







Music Long Term Plan

Journeying together with hope and aspiration

*At Parish, we value each person as they are, seeing every member of our school family as a precious, unique individual and treating them with **dignity**. Seeking first to understand through the building of relationships, we live in a **community** of **hope**. We aspire to enable each person to be a curious learner, inspired to develop the knowledge and **wisdom** to make the world a better place. We strive to encourage all to fulfil their God-given potential, having a confidence in transformation for the better.*

How does our vision impact Music at Parish?

Inspired by our Church school vision, we use our core four values to guide all aspects of our thinking and practice. Below is an explanation of how each of the core four impacts upon the teaching and learning of music at Gainsborough Parish.

 <p>Dignity</p> <p>We teach children about the evolution of music, where we explore musical origins and learn more about music from other cultures and eras. We show respect and understanding of different genres of music, understanding some may have a deep resonance and history.</p>	 <p>Community</p> <p>We provide regular opportunities that bring our school community together through whole school singing, our KS2 choir performances, ensemble playing and performing to the wider community. We believe that music is a unique way of communicating and sharing joy.</p>
 <p>Hope</p> <p>Our curriculum equips children with progressive skills for them to become confident musicians. Music can inspire and teach us to express and communicate in ways that other media can't. We encourage children to creatively explore rhythms and sounds which connect with them and give voice to their inner selves.</p>	 <p>Wisdom</p> <p>We provide a curriculum which explores instruments and features from a breadth of musical styles. Knowledge and understanding of this subject can inspire a lifelong love and curiosity of music and the world.</p>

Music Implementation

	Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Year A & Year B</i>	EYFS	Beat Baby Sing up: Dabbling Ducks	Sing up: Candlelight	Sing up: Who will you be?	Sing up: The transport song.	Sing up: Alice the Camel.	Sing up: Hickory Dickory Dock.
<i>Year A</i>	Y1 and Y2 <i>Order of taught units will alter due to IMP.</i>	Whole class IMP- Lincolnshire Music Service <i>Y2- Autumn terms Y1/2- Spring terms Y1- Summer terms</i>	IMP- Lincolnshire Music Service <i>Christmas (sing up)</i>	Y1 Unit 1- My Musical Heartbeat	Y1 Unit 2- Dance, Sing and Play!	Y2 Unit 3- Inventing a Musical Story	Y2 Unit 4- Recognising Different Sounds
<i>Year B</i>	Y1 and Y2 <i>Order of taught units will alter due to IMP.</i>	Whole class IMP- Lincolnshire Music Service <i>Y2- Autumn terms Y1/2- Spring terms Y1- Summer terms</i>	IMP- Lincolnshire Music Service <i>Christmas (sing up)</i>	Y2 Unit 1— Pulse, Rhythm and Pitch	Y2 Unit 2- Playing in an Orchestra	Y2 Unit 5- Exploring Improvisation	Y2 Unit 6- Our Big Concert
<i>Year A</i>	Y3 and Y4	Whole class ensemble (African Djembe Drumming-) Lincolnshire Music Service	Whole class ensemble (African Djembe Drumming)- Lincolnshire Music Service	Y3 Unit 1- Writing Down music	Y3 Unit 2- Playing in a Band	Y3 Unit 4- More Musical Styles	Y3 Unit 6- Opening Night
<i>Year B</i>	Y3 and Y4	Whole class ensemble (African Djembe Drumming-) Lincolnshire Music Service	Whole class ensemble (African Djembe Drumming)- Lincolnshire Music Service	Y3- Unit 3- Compose Using Your Imagination	Y4- Unit 4- Feelings Through Music	Y4- Unit 5- Expression Through Improvisation	Y4- Unit- The Show Must Go On
<i>Year A</i>	Y5 and Y6	Y5 Unit 1- Melody and Harmony in Music	Y6- Unit 2 Developing Ensemble Skills-	Y5 Unit 3- Composing and Chords	Y6- Unit 4- Musical Styles Connect us	Y5- Unit 5- Freedom to Improvise	Year 6- Unit 6- Farewell Tour
<i>Year B</i>	Y5 and Y6 <i>Year B</i>	Y6- Unit 1- Music and Technology	Y5- Unit 2- Sing and Play in Different Styles	Y6- Unit 3- Creative Composition	Y5- Unit 4- Enjoying Musical Styles	Y6- Unit 5- Improvising with Confidence	Y5- Unit 6- Battle of the Bands

The Interrelated Dimensions of Music

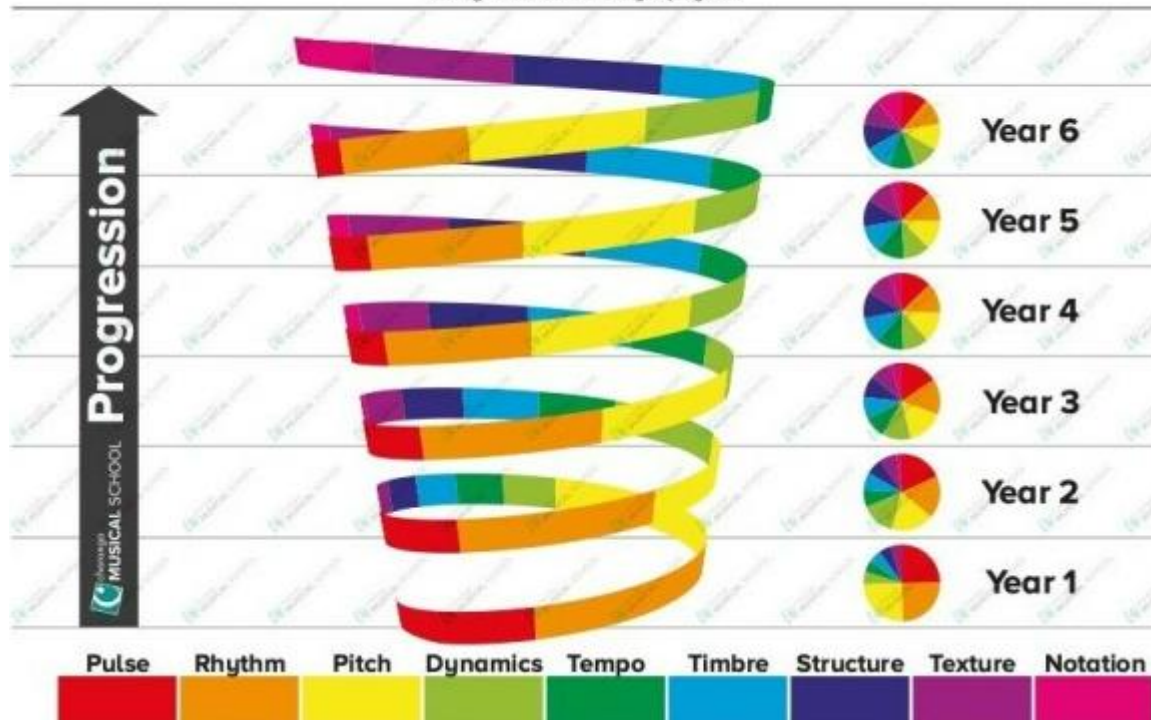
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral musical learning.



EYFS focus Cycle A and B

<p><u>Characteristics of effective learning</u></p>	<p>Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> ● Playing and exploring – children investigate and experience things and have a go ● Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements ● Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things
<p>EYFS Statutory Educational Programmes: Expressive Arts and Design</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>

<p>How might Music look within EYFS?</p> <p>Development Matters statements in bold(Examples of what this could look like)</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. <i>(Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.)</i></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. <i>(Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play.)</i></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. <i>(Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words. Sing call and response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat regularly. Sing slowly, so that children can listen to the words and the melody of the song.)</i></p>
<p>Vocabulary</p>	<p>Music vocabulary children may be exposed to: Sing, perform, rhythm, pitch, music, voice, beat, clap, body percussion, click, tap, bang, pat, stamp, names of instruments, fast, slow, high, low, lyrics, chorus, repeat, pattern, sound, loud, quiet, feeling, emotions, pop, classical, dance, costume. Key vocab concepts supported by Word Aware</p>
<p>End of year Expectations: (ELG)</p>	<p>Expressive Arts and Design ELG: Being Imaginative and Expressive <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Music Curriculum Cycle A

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
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<p>Lincolnshire Music Service-IMP</p>	<p>This unit builds on EYFS learning of exploring and engaging in music making. It prepares children for African Djembe drumming in Y3 and Y4, and Samba drumming in Y5 and Y6.</p>	<p>Lincolnshire Music Service-African Djembe Drumming</p>	<p>This unit builds on KS1 whole class Infant Music Programme and prepares children for African Djembe drumming in Year 3 and 4 and Samba Drumming in Y5 and Y6.</p>	<p><u>Y5 Unit 1</u></p> <p>Ghost Parade</p> <p>Words can Hurt</p> <p>Joyful, Joyful</p> <p><u>Genres:</u></p> <p><i>20th and 21st Century</i></p> <p><i>Orchestral, Gospel</i></p>	<p>The focus of this unit is to recognise and understand that melody and harmony in music contrast. This builds on Y3 unit 2 learning of creating harmony through singing and playing instruments together. It prepares children for deepening their understanding of the music they perform in KS3.</p>
<p>Lincolnshire Music Service-IMP</p>	<p>This unit builds on EYFS learning of exploring and engaging in music making. It prepares children for African Djembe drumming in Y3 and Y4, and Samba drumming in Y5 and Y6.</p>	<p>Lincolnshire Music Service-African Djembe Drumming</p>	<p>This unit builds on KS1 whole class Infant Music Programme and prepares children for African Djembe drumming in Year 3 and 4 and Samba Drumming in Y5 and Y6.</p>	<p><u>Y6 Unit 2</u></p> <p>My Best Friend</p> <p>Singing, Swinging Star</p> <p>Roll Alabama</p> <p><u>Genres:</u> <i>Soul, Jazz (swing), Rock</i></p>	<p>In this unit, children build on their knowledge of dynamics from LKS2 as they learn about 'crescendo' and 'decrescendo'. It equips children with further ensemble skills to support their musical performance in Key Stage 3.</p>
<p><u>Y1 Unit 1</u></p> <p>Find the Beat</p> <p>Head, Shoulders, Knees and Toes.</p> <p>We Are Together.</p> <p><u>Genres:</u></p> <p><i>pop, jazz, hip hop, soul.</i></p>	<p>The focus of this unit is to find and keep the pulse and steady beat of music. This builds on EYFS exploration of moving to music. It prepares children for using time signatures to organise beats, and for their Djembe and Samba drumming performances in KS2.</p>	<p><u>Y3 unit 1</u></p> <p>Home is Where the Heart is</p> <p>Let's Work it Out Together</p> <p>Please Be Kind</p> <p><u>Genres:</u></p> <p><i>Country, pop</i></p>	<p>The focus of this unit is to recognise and place notes on a staff. This builds on KS1 learning of understanding rhythm and pitch. It prepares children for understanding how a chord is created in UKS2.</p>	<p><u>Y5 Unit 3</u></p> <p>Freedom is Coming</p> <p>All Over Again</p> <p>Do you Ever Wonder?</p> <p><u>Genres:</u></p> <p><i>20th and 21st century</i></p> <p><i>orchestral, African Pop</i></p>	<p>This unit teaches children that playing 3 or more pitches together creates chords. This builds on KS1 awareness of what different pitch sounds like and LKS2 knowledge of notes on a staff. It equips children with further ensemble skills to support their musical performance in Key Stage 3.</p>

<p>Year 1 Unit 2-</p> <p>Twinkle, Twinkle Little Star.</p> <p>In The Orchestra Song.</p> <p>Daisy Bell.</p> <p>Dancing Dinosaurs.</p> <p>Genres:</p> <p><i>Reggae, 20th and 21st century orchestral</i></p>	<p>The focus of this unit is to listen, sing, move and play instruments to develop rhythm and pitch. This builds on EYFS exploration of moving to music. This prepares children for their Djembe and Samba drumming performances in KS2.</p>	<p>Y3 Unit 2</p> <p>Love What We Do.</p> <p>When The Saints Go Marchin’.</p> <p>My Bonnie Lies over the Ocean.</p> <p>Genres:</p> <p><i>Disco, Jazz, Sea Shanty</i></p>	<p>This unit focuses on how beats in a bar are organised into time signatures. This builds on KS1 learning of finding a steady beat and will prepare children for their drumming performances.</p> <p>This unit also teaches children that different pitches that sound at the same time create ‘harmony’. This will prepare children for exploring melody and harmony in contrast with each other in Y5 ‘Melody and Harmony in Music’ unit.</p>	<p>Y6- Unit 4</p> <p>Let’s Rock</p> <p>Simple Gifts</p> <p>Friendship Should Never End</p> <p>Genres:</p> <p><i>Pop, Folk, Rock</i></p>	<p>This unit focuses on how different styles of music are developed from different social themes. It builds on children's existing knowledge of a range of genres explored in both KS1 and LKS2, and prepares children to understand music in it’s global context.</p>
<p>Year 2 Unit 3</p> <p>Rainbows.</p> <p>Hands, Feet, Heart.</p> <p>All Around the World.</p> <p>Genres:</p> <p><i>Pop, Kwela</i></p>	<p>This unit focuses on recognising and playing loud and soft sounds, which builds on EYFS children listening to a range of songs. It prepares children for playing, performing and composing using different dynamics in KS2.</p>	<p>Y3 Unit 4</p> <p>Friendship Song</p> <p>Family</p> <p>Come on Over</p> <p>Genres:</p> <p><i>Pop, rock, Soul</i></p>	<p>This unit introduces children to the term <i>dynamics</i>. It focuses on listening to changes in dynamics. This builds on KS1 learning of recognising and playing loud and soft sounds. It prepares children for Young Voices and their drumming performance in UKS2.</p>	<p>Y5- Unit 5</p> <p>Look Into The Night</p> <p>Breathe</p> <p>Keeping Time</p> <p>Genres:</p> <p><i>20th and 21st Century Orchestral, funk, pop.</i></p>	<p>This unit focuses on intervals in music including stepping and skipping motion, which builds on children’s knowledge of notation from Y3/Y4. It prepares children for using relevant notation for different styles, genres ad traditions in KS3.</p>
<p>Year 2 Unit 4</p> <p>Helping Each other.</p> <p>The Music Man.</p> <p>Let’s Sing Together.</p> <p>Genres:</p> <p><i>Pop, gospel</i></p>	<p>This unit focuses on recognising different pitches which builds on EYFS children listening to a range of songs. It prepares children for recognising and creating harmonies in KS2.</p>	<p>Y3 Unit 6</p> <p>Michael Row the Boat Ashore</p> <p>The Dragon Song</p> <p>Follow Me</p> <p>Genres:</p> <p><i>Gospel, Pop, Hip Hop.</i></p>	<p>This unit focuses on playing, improvising, and composing using different notes and instruments. This builds on prior learning of notation, and following a leader whilst playing instruments. It prepares children for Y6 ‘Farewell Tour’ unit.</p>	<p>Year 6- Unit 6</p> <p>Heal the Earth</p> <p>Let’s Go Surfin’</p> <p>So Amazing</p> <p>Genres:</p> <p><i>Reggae, Pop, Soul.</i></p>	<p>This unit gives children opportunity to produce their own performance as part of a small group, a band or as a class. This builds on children’s ensemble skills gained from IMP in KS1, African Djembe in LKS2, Samba Drumming this year, as well as participating in Young Voices. It equipes children with further ensemble skills to support their musical performance in Key Stage 3.</p>

Essential Knowledge in the Key Stage One Music Curriculum – Cycle A

Year 1 and Year 2

<p><u>Y1 Unit 1- My Musical Heartbeat</u></p> <p>Find the Beat</p> <p>Head, Shoulders, Knees and Toes.</p> <p>We Are Together.</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G</p>	<p>Social Question: How Can We Make Friends When We Sing Together?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Year 1 Unit 2- Dance, Sing and Play!</u></p> <p>Twinkle, Twinkle Little Star.</p> <p>In The Orchestra Song.</p> <p>Daisy Bell.</p> <p>Dancing Dinosaurs.</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p>Social Question: How Does Music Tell Stories About the Past?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Year 2 Unit 3- Inventing a Musical Story</u></p> <p>Rainbows.</p> <p>Hands, Feet, Heart.</p> <p>All Around the World.</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B</p>	<p>Social Question: How Does Music Make the World a Better Place?</p> <p>Explore this question as you progress through the unit.</p>

<p><u>Year 2 Unit 4- Recognising Different Sounds</u></p> <p>Helping Each other.</p> <p>The Music Man.</p> <p>Let's Sing Together.</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat, B</p>	<p>Social Question: How Does Music Teach Us About Our Neighbourhood?</p> <p>Explore this question as you progress through the unit.</p>
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Essential Knowledge in the Lower Key Stage Two Music Curriculum – Cycle A

Year 3 and Year 4		
<p><u>Year 3 Unit 1- Writing Down music</u></p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p>	<p>Social Question: How Does Music Bring Us Closer Together?</p>

<p>Home is Where the Heart is. (country)</p> <p>Let's Work it Out Together. (pop)</p> <p>Please Be Kind. (pop)</p>	<p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a staff.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p> <p>Reading notation is introduced in year 3.</p>	<p>Explore this question as you progress through the unit.</p>
<p><u>Year 3 Unit 2- Playing in a Band</u></p> <p>Love What We Do.</p> <p>When The Saints Go Marchin'.</p> <p>My Bonnie Lies over the Ocean.</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise, and compose using a selection of these notes: C, D, E, F, G, A, B</p>	<p>Social Question: What Stories Does Music Tell Us About the Past?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Y3 Unit 4- More Musical Styles</u></p> <p>Friendship Song</p> <p>Family</p> <p>Come on Over</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p> <p>Reading notation is introduced in year 3.</p>	<p>Social Question: How Does Music Help Us Get to Know Our Community?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Y3 Unit 6- Opening Night</u></p> <p>Michael Row the Boat Ashore</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world.</p>	<p>Social Question: How Does Music</p>

<p>The Dragon Song</p> <p>Follow Me</p>	<p>Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G#, G, A, Bb, B</p> <p>Reading notation is introduced in year 3.</p>	<p>Connect Us with Our Planet?</p> <p>Explore this question as you progress through the unit.</p>
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Essential Knowledge in the Upper Key Stage Two Music Curriculum – Cycle A

Year 5 and Year 6

<p><u>Y5 Unit 1- Melody and Harmony in Music</u></p> <p>Ghost Parade</p> <p>Words can Hurt</p> <p>Joyful, Joyful</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Ab, Bb, B</p>	<p>Social Question: How Does Music Bring Us Together?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Y6- Unit 2 Developing Ensemble Skills-</u></p> <p>My Best Friend</p> <p>Singing, Swinging Star</p> <p>Roll Alabama</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p>	<p>Social Question: How Does Music Connect Us with Our Past?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Y5 Unit 3- Composing and Chords</u></p> <p>Freedom is Coming</p> <p>All Over Again</p> <p>Do you Ever Wonder?</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, Ab, A, Bb, B</p>	<p>Social Question: How Does Music Improve Our World?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Y6- Unit 4- Musical Styles Connect us</u></p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p>	<p>Social Question: How Does Music</p>

<p>Let's Rock</p> <p>Simple Gifts</p> <p>Friendship Should Never End</p>	<p>Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p>	<p>Teach Us About Our Community?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Y5- Unit 5- Freedom to Improvise</u></p> <p>Look Into The Night</p> <p>Breathe</p> <p>Keeping Time</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Bb, B</p>	<p>Social Question: How Does Music Shape Our Way of Life?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Year 6- Unit 6- Farewell Tour</u></p> <p>Heal the Earth</p> <p>Let's Go Surfin'</p> <p>So Amazing</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>This unit helps children to produce a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p>	<p>Social Question: How Does Music Connect Us with the Environment?</p> <p>Explore this question as you progress through the unit.</p>

Music Curriculum Cycle B

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
Lincolnshire Music Service-IMP	This unit builds on EYFS learning of exploring and engaging in music making. It prepares children for African Djembe drumming in Y3 and Y4, and Samba drumming in Y5 and Y6.	Lincolnshire Music Service-African Djembe Drumming	This unit builds on KS1 whole class Infant Music Programme and prepares children for African Djembe drumming in Year 3 and 4 and Samba Drumming in Y5 and Y6.	Year 6- Unit 1- Do What You Want To It's All About Love Sunshine on A Rainy Day Genres: Soul, Pop	This unit teaches invaluable skills about music production through the use of a Digital Audio Workstation. This builds on children's prior experiences of listening to and creating live performances (IMP, drumming) and this unit will give them skills to decipher if sounds are digital or live. This will prepare children to develop a deeper understanding of the music that they perform in KS3.
Lincolnshire Music Service-IMP	This unit builds on EYFS learning of exploring and engaging in music making. It prepares children for African Djembe drumming in Y3 and Y4, and Samba drumming in Y5 and Y6.	Lincolnshire Music Service-African Djembe Drumming	This unit builds on KS1 whole class Infant Music Programme and prepares children for African Djembe drumming in Year 3 and 4 and Samba Drumming in Y5 and Y6.	Year 5- Unit 2- Sing and Play in Different Styles The Sparkle in My Life Dreaming Of Mars Get On Board Genres: 20th and 21st Century Orchestral, Pop, Gospel	This unit focuses on exploring and changing the tempo of music through singing and playing. This builds on playing as part of a group and following instructions from a leader in KS1 and LKS2. This unit will prepare children for playing and performing in solo and ensemble contexts with confidence in KS3.
Y2 Unit 1- Music Is in My Soul	The focus of this unit is to listen, sing, dance and play to different genres of music where children will develop an understanding of rhythm and pitch. This builds on	Y3 unit 1 Your Imagination	This unit is all about children composing using their imagination and making sounds that tell their own stories. This builds on performing skills in Y2 Unit 6 and prepares	Y6 Unit 3 Disco Fever La Bamba	This unit focuses on using chords in composition to create more harmonically interesting music. This builds on LKS2 knowledge of what harmony sounds like in music, as well

<p>Hey Friends Hello</p> <p><u>Genres:</u> <i>Soul, jazz, pop.</i></p>	<p>EYFS exploration of moving to music and prepares children for composing and improvising their own pieces in KS2.</p>	<p>You're A Shining Star</p> <p>Music Makes The World Go Round</p> <p><u>Genres:</u> <i>Pop, ballads, musicals</i></p>	<p>children for performing to their own audiences in Year 5 Unit 6.</p>	<p>Change</p> <p><u>Genres:</u> <i>Disco, Rock n Roll, Pop</i></p>	<p>as chord progression which happens through each year group. It prepares children for music in KS3 where they will continue to draw on a range of musical structures.</p>
<p>Year 2 Unit 2</p> <p>Sparkle in the Sun.</p> <p>The Orchestra Song.</p> <p><u>Genres:</u> <i>Jazz, 20th and 21st century orchestral</i></p>	<p>This unit focuses on using rhythm to play together, which builds on EYFS understanding of watching and listening to live performances. It prepares children for African Djembe and Samba drumming performances in KS2, and composition of their own pieces.</p>	<p>Y4- Unit 4-</p> <p>Let your Spirit Fly</p> <p>Frere Jacques</p> <p>The Other Side of the Moon</p> <p><u>Genres:</u> <i>Contemporary RnB, Jazz, Rock.</i></p>	<p>This unit is about children using instruments with different sounds to express emotions and feelings. This builds on KS1 music making with chime bars and cloves. It prepares children for UKS2 'Farewell Tour' and 'Battle of the Bands' units.</p>	<p>Y5- Unit 4</p> <p>Erie Canal</p> <p>Heroes</p> <p>Happy To Be Me</p> <p><u>Genres:</u> <i>Reggae, Pop, 20th and 21st century orchestral</i></p>	<p>This unit explores how voices and instruments combine to create texture in music. This builds on what children have been exposed to during the wide exploration of different genres and styles of music from KS1 and LKS2. It prepares children for focusing on relevant notation in a range of musical styles in KS3.</p>
<p>Year 2 Unit 5</p> <p>I Wanna Play in a Band</p> <p>Music Is all Around</p> <p>Saying Sorry</p> <p><u>Genres:</u> <i>Rock, jazz, calypso</i></p>	<p>This unit focuses on children using 2 or 3 notes to play or sing on their own (chime bars). It builds on children exploring through sound making in EYFS and prepares children for creating harmony with voice and instrument in KS2.</p>	<p>Y4-Unit 5-</p> <p>Train Is A-Comin</p> <p>Oh Happy Day</p> <p>A World Full of Sound</p> <p><u>Genres:</u> <i>Gospel, 20th and 21st century orchestral</i></p>	<p>This unit focuses on using dynamics during improvisation. This builds on KS1 learning of recognising and playing loud and soft sounds. It prepares children for Young Voices and their drumming performance in UKS2.</p>	<p>Y6- Unit 5</p> <p>Wake up!</p> <p>Down By The Riverside</p> <p>Dance The Night Away</p> <p><u>Genres:</u> <i>Hip Hop, Gospel, Salsa</i></p>	<p>This unit explores how phrases fit together to make melody. It encourages children to improvise using dynamics, crescendo and diminuendo. This builds on what children already know about dynamics in improvisation from Y4 Unit 5. It prepares children for focusing on relevant notation in a range of musical styles in KS3.</p>

<p><u>Year 2 Unit 6</u></p> <p>The Sunshine Song</p> <p>Four White Horses</p> <p>Down By the Bay</p> <p><u>Genres:</u></p> <p>Pop, calypso, Reggae</p>	<p>This unit encourages children to use their performance skills to perform to their peers. This builds on EYFS understanding of watching and listening to live performances and prepares children for drumming performances in KS2.</p>	<p><u>Y4- Unit 6- The Show Must Go on.</u></p> <p>You Can See It Through</p> <p>The Octopus Slide</p> <p>Connect</p> <p><u>Genres:</u></p> <p>Electronic Dance Music, Folk</p>	<p>This unit focuses on expressing the meaning of songs, through playing, improvising, and composing using different instruments. This builds on prior learning in Y4 Unit 4 of expressing emotions through sounds. It prepares children for UKS2 'Farewell Tour' and 'Battle of the Bands' units.</p>	<p><u>Year 5- Unit 6</u></p> <p>You and Me</p> <p>A Bright Sunny Day</p> <p>You Belong With Me</p> <p><u>Genres:</u></p> <p>Pop, 20th and 21st Century orchestral, contemporary RnB</p>	<p>This unit gives children the opportunity to perform and engage with their own audiences. This builds on performance skills gained from Music In Residency day, Young Voices and drumming in LKS2. This prepares children for playing and performing in solo and ensemble contexts with confidence in KS3.</p>
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Essential Knowledge in the Key Stage One Music Curriculum – Cycle B

Year 1 and Year 2 Cycle B

<p><u>Year 2 Unit 1— Pulse, Rhythm and Pitch</u></p> <p>Music in My Soul</p> <p>Hey Friends</p> <p>Hello</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called ‘rhythm’ and ‘pitch’. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A</p>	<p>Social Question: How Does Music Help Us to Make Friends?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Year 2 Unit 2- Playing in an Orchestra</u></p> <p>Sparkle in the Sun.</p> <p>The Orchestra Song.</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat, B</p>	<p>Social Question: How Does Music Teach Us About the Past?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Year 2 Unit 5- Exploring Improvisation</u></p> <p>I Wanna Play in a Band</p> <p>Music Is all Around</p> <p>Saying Sorry</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Introduce stick and dot notation. Explore and have fun!</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat, B</p>	<p>Social Question: How Does Music Make Us Happy?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Year 2 Unit 6- Our Big Concert</u></p> <p>The Sunshine Song</p> <p>Four White Horses</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F\sharp, G, A, B\flat, B</p>	<p>Social Question: How Does Music Teach Us About Looking After Our Planet?</p> <p>Explore this question as you progress through the unit.</p>

Essential Knowledge in the Lower Key Stage Two Music Curriculum – Cycle B

Year 3 and Year 4 Cycle B

<p><u>Y3- Unit 3- Compose Using Your Imagination</u></p> <p>Your Imagination</p> <p>You're A Shining Star</p> <p>Music Makes The World Go Round</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p> <p>Reading notation is introduced in year 3.</p>	<p>Social Question: How Does Music Make the World a Better Place?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Y4- Unit 4- Feelings Through Music</u></p> <p>Let your Spirit Fly</p> <p>Frere Jacques</p> <p>The Other Side of the Moon</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F#, G, A, Bb, B</p>	<p>Social Question: How Does Music Teach Us About Our Community?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Y4-Unit 5- Expression Through Improvisation</u></p> <p>Train Is A-Comin</p> <p>Oh Happy Day</p> <p>A World Full of Sound</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p>	<p>Social Question: How Does Music Shape Our Way of Life?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Y4- Unit 6- The Show Must Go on.</u></p> <p>You Can See It Through</p> <p>The Octopus Slide</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what</p>	<p>Social Question: How Does Music Connect Us with the Environment?</p>

Connect	<p>the songs are about and any other connections. Remember, use the simple band parts if you want to.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B, B, C#</p>	<p>Explore this question as you progress through the unit.</p>
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Essential Knowledge in the Upper Key Stage Two Music Curriculum – Cycle B

Year 5 and Year 6 Cycle B		
<p><u>Year 6- Unit 1- Music and Technology</u></p> <p>Do What You Want To</p> <p>It's All About Love</p> <p>Sunshine on A Rainy Day</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the YuStudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p>	<p>Social Question: How Does Music Bring Us Together?</p> <p>Explore this question as you progress through the unit.</p>

<p><u>Year 5- Unit 2- Sing and Play in Different Styles</u></p> <p>The Sparkle in My Life</p> <p>Dreaming Of Mars</p> <p>Get On Board</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, ‘tempo’ refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, Ab, A, Bb, B</p>	<p>Social Question: How Does Music Connect Us with Our Past?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Year 6- Unit 3- Creative Composition</u></p> <p>Disco Fever</p> <p>La Bamba</p> <p>Change</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B</p>	<p>Social Question: How Does Music Improve Our World?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Year 5- Unit 4- Enjoying Musical Styles</u></p> <p>Erie Canal</p> <p>Heroes</p> <p>Happy To Be Me</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is ‘texture’. ‘Texture’ refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, Eb, F#, F, G, Ab, A, Bb</p>	<p>Social Question: How Does Music Teach Us About Our Community?</p> <p>Explore this question as you progress through the unit.</p>
<p><u>Year 6- Unit 5- Improvising with Confidence</u></p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p>	<p>Social Question: How Does Music Shape Our Way of Life?</p>

<p>Wake up!</p> <p>Down By The Riverside</p> <p>Dance The Night Away</p>	<p>You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, G#, Ab, A, Bb, B</p>	<p>Explore this question as you progress through the unit.</p>
<p><u>Year 5- Unit 6- Battle of the Bands</u></p> <p>You and Me</p> <p>A Bright Sunny Day</p> <p>You Belong With Me</p>	<p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p>Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Enjoy!</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, G#, Ab, A, Bb</p>	<p>Social Question: How Does Music Connect Us with the Environment?</p> <p>Explore this question as you progress through the unit.</p>