means the speed the music is played at I know that dynamics means how loud or soft a piece is played</p>	<p>VOCABULARY</p> <p>Major Minor Chord 7th Chord Harmony Semibreve Rest Pitch Tempo Dynamics Duration Timbre Allegro Adagio Upwards strum Downwards strum Island strum</p>	<p>SKILLS</p> <p>I can play C F and Am I can play a G Chord accurately I can play an irregular chord pattern I can play C F G and Am and inter-dispersing extended shapes such as G7, I can play D, D minor, E minor and Bb major I can play upwards and downwards strumming patterns I can play different strumming patterns such as the island strum I can apply dynamics to my playing I can read tab at speed and play primary and extended chord shapes I can play my part in the performance of ‘Let it be’.</p>

YEAR 5 / 6 YEAR A	INSTRUMENTS: SAMBA DRUMS AND PERCUSSION		LISTENING & COMPOSITION UNIT
<p>BY THE END OF THE ADVENT TERM UNIT Y5/6W AND Y5D</p>	<p>GENRE: BRAZILIAN SAMBA</p> <p>LISTENING MUSIC: Mas-que-nada and Samba de Janiero</p> <p>FURTHER LISTENING OPPORTUNITIES FOR WIDER SCHOOL Fanfarra – Sergio Mendes Real in Rio – Rio the film Conga – Miami Sound Machine and Gloria Estafan</p>	<p>COMPOSITION – To compose a Samba in the similar style to those studied</p> <p>PERFORMANCE Samba Brazil or Samba Insectos</p>	
<p>BY THE END OF THE PENTECOST TERM Y5/6M</p>	<p>LISTENING KNOWLEDGE I know that Samba de Janiero is featured in the film Rio I know that Samba de Janeiro is an instrumental piece of music I know that Mas-que-nada has a bossa nova feel because it places more emphasis on the melody not percussion. I know that Mas-que-nada has vocals</p> <p>SAMBA KNOWLEDGE I know that samba originates from Brazil. I know samba is a focal point of the Brazilian carnival I know the different names of the instruments played to create a Samba: Surdo = bass drums Repenique = tin drum Caixa = snare drum Agogo bells = cow bells Ganza = shakers Tambourim = looks like a tambourine without the bells I know the leader of the samba ensemble is the mestre I know the samba mestre uses hand signals and plays the whistle (apito) to tell the ensemble what to do. I know a samba ensemble is called a bateria</p> <p>I know there the different instruments are positioned within the ensemble: I know a samba ensemble would line up in a horse-shoe</p>	<p>Crotchet Minim quaver dotted crotchet dotted quaver crotchet rest call and response ensemble</p> <p>ganza surdo repenique caixa agogo bells</p> <p>poly rhythm</p> <p>tempo dynamics pitch duration Timbre crescendo/decrescendo allegro Adagio</p>	<p>I can talk describe the timbre of at least one samba instrument I can step to the crochet beat/pulse of the samba I can play samba parts on the different instruments I can play in time with another part I can play my rhythm at the same time as others play a different rhythm I can read formal notation of a rhythmic line I can follow and respond to the Samba Mestre I can gradually play louder for a crescendo I can compose a simple samba in the style of a ‘Copy Cat’ call and response composition using formal notation I can perform and maintain my part in the composition I can evaluate my performance and that of others</p>

shape with the surdos on the left, followed by repenique and caixas and the smaller instruments there after
I know the vocal chant and body percussion used for my instrument
I know how my part fits in with other members of the ensemble
I know that a Samba starts with one instrument and then builds to contain all instruments.
I know a typical samba has soli sections where one group of instruments is featured,
I know that a samba may contain a 'break' section called a paraghina.

MUSICAL THEORY KNOWLEDGE

Year A music theory knowledge plus:

I know that a dotted quaver is longer than a quaver

I know that a semi quaver is worth $\frac{1}{4}$ beat

I know a crescendo means to gradually get louder

I know that describing an instrument's tone is describing its timbre.

I know that useful words for describing timbre are:
dull,

YEAR 5 / 6 YEAR B	INSTRUMENTS: KEYBOARD LISTENING & PERFORMANCE UNIT	
<p>BY THE END OF THE ADVENT TERM UNIT Y5/6W AND Y5D</p>	<p>GENRE: CLASSICAL LISTENING MUSIC: Pachelbel's Canon FURTHER LISTENING OPPORTUNITIES FOR WIDER SCHOOL Eine Kleine Nachtmusik – Mozart Für Elise – Beethoven Au Clair de la lune - Debussy</p>	<p>PERFORMANCE PIECE: Memories Maroon 5/ Christmas Cannon Rock</p>
<p>BY THE END OF THE PENTECOST TERM Y5/6M</p>	<p>CLASSIC KNOWLEDGE I know that Pachelbel was a German composer I know that Pachelbel's Canon might be played at a wedding I know that it uses the same chord sequence as memories by maroon 5</p> <p>KEYBOARD KNOWLEDGE: Revision of Y3/4 Keyboard knowledge:</p> <p>I know how to use the keyboard safely I know the note name and position of middle C I know the correct hand positioning I know the note names and positions from C to C I know that the black notes on the keyboard are semitones I know that the right hand plays the melody and the left hand plays the bass I know how the lyrics fit with a given chord sequence and time signature I know that the C major scale takes you from low C to high C (do-re-me-far-so-la-te -do)</p> <p>MUSICAL THEORY KNOWLEDGE Year 5/6 Musical Theory Knowledge from Year A plus:</p> <p>I know what stave notation is I know what a time signature is and how it is displayed on the stave I know that a semitone is a half tone/step I know that an ostinato is a repeated melody or rhythm I know that a canon is where voices or instruments play the same melody starting at different times</p>	<p>I can read stave notation I can play the notes of the stave on a keyboard I can recognise and play in the given time signature of 4/4 I can play up and down a major scale I can play the notes for the parts 1 and 2 of the 3 part harmony. I can sing my part of the 3 part vocal harmony in Canon rock I can play the chord sequence of C G Am Em F C F G, moving every two beats I can use three fingers for each chord I can keep the same hand shape but move positions between two chords</p>

**YEAR 5 / 6
YEAR B**

INSTRUMENTS: BAND WORKSHOP

LISTENING & PERFORMANCE UNIT

**BY THE END
OF THE
ADVENT
TERM UNIT
Y5/6W AND
Y5D**

GENRE: ROCK & ROLL / 12 BAR BLUES

PERFORMANCE PIECE:

LISTENING MUSIC:

Tutti Frutti
Hound dog

Tutti Frutti/Hound dog

FURTHER LISTENING OPPORTUNITIES FOR WIDER SCHOOL

Johnny B Goode – Chuck Berry
Rock around the clock (Bill Haley and the Comets)
Shake Rattle and Roll (Bill Haley and the Comets)

**BY THE END
OF THE
PENTECOST
TERM Y5/6M**

LISTENING KNOWLEDGE

I know that Tutti Frutti was composed by Little Richard
I know Tutti Frutti contains a saxophone solo
I know Tutti Frutti has a famous tag line (A wop bop a loo bop a wop bam boom)
I know other 12 bar blues songs such as Hound dog and shake rattle and roll

beat
solo
dynamics
blues
pulse
sequence
vocals
harmony
melody
strumming
pattern
genre
rhythm
ensemble
pitch
rest
tempo
chorus
unison

ROCK & ROLL / 12 BAR BLUES KNOWLEDGE

I know that 12 bar blues music dates back to early 1900s
I know it has a rock n roll feel
I know it follows a set structure using the chords C, F and G
I know that the lyrics in 12 bar blues are often easy and repetitive
I know that call and response is a feature of 12 bar blues
I know that you might hear a walking bassline in 12 bar blues
I know a walking bassline is where the bass player changes note very crotchet so as to imitate someone walking
I know that there is often a solo section in the 12 bar blues.

REVISION OF ALL MUSICAL KNOWLEDGE FROM PREVIOUS YEAR 5 AND 6 UNITS

I can sing the refrain A wop bop a loo bop a wop bam boom
I can play the 12 bar blues in C
I can sing/play a walking bass line
I can decide which part I would prefer to play
I can maintain a steady beat to accompany our class performance
I know how the beat goes for my chosen piece goes and how I should play along

Where applicable, I can play the chord sequence and rhythmic pattern that accompanies our chosen piece

Where chosen, I can sing the melody line with piano accompaniment
Where chosen. I can play the harmonic accompaniment to a piece of music on my chosen instrument

I can perform my pieces of music unaccompanied

I can describe how our piece combines in its entirety
I can play at mp (mezzo piano quite quiet) for the soloist

**Y5/6
YEAR A & B**

SINGING & PERFORMANCE UNIT

Pupils should be taught to sing ... with increasing confidence and control, ... reproducing sounds from aural memory

**BY THE END
OF THE
PENTECOST
TERM YEARS A
AND B**

- I know by heart the lyrics to the End of Year Production songs
- I can perform confidently in front of an audience
- I can sing with a sense of ensemble and performance
- I can observe phrasing, accurate pitching and appropriate style
- I can sing three part rounds