

**Our Lady of Lourdes Music Service**

**ADVENT 1: "I Wanna Play in a Band"**

|                              |  |  |   |   |   |  |
|------------------------------|--|--|---|---|---|--|
| <b>Prior Knowledge</b>       | <b>Pupils can:</b><br>Sing collectively at the same pitch.<br>Respond to simple visual instructions.<br>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.<br>Walk, move, and clap a steady beat.<br>Begin to understand basic rhythm notation.<br>Perform short, repeated patterns, keeping in time with a steady beat.<br>Perform together, following instructions that combine the musical elements.<br>Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).<br>Begin to compose and play their own music. |  |   |   |   |  |
| <b>New Knowledge</b>         | <b>Pupils will:</b><br>Extend their notation reading skills.   |  |   |   |   |  |
|                              | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>  |
| <b>Medium term knowledge</b> | Pupils will know the style of Rock through <u>Listening</u> .<br>Pupils will know how to <u>sing</u> the song.<br>Pupils will know how to read and play the rhythms of the new song through <u>listening</u> and <u>repetition</u> .   | Pupils will know how to <u>perform</u> the tuned percussion part, reading from notation.<br>Pupils will <u>perform</u> their part within the structure of the piece. | Pupils will know how to <u>improvise</u> within the piece clapping and using tuned instruments. | Pupils will know how to lead call and response with the middle section of the piece through <u>listening</u> , clapping and using a tuned instrument. | Pupils will know how to <u>compose</u> a short rhythmic phrase using crotchets, paired quavers, and crotchet rests. | Pupils will know how to rehearse, <u>perform</u> , record, and appraise the full piece, implementing their improvisation, call and response and composition reading from letter notation.<br>Pupils will <u>perform</u> with <u>musicianship</u> . |
| <b>Vocabulary</b>            | <b>Rock</b>  | <b>Notation</b>  | <b>Improvisation</b>  | <b>Call and Response</b>  | <b>Composition</b>  | <b>Assess</b>  |

**ADVENT 2: "Christmas rap"**

|                              |   |   |   |  |  |   |
|------------------------------|---|---|---|--|--|---|
| <b>Prior Knowledge</b>       | <b>Pupils can:</b><br>Sing collectively at the same pitch.<br>Respond to simple visual instructions.<br>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.<br>Walk, move, and clap a steady beat.<br>Understand basic rhythm notation.<br>Perform short, repeated patterns, keeping in time with a steady beat.<br>Perform together, following instructions that combine the musical elements.<br>Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).<br>Begin to compose and play their own music. |   |   |  |  |   |
| <b>New Knowledge</b>         | <b>Pupils will:</b><br>Extend their Call and Response skills.   |   |   |  |  |   |
|                              | <b>Week 7</b>   | <b>Week 8</b>   | <b>Week 9</b>   | <b>Week 10</b>   | <b>Week 11</b>   | <b>Week 12</b>  |
| <b>Medium term knowledge</b> | Pupils will know the style of Hip Hop through <u>Listening</u> .<br>Pupils will know how to <u>sing</u> and rap the new song.   | Pupils will know how to <u>perform</u> part 1 of the tuned percussion part, reading from letter notation.<br>Pupils will <u>perform</u> their part within the structure of the piece. | Pupils will know how to <u>perform</u> the extended melody part on tuned instruments, reading from letter notation. | Pupils will know how to lead call and response with the middle section of the piece by clapping or using a tuned instrument. | Pupils will know how to improvise question and answer phrases by clapping or using a tuned instrument. | Pupils will know how to rehearse, <u>perform</u> , record, and appraise the full piece, implementing their call and response, and reading from letter notation. Pupils will <u>perform</u> with <u>musicianship</u> . |
| <b>Vocabulary</b>            | <b>Hip Hop</b>  | <b>Rap</b>  | <b>Notation</b>   | <b>Call and Response</b>   | <b>Question and Answer</b>   | <b>Assess</b>   |

**LENT 1: "Zoo Time"**

## Our Lady of Lourdes Music Service

|                              |   |  |  |   |  |  |
|------------------------------|---|--|--|---|--|--|
| <b>Prior Knowledge</b>       | <b>Pupils can:</b><br>Sing collectively at the same pitch.<br>Respond to simple visual instructions.<br>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.<br>Walk, move, and clap a steady beat.<br>Understand basic rhythm notation.<br>Perform short, repeated patterns, keeping in time with a steady beat.<br>Perform together, following instructions that combine the musical elements.<br>Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).<br>Begin to compose and play their own music. |  |  |   |  |  |
| <b>New knowledge</b>         | <b>Pupils will:</b><br>Extend their playing skills in a new genre.<br>Be able to play on Off-Beats.   |  |  |   |  |  |
|                              | <b>Week 1</b>   | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>  | <b>Week 6</b>  |
| <b>Medium term knowledge</b> | Pupils will the style “Reggae” through <u>listening</u> .<br>Pupils will know how to clap on the off beats two and four.<br>Pupils will know how to sing the new song through <u>recall</u> , and repetition.   | Pupils will know how to <u>perform</u> part 1 of the tuned percussion part, reading from letter notation.<br>Pupils will perform their part within the structure of the piece. | Pupils will know how to <u>perform</u> the extended melody part on tuned instruments reading from letter notation. | Pupils will know how to <u>compose</u> a short rhythmic phrase using crotchets, paired quavers, and crotchet rests. | Pupils will know how to perform their composition within the piece on tuned instruments using up to two notes. | Pupils will know how to rehearse, <u>perform</u> , record, and appraise the full song implementing their <u>composition</u> , and reading from letter notation. Pupils will perform with <u>musicianship</u> . |
| <b>Vocabulary</b>            | <b>Reggae</b>   | <b>Off Beats</b>   | <b>Notation</b>  | <b>Composition</b>  | <b>Perform</b>   | <b>Assess</b>  |

### LENT 2: “Friendship”

|                        |  |
|------------------------|--|
| <b>Prior Knowledge</b> | <b>Pupils can:</b><br>Sing collectively at the same pitch. |
|------------------------|--|

## Our Lady of Lourdes Music Service

|                       |   |   |  |   |  |  |
|-----------------------|---|---|--|---|--|--|
|                       | <p>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.</p> <p>Walk, move, and clap a steady beat.</p> <p>Understand basic rhythm notation.</p> <p>Perform together, following instructions that combine the musical elements.</p> <p>Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).</p> <p>Begin to compose and play their own music.</p> |   |  |   |  |  |
| New knowledge         | <p><b>Pupils will:</b></p> <p>Extend their improvisation skills.</p> <p>Extend their reading skills (notation).</p>   |   |  |   |  |  |
|                       | <b>Week 7</b>   | <b>Week 8</b>   | <b>Week 9</b>  | <b>Week 10</b>  | <b>Week 11</b>   | <b>Week 12</b>   |
| Medium term knowledge | Pupils will know the new song through recall and repetition. Pupils will know the genre pop music through listening.  | Pupils will know how to <u>perform</u> part 1 of the tuned percussion part, reading from letter notation. Pupils will perform their part within the structure of the piece. | Pupils will know how to <u>perform</u> the extended melody part on tuned instruments reading from letter notation. | Pupils will know how to <u>improvise</u> within the piece using one note on a tuned instrument. | Pupils will know how to extend their <u>improvisation</u> within the piece using up to four notes on a tuned instrument. | Pupils will know how to rehearse, <u>perform</u> , record, and appraise the full piece, implementing their <u>Improvisation</u> , and reading from letter notation. Pupils will perform with <u>musicianship</u> . |
| Vocabulary            | <b>Pop Music</b>  | <b>Notation</b>   | <b>Melody</b>  | <b>Improvise</b>  | <b>Perform</b>   | <b>Assess</b>  |

| Pentecost 1: "The lion sleeps tonight" |  |
|--|--|
| Prior Knowledge                        | <p><b>Pupils can:</b></p> <p>Sing collectively at the same pitch.</p> <p>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.</p> <p>Walk, move, and clap a steady beat.</p> <p>Understand basic rhythm notation.</p> <p>Perform together, following instructions that combine the musical elements.</p> |

|                       |   |   |   |  |  |   |
|-----------------------|---|---|---|--|--|---|
|                       | Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).<br>Begin to compose and play their own music.   |   |   |  |  |   |
| New knowledge         | <b>Pupils will:</b><br>Begin to understand basic harmony – what a chord is and how it is used in music.<br>Compose a longer rhythm to play on tuned instruments using at least 2 notes.                               |   |   |  |  |   |
|                       | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>  | <b>Week 5</b>  | <b>Week 6</b>   |
| Medium term knowledge | Pupils will know the style of “South African music” through <u>listening</u> .<br>Pupils will know how to sing the song through <u>listening</u> .<br>Pupils will know how to describe music with musical vocabulary. | Pupils will know the style of “Funk” through <u>listening</u> .<br>Pupils will know what chords/triads are, and how they are constructed through <u>listening</u> and <u>performing</u> .<br>Pupils will know how to play a chord as part of a group through <u>listening</u> and reading letter notation.<br>Pupils will know how to play the chord accompaniment on tuned percussion, reading from letter notation. | Pupils will know the style of music “Jazz” through <u>listening</u> .<br>Pupils will know how to create and <u>perform</u> an 8 bar improvised question and answer phrase through <u>listening</u> and using at least 2 different notes, basic dynamics and tuned percussion. They will know how to perform this in pairs, whilst their peers are performing the chordal accompaniment.<br>Pupils will know how to perform the chordal accompaniment on tuned percussion. | Pupils will know the style of music “Rock” through <u>listening</u> .<br>Pupils will know how to <u>compose</u> an 8 bar composition using rhythm notation.<br>Pupils will know how to <u>perform</u> their composition along to the backing track, keeping in time to the beat. | Pupils will know the style of music “Pop punk” through <u>listening</u> .<br>Pupils will know how to perform the chord accompaniment and the melody in 2 groups through <u>listening</u> and reading from letter notation.<br>Pupils will know how to perform with the backing track, keeping in time to the beat through <u>listening</u> . | Pupils will know how to rehearse, <u>perform</u> , and appraise the full piece, implementing their <u>compositions/imp</u> <u>rovisation</u> and reading from simple stave notation. Pupils will perform with <u>musicianship</u> . |

|            |                     |       |                   |             |             |        |
|------------|---------------------|-------|-------------------|-------------|-------------|--------|
| Vocabulary | South African Music | Chord | Call and Response | Composition | Performance | Assess |
|------------|---------------------|-------|-------------------|-------------|-------------|--------|

| Pentecost 2: "Summer sun" |   |   |   |  |   |   |
|---------------------------|---|---|---|--|---|---|
| Prior Knowledge           | <b>Pupils can:</b><br>Sing collectively at the same pitch.<br>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.<br>Walk, move, and clap a steady beat.<br>Understand basic rhythm notation.<br>Perform together, following instructions that combine the musical elements.<br>Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).<br>Compose and play their own music using rhythm notation. |   |   |  |   |   |
| New knowledge             | <b>Pupils will:</b><br>Perform a piece of music with confidence.<br>Be able to appraise their own performance and say what could be improved on.  |   |   |  |   |   |
|                           | <b>Week 7</b>   | <b>Week 8</b>   | <b>Week 9</b>   | <b>Week 10</b>   | <b>Week 11</b>  | <b>Week 12</b>  |
| Medium term knowledge     | Pupils will know how to sing the new song through <u>listening</u> , <u>recall</u> and <u>repetition</u> with actions.<br>Pupils will walk and clap to the beat by <u>listening</u> to the backing track.<br>Pupils will know the genre Reggae through <u>listening</u> .   | Pupils will know how to clap and read the rhythms, reading from stick notation.<br>Pupils will know how to <u>perform</u> part 1 of the melody on a tuned instrument. | Pupils will know how to <u>perform</u> part 2 with confidence and the extended harmony part 1.<br>Pupils will <u>sing</u> and <u>perform</u> on their instruments along to the backing track. | Pupils will know how to <u>improvise</u> within the piece using 3 notes.<br>Pupils will perform the middle section of the piece. | Pupils will <u>compose</u> question and answer phrases using basic stick notation (crotchet, paired quaver, and crotchet rest). | Pupils will know basic <u>performance</u> techniques.<br>Pupils will know the structure of the piece.<br>Pupils will <u>perform</u> , record, and appraise their <u>performance</u> . |
| Vocabulary                | <b>Rhythm</b>   | <b>Notation</b>   | <b>Harmony</b>  | <b>Improvise</b>   | <b>Performance</b>  | <b>Assess</b>   |

**Our Lady of Lourdes Music Service**