





















Porthleven School – Music Subject Overview

Stage		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Whole School Enrichment	Singing Assembly Harvest Festival KS2 - Ukelele CMST CMST Music Lessons KS1 – Music Club Bandbuilders Assembly	Singing Assembly KS2 - Ukulele Performances CMST Music Lessons KS1 - Christmas Nativity Christmas Carol Concert Choir Performance Rock Steady Concert	Singing Assembly CMST Music Lessons Bandbuilders Assembly	Singing Assembly Porthleven Food Festival CMST Music Lessons	Singing Assembly CMST Music Lessons Visiting Band – Flora Day Bandbuilders Assembly	Singing Assembly CMST Music Lessons EYFS Nursery Rhyme Performance Year 6 End-of-Year Song
EYFS	Music Unit Model Music Curriculum – Summer 2	Me (Nursery Rhymes and Action Songs) 	My Stories (Nursery Rhymes and Action Songs) 	Our World (Nursery Rhymes and Action Songs) 	Big Bear Funk by Joanna Mangona (Funk) 	Reflect, Rewind and Replay (Classical) 	Continuous Enhanced Provision (Classical) 
	Dimensions of Music	Pulse	Pulse	Pulse	Pulse, rhythm	Pulse, rhythm	Pulse, rhythm

<p>Listen, Respond and Appraise</p>	<p>To listen to music and respond through movement.</p> <p>Explore high sounds and low sounds.</p>	<p>Name some of the characters in stories.</p>	<p>Respond to music through dance and movement.</p>	<p>Listen and dance to funk music.</p>	<p>Listen and respond to a range of classical dances and compare them to music from previous units.</p>	<p>Compose music in response to a picture.</p> <p>Listen to a variety of music and appraise.</p>
<p>Explore and Create</p>	<p>Find the pulse in different ways.</p> <p>Show actions through jumping and marching to a song.</p> <p>Copy a rhythm back for their name using voices, copy-clap and glockenspiels.</p>	<p>Show actions moving like the character in a song.</p> <p>Copy phrases from a song discussing high-pitched and low-pitched sounds.</p> <p>Play a pitched note or sound in time with a pulse.</p>	<p>Copy a rhythm back to a song.</p> <p>Play a 1-note pattern with a pulse.</p> <p>Explore high-pitch and low-pitch using images from a song.</p>	<p>Copy back the rhythm of words from the video.</p> <p>Clap the rhythm of 3 or 4-word phrases from the song.</p> <p>Play the pulse with a pitched note or untuned percussion instrument.</p> <p>Keep the beat of the song</p>	<p>Compose music to accompany nursery rhymes, using a pitched note or untuned percussion instrument.</p>	<p>Compose music using a pitched note or untuned percussion instrument.</p>
<p>Singing</p>	<p>To sing or rap nursery rhymes from memory.</p> <p>To sing along with a pre-recorded song and add actions.</p>	<p>Learn a song in unison and with support.</p> <p>Add actions to songs.</p>	<p>Learn a song in unison and with support.</p> <p>Add actions to songs.</p>	<p>Learn a song in unison and with support.</p> <p>Add actions to songs.</p>	<p>Reactivate and sing songs from previous units.</p>	<p>Reactivate and sing songs from previous units.</p>
<p>Share and Perform</p>	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p>	<p>A performance is sharing music.</p> <p>Perform a song with a backing track.</p> <p>Perform songs in unison with any actions</p>	<p>Choose a song to perform in unison with any actions.</p> <p>Listen back to the performance.</p>	<p>Choose a song to perform in unison with any actions.</p> <p>Listen back to the performance.</p>	<p>Perform nursery rhymes or songs and activities from the year.</p>	<p>Perform nursery rhymes or songs and activities from the year.</p>


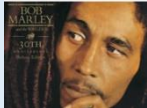
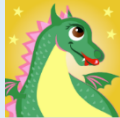



	Instruments and Notation		Glockenspiels Notes C, D, E	Glockenspiels Notes C, D, E, G, A, F	Glockenspiels Notes D, E, C		Free Play instruments to explore their sounds.
Year 1	Music Unit Model Music Curriculum – Summer 2	Hey You (Old School Hip Hop) 	Rhythm in the Way We Walk/Banana Rap (Reggae) 	Round and Round (Bossa Nova) 	Your Imagination (Pop) 	Reflect, Rewind and Replay (Classical) 	Dance, Sing and Play (How Does Music Tell Stories About the Past?) 
	Dimensions of Music	Pulse, rhythm	Pulse, rhythm	Pulse, rhythm, pitch	Pulse, rhythm, pitch	Pulse, rhythm, pitch	Pulse, rhythm, pitch
	Listen, Respond and Appraise	Listen for the pulse and recognise that it is the heartbeat of the music. Recognise and name two instruments they hear. Listen to a rhythm and respond with an answer.	Listen for the pulse and recognise that it is the heartbeat of the music. Recognise and name two instruments they hear.	Listen for the pulse and recognise that it is the heartbeat of the music. Recognise and name two instruments they hear. Listen to a rhythm and respond with an answer using two notes.	Move with imagination to find the pulse using a selection of pop songs. Copy back a rhythm they hear, the rhythm of their name and another rhythm to represent a colour. Play in time using the glockenspiel or untuned percussion.	Listen and respond to a range of classical composers (20th century) and compare them to music from previous units.	Respond to different high and low pitches. Find the pulse by moving your body. Demonstrated that rhythm is a pattern of long and short sounds. Use musical vocabulary to describe music. Name musical instruments they might hear.
	Explore and Create	March in time with the pulse.	March in time with the pulse.	Move with imagination to find the pulse.	Copy a rhythm back to a song.	Compose music using musical creative tools to	Play or clap simple rhythmic patterns

	<p>Copy back a rhythm they hear.</p> <p>Play an instrument in time and as part of a performance using C.</p>	<p>Copy back a rhythm they hear.</p> <p>.</p>	<p>Copy back a rhythm they hear, the rhythm of their name and another rhythm to represent an animal.</p> <p>Play an instrument in time and as part of a performance using D and moving to E.</p>	<p>Play a 1-note pattern with a pulse.</p> <p>Explore high-pitch and low-pitch using images from a song.</p> <p>Play an instrument in time and as part of a performance using D and moving to E.</p>	<p>deepen and enhance music-making using untuned percussion instruments.</p> <p>Keep the beat of the song.</p>	<p>using long and short sounds.</p>
Singing	<p>Rap and sing in time with the music.</p>	<p>Sing in time with the music and in unison with a range of nativity songs</p>	<p>Sing in time with actions associated with the Food Festival.</p>	<p>Sing in unison and two parts.</p>	<p>Reactivate and sing songs from previous units.</p>	<p>Sing a melody that travels up and down (ascending and descending) by step.</p> <p>Sing clearly and rhythmically with the Orchestra backing track.</p> <p>Sing a melody that makes you want to dance to the beat.</p>
Share and Perform	<p>Appraise their performance and reflect on what they liked.</p>	<p>Perform to an audience – Christmas Nativity</p>	<p>Perform to an audience – Food Festival.</p>	<p>Perform using an instrument and discuss their performance.</p>	<p>Perform two songs from the year to an audience.</p>	<p>Perform a song with the class and add actions.</p> <p>Perform a song from memory.</p>

	Instruments and Notation	Share and respond using notes C, D, and G		Share and respond using notes C, D, E, F, G, A	Share and respond using notes C, G, E, A	Share and respond using notes C, D, and G	<p>Improvise using C, D and E</p> <p>Play untuned instruments in response to music.</p> <p>Repeat a rhythmic pattern or make up a tune.</p>
Year 2	Music Unit	Hands, Feet, Heart (Afropop, South African)	Ho Ho Ho (Rap)	Zootime (Reggae)	Friendship Song (Pop)	Reflect, Rewind and Replay (Classical)	Inventing a Musical Story. (How Does Music Make the World a Better Place?)
	Model Music Curriculum – Summer 2						
	Dimensions of Music	Pulse, rhythm, pitch	Pulse, rhythm, pitch	Pulse, rhythm, pitch, dynamics	Pulse, rhythm, pitch, dynamics	Pulse, rhythm, pitch, dynamics	Pulse, rhythm, pitch, dynamics
	Listen, Respond and Appraise	<p>Listen for the pulse and recognise that it is the heartbeat of the music.</p> <p>Recognise and name more than two instruments they hear and talk about the instrument families.</p> <p>Listen and appraise South African music and compare it to music that they listen to.</p>	<p>Listen for the pulse and recognise that it is the heartbeat of the music.</p> <p>Recognise that songs have a musical style and that rap can be spoken</p>	<p>Listen for the pulse and recognise that it is the heartbeat of the music.</p> <p>Recognise and name more than two instruments they hear and talk about the instrument families.</p>	<p>Listen for the pulse and recognise that it is the heartbeat of the music.</p> <p>Recognise and name more than two instruments they hear and talk about the instrument families.</p>	<p>Listen and respond to a range of classical composers and compare them to music from previous units.</p>	<p>Keep a steady beat in time with the music and invent different actions to move in time with the music.</p> <p>Describe their thoughts and feelings when hearing the music.</p> <p>Describe what they imagine when listening to the piece of music.</p>







							<p>Talk about why they like or don't like the music.</p> <p>Identify a fast or slow tempo.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics.</p> <p>Begin to understand that there are different styles of music.</p>
	<p>Explore and Create</p>	<p>Know that rhythm is different to pulse.</p> <p>Recognise the structure of a song, including a chorus.</p>	<p>Create a rap and find the pulse.</p> <p>Play an instrument using high and low sounds.</p>	<p>Compose a simple melody using C and D using Glockenspiels or percussion</p>	<p>Move with imagination to find the pulse, deciding your own music choices.</p> <p>Copy back a rhythm they hear, the rhythm of their name and another rhythm to represent a colour.</p>	<p>Compose music using musical creative tools to deepen and enhance music-making</p>	<p>Use tuned and untuned classroom percussion instruments to improvise and compose.</p>
	<p>Singing</p>	<p>Sing a song that contains a chorus.</p>	<p>Sing in time with the music and in unison a range of nativity songs.</p> <p>Sing a rap in time</p>	<p>Sing in time with actions associated with the Food Festival.</p>	<p>Sing in unison and two parts.</p>	<p>Reactivate and sing songs from previous units.</p>	<p>Sing as part of a group, in unison or two parts.</p> <p>Demonstrate a good singing posture.</p> <p>Sing songs from memory.</p>

							Follow the leader or conductor.
	Share and Perform	Appraise their performance and reflect on what they liked.	Perform to an audience – Christmas Nativity.	Perform to an audience – Food Festival.	Perform using an instrument and discuss their performance.	Perform two songs from the year to an audience.	Practise, rehearse and perform music to an audience with confidence. Talk about my performance, considering what was good and what could be improved.
	Instruments and Notation	Play a tuned instrumental part that matches the challenge using a range of G, A, C, B, E, and F. Learn the names of the notes in their instrumental part from memory or when written down.	Play a tuned instrumental part that matches the challenge using a range of G, A, and B. Learn the names of the notes in their instrumental part from memory or when written down.	Compose a simple melody using C and D using Glockenspiels or percussion	Play a tuned instrumental part that matches the challenge using a range of C, D Learn the names of the notes in their instrumental part from memory or when written down.	Play a tuned instrumental part that matches the challenge using a range of C, E, G, A, B, D, F. Learn the names of the notes in their instrumental part from memory or when written down.	To recognise some bands and orchestral instruments. Play a tuned instrumental part that matches the challenge using a range of C, A, B, Play together with everybody while keeping in time with a steady beat. Perform their simple composition/s using two, three, four or five notes.

							Use musical symbols to compose simple pieces of music.
Year 3	Music Unit Model Music Curriculum – Summer 2	Glockenspiel /Ukelele 	Three Little Birds (Reggae) 	The Dragon Song (Pop) 	Bringing Us Together (Disco) 	Reflect, Rewind and Replay (Classical) 	Writing Music Down. (How Does Music Bring Us Closer Together?) 
	Dimensions of Music	Pulse, rhythm, pitch, dynamics	Pulse, rhythm, pitch, dynamics	Pulse, rhythm, pitch, dynamics, tempo	Pulse, rhythm, pitch, dynamics, tempo	Pulse, rhythm, pitch, dynamics, tempo	Pulse, rhythm, pitch, dynamics, tempo
	Listen, Respond and Appraise	Listen and respond to tunes using C, D, E and F	<p>Listen and identify the structure.</p> <p>Identify the instruments and the families that they belong to.</p> <p>Identify tempo changes.</p> <p>Using your instruments, listen and play your answer using one or two notes: C and sometimes D.</p>	<p>Listen and recognise how the song tells a story.</p> <p>Identify the instruments and the families that they belong to.</p> <p>Using your instruments, listen and play your own answer using any of these notes: G, A or B</p>	<p>Identify the funky rhythm, tempo changes and dynamics.</p> <p>Identify the instruments and the families that they belong to.</p> <p>Take it in turns to improvise using one or two notes: C and sometimes A</p> <p>Identify the main sections of the song (introduction, verse, chorus, etc.)</p>	<p>Listen and respond to a range of composers and compositions.</p> <p>Name some of the instruments they heard in the song</p>	<p>Communicate to others thoughts and feelings about the music.</p> <p>Communicate to others the meaning of the song or music.</p> <p>Talk about the musical features relating to the style of the music.</p> <p>Discuss a piece of music using appropriate musical language.</p>




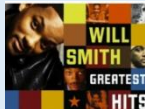


							<p>Confidently recognise a range of musical instruments within their family groups.</p> <p>Compare and contrast songs of similar styles.</p>
	Explore and Create	Play and create tunes using C, D, E and F	Enrich the understanding of Reggae and create a rhythm and melodic pattern around the theme.	<p>Explore traditional folk tunes from around the world and invent a rhythmic pattern.</p> <p>Improvisation is making up your tunes on the spot.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p>	<p>Move with imagination to disco and pop.</p> <p>Recognise crochets, quavers and rests.</p>	Compose music using musical creative tools to deepen and enhance music-making	<p>Follow a steady beat and stay 'in time' when improvising.</p> <p>Become more skilled in improvising, perhaps trying more notes and rhythms, including rests or silent beats.</p>
	Singing	Sing familiar Harvest songs and understand their structure.	<p>Sing familiar Christmas songs, understanding their structure and tempo.</p> <p>Sing with awareness of being 'in tune'.</p> <p>Follow a leader when singing.</p>	<p>Sing in time with actions associated with the Food Festival.</p> <p>Sing in unison and simple two-parts.</p>	Sing in unison and two parts.	Reactivate and sing songs from previous units	<p>Identify if a song is major or minor.</p> <p>Sing songs in unison and multiple parts with increasing confidence.</p> <p>Sing, paying attention to clear diction and articulation.</p>

							Sing more expressively, with attention to breathing and phrasing.
	Share and Perform	Appraise their performance and reflect on what they liked.	Perform to an audience – Christmas Carols. Choose what to perform and create a programme.	Perform to an audience – Food Festival.	Perform using an instrument and discuss their performance	Perform two songs from the year to an audience.	Plan, rehearse and perform a song to an audience that has been learned in the lesson, from memory or with notation, with confidence. Talk about/ evaluate my performance, considering what was good and what could be improved. Express how my performance affected me emotionally.
	Instruments and Notation	Glockenspiel or Ukelele Play and create tunes using C, D, E and F	Play a tuned instrumental part that matches the challenge using a range of G, A, C, B, E, and F.	Play a tuned instrumental part that matches the challenge using a range of G, A, C, D, E, and Bb.	Play a tuned instrumental part that matches the challenge using a range of G, A, C, B, E, and F.	Play a tuned instrumental part that matches the challenge using a range of C, G, A,	Play a tuned instrumental part that matches the challenge using a range of C, G, A, Understand that long and short sounds (rhythm) and high and low sounds (pitch) can







							<p>be represented by musical symbols.</p> <p>Symbols can be written on a staff, helping us to remember what we are going to sing and play.</p> <p>Copy back simple patterns aurally and visually, following basic notation.</p>
Year 4	Music Unit Model Music Curriculum – Summer 2	Glockenspiel 	Mamma Mia (Pop) 	Lean On Me (Gospel) 	Blackbird (Pop) 	Reflect, Rewind and Replay (Classical) 	Musical Structures. (How Does Music Bring Us Together?) 
	Dimensions of Music	Pulse, rhythm, pitch, dynamics, tempo, notation	Pulse, rhythm, pitch, dynamics, tempo, notation, texture	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre, structure	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre, structure
	Listen, Respond and Appraise	Listen and respond to tunes using G, A, C and D	<p>Listen and identify the structure.</p> <p>Identify the instruments and the families that they belong to.</p> <p>Keep the internal pulse of a song.</p>	<p>Listen and respond to tunes using C and D.</p> <p>Listen and recognise how the dynamics and tempo are represented in soul/gospel.</p>	<p>Listen and respond to tunes using C and D.</p> <p>Identify how cultural icons (like The Beatles) can challenge inequality.</p>	<p>Listen and respond to a range of composers and compositions.</p> <p>Talk about the music and how it makes them feel.</p>	<p>Copy increasingly challenging rhythms using body percussion and untuned instruments.</p> <p>Hear a note and suggest its length in relation to other</p>

			<p>Know some of the musical characteristics that give the song its style.</p> <p>Recognise what the song is about through the lyrics.</p>	<p>Identify the instruments and the families that they belong to.</p> <p>Recognise what the song is about through the lyrics.</p>	<p>Name the style of the five songs.</p> <p>Recognise what the song is about through the lyrics.</p>	<p>Recognise what the song is about through the lyrics.</p>	<p>notes over a steady pulse.</p> <p>Talk about the words of a song and explain why the song/music was written.</p> <p>Confidently recognise and explore the range of musical styles and traditions and know their basic style indicators.</p> <p>Describe legato and staccato.</p>
	Explore and Create	Play and create tunes using C, D, E, F and G	Enrich understanding of European music and what makes it appealing.	Explore soul and gospel and compose a simple melody using a simple rhythm.	Recognise the range of musical note values.	Compose music using musical creative tools to deepen and enhance music-making.	<p>Improvise within a major scale, using one to five notes.</p> <p>Improvise, demonstrating the use of articulation (legato/staccato) and dynamics (piano/forte).</p>
	Singing	Sing familiar Harvest songs, understanding structure.	Sing familiar Christmas songs, understanding structure and tempo	Sing in time with actions associated with the Food Festival.	Sing in two parts and recognise how the dynamics change.	Reactivate and sing songs from previous units.	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to</p>

							breathing and phrasing. Sing expressively, with attention to staccato and legato.
	Share and Perform	Appraise their performance and reflect on what they liked. Present a musical performance designed to capture the audience.	Perform to an audience – Christmas Carols.	Perform to an audience – Food Festival.	Perform using an instrument and discuss their performance.	Perform two songs from the year to an audience.	Play and perform with confidence in solo or ensemble contexts, following staff notation with confidence. Reflect on my performance and how well it suited the occasion.

	Instruments and Notation	Glockenspiel or Ukelele Play and create tunes using C, D, E, F and G	Play a tuned instrumental part that matches the challenge using a range of G, A, B, C.	Play a tuned instrumental part that matches the challenge using a range of C, F, E, G, A, B, D.	Play a tuned instrumental part that matches the challenge using a range of C, B, G, A, D, E, and F.	Play a tuned instrumental part that matches the challenge using a range of G, A, C, B, E, and F.	Rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and D major. Understand some formal, written notation, which includes crotchets, minims and paired quavers, and their equivalent rests on a stave. Recognise the sound and notes of the pentatonic scale by ear and from notation.
Year 5	Music Unit Model Music Curriculum – Summer 2	Ukelele 	Livin' On a Prayer (Rock) 	Classroom Jazz (Bossa Nova & Swing) 	The Fresh Prince of Bel-Air (Old School Hip Hop) 	Dancing in the Street (Motown) 	YuStudio - Grime (Digital Audio Workstation) 
	Dimensions of Music	Pulse, rhythm, pitch, dynamics, tempo, notation	Pulse, rhythm, pitch, dynamics, tempo, notation, texture	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre, structure	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre, structure

<p>Listen, Respond and Appraise</p>	<p>Listen and respond to tunes using C, D, E, F, G, A, and B</p>	<p>Listen and respond to tunes using G, A, and B</p> <p>Listen and identify the structure. (Rock)</p> <p>Identify the instruments and the families that they belong to.</p>	<p>Listen and respond to tunes using B, A, G, D and E.</p> <p>Listen and recognise how structures can change within a music style.</p> <p>Identify the instruments and the families that they belong to</p>	<p>Listen and respond to tunes using D, E, and F</p> <p>Identify how musical styles can be linked to an era.</p> <p>Identify the instruments and the families that they belong to</p>	<p>Listen and respond to tunes using D, E, and F</p> <p>Compare two songs in the same style, talking about what stands out musically in each of them.</p>	<p>Balance the overall sound of their tracks.</p> <p>Choose a musical key which fits with a Grime style.</p>
<p>Explore and Create</p>	<p>Play using open strings, strumming and plucking techniques.</p>	<p>Know how style indicators help us categorise music styles and themes.</p>	<p>Explore the differences between Jazz, Swing and Improvisation</p>	<p>Explore the differences between Hip Hop, Rap and Funk.</p>	<p>Recognise the range of musical note values.</p>	<p>Arrange and mix a composition in a Grime style.</p> <p>Use complete creative control and make musical decisions in composing.</p> <p>Use articulation (staccato/legato/pizzicato)</p> <p>Use different instruments and sound effects.</p>
<p>Singing</p>	<p>Sing familiar Harvest songs, understanding the structure</p>	<p>Sing familiar Christmas songs, understanding structure and tempo.</p>	<p>Sing in time with actions associated with the Food Festival</p>	<p>Identify how song and rap can be integrated</p>	<p>Reactivate and sing songs from previous units</p>	<p>Use audio clips to add a Rap Verse to the tracks.</p> <p>Mix and arrange original tracks in a Grime style.</p>

	Share and Perform	Appraise their performance and reflect on what they liked.	Perform to an audience – Christmas Carols.	Perform to an audience – Food Festival.	Perform using an instrument and discuss their performance.	Perform two songs from the year to an audience.	Perform your compositions to an audience.
	Instruments and Notation	Ukelele Play and create tunes using C, D, E, F and G Play a musical instrument with the correct technique within the context	Play a tuned instrumental part that matches the challenge using a range of G, A, B, D, E, F, C	Play a tuned instrumental part that matches the challenge using a range of B, A, G, D, and E.	Play a tuned instrumental part that matches the challenge using a range of A, D, G, C, E, and F.	Play a tuned instrumental part that matches the challenge using a range of F, G, A, D.	Create drum beats, melodies and basslines, which will prepare them for further exploration in composition and production. Build chords and melodies based on a chosen musical key and scale.
Year 6	Music Unit Model Music Curriculum – Summer 2	Ukelele 	Happy (Pop/Neo Soul) 	A New Year Carol (Classical or Urban Gospel) 	You've Got a Friend (70s Ballad/ Pop) 	Music and Me (Mixed) 	YuStudio – Hip Hop (Digital Audio Workstation) 
	Dimensions of Music	Pulse, rhythm, pitch, dynamics, tempo, notation	Pulse, rhythm, pitch, dynamics, tempo, notation, texture	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre, structure	Pulse, rhythm, pitch, dynamics, tempo, notation, texture, timbre, structure
	Listen, Respond and Appraise	Listen and respond, including improvisation, using three notes: A, G and B.	Listen and respond, including improvisation, using three notes: A, G and B. Describe the style indicators of the song.	Listen and respond to the works of Benjamin Britten.	Listen and respond, including improvisation, using three notes: A, G and E. Listen and respond to the works of Carole King.	Listen and Respond to four contemporary female artists and how they express their different cultures and backgrounds.	Balance the overall sound of their tracks. Choose a musical key which fits with a Hip Hop style.

			Describe the structure of the song. Identify the instruments they can hear.		Appraise why Carole King was the most successful female songwriter of the late 20th century.		
Explore and Create	Play using open strings, strumming and plucking techniques.	Talk about the musical dimensions used in the song.	Identify how operas use music and song to tell a story	Create memorable music using a structure that can be remembered.	Explain how the composition of the four artists is different, including the themes of their lyrics. Create lyrics, raps, and melodies over a chosen beat.	Arrange and mix a composition in a Hip Hop style. Use complete creative control and make musical decisions in composing. Use different instruments and sound effects.	
Singing	Sing familiar Harvest songs, understanding structure.	Sing familiar Christmas songs and hymns, understanding structure and tempo	Sing in time with actions associated with the Food Festival	Sing songs by Carole King and compare how they differ.	Reactivate and sing songs from previous units	Add melodies in a Hip Hop Style. Use audio samples to add Rap samples.	
Share and Perform	Appraise their performance and reflect on what they liked.	Perform to an audience – Christmas Carols/Hymns.	Perform to an audience – Food Festival.	Perform using an instrument and discuss their performance.	Perform two songs from the year to an audience. Perform and share learning towards a performance at the end of the unit.	Perform your compositions to an audience.	

	<p>Instruments and Notation</p>	<p>Glockenspiel or Ukelele</p> <p>Play and create tunes using C, D, E, F and G</p>	<p>Play a tuned instrumental part that matches the challenge using a range of D, A, G, B, C, and E.</p>	<p>Play a tuned instrumental part that matches the challenge using a range of Eb major, F, G, Ab, Bb, C, D.</p>	<p>Play a tuned instrumental part that matches the challenge using a range of C major, C, G, A, B, D, E, F.</p>	<p>Use notated music.</p>	<p>Create drum beats, melodies and basslines, which will prepare them for further exploration in composition and production.</p> <p>Use a piano roll to create simple chords.</p>
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