Unit – Key Skills: Hey You
In this unit of work the children will listen and appraise a variety of Hip Hop and reggae songs. All the learning in the first unit will focus around the song 'Hey You!'. Children will sing songs and use the tune 'Hey You!' to improvise and compose their own versions.
Knowledge Progression
- Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. -Experiment with & create musical patterns. -Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). -Use their voices expressively by singing songs and speaking chants and rhymes. -Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).
Skill Progression
- Find the pulse of a piece of music with some support (by movement or clapping.) - Explore using the voice in different ways. - Copy a simple rhythm. - Perform simple songs from memory, singing collectively at the same pitch. - Explore using the voice expressively and creatively. - Sing in unison and sing call and response songs. - Developing a sense of rhythm through the use of rhythm sticks
Key Learning
Hip Hop is a style of music which includes rhythms and rhythmic speaking. Listening and appraising music needs you to concentrate and focus on what you can hear and then give your opinion on it. Know that the pulse of the music is a steady beat. The rhythm is the pattern of long and short sounds The pitch is how high or low a note is. Use your personal feelings when you improvise – say and act however you feel. Developing a sense of rhythm through the use of rhythm sticks
Vocabulary
- Hip Hop, Beat, Rhythm, Pulse, Pitch, Compose, Rap
Misconceptions
-Music has to involve singing.
Prior Knowledge
-Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and (when appropriate)try to move in time with music
Future Learning
-Know how time and place can influence the way music is created. - Use and understand staff and other musical notations. - Improvise and develop rhythmic and melodic material when performing.
Possible Activities/Evidence
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Unit – Rhythm in the way we walk and The Banana Rap In

this unit of work the children will listen and appraise a variety of Hip Hop and reggae songs. The children will learn the songs 'Rhythm in the way we walk' and 'The Banana Rap' and learn about pitch and be able to evaluate and appraise other pieces of music.

Knowledge Progression

Explore and express their ideas and feelings about music using movement, dance and expressive and musical language
Experiment with & create musical patterns.
Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).
Use their voices expressively by singing songs and speaking chants and rhymes
Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).

Skill Progression

Find the pulse of a piece of music with some support (by movement or clapping.)
Respond to simple visual clues e.g. stop, go, loud, quiet.
Begin to use the 'thinking' voice
Explore using the voice in different ways.
Copy a simple rhythm.

Key Learning

Understand that reggae music comes from a different part of the world.
Listening and appraising music needs you to concentrate and focus on what you can hear and then give your opinion on it.
Know that the pulse of the music is a steady beat, the rhythm is the pattern of long and short sounds and the pitch is how high or low a note is.
Use your personal feelings when you improvise – say and act however you feel

Vocabulary

Hip Hop, Beat, pulse, reggae, rhythm, pitch, tempo, melody

Misconceptions

Prior Knowledge

Future Learning

Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests
Recognise the symbols for crotchets, quavers and crotchet rests

Possible Activities/Evidence

Charanga 'Rhythm in the way we walk' Listen and appraise section (Rhythm in the way we walk, Mars, Tubular Bells, Banana Rap, When Im 64) to begin all lessons and compare the songs within the genre
https://www.gmmusiconline.co.uk/ U: Thegatesprimary P: Thegates123!
https://www.bbc.co.uk/teach/bring-the-noise/ks1-teacher-techniques/zd76mfr (fantastic resource showing a wealth of practical games and exercises)
Use various objects/equipment around the classroom to create different sounds- compare the sounds to real life sounds e.g. fast tapping on the table may sound like heavy rain

Unit –Key Skills: In The Groove

In this unit of work the children will learn about six different styles of music: Blues, Baroque, Latin, Bhangra, Folk and Funk. They will do this through the song 'In the Groove' which was specially written to be incorporated into different styles of music.

Knowledge Progression

- Explore and express their ideas and feelings about music using movement, dance and expressive and musical language
- Experiment with & create musical patterns.
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).
- Use their voices expressively by singing songs and speaking chants and rhymes
- Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).

Skill Progression

- Find the pulse of a piece of music with some support (by movement or clapping.)
- Respond to simple visual clues e.g. stop, go, loud, quiet.
- Explore using the voice in different ways.
- Copy a simple rhythm.
- Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally.
- Explore accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally.
- Perform simple songs from memory, singing collectively at the same pitch.
- Explore using the voice expressively and creatively.
- Sing in unison.

Key Learning

There are many styles of music.
Listening and appraising music needs you to concentrate and focus on what you can hear and then give your opinion on it.
Know that the pulse of the music is a steady beat.
The rhythm is the pattern of long and short sounds
The pitch is how high or low a note is.

Vocabulary

Beat, Pulse, Genre, Rhythm, Blues, Baroque, Latin, Bhangra, Folk, Funk, Pitch, Tempo, Melody, Perform, Unison, Pattern, Dynamics

Misconceptions

Prior Knowledge

-Sing a range of well-known nursery rhymes and songs.
-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

Future Learning

- Use and understand staff and other musical notations – in LKS2 and UKS2.
- Singing and playing opportunities throughout KS1, LKS2 and UKS2.

Possible Activities/Evidence

- ✓ https://www.gmmusiconline.co.uk/ **U: Thegatesprimary P: Thegates123**
- ✓ Charanga 'In The Groove' Listen and appraise sections (In The Groove, How Blue Can You Get, Let The Bright Seraphim, Livin' La Vida Loca, Jai Ho, Lord Of The Dance, Diggin On James Brown) to begin all lessons and compare the songs within the genre.
- ✓ Ask the children to listen to the new song (Listen and appraise) and share their opinions of the song. Which instruments can they hear? What is the style of the music? How is the song put together?

- ✓ Complete the warm-up games.
- ✓ Learn to sing the song.
- ✓ Play your instruments - tuned percussion (glockenspiels) in lessons 2-6. (Click on the tab: Play Your Instruments/Glockenspiel/Easy)
- ✓ Improvise with the song – week 3 onwards
- ✓ Compose with the song – week 4 onwards – (Settings: Practice, make it simple e.g. GGGG EEEE GGGG EEEE
- ✓ Perform the song – (In lessons 2-6, click on the tab: Sing and play instrumental parts)
- ✓ Discuss what was good about the children's performance and how to make it better.

Unit –Key Skills: Bringing Us Together

In this unit of work the children will learn a Disco song about friendship, peace, hope and unity.

Knowledge Progression

- Explore and express their ideas and feelings about music using movement, dance and expressive and musical language
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).
- Use their voices expressively by singing songs and speaking chants and rhymes
- Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).
- Play tuned and untuned instruments.
- To listen with concentration to a range of high-quality recorded music.
- To internalise and recall sounds with increasing aural memory.
- Experience how sounds can be made in different ways e.g. vocalising, musical instruments.
- Make improvements to their own work.

Skill Progression

- Perform simple songs from memory, singing collectively at the same pitch.
- Explore using the voice in different ways.
- Explore using the voice expressively and creatively.
- Find the pulse of a piece of music with some support (by movement or clapping.)
- Copy a simple rhythm.
- Respond to simple visual clues e.g. stop, go, loud, quiet.
- Follow pictures and symbols to support singing and playing e.g. 4 spots=4 taps on the drum
- Sing songs with a wider pitch range (C-C) showing a sense of melodic shape.
- Beat the pulse of a piece of music, using body and using a percussion instrument.
- Begin to identify the difference between pulse and rhythm.
- Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head.
- Experience singing songs with different structures e.g. verse/ chorus.
- Add simple accompaniments to songs using tuned and untuned percussion instruments e.g. drones or keeping pulse on a drum.
- Use a simple graphic score for performing.
- Know that pitch means 'high and low' and identify high and low sounds when listening to a piece of music.
- Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music.
- Listen with concentration to a range of recorded and live music and express an opinion about the music.

Key Learning

Listening and appraising music needs you to concentrate and focus on what you can hear and then give your opinion on it.
Know that the pulse of the music is a steady beat.
The rhythm is the pattern of long and short sounds
The pitch is how high or low a note is.
When singing, the children should always aim to give a high-quality performance.
The tempo is the speed of the music.
The structure of the song is introductions, verses, choruses and bridges.

Vocabulary

Beat, Pulse, Genre, Rhythm, Tempo, Melody, Perform, Disco, Pattern, Dynamics

Misconceptions

Prior Knowledge
-Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music - Add simple accompaniments to songs using tuned or untuned percussion instruments.
Future Learning
- Use and understand staff and other musical notations – in LKS2 and UKS2. - Singing and playing opportunities throughout KS1, LKS2 and UKS2.
Possible Activities/Evidence
✓ https://www.gmmusiconline.co.uk/ **U: Thegatesprimary P: Thegates123** ✓ Charanga 'Bringing Us Together' Listen and appraise the songs Bringing Us Together, Good Times, Ain't Nobody, We Are Family, Ain't No Stopping Us Now and Car Wash. ✓ Ask the children to share their opinions of the song. Which instruments can they hear? Does it tell a story? How does it make you feel? What is the style of the music? ✓ Complete the warm-up games. ✓ Learn to sing the song. ✓ Play the glockenspiel accompaniment. Some children will wish to try the medium part. ✓ Improvise with the song – week 3 onwards ✓ Compose with the song – week 4 onwards: 3 note set, 'next', click on FGF, select the longest blue lines to fill each bar of music ✓ Perform the song ✓ Discuss what was good about the children's performance and how to make it better.

Unit –Key Skills: Victorians
The children will listen to and sing songs on the theme of Victorians.
Knowledge Progression
To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. Make improvements to their own work. Use their voices expressively by singing songs and speaking chants and rhymes. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).
Skill Progression
Begin to use the 'thinking' voice. Copy a simple rhythm. Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally. Explore using the voice in different ways. Explore using the voice expressively and creatively. Find the pulse of a piece of music with some support (by movement or clapping.) Experience using Music Technology to capture, change and combine sounds. Perform simple songs from memory, singing collectively at the same pitch. Sing in unison.
Key Learning
Listening and appraising music needs you to concentrate and focus on what you can hear and then give your opinion on it. Know that the pulse of the music is a steady beat. The rhythm is the pattern of long and short sounds The pitch is how high or low a note is. When singing, the children should always aim to give a high-quality performance. The tempo is the speed of the music.
Vocabulary
Beat, Pulse, Genre, Rhythm, Pitch, Tempo, Melody, Perform, Ensemble, Unison, Pattern, Volume
Misconceptions
Prior Knowledge
Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and try to move in time with music
Future Learning
Singing and playing opportunities throughout KS1, LKS2 and UKS2.
Possible Activities/Evidence
https://www.gmmusiconline.co.uk/ U: Thegatesprimary P: Thegates123 All YouTube links have been blocked by Bolton. LR has requested that we can access them. My Grandfather's Clock

https://www.youtube.com/watch?v=LNH7z8VlPGA – Words and music

Daisy Daisy
https://wordsforlife.org.uk/activities/daisy-daisy/ Words – Don't look at the video
https://www.youtube.com/watch?v=i585U-gq7qo Listen to the song and join in

I Do Like to be Beside the Seaside
https://www.youtube.com/watch?v=kcHyyuGjuk0

Cockles and Mussels – Charanga/sing tab

A Wave Went Up My Nose – Charanga/sing tab

Don't Dilly Dally – charanga/sing tab

Play some songs/music popular during the Victorian era (Gilbert and Sullivan, Florrie Ford)
Chn to draw a picture of what they first thought of when they first listened to a particular song- avoid telling the chn the name of the song until after they have discussed their pictures.
Use dynamics to add interest to the songs.
Create a dance/dance moves to accompany their song- can they keep in time and remember the dance moves along with the song itself?
Ask the chn to explain why the performance was good and how we can make it better for next time- encourage key vocabulary.
Copy back rhythms from the songs e.g. Give me your answer, stopped short, never to go again,
Chn to use SeeSaw to submit and playback their own performances

Unit –Key Skills: Music Food Fest
The children will learn songs, raps and chants on the theme of food.
Knowledge Progression
Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. Play tuned and untuned instruments. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).
Skill Progression
Follow pictures and symbols to support singing and playing e.g. 4 spots=4 taps on the drum Suggest symbols to represent sounds. Explore using the voice in different ways. Explore using the voice expressively and creatively. Find the pulse of a piece of music with some support (by movement or clapping.) Copy a simple rhythm. Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally Perform simple songs from memory, singing collectively at the same pitch Experience using Music Technology to capture, change and combine sounds.
Key Learning
Listening and appraising music needs you to concentrate and focus on what you can hear and then give your opinion on it. Know that the pulse of the music is a steady beat. The rhythm is the pattern of long and short sounds The pitch is how high or low a note is. When singing, the children should always aim to give a high-quality performance. The tempo is the speed of the music.
Vocabulary
Beat, Pulse, Nutrition, Genre, Rhythm, Pitch, Tempo, Melody, Perform, Ensemble, Unison, Pattern, Volume
Misconceptions
Prior Knowledge
Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and try to move in time with music
Future Learning
Singing and playing opportunities throughout KS1, LKS2 and UKS2.
Possible Activities/Evidence
https://www.gmmusiconline.co.uk/ U: Thegatesprimary P: Thegates123 This is a singing unit of work. Please ask L. Richmond for the Hey Diddle Didle and Singing Games for KS2 books. Singing: Music and songs/All songs/Summer Songs/ Words on Screen/application/Picnic Charanga Quiz: rhythm and food

Charanga: hot cross buns
Charanga: pat a cake – rap
Charanga: Cockles and mussels
Charanga: vegetables
Charanga: fruit is lovely
Sing Hey Diddle Diddle Book: oranges and lemons
Pease Pudding Hot
Singing games for KS2: Hot potato – pass the potato round the circle in time with the music
Singing games for KS2: the cookie jar p28
Add actions to remember the songs
Listen to class performances back and discuss what went well and how we can make it even better next time

Additionally, you may wish to include some kitchen percussion in the lessons: Experiment with real kitchen equipment to make different noises and following a pulse.
https://www.bbc.co.uk/teach/bring-the-noise/ks1-teacher-techniques/zd76mfr (fantastic resource showing a wealth of practical games and exercises)
Tap a mug at various points (top, bottom)-when does the sound change? Why?