

We would love every child at the Willows Primary School to enjoy Music. It is an integral part of learning across the curriculum as well as a stand-alone subject. Music is something that can be accessed by all regardless of ability. Music aids creativity, can be uplifting and motivational, teaches skills and team work and perhaps more importantly can help to achieve a positive mental outlook in life.

	EXPLORE NC Objectives	DISCOVER Skills	Vocabulary	Resources/Other
Year 1 <u>Rhythm in the way we walk and Banana Rap</u> Key – C Singing and performing only Reggae Hip-hop	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. 	<u>Listen and Appraising</u> Listen to a variety of music and say if they like it or not, and their reasons. Begin to recognise some of the different instruments used. <u>Singing</u> Begin to understand the importance of working together in an ensemble or as part of a group. Sing in tune within a limited pitch range, and perform with a sense of pulse and rhythm. Begin to understand the importance of and why we warm up our voices. <u>Playing</u> Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose very simple melodies. Use glocks. <u>Improvising</u>	Lyrics Melody Rap Verse Backing Performing	Rhythm In The Way We Walk by Joanna Mangona ● The Planets, Mars by Gustav Holst ● Tubular Bells by Mike Oldeld The Banana Rap by Jane Sebba ● Happy by Pharrell Williams ● When I'm 64 by The Beatles Nativity production

<p><u>Round and Round</u></p> <p>Latin Bossa Nova, Film music, Big band Jazz, Mash-up, Latin fusion</p> <p>Key - D minor</p> <p>Easy note- C,D,F</p> <p>Semibreves</p> <p>Medium note – D,E, F, G, A</p> <p>Crotchets, Minims and semibreves</p>		<p>Begin to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p><u>Composing</u></p> <p>Begin to create your own simple melodies within the context of the song that is being learnt.</p> <p><u>Performing</u></p> <p>Begin to work together as part of an ensemble/ band. Remember the importance of starting and ending together by learning to follow the conductor/ band leader.</p>		<p>Round And Round (Bossa Nova) by Joanna Mangona</p> <ul style="list-style-type: none"> ● Livin’ La Vida Loca (Latin/Pop) by Ricky Martin ● March Of The Empire (Film music) by John Williams ● It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Bublé ● Why Don’t You (Big Band/Dance) by Gramophonedzie ● Oye Como Va (Latin/Jazz) by Santana
<p><u>Your imagination</u></p> <p>Film, pop, musicals</p> <p>Key – C</p> <p>Easy note range – G</p> <p>Medium note range – C, E, G</p> <p>Crotchets, minims and semibreves</p>				<p>Your Imagination by Joanna Mangona and Pete Readman</p> <ul style="list-style-type: none"> ● Supercalifragilisticexpialidocious from Mary Poppins ● Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack ● Daydream Believer by The Monkees ● Rainbow Connection from The Muppet Movie ● A Whole New World from Aladdin
<p><u>Year 2 Ho Ho Ho</u></p> <p>Christmas, Big Band, Motown, Elvis, Freedom songs</p> <p>Key – G</p>		<p><u>Listen and Appraising</u></p> <p>Continue to listen to a variety of music from different styles, traditions and times. Start to recognise some of the different instruments used. Begin to describe own feelings and respect others.</p> <p><u>Singing</u></p>	<p><u>Band Chorus Dynamics Improve Rhythm</u></p>	<p>Tuned instruments</p> <p>Ho Ho Ho by Joanna Mangona</p> <ul style="list-style-type: none"> ● Blame it on the Boogie by The Jackson 5 ● Bring Him Back Home (Nelson Mandela) by Hugh Masekela ● Suspicious Minds by Elvis Presley ● Sir Duke by Stevie Wonder ● Fly Me to the Moon by Frank Sinatra

<p>Easy note range – C, E, G</p> <p>Medium note range – B, A, G</p> <p>Crotchets and rests</p>		<p>Continue to learn about the importance of working together in an ensemble or as part of a group. Sing in tune within a limited pitch range, and perform with an increasing sense of pulse and rhythm. Sing songs and melodies and begin to consider how the melody and words should be interpreted. Begin to understand the importance of and why we warm up our voices.</p>		
<p>I wanna play in a band</p> <p>Rock</p> <p>Key – F</p> <p>Easy note range – C, D</p> <p>Minims</p> <p>Medium note range – C, F, G</p>		<p>Playing</p> <p>Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments. To improvise and compose simple melodies. Use glocks, recorders or use band instruments if appropriate. Begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic notations.</p>		<p>Access to Youtube</p> <p>I Wanna Play In A Band by Joanna Mangona</p> <ul style="list-style-type: none"> • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B. Goode by Chuck Berry • I Saw Her Standing There by The Beatles
<p>Friendship Song</p> <p>Pop, Soul, Film, Musicals</p> <p>Key – C</p> <p>Easy note range – G, E</p> <p>Crotchet, dotted minim and rests</p> <p>Medium note range – E, G, A, B</p> <p>Crotchets and rests</p>		<p>Improvising</p> <p>Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>Composing</p> <p>Create your own simple melodies within the context of the song that is being learnt.</p> <p>Performing</p> <p>Continue to work together as part of an ensemble. Remember the importance of starting and ending together by learning to follow the conductor/band leader. Sing and rap to each other and to an audience. Play tuned and/or un tuned instruments with more control and rhythmic accuracy and with realised progression. Improvise and play back compositions using simple patterns confidently as part of a performance. Perform with an understanding that the performance can</p>		<ul style="list-style-type: none"> • Friendship Song by Joanna Mangona and Pete Readman • Count On Me by Bruno Mars • We Go Together (from Grease soundtrack) • You Give A Little Love from Bugsy Malone • That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John • You've Got A Friend In Me by Randy Newman

		include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.		
<p>Year 3 <u>Let your spirit fly</u></p> <p>R&B, Michael Jackson, Western classical, Musicals, Motown, Soul</p> <p>Key – C</p> <p>Easy note range – C, F Semibreves and rests</p> <p>Medium note range – E, F, G, A, B, C Minims and rests</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 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. 	<p><u>Listen and Appraising</u></p> <p>Listen with increasing concentration to a variety of music from different styles, traditions and times. Start to recognise/identify different style indicators and different instruments used. Begin to describe own feelings and respect others. Begin to use correct musical language.</p> <p><u>Singing</u></p> <p>Understand the importance of working together in an ensemble or as part of a group. Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm. Sing songs and melodies and consider how the melody and words should be interpreted. Understand more about the importance of, and the reason why we warm up our voices.</p> <p><u>Playing</u></p> <p>Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose. Use glocks, recorders, or use band instruments if appropriate. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.</p> <p><u>Improvising</u></p> <p>Explore and create musical sound with voices and instruments within the context of the song being learnt.</p>	<p>Composing Introduction Style Tempo</p>	<p>Listen and appraise Let Your Spirit Fly by Joanna Mangona</p> <ul style="list-style-type: none"> There is currently no listening resource for this part of the lesson, please choose your own Colonel Bogey March by Kenneth Alford Consider Yourself from the musical 'Oliver!' Ain't No Mountain High Enough by Marvin Gaye
<p><u>The Dragon Song</u></p> <p>Music from around the world</p> <p>Key – G</p> <p>Easy note range – G Crotchets and minims</p> <p>Medium note range – G, A, B</p>				<ul style="list-style-type: none"> The Dragon Song by Joanna Mangona and Pete Readman Birdsong - Chinese Folk Music Vaishnava Java - A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan
<p><u>Bringing us together</u></p>				<p>Bringing Us Together by Joanna Mangona and Pete Readman</p>

<p>Disco/anthem</p> <p>Key – C</p> <p>Easy note range – C Minims and minim rests</p> <p>Medium note range – G, A, C Minims, crotchet rests and quavers</p>		<p>Composing</p> <p>Begin to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.</p> <p>Performing</p> <p>Have more understanding of working together as part of an ensemble / band. Appreciate the importance of starting and ending together by learning to follow the conductor/ band leader and listening. Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy and with more realised progression. Improvise and play back compositions using patterns confidently as part of a performance. Perform with an understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit.</p>		<ul style="list-style-type: none"> ● Good Times by Nile Rodgers ● Ain't Nobody by Chaka Khan ● We Are Family by Sister Sledge ● Ain't No Stopping Us Now by McFadden and Whitehead ● Car Wash by Rose Royce
<p>Year 4 Stop</p> <p>Grime, Classical, Bhangra, Tango, Latin fusion.</p> <p>Singing, rapping and lyric composition.</p>		<p>Listen and Appraising</p> <p>Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise/identify different style indicators and different instruments used. Describe own feelings and respect others. Continue to use correct musical language.</p> <p>Singing</p>	<p>Original Timbre Pitch Cover</p>	<p>Stop! - Grime</p> <ul style="list-style-type: none"> ● Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) ● Radetzky March by Strauss (Classical) ● Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) ● Libertango by Astor Piazzolla (Tango) ● Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)

<p>Lean on me</p> <p>Gospel</p> <p>Key – C</p> <p>Easy note range – C, F Crotchets</p> <p>Medium note range – E, F, G Minims</p>		<p>Continue to understand the importance of working together in an ensemble or as part of a group. Sing in tune and perform with an even stronger/more secure sense of pulse and rhythm. Sing songs and melodies and consider how the melody and words should be interpreted at a deeper level. Understand more about the importance of, and the reason why we warm up our voices.</p> <p>Playing Explore and create music in greater depth using classroom percussion, to play melodies, tunes and accompaniments, and to improvise and compose. Use glocks, recorders, or use band instruments if appropriate. Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.</p> <p>Improvising Explore and create musical sound with voices and instruments within the context of the song being learnt.</p> <p>Composing Continue to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.</p> <p>Performing Have a deeper understanding of working together as part of an ensemble / band. Appreciate the importance of starting and ending together by learning to follow the conductor/band leader and listening. Continue to develop performance skills. Play tuned instruments with more control</p>		<ul style="list-style-type: none"> • Lean On Me by Bill Withers • He Still Loves Me by Walter Williams and Beyoncé • Shackles by Mary Mary • Amazing Grace by Elvis Presley • Ode To Joy Symphony No 9 by Beethoven • Lean On Me by The ACM Gospel Choir
<p>Blackbird</p> <p>The Beatles</p> <p>Key – C</p> <p>Easy note range – D, C Dotted minims, Minims, Semibreves</p> <p>Medium note range – C, D, E Crotchets, semibreves, Minims</p>				<ul style="list-style-type: none"> • Blackbird by The Beatles • Yellow Submarine by The Beatles • Hey Jude by The Beatles • Can't Buy Me Love by The Beatles • Yesterday by The Beatles • Let It Be by The Beatles

		and rhythmic accuracy and with more realised progression. Improvise and play back compositions using patterns confidently as part of a performance. Perform with a greater understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit.		
<p>Year 5 <u>Livin on a prayer</u></p> <p>Rock</p> <p>Key – G</p> <p>Easy note range – G, A, B Minims</p> <p>Medium note range – D, E, F#, G Crotchets and minims</p>		<p><u>Listen and Appraising</u> Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Recognise /identify different style indicators and different instruments and their sounds. Describe own feelings with confidence and respect others. Continue to use correct musical language.</p> <p><u>Singing</u> Understand that you sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and some musical understanding of how parts fit together. Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. Have a greater understanding of melody, words and their importance and how to interpret a song musically. Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</p> <p><u>Playing</u> Use glocks, recorders, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose. Continue to explore the basics and foundations of formal notation – an introduction.</p>	<p>Hook Ending Harmony</p>	<p>● Livin’ On A Prayer by Bon Jovi ● We Will Rock You By Queen ● Smoke On The Water by Deep Purple ● Rockin’ All Over The World by Status Quo ● Johnny B. Goode by Chuck Berry ● I Saw Her Standing There by The Beatles</p>
<p><u>Fresh Prince of Bel Air</u></p> <p>Hip Hop</p> <p>Key – A minor</p> <p>Easy note range – D, A Minims</p> <p>Medium note range – A, G Quavers, Crotchets</p>				<p>● Fresh Prince Of Bel-Air by Will Smith ● Me, Myself And I by De La Soul ● Ready Or Not by The Fugees ● Rapper’s Delight by The Sugarhill Gang ● U Can’t Touch This by MC Hammer ● It’s Like That by Run DMC</p>
<p><u>Dancin’ in the street</u></p>				<p>● Dancing In The Street by Martha And The Vandellas</p>

<p>Motown</p> <p>Key – F major</p> <p>Easy note range – F Semibreves</p> <p>Medium note range – F, G Quavers, crochets and rests</p>		<p>Improvising</p> <p>Create musical improvisations with voices and instruments within the context of the song being learnt.</p> <p>Composing</p> <p>With increasing confidence, create own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</p> <p>Performing</p> <p>Work together as part of an ensemble / band, adding some direction and ideas. Begin to demonstrate musical quality eg clear starts, ends of pieces/ phrases, technical accuracy etc. Play tuned and/or un-tuned instruments with control and rhythmic accuracy and with realised progression. Improvise and play back compositions using more complex patterns confidently as part of a performance. Perform with an understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the units.</p>		<ul style="list-style-type: none"> ● I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops ● I Heard It Through The Grapevine sung by Marvin Gaye ● Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell ● You Are The Sunshine Of My Life sung by Stevie Wonder ● The Tracks Of My Tears sung by Smokey Robinson And The Miracles
<p>Year 6 Happy</p> <p>Pop/Motown</p> <p>Key – C major</p> <p>Easy note range – G, A Minims and rests</p> <p>Medium note range – C, D, E</p>		<p>Listen and Appraising</p> <p>Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely /confidently recognise /identify different style indicators and different instruments and their sounds. Describe own feelings with confidence and respect others. Continue to use correct musical language.</p> <p>Singing</p>	<p>Groove Riff Phrase Offbeat</p>	<p>Happy by Pharrell Williams</p> <ul style="list-style-type: none"> ● Top Of The World sung by The Carpenters ● Don't Worry, Be Happy sung by Bobby McFerrin ● Walking On Sunshine sung by Katrina And The Waves ● When You're Smiling sung by Frank Sinatra ● Love Will Save The Day sung by Brendan Reilly

Commented [t1]:

Semibreves, minims and rests		Understand in greater depth how to sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together. Sing in tune within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. Have a deeper understanding of melody, words and their importance and how to interpret a song musically. Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with more confidence, with increasingly difficult melody and words, sometimes in two parts.		
<p>You've got a friend in me</p> <p>The music of Carole King</p> <p>Key – C major</p> <p>Easy note range – G, A, B</p> <p>Minims and rests</p> <p>Medium note range – C, D, E</p> <p>Crotchets, quavers, minims, dotted notes and rests</p>		<p>Playing Continue to use glocks, recorders, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose. Build on understanding the basics and foundations of formal notation - an introduction.</p> <p>Improvising Create musical improvisations in greater depth and with confidence, with voices and instruments within the context of the song being learnt.</p> <p>Composing Confidently create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</p> <p>Performing Work together as part of an ensemble / band, adding more direction and ideas. Demonstrate musical quality eg clear starts, ends of pieces/ phrases, technical</p>		<p>You've Got A Friend by Carole King</p> <ul style="list-style-type: none"> ● The Loco-Motion sung by Little Eva, written by Carole King ● One Fine Day sung by The Chiffons, written by Carole King ● Up On The Roof sung by The Drifters, written by Carole King ● Will You Still Love Me Tomorrow by Carole King ● (You Make Me Feel Like) A Natural Woman by Carole King

		accuracy etc. Play tuned and/or un-tuned instruments with further control and rhythmic accuracy and with realised progression. Improvise and play back compositions using more complex patterns with greater confidently as part of a performance. Perform with a further understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the units.		
<u>End of year play and Leavers assembly</u>				

DREAM

Jobs

Musician	Light technician
Band member	Composer
Instrumental teacher	Foley artist
Conductor	Radio presenter
Roadie	DJ
Ochestra member	Pod caster
Singer	Instrument repair, restorer or tuning
Actor	Musical festival or concert organiser
Dancer	Music therapist
Voice coach	Writer/journalist – music scene

Prop manager	Record label entrepreneur
Costume designer	
Stage technician	