



Topics and Styles

Happy Autumn 1	Pop
Classroom Jazz 2 Autumn 2	Jazz, Big Band
A new year carol Spring 1	Classical
You've got a friend in me Spring 2	PSHE
Music and Me Sum- mer 1	PSHE— Women in music
Reflect, rewind and replay Summer 2	Revision of work and polishing per- formances

Key Vocabulary

Improvise	Use the notes for the song in a different way.
Compose	Order the notes to make your own melody
Melody	Notes put together to make a piece of music.
Sharp	Half a pitch higher
Flat	Half a pitch lower
Semitone	Half a note
Tempo	Music speed
Dynamics	The change in volume in the music
Tuned instrument	An instrument which plays different notes
Untuned	An instrument that only plays one note.
Notation	Writing the notes on the page
Stave	The frame where notes are written to create a tune
Style	Music that has a different sound. Sometimes linked to historical times or events.
Expression	Choosing the play in a certain way for different performances
Conductor	Someone who lead the instruments, keeping them in time.
Score	The piece of musical notation to follow
Riff	A repeating set of notes used in a song



Musical History

Jazz- Jazz is a music genre that originated in the African-American communities of New Orleans, Louisiana, United States, in the late 19th and early 20th centuries, with its roots in blues and ragtime



Extra curricular activities

- Bi annual Town Hall Concert
- Choir
- Christmas Carol Concert
- End of year musical performance.

Key Skills and Knowledge

**Listen and Appraise**—Can I compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences?  
Can I talk about the musical dimensions working together in the Unit songs?

**Musical games**— Can I talk about the music and how it makes you feel, using musical language to describe the music?  
Can I copy back three-note riffs by ear and with notation?

**Learn to sing**— To sing different parts?  
Can I sing in harmony?  
Can I sing with increasing accuracy, fluency, control and expression?

**Learn to play**—Can I play a musical instrument with the correct technique within the context of the Unit song?  
Can I read music using a stave?

**Improvise**—Can I improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)?  
Can I improvise for a range of purposes?

**Compose**—Can I listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song?  
Can I record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)?  
Can I compose for a range of purposes?  
Can I record a composition on a stave?

**Perform**— Can I record the performance and compare it to a previous performance?  
Can I discuss and talk musically about it — “What went well?” and “It would have been even better if...?”

National Curriculum statements

- 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