

ADVENT 1: Ostinato						
Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform together, following instructions that combine the musical elements. Describe the structure of music in terms of Beginning, Middle, and End. Use their skills reading from Stave Notation and reading rhythm notation to play multiple different parts to the same piece. Compose a short rhythm using the correct notation and play it with a range of pitches on a tuned instrument. Describe how layering can be used to create music.					
New knowledge	Pupils will: Understand what an Ostinato is and how it can be used in conjunction with layering to create music.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will know what an ostinato/riff is through <u>listening</u> . Pupils will know how to identify the difference between a melodic and rhythmic ostinato. Pupils will clap a rhythmic ostinato. Pupils will <u>sing</u> along to a melodic ostinato.	Pupils will know how to <u>compose</u> a 4 to 8 beat vocal ostinato. Pupils will know what layering is. Pupils will be able to layer their vocal ostinato.	Pupils will know how to <u>compose</u> a 2-4 bar rhythmic ostinato using rhythm notation. Pupils will know how to <u>perform</u> their ostinato on un-tuned percussion/clapping. Pupils will know how to layer their rhythmic ostinato.	Pupils will know how to <u>compose</u> a melodic ostinato. Pupils will know how to write their notes on a stave. Pupils will know how to play their melodic ostinato on a tuned instrument.	Pupils will know how to put together their vocal, rhythmic, and melodic ostinatos into a <u>performance</u> piece. Pupils will appraise and evaluate their rehearsal.	Pupils will perform their ostinato piece in a school assembly. Pupils will know how to <u>perform</u> with confidence and <u>musicianship</u> .
Vocabulary	Melodic Ostinato	Layering	Riff	Composing	Ostinato	Harmonic/Melodic

ADVENT 2: Scales and chords

Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform together, following instructions that combine the musical elements. Describe the structure of music in terms of Beginning, Middle, and End. Use their skills reading from Stave Notation and reading rhythm notation to play multiple different parts to the same piece. Compose a short rhythm using the correct notation and play it with a range of pitches on a tuned instrument. Describe music as happy or sad and understand that the mood can be affected by harmony.					
New knowledge	Pupils will: Understand what is meant by harmony and be able to describe harmony using the correct vocabulary (Major, Minor). Be able to sing harmony parts alongside other parts.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know what a scale is. Pupils will know what a chord is. Pupils will know the difference between major and minor chords through <u>listening</u> .	Pupils will know the style Pop music through <u>listening</u> . Pupils will know what a chord progression is through <u>listening</u> . Pupils will know how to play a chord progression on their instrument. Pupils will <u>sing</u> the chorus of Dance Monkey.	Pupils will know how to <u>improvise</u> within the middle section of Dance Monkey using a pentatonic scale and <u>sing</u> the chorus. Pupils will know how to <u>perform</u> the whole piece Dance Monkey with <u>musicianship</u> .	Pupils will know the difference between <u>singing</u> in unison and <u>singing</u> in harmony. Pupils will know how to <u>sing</u> the individual parts to the three-part harmony in unison. Pupils will understand phrasing and style.	Pupils will know how to <u>sing</u> three individual parts in harmony. Pupils will <u>sing</u> their part with accurate pitch, phrasing and within the appropriate style.	Pupils will <u>perform</u> on their instruments with control and accuracy and <u>musicianship</u> . Pupils will sing the 3-part Advent song with musicianship.
Vocabulary	Minor	Structure	Scale	Unison	Larynx	Ensemble

LENT 1: Florence Price						
Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform two parts together, following instructions that combine the musical elements. Describe the structure of music in terms of Beginning, Middle, and End. Confidently read from Stave Notation and read rhythm notation to play multiple different parts of the same piece. Compose a short rhythm using the correct notation and play it with a range of pitches on a tuned instrument. Describe music as happy or sad and understand that the mood can be affected by harmony.					
New knowledge	Pupils will: Play multiple parts together as an ensemble, reading from a score.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will develop an understanding of the history of music drawn from different traditions through <u>listening</u> . Pupils will listen with attention to detail and recall sounds with increasing aural memory. Pupils will know how to how to <u>perform</u> body percussion ostinatos.	Pupils will know what semi-quavers are. Pupils will know how to <u>perform</u> the percussion part of section A as body percussion reading rhythm notation from the score.	Pupils will know how to <u>perform</u> all sections of the percussion/Djembe part on untuned percussion. Pupils will read from stave notation.	Pupils will know how to <u>perform</u> section A and C of the piece on a tuned instrument. Pupils will read from stave notation.	Pupils will know how to <u>perform</u> sections A, C and D on a tuned instrument, reading notation from a score. Pupils will appraise and evaluate their rehearsal. Pupils will know how to make improvements to their	Pupils will <u>perform</u> both pieces in a whole class <u>performance</u> . Pupils will <u>perform</u> in groups of melodic and percussion instruments. Pupils will know how to perform with confidence and <u>musicianship</u> .

					<u>performance</u> and <u>musicianship</u> .	
Vocabulary	Body percussion	Semi-quaver	Stave notation	Melodic, Rhythmic	Appraise	Assess

LENT 2	
Prior Knowledge	<p>Pupils can:</p> <p>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.</p> <p>Perform multiple parts together, following instructions that combine the musical elements.</p> <p>Describe the structure of music in terms of Beginning, Middle, and End.</p> <p>Confidently read from Stave Notation and read rhythm notation to play multiple different parts of the same piece.</p> <p>Compose a short rhythm using the correct notation and play it with a range of pitches on a tuned instrument.</p>

	Describe music as happy or sad and understand that the mood can be affected by harmony.					
New knowledge	Pupils will: Understand how different instruments create sound [link to science topic on sound if possible]. Make their own instrument out of recycled materials based on their understanding of how sound is made in different instruments.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know the style Samba though listening. Pupils will know the instruments of Samba. Pupils will know how to recall the basic samba rhythms through call and response.	Pupils will know the term syncopation. Pupils will know how to read syncopated Samba rhythms from rhythm notation. Pupils will know how to layer four independent samba rhythms together to form a <u>performance</u> .	Pupils will know how household objects can be used to create music. Pupils will know the origin of musical instruments. Pupils will know the history of instrument making.	Pupils will know how to use their home-made musical instruments within a Samba rhythm piece. Pupils will know how to <u>compose</u> and <u>improvise</u> their own question and answer samba rhythms.	Pupils will know how to <u>perform</u> their three pieces on their home-made instruments. Pupils will appraise and evaluate their rehearsal. Pupils will know how to make improvements to their <u>performance</u> and <u>musicianship</u> .	Pupils will <u>perform</u> on their home-made instruments. Pupils will <u>perform</u> three pieces, which they have <u>composed</u> , <u>improvised</u> , and learnt by ear. Pupils will know how to <u>perform</u> with confidence and <u>musicianship</u> .
Vocabulary	Samba	Syncopation	Call and response	Crotchet, Quaver, Semiquaver	Performance	Assess

Pentecost 1: Hip Hop Shakespeare/ Wellerman	
Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.

	Perform multiple parts together, following instructions that combine the musical elements. Describe the structure of music in terms of Beginning, Middle, and End. Confidently read from Stave Notation and read rhythm notation to play multiple different parts of the same piece. Compose a short rhythm using the correct notation and play it with a range of pitches on a tuned instrument. Describe music as happy or sad and understand that the mood can be affected by harmony. Describe how layering and Ostinatos can be used to make music.					
New knowledge	Pupils will: Be able to rap a short poem along to a regular backing track. Be able to sing a sea shanty without any accompaniment. Write some of their own lyrics and rap/sing them in the context of a wider song.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will know the style and history of Hip Hop through <u>listening</u> . Pupils will know the meaning of iambic pentameter. Pupils will be able to speak the words of Sonnet 18 along to a backing beat.	Pupils will be able to differentiate between Shakespeare's words and Hop artist's words. Pupils will know how to <u>compose</u> new lyrics for a chorus. Pupils will know the terms hook and loop though <u>listening</u> .	Pupils will know the structure to their Summertime Shakespeare rap. Pupils will know how to layer the rap and the chorus together. Pupils will appraise and evaluate their work. Pupils will know how to make improvements to their work.	Pupils will know what a Sea Shanty is through listening. Pupils will be able to sing the Wellerman Sea Shanty. Pupils will know how to play the Sea Shanty rhythms. Pupils will be able to play the boomwhackers along to the Wellerman.	Pupils will know how to compose their own Sea Shanty rhythm to accompany the song. Pupils will play in three parts: Singing, rhythm section and bass line. Pupils will know how to make improvements to their work.	Pupils will <u>perform</u> their Shakespeare Hip hop and Sea Shanty pieces in a whole class <u>performance</u> . Pupils will <u>perform</u> and their "Come and See" songs. Pupils will know how to perform with confidence and <u>musicianship</u> .
Vocabulary	Hip Hop, Iambic Pentameter	Hook, Loop	Appraise, Evaluate	Sea Shanty	Bass line	Assess

Y6 Pentecost 2 TDRIPS						
Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform multiple parts together, following instructions that combine the musical elements. Describe the structure of music in terms of Beginning, Middle, and End. Confidently read from Stave Notation and read rhythm notation to play multiple different parts of the same piece. Compose a short rhythm using the correct notation and play it with a range of pitches on a tuned instrument. Describe music as happy or sad and understand that the mood can be affected by harmony. Describe how layering and Ostinatos can be used to make music.					
New knowledge	Pupils will: Be able to use correct musical terminology to describe music and its features: Tempo, Dynamics, Rhythm, Instrumentation, Pitch, and Structure. Compose their own piece of music having thought about all the aspects of the music mentioned above.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will further understand the difference between semibreves, minims, crotchets, quavers and semi-quavers and their equivalent rests through <u>listening</u> , <u>recall</u> and <u>repetition</u> . Pupils will <u>know</u> how to plan and <u>compose</u> a 12 bar rhythmic pattern in Ternary form (ABA)	Pupils will further develop the skills to read, write and <u>perform</u> pitch notation through <u>listening</u> and <u>repetition</u> . Pupils will <u>know</u> how to notate their rhythm notation with an understanding of pitch, written on one stave, using notes within an octave range.	Pupils will read and <u>perform</u> their composed melody on classroom instruments, reading from stave notation.	Pupils will <u>know</u> how to use dynamics and tempo effectively within their composition through <u>listening</u> . Pupils will know how to <u>perform</u> their <u>composition</u> implementing dynamics.	Pupils will know how to accompany their <u>composition</u> using block chords through <u>listening</u> and <u>repetition</u> . Pupils will <u>know</u> how to structure their <u>composition</u> through <u>listening</u> and <u>repetition</u> . Vocabulary:	Pupils will know how to perform musically and with good <u>musicianship</u> within a <u>performance</u> .
Vocabulary	Ternary, Structure	Melody	Harmony	Dynamics	Tempo	Assess

Our Lady of Lourdes Music Service