



William Penn  
WP Curriculum Map – Music (Sing Up)

	Autumn	Spring	Summer
Cycle A			
Year R	Fantastic Fairy tales	Amazing Animals	Helpful Heroes
Year 1/2	Community Heroes	Shiver and Sizzle	Oh, I do like to be beside....
Year 3/4	Raging Rivers and Marvellous Mountains	The Roman Empire	Heads Will Roll
Year 5/6	We'll Meet Again (WWII links with Coolham airfield and Battle of Britain)	Rulers of the Rainforest (Ancient Mayan Civilization and rainforests)	Vikings (Life and Legend)
Cycle B			
Year R	Fantastic Fairytales	Amazing Animals	Helpful Heroes
Year 1/2	Who Lives Here?	Spring Has Sprung	Back in Time for...
Year 3/4	When Nature Strikes Back	We're Sailing down the Nile (Ancient Egypt)	Magnificent Monarch?
Year 5/6	Across the Universe	Into The Dragon's Den	Friends And Heroes (Quakerism and Democracy) A local History Study

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	Autumn	Spring	Summer
Cycle A			
Year R - a	Fantastic Fairy tales Call and response, pitch, timbre	Amazing Animals Beat, pitch, step/leap, timbre	Helpful Heroes Timbre, structure, active listening, tune, moving in step, soundscape
Year R - b	Fantastic Fairy tales Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Amazing Animals Timbre, beat, pitch contour	Helpful Heroes Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments
Year 1/2 - a	Community Heroes Beat, ostinato, pitched/unpitched patterns, mi re do (E-D-C)	Shiver and Sizzle Timbre, tempo, dynamics, pitch, classical music	Oh, I do like to be beside... Pitch (high and low), duration (long and short), dynamics/volume (loud and soft)
Year 1/2 - b	Community Heroes Beat, ostinato, pitched/unpitched patterns, mi re do (E-D-)	Shiver and Sizzle Timbre, pitch, structure, graphic symbols, classical music	Oh, I do like to be beside... Mood, tempo, dynamics, rhythm, timbre, dot notation
Year 3/4 - a	Raging Rivers and Marvellous Mountains Rondo structure, beat, higher, lower, staccato, call and response, romantic ballet music	The Roman Empire Composing to a moving image, graphic score, orchestration, ostinatos, dynamics	Heads Will Roll
Year 3/4 - b	Raging Rivers and Marvellous Mountains Structure, repetition, round, pattern, texture, layers, unison, timbre, beat, classical music	The Roman Empire Timbre, tempo, rhythm, dynamics, atmosphere, music from a film	Heads Will Roll
Year 5/6 - a	We'll Meet Again (WWII links with Coolham airfield and Battle of Britain) Timbre, beat, pitch, contour, swing music, syncopation, swing rhythm, big band, instruments, scat singing, social and historical context	Rulers of the Rainforest (Ancient Mayan Civilization and rainforests) gospel music, instruments, structure, texture, vocal decoration	Vikings (Life and Legend)
Year 5/6 - b	We'll Meet Again (WWII links with Coolham airfield and Battle of Britain) Timbre, beat, pitch, contour, swing music, syncopation, swing rhythm, big band, instruments, scat singing, social and historical context	Rulers of the Rainforest (Ancient Mayan Civilization and rainforests) 1970's soul music, comparing cover versions	Vikings (Life and Legend)
Cycle B			
Year R - a	Fantastic Fairy tales Call and response, pitch, timbre	Amazing Animals Beat, pitch, step/leap, timbre	Helpful Heroes Timbre, structure, active listening, tune, moving in step, soundscape
Year R - b	Fantastic Fairy tales Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Amazing Animals Timbre, beat, pitch contour	Helpful Heroes Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments
Year 1/2 - a	Who Lives Here? Beat, rhythm, melody, echo, call and response, tunes and untuned percussion	Spring Has Sprung Call and response, echo singing and playing, playing percussion, crotchet, quavers, rest, developing beat skills	Back in Time for... Active listening, movement, beat, echo, singing, showing pitch moving
Year 1/2 - b	Who Lives Here? Beat, rhythm, melody, echo, call and response, tunes and untuned percussion	Spring Has Sprung Call and response, echo singing and playing, playing percussion, crotchet, quavers, rest, developing beat skills	Back in Time for... Active listening, movement, beat, echo, singing, showing pitch moving
Year 3/4 - a	When Nature Strikes Back Beat, higher, lower, staccato, call and response, romantic ballet music.	We're Sailing down the Nile (Ancient Egypt) Fanfare, timbre, dynamics, texture, silence	Magnificent Monarch?
Year 3/4 - b	When Nature Strikes Back Structure, repetition, round, pattern, texture, layers, unison, timbre, beat, classical music	We're Sailing down the Nile (Ancient Egypt) Habanera, rhythm, triplet rhythm, count musically, structured ideas	Magnificent Monarch?
Year 5/6 - a	Across the Universe Timbre, beat, pitch, contour, swing music, syncopation, swing rhythm, big band, instruments, scat singing, social and historical context	Into The Dragon's Den Reggae, riffs, offbeat, chords, major tirads d, bassline, unison, harmony	Friends And Heroes (Quakerism and Democracy) A local History Study
Year 5/6 - b	Across the Universe Interlocking rhythms, vocal chant, structure	Into The Dragon's Den Reggae, riffs, offbeat, chords, major tirads d, bassline, unison, harmony	Friends And Heroes (Quakerism and Democracy) A local History Study

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EYFS	Fantastic Fairytales	Amazing Animals	Helpful Heroes
	<p><b>Musician Focus – Tchaikovsky – Sleeping Beauty</b></p> <p><b>Sing up: Reception -Term One:</b> Witch, Witch – Call and response, pitch (la, so, mi, do) timbre (3 x 30 minute lessons)</p> <p><b>Sing up: Reception – Term One:</b> The Sorcerers Apprentice – musical storytelling, louder, quieter, faster, slower, timbre (3 x 30 minute lessons)</p>	<p><b>Musician Focus – Carnival of the Animals – Camille Saint-Saens</b></p> <p><b>Sing up: Reception -Term One:</b> Row, Row, Row Your Boat – Beat, pitch, step/leap, timbre (3 x 40 minute lessons)</p> <p><b>Sing up: Reception – Term One:</b> I’ve Got a Grumpy Face – timbre, beat, pitch, contour (3 x 30 minute lessons)</p>	<p><b>Musician Focus - Under the sea from the Little Mermaid</b></p> <p><b>Sing Up : Reception Term Three:</b> Down There Under the Sea – timbre, structure, active listening, tune, moving in step soundscape (3 x40 minute lessons)</p> <p><b>Sing up: Reception – Term Three:</b> It’s Oh So Quiet - dynamics, timbre, musical storytelling, improvising and composing, exploring instruments ( 3 x 30 minute lessons)</p>
	<p>Children will learn:</p> <p>Make up a simple accompaniment using percussion instruments. Use your voice to sound like different characters. Match the pitch of a call-and-response song.</p> <p>Key vocabulary:</p> <p>Pitch: high/low. Structure: call-and-response, phrase. Tempo: strong beat, pulse (the ‘heartbeat’ of the music). Timbre: scratchy percussion, sounds, tone, tuned/untuned percussion, instrument names. Texture: solo, together (unison), accompaniment.</p> <p>Children will learn:</p> <p>Explore storytelling in music. Create a class story based on the music. Recognise contrasts in music like louder and quieter. Talk about music using musical words like faster and slower. Listen to the music and respond to features in the music by moving, talking, writing.</p> <p>Key Vocabulary:</p> <p>Duration: long, short. Dynamics: louder, quieter. Pitch: higher, lower. Tempo: faster, slower. Timbre: percussion instruments. Other: storytelling, Classical music, composer, orchestra.</p>	<p>Children will learn:</p> <p>Sing a tune with ‘stepping’ and ‘leaping’ notes. Play a steady beat on percussion instruments. Make up new lyrics and vocal sounds for different kinds of transport.</p> <p>Key vocabulary:</p> <p>Duration: beat, pulse, rhythm. Dynamics: loud, quiet. Pitch: stepping and leaping notes. Other: songwriting, improvise.</p> <p>Children will learn:</p> <p>Make up new words and actions about emotions and feelings. Create sounds to show different emotions and feelings. Sing a song. Tap the beat of the song with actions.</p> <p>Key vocabulary:</p> <p>Pitch: shape, high and low. Structure: call-and-response. Tempo: beat. Timbre: hard and soft, scratchy and smooth. Other: emotions, feelings such as angry, sad, happy, excited, silly.</p>	<p>Children will learn:</p> <p>Compose new words and actions to <i>Down there under the sea</i>. Sing a call-and-response song. Play sea sound effects. Play a stepping tune using the notes C-D-E . Listen and move to pieces of music inspired by the sea.</p> <p>Key vocabulary:</p> <p>Dynamics: getting louder, getting quieter. Pitch: stepping note, leap, notes C-D-E, higher, lower. Structure: call-and-response. Tempo: getting slower/faster. Timbre: shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick. Other: soundscape.</p> <p>Children will learn:</p> <p>Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles. Explore dynamics with their voices and instruments. Play different instruments with control. Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven’s <i>5<sup>th</sup> symphony</i>.</p> <p>Key vocabulary:</p> <p>Dynamics: <i>forte</i> (loud) <i>piano</i> (quiet) <i>crescendo</i> (getting louder) <i>diminuendo</i> (getting quieter)</p>

Year 1/2 Cycle A	Community Heroes	Shiver and sizzle	Oh, I do like to be beside...
	<p><b>Musician Focus – Heroes – David Bowie</b></p> <p><b>Sing up: Year One – Term Two:</b> Football – beat, ostinato, pitched/unpitched patterns, mi re do (E-D-C) (6 x 40 minute lessons)</p>	<p><b>Musician Focus – Sinfonia Antarctica by Vaughan Williams</b></p> <p><b>Sing up: Year One – Term One:</b> Colonel Haiti’s March – timbre, tempo, dynamics, pitch, classical music (3 x 40 minute lessons)</p> <p><b>Sing up: Year One – Term One:</b> Magical Musical Aquarium – timbre, pitch, structure, graphic symbols, classical music (3 x 40 minute lessons)</p>	<p><b>Musician Focus - Charlie Chaplin - Smile</b></p> <p><b>Sing Up: Year Two – Term Three:</b> Charlie Chaplin To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). (3 x 40 minute lessons)</p> <p><b>Sing Up: Year One – Term Three:</b> Cat and mouse - mood, tempo, dynamics, rhythm, timbre, dot notation (3 x 40 minute lessons)</p>
	<p><b>Children will:</b></p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately. Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable. Play a simple ostinato on untuned percussion. Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p><b>Key vocabulary:</b></p> <p>Duration: beat, rhythm, rest. Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns. Structure: ostinato (repeating pattern), echo, call-and-response. Tempo: steady beat.</p>	<p><b>Children will:</b></p> <p>Compose music to march to. Use tuned and untuned percussion instruments. Respond to the character of music with movement. Describe the features of a march using musical vocabulary.</p> <p><b>Key vocabulary:</b></p> <p>Duration: march rhythm. Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre). Tempo: beat (pulse). Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band</p> <p><b>Children will:</b></p> <p>Create our own aquarium-sounding music. Listen and move to a piece of music called ‘Aquarium’. Play percussion instruments gently, quietly, and slowly. Learn to sing a song called <i>Down there under the sea</i>.</p> <p><b>Key vocabulary:</b></p> <p>Dynamics: soft, loud. Tempo: fast, slow. Structure: ternary form (ABA). Timbre: untuned and tuned percussion instruments. Other: compose, graphic symbol.</p>	<p><b>Children will:</b></p> <p>Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Compose a soundtrack to an clip of a silent film.</p> <p><b>Key vocabulary:</b></p> <p>Duration: the length of a note, described as short and long. Pitch: notes are described as being ‘high’ or ‘low’ pitched. Dynamics: the volume of a piece, <i>piano</i> (p, soft), <i>forte</i> (f, loud). Other: compose, soundtrack, silent film.</p> <p><b>Children will:</b></p> <p>Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns.</p> <p><b>Key vocabulary:</b></p> <p>Timbre: the quality of a vocal or instrument sound. Dynamics: loud and quiet, gradual, and sudden changes. Pitch: high and low sounds and the notes in a tune. Duration: rhythm, beat. Other: Improvising – experimenting within a structure.</p>

Year 1/2 Cycle B	Who lives here?	Spring Has Sprung	Back in Time for...
	<b>Musician Focus – The Nutcracker – Tchaikovsky</b>	<b>Musician Focus – Four Seasons - Vivaldi</b>	<b>Musician Focus – famous songs from 50's-00's compilation</b>
	<b>Sing up: Year Two – Term One:</b> Tony Chesnutt – beat, rhythm, melody, echo, call and response, tunes and untuned percussion (6 x 40 minute lessons)	<b>Sing up: Year One – Term Three:</b> Come Dance with Me – call and response, echo singing and playing, playing percussion, crotchet, quavers, rest, developing beat skills, (6 x 40 minute lessons)	<b>Sing up: Year One – Term One:</b> Menu Song – active listening, movement, beat, echo, singing, showing pitch moving, (6 x 40 minute lessons)
Children will:  <b>Improvise rhythms along to a backing track.  Compose call-and-response music.  Play a melody on a tuned percussion instrument.  Sing with good diction.  Recognise and play echo phrases by ear.</b>  Vocabulary:  <b>Pitch: 'cuckoo call' interval, melody.  Structure: echo, call-and-response.  Tempo: beat, steady beat.  Timbre: tuned (has notes) and untuned percussion instruments (doesn't have notes).  Other: diction, improvise</b>	Children will:  <b>Copy call-and-response patterns with voices and instruments.  Echo sing on our own and in pairs.  Create new words to a song and play the rhythm.  Sing a call-and-response song.  Play a short phrase on tuned percussion holding beaters correctly.</b>  Vocabulary:  <b>Duration: beat, rhythm.  Pitch: stepping notes A-G-F, tuned and untuned percussion.  Structure: call-and-response, verse, chorus.  Texture: solo.</b>	Children will:  <b>Create a dramatic class performance of Menu song.  Copy a leader in a call-and-response song and wait our turn to sing.  Sing a song from memory and remember the order of the verses.  Play instruments on the beat.  Listen and move in time to the song.</b>  Vocabulary:  <b>Duration: rhythm, test, march on the beat.  Structure: echo, call-and-response, cumulative.  Tempo: beat.  Timbre/texture: walking bass.</b>	

Year 3/4 Cycle A Outcomes	Raging Rivers and Marvellous Mountains	The Roman Empire	Heads Will Roll
	<p><b>Musician focus – March from the Nutcracker</b></p> <p><b>Sing up: Year Three – Term Two:</b> March – rondo structure, beat, higher, lower, staccato, call and response, romantic ballet music. (3 x 50 minute lessons)</p> <p><b>Sing up: Year Three – Term Two:</b> From A Railway Carriage – structure, repetition, round, pattern, texture, layers, unison, timbre, beat, classical music (3 x 50 minute lessons)</p>	<p><b>Musician Focus – John Tams – Warhorse soundtrack</b></p> <p><b>Sing up: Year Four – Term Three:</b> The Horse in Motion – to create music inspired by one of the first motion pictures showing movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics (3 x 50 minute lessons)</p> <p><b>Sing up: Year Four – Term One:</b> The Pink Panther theme – timbre, tempo, rhythm, dynamics, atmosphere, music from a film (3 x 50 minute lessons)</p>	<p>West Sussex Music Service – Djembe drums</p>
	<p><b>Children will:</b></p> <p>Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner.</p> <p><b>Vocabulary:</b></p> <p>Duration: beat. Pitch: higher, lower. Structure: rondo form (e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer, phrase. Timbre: <i>staccato</i> (short, detached notes to create a 'spiky' sound/articulation). Other: orchestral suite, ballet.</p> <p><b>Children will</b></p> <p>Explore a variety of ways to use words to create music. Develop ways to communicate atmosphere and effect using only word rhythms. Listen to pieces of music and identify ways different composers have approached composing word-based piece</p> <p><b>Vocabulary:</b></p> <p>Duration: steady beat, repetition, rhythm. Structure: pattern, fugue, round. Texture: unison, layers, combining sounds. Timbre: exploring sounds for intended effect, using words and voices musically. Other: collaboration, rap, music NOT sound effects.</p>	<p><b>Children will:</b></p> <p>Watch a film and analyse it in a musical context. Create ostinatos. Layer up different rhythms. Create and follow a score.</p> <p><b>Vocabulary:</b></p> <p>Structure: ostinato (a repeating – often rhythmic – pattern). Dynamics: volume, louds and softs. Other: orchestration (the art of choosing which instruments should play which ideas), graphic score (a visual representation of music).</p> <p><b>Children will:</b></p> <p>Improvise and compose, creating atmospheric music for a scene with a given set of instruments. Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. Talk about the effect of particular instrument sounds (timbre).</p> <p><b>Vocabulary:</b></p> <p>Duration: short notes/detached notes (<i>staccato</i>). Dynamics: quiet/loud, quieter/louder. Pitch: stepping notes/close together notes. Timbre: instruments in the piece (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc. Other: character, words to describe the character (e.g. creeping, sneaking, spooky, frightening), words to describe mood (e.g. scary, sad, happy, spooky, exciting etc.).</p>	



Year 3/4 Cycle B	Ancient Ancestors	We're Sailing Down the Nile	Magnificent Monarch?
Outcomes	<p><b>Musical Focus – Songs sung in rounds</b></p> <p><b>Sing up: Year Three – Term One:</b> I've been to Harlem – pitch shape, ostinato, round, pentatonic, call and response (6 x 50 minute lessons)</p>	<p><b>Musical Focus – Aaron Copland – Fanfare for the common man.</b></p> <p><b>Sing up: Year Four – Term Two:</b> Fanfare for the Common Man – fanfare, timbre, dynamics, texture, silence (3 x 50 minute lessons)</p> <p><b>Sing up: Year Four – Term Two:</b> Spain – create music inspired by Spain, habanera, rhythm, triplet rhythm, count musically, structured ideas (3 x 50 minute lessons)</p>	West Sussex Music Service -
	<p>Children will:</p> <p>Compose an ostinato using a five-note scale called a pentatonic scale. Sing a call-and-response song in groups. Sing long notes confidently. Play accompaniments to a song using rhythm and pitch. Identify where notes in a melody go down and up.</p> <p>Vocabulary:</p> <p>Pitch: pentatonic scale, note clusters, chords. Structure: ostinato, echo, phrase, call-and-response. Tempo: beat. Texture: unison, round, accompaniment. Other: improvise, compose, ensemble.</p>	<p>Children will:</p> <p>Explore how timbre, dynamics and texture can be used for impact in a fanfare. Compose a fanfare using a small set of notes, and short, repeated rhythms. Recognise and talk about the musical characteristics of a fanfare using music vocabulary.</p> <p>Vocabulary:</p> <p>Duration: long and short sounds, repeated rhythm patterns. Dynamics: contrasts, sound and silence, the dramatic effect of silence. Pitch: melody, fanfare, phrase, harmony, chord. Texture: unison (one part), homophonic (several parts moving together). Timbre: brass instruments, percussion. Other: musical commission – writing a piece of music for a specific purpose or event.</p> <p>Children will:</p> <p>Play repeating rhythmic patterns. Count musically. Invent a melody. Fit two patterns together. Structure musical ideas into our own compositions.</p> <p>Vocabulary:</p> <p>Duration: triplets (a rhythm made of three beats filling the space usually taken by two). Pitch: melody (a musical sentence). Other: Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, louds and softs), <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud).</p>	

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Year 5/6 Cycle A	We'll Meet Again	Rulers of the Rainforest	Vikings
Outcomes	<p><b>Musical Focus – Dame Vera Lynn</b></p> <p><b>Sing up: Year Six – Term One:</b> Hey Mr Millar – timbre, beat, pitch, contour, swing music, syncopation, swing rhythm, big band, instruments, scat singing, social and historical context (6 x 50 minute lessons)</p>	<p><b>Musical Focus – Amazing Grace – John Newton</b></p> <p><b>Sing up: Year Five – Term One</b> Why We Sing – gospel music, instruments, structure, texture, vocal decoration (3 x 50 minute lessons)</p> <p><b>Sing up: Year Six – Term Two</b> You to Me are Everything – 1970's soul music, comparing cover versions (3 x 50 minute lessons)</p>	West Sussex Music Service – Djembe Drums
	<p>Children will:</p> <p>Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>Vocabulary:</p> <p>Duration: beat, pulse, count-in, swing/swung rhythm, syncopation. Pitch: arpeggio, chromatic, C major scale. Structure: question-and-answer. Texture: layers. Timbre: rhythm section, brass section, woodwind section, scat singing (scatting). Other: improvisation, big band, swing music.</p>	<p>Children will:</p> <p>Recognise individual instruments and voices by ear. Listen to a selection of Gospel music and spirituals. Identify key elements that give the music its unique sound. Talk about pieces using music vocabulary. Develop and practise techniques for singing and performing in a Gospel style.</p> <p>Vocabulary:</p> <p>Dynamics: quieter, louder, getting louder (<i>crescendo</i>). Pitch: melody, harmony, high voices, low voices. Structure: call-and-response, spoken interludes, phrase. Texture: unison (singing same melody), homophonic (singing in harmony). Timbre: choir, male and female voices, congregation, electric piano, bass guitar, drum kit. Other: music for praise, Gospel, spiritual, expression, <i>legato</i>, slide (<i>glissando</i>), note bend, decoration.</p> <p>Children will:</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. Learn some simple choreography to accompany a disco song.</p> <p>Vocabulary:</p> <p>Duration: syncopation. Pitch: major scale, modulation/key change. Tempo: beats per minute (bpm), faster, slower. Timbre: bass guitar, electric guitar, violins, drum kit, lead &amp; backing vocals/singers, keyboard (Fender Rhodes). Structure: verse, chorus, middle 8, hooks/riffs. Style: disco, funk, soul, jazz-fusion, latin-jazz. Texture: vocal harmonies (parts sung alongside the main melody to make the texture thicker). Other: cover (version of a song by a singer/band who did not originally perform it), summer anthem (song that is released and peaks in popularity during summer)</p>	

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Year 5/6 Cycle B	Across the Universe	Into the Dragon's Den	Friends and Heroes
Outcomes	<p><b>Musical Focus – Ethel Smyth</b></p> <p><b>Sing up: Year Six – Term One:</b> Composing for Protest – to create music inspired by Ethel Smyth and a picture of the suffragettes, lyrics, melody, steady beat, tempo, ostinato, coda (3 x 50 minute lessons)</p> <p><b>Sing up: Year Five – Term Three:</b> Gamelan from Bali - interlocking rhythms, vocal chant, structure (musical cycles) (3 x 50 minute lessons)</p>	<p><b>Musical Focus – Bob Marley</b></p> <p><b>Sing up: Year 5 – Optional Units:</b> Three little birds – reggae, riffs, offbeat, chords, major tirads d, bassline, unison, harmony (6 x 50 minute lessons)</p>	West Sussex Music Service -
	<p>Children will:</p> <p><b>Create your own song lyrics. Fit your lyrics to a pulse, creating a chant. Write a melody and sing it. Structure your ideas into a complete song</b></p> <p>Vocabulary:</p> <p><b>Pulse: a steady beat (like a ticking clock). Tempo: the speed of a piece of music. Structure: ostinato (a repeating pattern), coda (a fancy ending). Other: protest song (a song written to help a social cause or to effect change), lyrics (the words or text of a song), chant (lyrics spoken to a pulse), melody (or tune – a series of notes arranged in a pattern).</b></p> <p>Children will:</p> <p><b>Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. Listen and match vocal and instrumental sounds to each other, and to notation. Sing/chant a part within a kecak performance. Compose a kecak piece as part of a group</b></p> <p>Vocabulary:</p> <p><b>Duration: cycle – a looped pattern of a fixed number of beats. Texture: interlocking – where 2 or more rhythmic parts connect and combine to make a whole. Timbre: Kendang (drum), ceng ceng (cymbals), pot gongs, hanging gongs Other: Gamelan beleganjur (Indonesian percussion ensemble, often performed at religious ceremonies), kecak (a vocal chant), cak lesung (rice-pounding rhythms).</b></p>	<p>Children will:</p> <p><b>Sing the verse in unison and the chorus in three parts. Know what a triad is and how to play one. Play the chords D and G major. Follow a score of the chorus. Play a melodic riff by ear. Organise and rehearse for a performance. Demonstrate knowledge and understanding of the origins, history, and social context of Reggae music.</b></p> <p>Vocabulary:</p> <p><b>Duration: offbeat, 4-beats per bar. Pitch: chord, triad, D major, G major, melody, riff, bassline. Structure: repeating riff, verse, chorus, chord pattern. Timbre: electric guitar, bass guitar, drum kit, keyboard. Texture: melody/chords, bassline, riff. Other: Reggae, playing by ear, playing from a score.</b></p>	

Part 1 – listen and respond to the key piece of music, pupil voice, draw what you hear, factfile of the composer, singer

Part 2 – teaching the vocab, explain we are going to be performing a song at the end of this unit (add to the vocab wall)

Part 3 – complete the sing up music lessons (record photos and pupil voice in class music book)

Part 4– performance to an audience and review.