

<h1>KS1</h1>	Pupils should be taught to: <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned 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. 					
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Evaluation
<ul style="list-style-type: none"> • sing collectively on a daily basis • play simple 2-3 note melodies on tuned bells • play conductor using percussion instruments • listen and draw to Baroque music <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Vivaldi's Four Seasons (Autumn) 2. Bach's Toccata in d minor 3. Handel's Water Music 4. Pachelbel's Canon in D major 	<ul style="list-style-type: none"> • sing collectively on a daily basis • play simple 2-3 note melodies on tuned bells • play conductor using percussion instruments (conductor to choose participating instruments) • listen and draw to Christian choral music <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Leontovych's Carol of the Bells 2. Kodaly's Veni, Veni Emmanuel 3. Handel's For unto us a child is born 4. Bach's In dulci jubilo 	<ul style="list-style-type: none"> • sing collectively on a daily basis • sing solo in front of class on a voluntary basis • play and compose simple 3-4 note melodies on tuned bells • play conductor using percussion instruments - introduce elements of volume: forte (loud), piano (quiet) • listen and discuss instruments of Classical music <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Haydn's toy symphony 2. Mozart's Eine kleine nacht music 3. Beethoven's fifth symphony 4. Beethoven's ninth symphony 	<ul style="list-style-type: none"> • sing collectively on a daily basis • sing solo/duett in front of class • play and compose simple 4-5 note melodies on tuned bells • play conductor using percussion instruments, using elements of volume – introduce elements of tempo: allegro (fast), lento (slow) • listen and discuss Romantic music <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Schubert's "Frühlingsglaube" (Faith in Spring) 2. Brahms' Lullaby 3. Schumann's A Happy farmer (Album for the Young) 4. Rimsky-Korsakoff: Bumblebee 	<ul style="list-style-type: none"> • sing collectively on a daily basis • sing solo/duett in front of class • play and compose simple 5 note melodies on tuned bells • using percussion instruments, introduce elements of rhythm: crotchet – quaver – rest • listen and discuss to Impressionistic music <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Tchaikovsky's Mama 2. Debussy's Golliwog's Cakewalk 3. Boulanger's D'un matin printemps 4. Albeniz's Asturias 	<ul style="list-style-type: none"> • sing collectively on a daily basis • perform simple 5-note melodies in front of class • children to create and play rhythm patterns using elements crotchet – quaver – rest • listen and discuss to XX. century music <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Schoenberg's Suite for Klavier, Op.25 Gavotte (atonal music) 2. Bartok's Romanian folk dances 3. Shostakovich's Walt no.2 4. Sibelius's Finlandia 	<ul style="list-style-type: none"> • children should be able to take part in collective singing • children should have the confidence to sing solo in front of the class • children should be able to perform a 5-note melody on the tuned bells • children should understand the following terminology: forte, piano, allegro, lento, crotchet, quaver, rest, orchestra • children should be able to name 5 different musical instruments
<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Glockenspiel Stage 1. Steps 1-3 (Handbells can be thought with the same planning.) • Me! • Freestyle – Listening Centre 	<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Glockenspiel Stage 1. Steps 1-3 • My stories • I wanna play in a band • Tell the Christmas story • Ho Ho Ho • Freestyle – Listening Centre 	<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Glockenspiel Stage 1. Steps 4-6 • Tranquility mixer • Everyone! • Zootime • Freestyle – Listening Centre - Listening Games • Freestyle – Listening Centre – Genres, styles, era 	<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Glockenspiel Stage 2 Steps 1-3 • Hands, Feet, Heart • Round and Round • Freestyle – Listening Centre - Listening Games • Freestyle – Listening Centre 	<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Glockenspiel Stage 2 Steps 1-3 • Cyclic Patterns (Djembe) • Your imagination • Dragon Song • Rhythm Grids • Percussion Writer • Freestyle – Listening Centre - Listening Games • Freestyle – Listening Centre 	<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Glockenspiel Stage 2 Steps 4-6 • Cyclic Patterns (Djembe) • In the Groove • Blackbird • Rhythm Grids • Percussion Writer • Freestyle – Listening Centre - Listening Games • Freestyle – Listening Centre 	

KS2	Pupils should be taught to: <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. 					
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Evaluation
<ul style="list-style-type: none"> • sing collectively on a daily basis (CW) • play simple melodies on okarina (Y3/4) or recorder (Y5/6) – learnt by ear • call and response exercise – rhythm • musical notation concepts: pulse, beat, staff, time signature, bar, bar line, double bar line, repeat sign, note, rhythm • terminology for volume: fortissimo, forte, piano, pianissimo • listen and draw to Renaissance music <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Byrd’s Ne irascaris Domine 2. Palestrina Jesu rex admirabilis 3. Downland’s Lachrimae 4. Anonymus - Ductia 	<ul style="list-style-type: none"> • sing collectively on a daily basis (CW) • play simple melodies on okarina (Y3/4) or recorder (Y5/6) – learnt by ear • call and response exercise – rhythm • musical notation concepts: crotchet, quaver, rest, musical notation of G, A, B • terminology for tempo: presto, allegro, andante, lento, largo • write 4 bars of music • listen and read to Baroque music <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Bach – Air in D major 2. Purcell – Dido and Aeneas – Witches duet 3. D. Scarlatti – Fandango 4. Vivaldi – Trio Sonata “La Foglia” 	<ul style="list-style-type: none"> • sing collectively on a daily basis (CW) • play simple melodies on okarina (Y3/4) or recorder (Y5/6) – learnt by ear, supported with musical score • call and response exercise - melody • musical notation concepts: semibreve, crotchet, quaver, rests, musical notation of G, A, B, E, D, F • terminology for texture: unison, homophony, polyphony • write lyrics for call and response music • listen and creative write to Classical music <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Haydn – The clock symphony 2. Mozart – The magic flute – Papagena/Papageno! 3. Beethoven - Sonata Pathetique 1st movement 4. Clemetni – Sonatina op 36 no1 	<ul style="list-style-type: none"> • sing collectively on a daily basis (CW) • play simple melodies on okarina (Y3/4) or recorder (Y5/6) – learnt by ear, supported with musical score • call and response exercise – melody • musical notation concepts: breve, semibreve, crotchet, quaver, semiquaver, rests, musical notation of G, A, B, C, D, E, F • terminology for timbre: high, low, voice types (soprano, mezzo-soprano, alto, tenor, baritone, bass) • improvise on ocarina/recorder • listen and dance to Romantic music <p>Recommendation:</p> <ul style="list-style-type: none"> • Chopin – Grande Valse Brillante • Verdi – Nabucco – Va pensiero • Mussorgski – Pictures at an Exhibition • Schubert – Der Lindenbaum 	<ul style="list-style-type: none"> • sing collectively on a daily basis (CW) • play simple melodies on okarina (Y3/4) or recorder (Y5/6) – learnt from musical score • call and response exercise – rhythm and melody • musical notation concepts: breve, semibreve, crotchet, quaver, semiquaver, rests, musical notation of G, A, B, C, D, E, F • terminology for timber: musical families (string, woodwind, brass, percussion) • prepare and perform a karaoke song • listen and discuss Impressionistic music <p>Recommendation:</p> <ul style="list-style-type: none"> • Stravinsky – The rite of spring • Dvorak – Ninth symphony 4th movement • Debussy – Clair de Lune • Tchaikovsky – Swan Lake (Theme) 	<ul style="list-style-type: none"> • sing collectively on a daily basis (CW) • play simple melodies on okarina (Y3/4) or recorder (Y5/6) – learnt from musical score • call and response exercise – rhythm and melody • musical notation concepts: breve, semibreve, crotchet, quaver, semiquaver, rests, musical notation of G, A, B, C, D, E, F • evolution of music through the evolution of instruments (ancient – percussion; renaissance – lute; baroque – harpsichord; classicism –the orchestra; romanticism – flute; XIX-XX century – folk instruments and folk music) • break down a pop song to its elements (opening, verse, chorus, bridge, ending) • listen and express opinion about XX. century music <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Cage – Sonata X for prepared piano 2. Schoenberg – Drei Klavierstucke Op.11 3. Kodaly – Dances of Galanta 4. Britten – Songs from the Chinese - The Big Chariot. 	<ul style="list-style-type: none"> • children should be able to perform expressively in ensembles or solo, using their voices or playing the handbells, ocarinas, recorders • children should be able to recall short melodies and rhythms • children should be confident with the names of the musical notes • children should be able to define note lengths • children should be able to name at least 10 composers • children should be able to phrase their opinion about musical exmples • children should be able to recognise the instruments of the orchestra • children should be able to write and improvise short musical pieces (5-10 notes)
<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Classroom Jazz 1 Steps 1-3 • Three Little Birds • Stop! • Freestyle – Listening Centre - Listening Games • Freestyle – Listening Centre – Genres, styles, era • Freestyle – KS2 Topics 	<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Classroom Jazz 1 Steps 1-3 • Let your spirit fly • Lean on me • You’ve got a friend • Freestyle – Listening Centre - Listening Games • Freestyle – Listening Centre – Genres, styles, era • Freestyle – KS2 Topics 	<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Classroom Jazz 1 Steps 1-3 • Blown Away Recorder Book 1 • Make you feel my love • Fresh Prince of Bel Air • Freestyle – Listening Centre - Listening Games • Freestyle – Listening Centre – Genres, styles, era • Freestyle – KS2 Topics 	<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Classroom Jazz 1 Steps 4-6 • Blown Away Recorder Book 1 • Bringing us together • Dancin in the street • Freestyle – Listening Centre - Listening Games • Freestyle – Listening Centre – Genres, styles, era • Freestyle – KS2 Topics 	<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Classroom Jazz 1 Steps 4-6 • Classroom Jazz 2 Steps 1-3 • Blown Away Recorder Book 1 • The Dragon Song • Mamma Mia • Freestyle – Listening Centre - Listening Games • Freestyle – Listening Centre – Genres, styles, era • Freestyle – KS2 Topics 	<p>Suggested Charanga units:</p> <ul style="list-style-type: none"> • Classroom Jazz 1 Steps 4-6 • Classroom Jazz 2 Steps 4-6 • Blown Away Recorder Book 2 • Livin’ on a Prayer • Happy • Freestyle – Listening Centre - Listening Games • Freestyle – Listening Centre – Genres, styles, era • Freestyle – KS2 Topics 	