

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year A			
<b>Topic</b>	<b>Make you feel my love - pop ballads listening, composition and performance</b>	<b>History of Music Reflect, Rewind and Replay</b>	<b>Classroom Jazz composition and notation</b>
<b>Relevant area of Programme of study</b>	<p><b>Key Stage 2</b> Pupils should be taught the following:</p> <ul style="list-style-type: none"> <li>● to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>● improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>● listen with attention to detail and recall sounds with increasing aural memory</li> <li>● use and understand staff and other musical notations</li> <li>● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>● develop an understanding of the history of music</li> </ul>		
<b>Vocabulary</b>	<i>pop ballad, structure, pulse, rhythm, pitch, bridge, mood, instrumentation, emphasis, semibreves, semiquavers, (equivalent rests), dot notation, musical staves, tempo, texture, dynamics, chorus, improvise, melody.</i>	<i>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, notation (See A- Z vocabulary list)</i>	<i>Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, structure</i>

<b>Key Knowledge</b>	Children will be introduced to pop ballads, listening to a selection of versions of the same song. They will think about the different parts of a pop ballad so that they can create and perform their own melody over a backing track.	Children will consolidate the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.	Children will be introduced to Jazz and find out about the history and structure of Jazz music. Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.
<b>Year B</b>			
<b>Topic</b>	<b>Playing and Performing/Listening Livin' on a Prayer - Rock</b>	<b>History Music Secondary Ten Pieces</b>	<b>Composition/Improvisation Fresh prince of Bel Air (Hip Hop) Summer Production</b>
<b>Vocabulary</b>	<i>Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.</i>	<i>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation (See A- Z vocabulary list)</i>	<i>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</i>
<b>Key Knowledge</b>	Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.	Children will be learning to listen and appraise music. Children should gain an understanding of the music, learn some new vocabulary and to create a new work based on the original. Children will create a response to the pieces of music that can be performed in a group or classroom setting.	Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.