

# TEACHING SEQUENCE



## MUSIC

	Autumn	Spring	Summer	Curriculum Enhancements
Nursery	<p><b><u>Expressive Arts</u></b> Christmas Concert songs/rhymes/ instruments</p>	<p><b><u>Expressive Arts</u></b> Shiny instrument sounds/ games Shiny instrument orchestra – lullabies for Twinkle the star</p>	<p><b><u>Expressive Arts</u></b> Performances on stage</p>	
Reception	<p><b><u>Expressive Arts</u></b></p> <p><b><u>Me!</u></b> <i>nursery rhymes</i></p> <p>I can listen and respond to nursery rhymes I can explore and create music using my voice and classroom instruments I can learn to sing nursery rhymes with actions I can perform nursery rhymes</p> <p><b><i>Nursery rhymes: pat-a-cake, 1,2,3,4,5 once I caught a fish alive, five little ducks, name song, things for fingers</i></b></p>	<p><b><u>Expressive Arts</u></b></p> <p><b><u>Everyone!</u></b> <i>nursery rhymes</i></p> <p>I can listen and respond to nursery rhymes I can explore and create music using my voice and classroom instruments I can learn to sing nursery rhymes with actions I can perform nursery rhymes</p> <p><b><i>Nursery rhymes: Wind the bobbin up, Rock-a-Bye baby, Five Little Monkeys, If you're Happy and You know it, Head, Shoulders, Knees and Toes</i></b></p>	<p><b><u>Expressive Arts</u></b></p> <p><b><u>Big Bear Funk</u></b> <i>Transition unit for Year 1</i></p> <p>I can listen and appraise funk music I can explore and create music using my voice and classroom instruments I can learn to sing nursery rhymes with actions I can perform nursery rhymes</p> <p><b><i>Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk</i></b></p>	<p><b><u>Article 31</u></b> – Rest, Play, Culture, Arts</p> <p><b>Provision</b> *listen with increased attention to sounds *respond to what they have heard *create own songs</p>

	<p style="text-align: center;"><b><u>Stories</u></b> <i>nursery rhymes</i></p> <p>I can listen and respond to nursery rhymes I can explore and create music using my voice and classroom instruments I can learn to sing nursery rhymes with actions I can perform nursery rhymes</p> <p><i>Nursery rhymes: I'm a little teapot, Grand old Duke of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song</i></p>	<p style="text-align: center;"><b><u>Our World</u></b> <i>nursery rhymes</i></p> <p>I can listen and respond to nursery rhymes I can explore and create music using my voice and classroom instruments I can learn to sing nursery rhymes with actions I can perform nursery rhymes</p> <p><i>Nursery rhymes: Old Macdonald, Incy, Wincy, Spider, Row, row, row your boat, The Wheels on the Bus, The Hokey Cokey</i></p>	<p style="text-align: center;"><b><u>Reflect, Rewind and Replay</u></b> <i>Revisit Previous units</i></p> <p><i>This unit of work consolidates 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.</i></p>	<p>*play instruments with increasing control to express feelings and ideas</p> <p>*Singing opportunities e.g. Mother's Day assembly, Christmas Carols, Nativity, Singing songs and rhymes</p>
<p>End of phase skills:</p>	<p><b><u>Listen and Respond</u></b></p> <ul style="list-style-type: none"> <li>I know that music can touch your feelings</li> <li>I can enjoy moving to music by dancing, marching, being animals or Pop stars</li> </ul> <p><b><u>Explore and Create (Musical Activities)</u></b></p> <ul style="list-style-type: none"> <li>I know that we can move with the pulse of the music</li> <li>I know that the words of songs can tell stories and paint pictures.</li> </ul> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>I can sing along with a pre-recorded song and add actions</li> <li>I can sing along with the backing track</li> </ul> <p><b><u>Share and Perform</u></b></p> <ul style="list-style-type: none"> <li>I can perform any of the nursery rhymes by singing and adding actions or dance</li> <li>I can perform any nursery rhymes or songs adding a simple instrumental part</li> <li>I can record the performance to talk about</li> </ul>			
<p style="text-align: center; font-size: 2em;">Year 1</p>	<p style="text-align: center;"><b><u>Hey You!</u></b> <i>Hip Hop/rap</i></p> <p>I can listen and appraise hip hop style songs, including Hey You I can find the pulse I can warm up my body and voice I can move to a rhythm I can learn the song/rap Hey You</p>	<p style="text-align: center;"><b><u>In the groove</u></b> <i>Variety of styles</i></p> <p>I can listen and appraise this song in a range of styles I can find the pulse I can listen and copy back a rhythm I can improvise using notes C + D</p>	<p style="text-align: center;"><b><u>Your Imagination</u></b> <i>Pop</i></p> <p>I can listen and appraise this pop song I can find the pulse I can listen and copy back a rhythm I can improvise using notes C + D I can compose a simple melody I can perform the song In the Groove</p>	 <p style="text-align: center;"><i>Johann Pachelbel, Pachelbels canon</i></p>

	<p>I can perform the song/rap Hey You</p> <p><b>Vocabulary:</b> rap, pulse, rhythm, pitch, improvise, compose, melody, bass guitar, drums, decks, perform</p> <p><b><u>Rhythm in the way we walk/ Banana Rap</u></b> <i>Reggae/ Rap</i></p> <p>I can listen and appraise reggae and rap songs, including rhythm in the way we walk I can find the pulse I can warm up my body and voice I can move to a rhythm I can learn the song/rap rhythm in the way we walk I can learn the Banana rap I can perform the song/rap</p> <p><b>Vocabulary:</b> rap, reggae, pulse, rhythm, pitch, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophone, performance</p>	<p>I can compose a simple melody I can perform the song In the Groove I can evaluate the performance</p> <p><b>Vocabulary:</b> blues, baroque, Latin, bhangra, folk, funk, tempo, speed</p> <p><b><u>Round and Round</u></b> <i>A Bossa Nova Latin style</i></p> <p>I can listen and appraise this latin song I can find the pulse I can listen and copy back a rhythm I can improvise using notes D + E I can perform the song Round and Round I can evaluate the performance</p> <p><b>Vocabulary:</b> keyboard, bass, guitar, percussion, trumpet, saxophone, Latin, pulse, rhythm, pitch, improvise, compose, perform, audience</p>	<p>I can evaluate the performance</p> <p><b>Vocabulary:</b> blues, baroque, Latin, bhangra, folk, funk, tempo, speed</p> <p><b><u>Reflect, Rewind and Replay</u></b> <i>Revisit Previous units</i></p> <p><i>This unit of work consolidates 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.</i></p>	<p><b>Article 31</b> – Rest, Play, Culture, Arts</p> <p>*Classical composer cycle *Weekly singing assembly block *Singing opportunities e.g. Mother’s Day assembly, Christmas Carols, Nativity</p>
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# Year 2

## I Wanna Play in a Band

rock

- I can listen and appraise this rock song, including I Wanna Play in a Band
- I can find the pulse
- I can listen and copy back a rhythm
- I can improvise using notes F + G
- I can compose a simple melody
- I can perform the song I Wanna Play in a Band
- I can evaluate the performance

**Vocabulary:** keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

## Ho Ho Ho

Christmas

- I can listen and appraise Ho Ho Ho
- I can find the pulse
- I can listen and copy back a rhythm
- I can improvise using notes G or G, A and B
- I can compose a simple melody
- I can perform the song Ho Ho Ho
- I can evaluate the performance

**Vocabulary:** Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo

## Hands, Feet and Heart

South African Music

- I can listen and appraise this South African song,
- I can find the pulse
- I can listen and copy back a rhythm
- I can improvise using notes C+ D
- I can compose a simple melody using C +D
- I can play an instrument using three notes C, D + E
- I can perform the song Hands, Feet and Heart
- I can evaluate the performance

**Vocabulary:** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

## Friendship Song

- I can listen and appraise Friendship Song
- I can find the pulse
- I can listen and copy back a rhythm
- I can sing in two parts
- I can improvise using notes C + D
- I can compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E
- I can perform the song Friendship Song
- I can evaluate the performance

**Vocabulary:** Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

## Zoo Time

- I can listen and appraise this South African song,
- I can find the pulse
- I can listen and copy back a rhythm
- I can play an instrument using up to two notes C or C + D
- I can compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.
- I can perform the song Zootime
- I can evaluate the performance

**Vocabulary:** Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

## Reflect, Rewind and Replay

Revisit Previous units

*This unit of work consolidates 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.*



Composer: Abdullah Ibrahim (South African Composer), *The Mountain*

**Article 31** – Rest, Play, Culture, Arts

- \*Classical composer cycle
- \*Weekly singing assembly block
- \*Singing opportunities e.g. Mother's Day assembly, Christmas Carols, Nativity

End of phase skills:	<p><b><u>Listen and Appraise</u></b></p> <ul style="list-style-type: none"> <li>• I know 5 songs off by heart.</li> <li>• I know what the songs are about.</li> <li>• I know and recognise the sound and names of some of the instruments they use.</li> <li>• I can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>• I know some songs have a chorus or a response/answer part</li> <li>• I know that songs have a musical style.</li> </ul> <p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>• I know that music has a steady pulse, like a heartbeat.</li> <li>• I know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul> <ul style="list-style-type: none"> <li>• I know improvisation is about making up your own tunes on the spot</li> <li>• I can create a simple melody using one, two or three notes</li> <li>• I can perform a song I have learnt</li> </ul> <p><b><u>Singing:</u></b></p> <ul style="list-style-type: none"> <li>• I can confidently sing or rap five songs from memory and sing them in unison</li> <li>• Playing:</li> <li>• I can learn the names of the notes in my instrumental part from memory</li> <li>• or when written down</li> <li>• I can learn the names of the instruments I am playing.</li> </ul>			
Year 3	Music tuition <i>(external tutoring)</i>	Music tuition <i>(external tutoring)</i>	Music tuition <i>(external tutoring)</i>	 <p>Composer: Xian Xinghai, <i>The Yellow River</i></p> <p><b>Article 31</b> – Rest, Play, Culture, Arts</p> <ul style="list-style-type: none"> <li>*Music concert to parents</li> <li>*Classical composer cycle</li> <li>*Weekly singing assembly block</li> </ul>

				<p>*Choir          *Singing opportunities          e.g. hospital choir,          Christmas Carols          *Choir after school club</p>
<p>Year 4</p>	<p><b><u>Mamma Mia</u></b>  <i>pop</i></p> <p>I can listen and appraise this rock song, including Mamma Mia          I can find the pulse          I can listen and copy back using up to 2 notes – G + A.          I can sing in unison          I can play instrumental parts within a song          I can perform the song Mamma Mia          I can evaluate the performance</p> <p><b>Vocabulary:</b> Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo,</p>	<p><b><u>Stop!</u></b>  <i>Rap/song</i></p> <p>I can listen and appraise Stop!          I can play and play and copy back using up to 2 notes – C + D.          I can rap and sing in unison          I can compose my own rapped lyrics about bullying          I can perform a rap about bullying          I can evaluate my performance</p> <p><b>Vocabulary:</b> Musical style, rapping, lyrics, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>	<p><b><u>Blackbird</u></b>  <i>The Beatles – a song about civil rights</i></p> <p>I can listen and appraise Blackbird          I can play and copy back using 2 notes – C + D.          I can sing in unison          I can improvise using up to 3 notes – C, D + E.          I can compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).          I can perform Blackbird          I can evaluate my performance</p> <p><b>Vocabulary:</b> Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, tempo, dynamics, texture structure, compose, improvise, hook, riff,</p>	 <p>Composer: Xian Xinghai, Chinese Rhapsody</p>

### Glockenspiel 2

- I can revise, play and read the notes  
C, D, E, F + G
- I can Learn more complex rhythm patterns
- I can compose using the notes  
C, D, E, F + G
- I can perform to an audience
- I can evaluate my performance

**Vocabulary:** *rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,*

### Lean on Me

*Soul/gospel*

- I can listen and appraise Lean on Me
- I can play and play and copy back using up to 2 notes –  
F + G
- I can sing in unison
- I can improvise using up to 3 notes – F, G + A
- I can compose a simple melody using simple rhythms  
choosing from the notes F, G + A or D, E, F, G + A
- I can perform Lean on Me
- I can evaluate my performance

**Vocabulary:** *Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocalno, bass, drums, organ,*

### Reflect, Rewind and Replay

*Revisit Previous units*

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**Article 31** – Rest, Play, Culture, Arts

- \*Classical composer cycle
- \*Weekly singing assembly block
- \*Choir
- \*Singing opportunities  
e.g. hospital choir,  
Christmas Carols
- \*Choir after school club

End of phase skills:

**Listen and Appraise**

- I know five songs from memory and who sang them or wrote them
- I know the style of the five songs
- I can choose one song and be able to talk about
- I know how to find and demonstrate the pulse
- I know difference between pulse and rhythm
- I know how pulse, rhythm and pitch work together to create a song
- I can confidently identify and move to the pulse
- I can think about what the words of a song mean
- I can take it in turn to discuss how the song makes them feel

**Singing**

- I can sing in unison and in simple two-parts
- I can demonstrate a good singing posture
- I can follow a leader when singing
- I can enjoy exploring singing solo
- I can sing with awareness of being in tune
- I have an awareness of the pulse internally when singing

**Performance**

- I can choose what to perform and create a programme
- I can communicate the meaning of the words and clearly articulate them
- I can talk about the best place to be when performing and how to stand or sit
- I can record the performance and say how they were feeling, what I was pleased with what I would change and why.

**Improvisation**

- I know and am able to talk about improvisation
- I know that using one or two notes confidently is better than using I know that if you improvise using the notes you are given, you cannot make a mistake
- I know that you can use some of the riffs you have heard in the Challenges in your improvisations.

Year 5/6

**Cycle A**  
**Jazz 1**

*Three note Bossa and five note swing*

- I can listen and appraise the Three note Bossa and Five note swing
- I can play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.
- I can improvise in a Bossa Nova and a swing style using the notes G, A + B.
- I can perform my improvisation
- I can evaluate my performance

**Vocabulary:** *appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo*

**Cycle A**  
**Dancing in the Street**  
*soul*

- I can listen and appraise Dancing in the Street
- I can play instrumental parts with the song by ear and/or from notation using the easy or medium part using up to 2 notes – F + G
- I can improvise using up to 3 notes – D, E + F.
- I can compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G.
- I can perform my piece
- I can evaluate my piece

**Vocabulary:** *Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure*

**Cycle A**  
**Happy**  
*Pop*

- I can listen and appraise Happy
- I can play instrumental parts with the song by ear and/or from notation using the easy or medium part using up to 3 notes – A, G + B.
- I can improvise using up to 3 notes – A, G + B
- I can compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.
- I can perform my piece
- I can evaluate my piece

**Vocabulary:** *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*



Composer: Miles Davis, So What?

**The Fresh Prince of Bel Air**

*Old-school hip hop*

I can listen and appraise The Fresh Prince of Bel Air  
I can play instrumental parts with the song by ear and/or from notation using the easy or medium part using up to 3 notes – D, G + A.

I can improvise using up to 3 notes – D, E + F.

I can compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

I can perform my piece

I can evaluate my piece

**Vocabulary:** *Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure*

**Make you Feel My Love**

*Pop ballad*

I can listen and appraise Make you Feel My Love

I can play instrumental parts with the song by ear and/or from notation using the easy or medium part using up to 3 notes – C, D + E.

I can improvise using up to 3 notes – C, D + E.

I can compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

I can perform my piece

I can evaluate my piece

**Vocabulary:** *Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure*

**Reflect, Rewind and Replay**

*Revisit Previous units*

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**Article 31** – Rest, Play, Culture, Arts

\*Classical composer cycle

\*Weekly singing assembly block

\*Choir

\*Singing opportunities

e.g. hospital choir, Christmas Carols

\*Choir after school club

End of phase skills:

**Listen and Appraise**

- I know five songs from memory, who sang or wrote them, when they were written and, if possible, why
- I know the style of the five songs and to name other songs from the Units in those styles
- I can choose two or three other songs and be able to talk about
- I can identify and move to the pulse with ease
- I can think about the message of songs
- I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences
- I can listen carefully and respectfully to other people's thoughts about the music
- I can talk using musical words
- I can talk about the musical dimensions working together in the unit songs
- I can talk about the music and how it makes you feel

**Singing**

- I can sing in unison and to sing backing vocals
- I enjoy exploring singing solo
- I can listen to the group when singing
- I can demonstrate a good singing posture
- I can follow a leader when singing
- I can experience rapping and solo singing
- I can listen to others and be aware of how I fit into the group
- I can sing with awareness of being in tune

**Performance**

- I can choose what to perform and create a programme
- I can communicate the meaning of the words and clearly articulate them
- I can talk about the venue and how to use it to best effect
- I can record the performance and compare it to a previous performance
- I can discuss and talk musically about it
- I can talk about '*What went well? and It would have been even better if...?*'

**Improvisation**

- I know and I am able to talk about improvisation
- I can make up my own tunes on the spot (improvise)
- I can copy back with instruments using up to 3 notes
-