

## Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b><u>Stimulus – Pictures</u></b></p> <p><b><u>Composition</u></b> - pictures</p> <p><b><u>Instruments</u></b> – body percussion</p> <p><b><u>Listening</u></b> Rondo alla Turca1 Mozart Classical <a href="https://www.youtube.com/watch?v=quxTnEEETbo">https://www.youtube.com/watch?v=quxTnEEETbo</a></p> <p><b><u>Singing</u></b> Hello greeting song <a href="https://www.youtube.com/watch?v=tVlckp3bWH8">https://www.youtube.com/watch?v=tVlckp3bWH8</a></p> <p><b><u>Warm up</u></b> – Follow me and change <a href="https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab1">https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab1</a></p> <p>How does the music make me feel?</p> <p>Can I sing a simple greeting song together with a group?</p>	<p>Christmas Songs and dance</p>	<p><b><u>Stimulus – Words</u></b></p> <p><b><u>Composition</u></b> - pictures</p> <p><b><u>Instruments</u></b> – body percussion</p> <p><b><u>Listening</u></b> Blues Runaway Blues Ma Rainey Brazil <a href="https://www.youtube.com/watch?v=ObGCoc3d92Y">https://www.youtube.com/watch?v=ObGCoc3d92Y</a> Art Pop</p> <p><b><u>Singing</u></b> Bounce high bounce low <a href="https://www.youtube.com/watch?v=xaATkrsGeU">https://www.youtube.com/watch?v=xaATkrsGeU</a></p> <p><b><u>Warm up</u></b> – Engine Engine – see appendix</p> <p>What can I hear in the music?</p> <p>Can I sing a call and repeat song?</p>	<p><b><u>Stimulus – Topic</u></b></p> <p><b><u>Composition</u></b> - pictures</p> <p><b><u>Instruments</u></b> – body percussion and untuned percussion</p> <p><b><u>Listening</u></b> Mars from The Planets Holst 20th Century <a href="https://www.youtube.com/watch?v=Jmk5frp6-3Q">https://www.youtube.com/watch?v=Jmk5frp6-3Q</a></p> <p><b><u>Singing</u></b> Kye kye – traditional Ghana <a href="https://www.youtube.com/watch?v=ENTGjgSyUbU">https://www.youtube.com/watch?v=ENTGjgSyUbU</a></p> <p><b><u>Warm up</u></b> – Magic hand – see appendix</p> <p>How does this music compare to others I have heard?</p> <p>Can I follow a conductor when singing?</p>	<p><b><u>Stimulus – Picture book</u></b></p> <p><b><u>Composition</u></b> – Pictures relating to sound</p> <p><b><u>Instruments</u></b> - body percussion and untuned percussion</p> <p><b><u>Listening</u></b> Wild Man Kate Bush <a href="https://www.youtube.com/watch?v=uhh1KbeKr4M">https://www.youtube.com/watch?v=uhh1KbeKr4M</a></p> <p><b><u>Singing</u></b> Dr Knickerbocker <a href="https://www.youtube.com/watch?v=5L40pXuNawY">https://www.youtube.com/watch?v=5L40pXuNawY</a></p> <p><b><u>Warm up</u></b> – The name game – see appendix</p> <p>What do I like about this music?</p> <p>Can I sing a call and response songs,</p>	<p><b><u>Stimulus – Tech book</u></b></p> <p><b><u>Composition</u></b> - Tech</p> <p><b><u>Instruments</u></b> - iPad</p> <p><b><u>Listening</u></b> Samba Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown <a href="https://www.youtube.com/watch?v=HIV59UbrY-E">https://www.youtube.com/watch?v=HIV59UbrY-E</a></p> <p><b><u>Singing</u></b> Boom Chika Boom <a href="https://www.youtube.com/watch?v=1b6axyuaKcY">https://www.youtube.com/watch?v=1b6axyuaKcY</a></p> <p><b><u>Warm up</u></b> – 1, 2, 3, 4 <a href="https://www.bbc.co.uk/teach/bring-the-noise/articles/zbwbscw">https://www.bbc.co.uk/teach/bring-the-noise/articles/zbwbscw</a></p> <p>How does this music compare to others I have heard?</p>

	<p>Can I perform a short copycat rhythm patterns accurately, led by the teacher?</p> <p>Can I take turns when performing with others?</p> <p>Can I use use body percussion, (e.g. clapping, tapping, walking) to play a repeated rhythm pattern (ostinati) to maintain a steady beat?</p>		<p>Can I listen and identify to sounds in my school environment, comparing high and low sounds?</p> <p>How can I use pictures/symbols to show my composition?</p> <p>Can I perform word-pattern chants; and perform my own rhythm patterns?</p>	<p>What is the difference between a rhythm pattern and a pitch pattern?</p> <p>Can I use body classroom percussion (shakers, sticks and blocks, etc.), to play repeated rhythm patterns (ostinati) and maintain a steady beat?</p> <p>Can I recognise how graphic notation can represent created sounds?</p>	<p>controlling my vocal pitch?</p> <p>How can I create a story using sound affects?</p> <p>Can I play pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat?</p> <p>Can I recognise how graphic notation can represent created sounds and Explore and invent own symbols?</p>	<p>Can I sing a call and response songs, controlling my vocal pitch and match pitch with accuracy?</p> <p>Can I respond to the pulse in recorded music?</p> <p>Can I improvise simple vocal chants using question and answer?</p> <p>How can I use music technology to compose?</p>
Year 2	<p><b><u>Stimulus</u></b> – Picture book</p> <p><b><u>Composition</u></b> - Pictures relating to sound</p> <p><b><u>Instruments</u></b> - body percussion and untuned percussion</p> <p><b><u>Listening</u></b> Hound Dog Rock n Roll Elvis Presley <a href="https://www.youtube.com/watch?v=HKQAI_rNsVU">https://www.youtube.com/watch?v=HKQAI_rNsVU</a></p>	Christmas Play	<p><b><u>Stimulus</u></b> – Tech</p> <p><b><u>Composition</u></b> - symbols</p> <p><b><u>Instruments</u></b> - body percussion and untuned percussion</p> <p><b><u>Listening</u></b> Night Ferry Anna Clyne 21st Century <a href="https://www.youtube.com/watch?v=HKQAI_rNsVU">https://www.youtube.com/watch?v=HKQAI_rNsVU</a></p>	<p><b><u>Stimulus</u></b> – Pictures</p> <p><b><u>Composition</u></b> - symbols</p> <p><b><u>Instruments</u></b> - body percussion and percussion</p> <p><b><u>Listening</u></b> Bolero2 Ravel 20th Century <a href="https://www.youtube.com/watch?v=E9PiL5icwic">https://www.youtube.com/watch?v=E9PiL5icwic</a></p>	<p><b><u>Stimulus</u></b> – Words</p> <p><b><u>Composition</u></b> - symbols</p> <p><b><u>Instruments</u></b> - body percussion and percussion</p> <p><b><u>Listening</u></b> With A Little Help from My Friends The Beatles Pop <a href="https://www.youtube.com/watch?v=0C58ttB2-Qg">https://www.youtube.com/watch?v=0C58ttB2-Qg</a></p>	<p><b><u>Stimulus</u></b> – animation</p> <p><b><u>Composition</u></b> – dot notation</p> <p><b><u>Instruments</u></b> - body percussion and percussion</p> <p><b><u>Listening</u></b> Gong Kebyar of Peliatan Baris Gamelan Indonesia</p>

<p><a href="https://www.youtube.com/watch?v=cYwDUonrGFQ">com/watch?v=cYwDUonrGFQ</a></p> <p><b>Singing</b> Oats and beans and barley grow <a href="https://www.youtube.com/watch?v=K9fDuoCJQ5E">https://www.youtube.com/watch?v=K9fDuoCJQ5E</a></p> <p><b>Warm up</b> – Don't clap that one back <a href="https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab2">https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab2</a></p> <p>What are the features of rock and roll music and how does it compare to other music I have listened to?</p> <p>Can I follow the teacher's directions when singing?</p> <p>Can I create music in response to a non-musical stimulus?</p> <p>Can I play a copycat rhythm game accurately?</p> <p>Can I use graphic symbols to keep a</p>			<p><b>Singing</b> Hey hey look at me <a href="https://www.youtube.com/watch?v=4yeSiKwA8jY">https://www.youtube.com/watch?v=4yeSiKwA8jY</a></p> <p><b>Warm up</b> – Circle clap <a href="https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab2">https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab2</a></p> <p>What are the features of 21<sup>st</sup> century British music and how does it compare to other music I have listened to? Can I identify the changes in pitch and sing along accurately?</p> <p>Can I follow a conductor changing speed accurately?</p> <p>Can I sing with increasing vocal control?</p> <p>Can I use music technology to capture, change and combine sounds?</p>	<p><b>Singing</b> I got kicked by a kangaroo <a href="https://www.youtube.com/watch?v=x04ePiwMwv8">https://www.youtube.com/watch?v=x04ePiwMwv8</a></p> <p><b>Warm up</b> – Mirror me <a href="https://www.bbc.co.uk/teach/bring-the-noise/articles/zbgh7nb">https://www.bbc.co.uk/teach/bring-the-noise/articles/zbgh7nb</a></p> <p>What are the features of 20<sup>th</sup> century British music and how does it compare to other music I have listened to?</p> <p>Can I follow the teacher's directions when singing?</p> <p>Can I identify and follow the pulse knowing the difference between left and right to support coordination and shared movement with others?</p>	<p><b>Singing</b> Ebenezer sneezer <a href="https://www.youtube.com/watch?v=B1Eyw7lIfUM">https://www.youtube.com/watch?v=B1Eyw7lIfUM</a></p> <p><b>Warm up</b> – Pat, pat clap <a href="https://www.bbc.co.uk/teach/bring-the-noise/articles/zh83pg8">https://www.bbc.co.uk/teach/bring-the-noise/articles/zh83pg8</a></p> <p>What are the features of 60s pop music and how does it compare to other music I have listened to?</p> <p>How can I change the dynamics of a song when we are singing?</p> <p>Can I work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation?</p> <p>Can I create rhythms using word phrases as a starting point?</p>	<p><a href="https://www.youtube.com/watch?v=day-a8gMo">https://www.youtube.com/watch?v= day-a8gMo</a></p> <p><b>Singing</b> Charti Kula beng – Traditional Bangladeshi <a href="https://www.youtube.com/watch?v=lqbsyALmq5Y">https://www.youtube.com/watch?v=lqbsyALmq5Y</a></p> <p><b>Warm up</b> – Mexican clap <a href="https://www.bbc.co.uk/teach/bring-the-noise/articles/zj36qq3">https://www.bbc.co.uk/teach/bring-the-noise/articles/zj36qq3</a></p> <p>What are the features of Indonesian music and how does it compare to other music I have listened to?</p> <p>Can I sing with increasing vocal control?</p> <p>Can I use dot notation and stick notation, as appropriate, to keep a record of composed pieces?</p>
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	record of composed pieces?			Can I use graphic symbols to keep a record of composed pieces?  How could I improve my performance?		Can I read and respond to rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests? Can I create and perform my own chanted rhythm patterns with stick Notation?
Year 3	<p><b>FIRST ACCESS MUSIC</b> Instruments &amp; their features.</p> <p>Warm up song –</p> <p>How to hold instrument Plucking - Open string notes Following a conductor</p> <p>Changing time signatures, pupils leading</p> <p>Elements of music: Rhythm Listening: instruments of the orchestra - solo string instruments</p> <p>Repertoire to use: Music Class, Jig (VM), St. Anthony Chorale (VM), Willow Waltz</p>	<p><b>FIRST ACCESS MUSIC</b> How to use the bow</p> <p>Improvisation - Call and response, with teacher and in pairs. Extended improvisation in pieces.</p> <p>Rhythms/different note durations in pieces.</p> <p>Crotchets and Quavers (Walk, Running)</p> <p>Elements of music: Rhythm, Tempo, Dynamics (DCTOB lvl 1,2,3)</p> <p>Listening: clapping pulse of music,</p>	<p><b>FIRST ACCESS MUSIC</b> Elements of music: Pitch/Melody (higher or lower, ascending or descending), Texture (thick or thin/unison or layered), Tempo (Warm up song-changing speeds between sections)</p> <p>Bow control – downbows and upbows</p> <p>Listening: instruments of the orchestra – solo woodwind pieces</p> <p>Repertoire to use: Circle Madness (VM), Airport (VM) Suggested listening: Bach Flute sonatas (flute) Morricone</p>	<p><b>FIRST ACCESS MUSIC</b> Written music: Dot notations - crotchets, quavers, minims –</p> <p>Elements of music: Structure class composition project.</p> <p>Create Ternary (sandwich) pieces that can then be read and performed by class.</p> <p>Listening: instruments of the orchestra – solo brass &amp; percussion pieces</p> <p>Repertoire to use: Class composition Suggested listening: Mozart Horn</p>	<p><b>FIRST ACCESS MUSIC</b> Using left hand - 1 st finger</p> <p>Listening: focus on articulation (smooth or detached) and structure</p> <p>Revisit elements of music: Pitch/Melody (higher or lower, ascending or descending), Texture (thick or thin/unison or layered), Tempo (Warm up song-changing speeds between sections)</p> <p>Repertoire to use: Catchy Cowboy (PD), Tiptoe Boo (Jog), Pineapples are Juicy (VM 1.5)</p>	<p><b>FIRST ACCESS MUSIC</b> Concert performance skills</p> <p>Using left hand - 1 st finger</p> <p>Listening: focus on articulation (smooth or detached) and structure</p> <p>Revisit written music: Dot notations - crotchets, quavers, minims</p> <p>Suggested listening: Articulation - Beethoven Moonlight Sonata Structure - Handel Rondeau, Mozart Rondo Alla Turca, Beethoven</p>

	(VM), Suggested listening: Vivaldi Autumn (Violin) Vieuxtemps Capriccio (Viola) Saint-Saens The Swan, Bach Prelude (Cello) Saint-Saens The Elephant (Double Bass)	recognising two or three time  Repertoire to use: Sailing Home (VM), Manhattan Blues (VM), Clown Dance (VM)	Gabriel's Oboe (oboe) Gershwin Rhapsody in Blue (clarinet) Dukas Sorcerer's Apprentice, Stravinsky Rite of Spring (bassoon)	Concerto III (French horn) Verdi March from Aida (Trumpet) Larsson Trombone Concertino, 76 Trombones (Trombone) Yorkshire Ballad (Tuba) A.B.A.P. Fairbank Funks (Percussion)	Suggested listening: Articulation - Beethoven Moonlight Sonata Structure - Handel Rondeau, Mozart Rondo Alla Turca, Beethoven Rage Over a lost penny	Rage Over a lost penny
Year 4	<p><b><u>Stimulus</u></b> – Tech</p> <p><b><u>Composition</u></b> – Tech</p> <p><b><u>Instruments</u></b> - iPad</p> <p><b><u>Listening</u></b> Tropical Bird Trinidad Steel Band Calypso Trinidad <a href="https://www.youtube.com/watch?v=rFcq9ouzY5s">https://www.youtube.com/watch?v=rFcq9ouzY5s</a></p> <p><b><u>Singing</u></b> Our dustbin <a href="https://www.youtube.com/watch?v=4ITC16hWH5s">https://www.youtube.com/watch?v=4ITC16hWH5s</a></p> <p><b><u>Warm up</u></b> – Click stomp slap clap - This rhythmic chant includes the words of the corresponding movement (click, stomp, slap, clap),</p>	<p><b><u>Stimulus</u></b> – Picture book</p> <p><b><u>Composition</u></b> - Dot notation</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children's own instruments</p> <p><b><u>Listening</u></b> Wonderwall Oasis 90s Indie <a href="https://www.youtube.com/watch?v=zDHV2xEWkHA">https://www.youtube.com/watch?v=zDHV2xEWkHA</a></p> <p><b><u>Singing</u></b> Trad. Ghana: Namuma <a href="https://www.youtube.com/watch?v=e4719k_guLo">https://www.youtube.com/watch?v=e4719k_guLo</a></p>	<p><b><u>Stimulus</u></b> – Words</p> <p><b><u>Composition</u></b> – dot notation</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children's own instruments</p> <p><b><u>Listening</u></b> O Euchari Hildegard Early <a href="https://www.youtube.com/watch?v=Oljj9jFAFMQ">https://www.youtube.com/watch?v=Oljj9jFAFMQ</a></p> <p><b><u>Singing</u></b> World in Union <a href="https://www.youtube.com/results?search_query=world+in+union+lyrics">https://www.youtube.com/results?search_query=world+in+union+lyrics</a></p> <p><b><u>Warm up</u></b> – Keeping the Beat - This game</p>	Year 4 production	<p><b><u>Stimulus</u></b> – Topic</p> <p><b><u>Composition</u></b> – Standard notes</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children's own instruments</p> <p><b><u>Listening</u></b> Take the 'A' Train Billy Strayhorn/Duke Ellington Orchestra Jazz <a href="https://www.youtube.com/watch?v=WtYvGJaIRn0">https://www.youtube.com/watch?v=WtYvGJaIRn0</a></p> <p><b><u>Singing</u></b> Like a Roman <a href="https://www.youtube.com/watch?v=lYdogFmJf6o">https://www.youtube.com/watch?v=lYdogFmJf6o</a></p> <p><b><u>Warm up</u></b> – Simon Says Secret Pattern -</p>	<p><b><u>Stimulus</u></b> – Picture</p> <p><b><u>Composition</u></b> - Standard notes</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children's own instruments</p> <p><b><u>Listening</u></b> Bhabiye Akh Larr Gayee Bhujhangy Group Bhangra Punjab/UK <a href="https://www.youtube.com/watch?v=FzFfGIBZyk">https://www.youtube.com/watch?v=FzFfGIBZyk</a></p> <p><b><u>Singing</u></b> Lost in space <a href="https://www.youtube.com/watch?v=MTnFrVsJozl">https://www.youtube.com/watch?v=MTnFrVsJozl</a></p>

	<p>each falling on a different beat within the bar. After the chant is familiar, try having children do only the movement, without the words. This is a great way to develop an internal sense of the beat and musical independence.</p> <p>What are the features of calypso music and how does it compare to other music I have listened to?</p> <p>How can I use technology in my composition?</p> <p>How can I improve the overall structure of my composition?</p> <p>Can I identify the musical features in my improvisation?</p> <p>How can I improve my performance?</p>	<p><b>Warm up – Car park</b>  <a href="https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab3">https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab3</a></p> <p>What are the features of 90s indie and how does it compare to other music I have listened to?</p> <p>Can I add note names to my dot notation composition?</p> <p>What are the musical features of my composition?</p> <p>Which instruments would create a good sound when improvising with 90s indie?</p> <p>Can I play my composition with confidence?</p>	<p>requires a rubber ball, tennis ball, bean bag or balloon. Put on some music, and then bounce or pass the ball to the beat of the music. As a bonus, this activity burns up some extra energy.</p> <p>What are the features of early music and how does it compare to other music I have listened to?</p> <p>How can I show the difference between note lengths?</p> <p>Can I create a score for my composition?</p> <p>What is the overall structure of our improvisation?</p> <p>How well does my composition fit the words?</p>		<p>Children and adults are already familiar with the concept behind Simon Says. This game works on the same principles. Start by choosing an easy rhythm pattern. Chant it for your students, and make certain they understand this is a “secret pattern.” Caution them that they should not echo this pattern back to you if they hear it.</p> <p>The game then begins in earnest as you chant a series of patterns, having your students echo each one back to you. Occasionally throw in the secret pattern, then see if you can “catch” a student echoing it back to you. If they don’t echo it, they get a point. If they do, then you get a point.</p> <p>What are the features of Jazz music and how does it compare to</p>	<p><b>Warm up – Long and short</b>  <a href="https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab3">https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab3</a></p> <p>What are the features of Bhangra music and how does it compare to other music I have listened to?</p> <p>Can I use standard notation to write my composition?</p> <p>How can I improve my composition?</p> <p>Can I copy short melodic phrases?</p> <p>How have I ensured my composition reflects my stimulus?</p>
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					<p>other music I have listened to?</p> <p>Can I follow a conductor to change the volume and pitch I sing at?</p> <p>Can I use standard notation to write down my composition?</p> <p>What musical features will be effective when improvising jazz?</p> <p>What musical features have I used in my composition?</p>	
Year 5	<p><b><u>Stimulus</u></b> – Tech</p> <p><b><u>Composition</u></b> – Tech</p> <p><b><u>Instruments</u></b> - Tech</p> <p><b><u>Listening</u></b> 80s Synth/Pop Smalltown Boy Bronski Beat <a href="https://www.youtube.com/watch?v=A_wCv_v3qz7A">https://www.youtube.com/watch?v=A_wCv_v3qz7A</a></p> <p><b><u>Singing</u></b> Trad. Ireland: Danny Boy</p>	<p><b><u>Stimulus</u></b> – Topic</p> <p><b><u>Composition</u></b> – Standard notes</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children’s own instruments</p> <p><b><u>Listening</u></b> This Little Babe from Ceremony of Carols Britten 20th Century</p>	<p><b><u>Stimulus</u></b> – Film clip</p> <p><b><u>Composition</u></b> – Standard notes</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children’s own instruments</p> <p><b><u>Listening</u></b> English Folk Song Suite Vaughan Williams 20th Century</p>	<p><b><u>Stimulus</u></b> – Words</p> <p><b><u>Composition</u></b> – Standard notation</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children’s own instruments</p> <p><b><u>Listening</u></b> South Africa Choral Inkanyezi Nezazi Ladysmith Black Mambazo</p>	<p><b><u>Stimulus</u></b> – Picture book</p> <p><b><u>Composition</u></b> – Standard notation</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children’s own instruments</p> <p><b><u>Listening</u></b> 90s Singer/Songwriter Play Dead Björk</p>	<p><b><u>Stimulus</u></b> – Topic</p> <p><b><u>Composition</u></b> – Standard notation</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children’s own instruments</p> <p><b><u>Listening</u></b> Nigeria Drumming Jin-Go-La-Ba (Drums of Passion) Babatunde Olatunji</p>

<p><a href="https://www.youtube.com/watch?v=I2Cyxb63mK8">https://www.youtube.com/watch?v=I2Cyxb63mK8</a></p> <p><b>Warm up</b> – Up the ladder <a href="https://www.youtube.com/watch?v=E43KrN-mef4">https://www.youtube.com/watch?v=E43KrN-mef4</a></p> <p>What are the features of 80s pop music and how does it compare to other music I have listened to?</p> <p>How can I use technology to create a composition?</p> <p>How can I improve my composition?</p> <p>Can I improvise freely creating a sense of shape and character?</p> <p>How could I improve my composition?</p>	<p><a href="https://www.youtube.com/watch?v=U_Tux6tixN0">https://www.youtube.com/watch?v=U_Tux6tixN0</a></p> <p><b>Singing</b> South Africa Choral Inkanyezi Nezazi Ladysmith Black Mambazo <a href="https://www.youtube.com/watch?v=5hVHNPjXkQ0">https://www.youtube.com/watch?v=5hVHNPjXkQ0</a></p> <p><b>Warm up</b> – Conducting gesture 1 - <a href="https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab5">https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab5</a></p> <p>What are the features of 20<sup>th</sup> century music and how does it compare to other music I have listened to?</p> <p>How can I represent different length notes and rests in standard notation?</p> <p>What improvements can I make to my composition?</p>	<p><a href="https://www.youtube.com/watch?v=cSVDF5lbN-g">https://www.youtube.com/watch?v=cSVDF5lbN-g</a></p> <p><b>Singing</b> Ally Ally O <a href="https://www.youtube.com/watch?v=ac_vWT6CvLg">https://www.youtube.com/watch?v=ac_vWT6CvLg</a></p> <p><b>Warm up</b> – Clap on the blue <a href="https://www.youtube.com/watch?v=RsQZX7Hhqg">https://www.youtube.com/watch?v=RsQZX7Hhqg</a></p> <p>What are the features of English folk music and how does it compare to other music I have listened to?</p> <p>Can I read and play rhythmic phrases?</p> <p>Can I capture my creative ideas using standard notation? Can I respond to the beat, creating a satisfying melodic shape; experimenting with a wider range of dynamics?</p>	<p><a href="https://www.youtube.com/watch?v=6-bcvyruCZg">https://www.youtube.com/watch?v=6-bcvyruCZg</a></p> <p><b>Singing</b> Kodály: Rocky Mountain <a href="https://www.youtube.com/watch?v=NupHZT8FcDc">https://www.youtube.com/watch?v=NupHZT8FcDc</a> <b>actions</b> <a href="https://www.youtube.com/watch?v=pYmyMcr_e34">https://www.youtube.com/watch?v=pYmyMcr_e34</a></p> <p><b>Warm up</b> – Pass the beat around the room <a href="https://www.youtube.com/watch?v=8u5Jc3D5p3c">https://www.youtube.com/watch?v=8u5Jc3D5p3c</a></p> <p>What are the features of South African Choral music and how does it compare to other music I have listened to?</p> <p>How can I enhance my melody with a rhythmic accompaniment?</p> <p>Can I tell the difference between time signatures and</p>	<p><a href="https://www.youtube.com/watch?v=mNoorNZQ84&amp;list=RDMnoo_rNZQ84&amp;start_radio=1">https://www.youtube.com/watch?v=mNoorNZQ84&amp;list=RDMnoo_rNZQ84&amp;start_radio=1</a></p> <p><b>Singing</b> Trad. Uganda: Dipidu <a href="https://www.youtube.com/watch?v=jd7Rn0HoE6c">https://www.youtube.com/watch?v=jd7Rn0HoE6c</a></p> <p><b>Warm up</b> – Four corners <a href="https://www.youtube.com/watch?v=tOKMoKX8Nbs">https://www.youtube.com/watch?v=tOKMoKX8Nbs</a></p> <p>What are the features of 90s music and how does it compare to other music I have listened to?</p> <p>How can I use chords to evoke a specific mood/atmosphere?</p> <p>Can we sing with a sense of ensemble?</p> <p>Can I improvise freely developing a sense of shape and character?</p> <p>What went well with my performance and</p>	<p><a href="https://www.youtube.com/watch?v=ZYhFyF8dvU4">https://www.youtube.com/watch?v=ZYhFyF8dvU4</a></p> <p><b>Singing</b> My paddle <a href="https://www.youtube.com/watch?v=FRYZO4hAPuk">https://www.youtube.com/watch?v=FRYZO4hAPuk</a></p> <p><b>Warm up</b> – Concentration <a href="https://www.youtube.com/watch?v=bENk8ESCoFY">https://www.youtube.com/watch?v=bENk8ESCoFY</a></p> <p>What are the features of Nigerian drum music and how does it compare to other music I have listened to?</p> <p>Can I compose a ternary piece?</p> <p>How are triads formed? Can we play one we have composed on tuned percussion?</p> <p>How can I use a wide range of dynamics when improvising?</p>	<p><a href="https://www.youtube.com/watch?v=ZYhFyF8dvU4">https://www.youtube.com/watch?v=ZYhFyF8dvU4</a></p> <p><b>Singing</b> My paddle <a href="https://www.youtube.com/watch?v=FRYZO4hAPuk">https://www.youtube.com/watch?v=FRYZO4hAPuk</a></p> <p><b>Warm up</b> – Concentration <a href="https://www.youtube.com/watch?v=bENk8ESCoFY">https://www.youtube.com/watch?v=bENk8ESCoFY</a></p> <p>What are the features of Nigerian drum music and how does it compare to other music I have listened to?</p> <p>Can I compose a ternary piece?</p> <p>How are triads formed? Can we play one we have composed on tuned percussion?</p> <p>How can I use a wide range of dynamics when improvising?</p>
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		Can I improvise experimenting with dynamics?  Can I perform reading standard notation?	Can I perform my composition using tuned and untuned instruments following staff notation?	use these in my composition?  Can I copy phrases?  Was my performance successful?	what would I change next time?	How could my performance be improved?
Year 6	<p><b><u>Stimulus</u></b> – Picture</p> <p><b><u>Composition</u></b> – Standard notation</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children’s own instruments</p> <p><b><u>Listening</u></b> Poland Folk Mazurkas Op. 24 Chopin <a href="https://www.youtube.com/watch?v=sSfwJip6hxg">https://www.youtube.com/watch?v=sSfwJip6hxg</a></p> <p><b><u>Singing</u></b> Trad. Ghana: Senwa de Dende  <a href="https://www.youtube.com/watch?v=uyFY6xp6kZI">https://www.youtube.com/watch?v=uyFY6xp6kZI</a></p>	<p><b><u>Stimulus</u></b> – Picture book</p> <p><b><u>Composition</u></b> – Standard notation</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children’s own instruments</p> <p><b><u>Listening</u></b> 90s RnB Say My Name Destiny’s Child <a href="https://www.youtube.com/watch?v=PKBneLcebuA">https://www.youtube.com/watch?v=PKBneLcebuA</a></p> <p><b><u>Singing</u></b> We are the Champions – Queen  <a href="https://www.youtube.com/watch?v=d5GkgVhFeZY">https://www.youtube.com/watch?v=d5GkgVhFeZY</a></p>	<p><b><u>Stimulus</u></b> – Topic</p> <p><b><u>Composition</u></b> – Standard notation</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children’s own instruments</p> <p><b><u>Listening</u></b> 1812 Overture Tchaikovsky Romantic <a href="https://www.youtube.com/watch?v=QUpuAvQqrC0">https://www.youtube.com/watch?v=QUpuAvQqrC0</a></p> <p><b><u>Singing</u></b> Trad. South Africa: Siyahamba <a href="https://www.youtube.com/watch?v=BBgWVV5R_Qs">https://www.youtube.com/watch?v=BBgWVV5R_Qs</a></p>	<p><b><u>Stimulus</u></b> – film clip</p> <p><b><u>Composition</u></b> – Standard notation</p> <p><b><u>Instruments</u></b> - body percussion, percussion and children’s own instruments</p> <p><b><u>Listening</u></b> Argentina Tango Libertango Piazzolla  <a href="https://www.youtube.com/watch?v=H_cfwEMDrU">https://www.youtube.com/watch?v=H_cfwEMDrU</a></p> <p><b><u>Singing</u></b> There’s power in the music  <a href="https://www.youtube.com/watch?v=ohN28IOozMI">https://www.youtube.com/watch?v=ohN28IOozMI</a></p>	<p><b><u>Stimulus</u></b> – Tech</p> <p><b><u>Composition</u></b> – Tech</p> <p><b><u>Instruments</u></b> - iPads</p> <p><b><u>Listening</u></b> England Folk Sea Shanties <a href="https://www.youtube.com/watch?v=wY1fUAPYH3M&amp;list=PLjKpwVICcmE4aAbsMIO2dOYVYqESIGghA">https://www.youtube.com/watch?v=wY1fUAPYH3M&amp;list=PLjKpwVICcmE4aAbsMIO2dOYVYqESIGghA</a></p> <p><a href="https://www.youtube.com/watch?v=qP-7GN0DJ5c">https://www.youtube.com/watch?v=qP-7GN0DJ5c</a></p> <p><b><u>Singing</u></b> Calypso by Jan Holdstock  <a href="https://www.youtube.com/watch?v=zoLTVvVwDeE">https://www.youtube.com/watch?v=zoLTVvVwDeE</a></p>	Production

	<p><a href="https://www.youtube.com/watch?v=UxIM-WQc7vE">https://www.youtube.com/watch?v=UxIM-WQc7vE</a></p> <p><b>Warm up</b> – conducting gestures 2 - <a href="https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab6">https://resources.bcmg.org.uk/thats-my-music/warm-up-games#tab6</a></p> <p>What are the features of Polish folk music and how does it compare to other music I have listened to?</p> <p>Can I compose an 8 or 16 beat melodic phrase using the pentatonic scale?</p> <p>Can I record a piece using standard notation and include some dynamics?</p> <p>Can I create music with multiple sections?</p> <p>How well can I play my composition of 8 or 16 beat melodic phrase using the pentatonic scale on</p>	<p><b>Warm up</b> – Rhythm clap along <a href="https://www.youtube.com/watch?v=mmf4SdFT-g">https://www.youtube.com/watch?v=mmf4SdFT-g</a></p> <p>What are the features of 90s RnB music and how does it compare to other music I have listened to?</p> <p>Can I record a piece using standard notation and include a range of dynamics?</p> <p>Can I compose a piece that includes using clock cords or a bass line?</p> <p>Can I improvise to create a satisfying melodic shape?</p> <p>What improvements would I make to my composition?</p>	<p><b>Warm up</b> – Edelweiss <a href="https://www.youtube.com/watch?v=bVclXFFhBjk">https://www.youtube.com/watch?v=bVclXFFhBjk</a></p> <p>What are the features of traditional, romantic music and how does it compare to other music I have listened to?</p> <p>Can I create music with multiple sections that include repetition and contrast?</p> <p>Can I enhance my melodic composition with a rhythmic or chordal accompaniment?</p> <p>Does my compositional piece include a range of note lengths and rests?</p> <p>How well does my composition meet the brief?</p>	<p><b>Warm up</b> – Rumble ball <a href="https://www.youtube.com/watch?v=3mTHL2Ro9Nw">https://www.youtube.com/watch?v=3mTHL2Ro9Nw</a></p> <p>What are the features of Argentinian tango music and how does it compare to other music I have listened to?</p> <p>What musical features will help me to set the scene of the film?</p> <p>Can I justify my use of each instrument my group has chosen to use for our composition?</p> <p>Can I use chord changes when improvising?</p> <p>How confidently can I perform when reading my own notation?</p>	<p><b>Warm up</b> – 1, 2, 3, 4, 5, 6, 7, 8 – count to eight as a class then repeat but be silent for 1. Repeat till just saying 8. Count back down adding a new number each time. Add clapping.</p> <p>What are the features of sea shanties and how does it compare to other music I have listened to?</p> <p>Can I use tech to improvise over a fixed groove?</p>	
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	tuned percussion or my own instrument?					
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