



Music

Curriculum: Year A

| Class | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|---|---|--|---|--|--|
| Blue Class | <p><u>Food</u> Pulse</p> <p>Scheme Unit R.1: Me!</p> <p>Integrated with SEND structure: Hello-Coordination-Songs & Games-Goodbye</p> <p>Listen and Play: My Busy Body</p> <p>Group Music Therapy</p> | <p><u>Shops</u> Pulse</p> <p>SEND Scheme Unit 1 _ Introducing Instruments</p> <p>Christmas Performances Group Music Therapy</p> | <p><u>Stories</u> Rhythm</p> <p>Scheme Unit R.2: My Stories</p> <p>Integrated with SEND structure: Hello-Coordination-Songs&Games-Goodbye.</p> <p>Listen and Play: Pets</p> <p>Sign2sing Group Music Therapy</p> | <p><u>People/Places</u> Pitch</p> <p>SEND Create: Sensory India! Project overview: Developing Musicianship in the context of a multi-Sensory Journey Using iPad: Thumbiam app</p> <p>Easter Performances Group Music Therapy</p> | <p><u>Farm</u> Rhythm</p> <p>Topic Lesson: Farm: 'Found Sounds' Use everyday objects and instruments to: Replicate the sounds found on the farm, tell sound effect stories. Using iPads: ThumbJam and samplebot apps</p> <p>Ba Ba Blacksheep Old Macdonald 5 little ducks Farmers in the den</p> <p>Group Music Therapy</p> | <p><u>Mini-beasts</u> Pulse</p> <p>SEND Scheme Unit2 – Choosing Instruments</p> <p>Listen and Play: Minibeasts Listen and Play: Huggy Buggy</p> <p>Group Music Therapy</p> |
| Orange | <p><u>Africa</u> Pulse</p> <p>SEND Scheme Unit 1 _ Introducing Instruments</p> <p>Have you seen the leaves? - Donna Minto Autumn (1 Allegro) Vivaldi Jardins sous la pluie-Debussy's Descriptive Music: Rain Rain Choir Body Percussion</p> <p>Singing Assemblies Group Music Therapy</p> | <p><u>Celebrations</u> Pulse</p> <p>SEND Scheme Unit2 – Choosing Instruments</p> <p>Christmas Performances Singing Assemblies Group Music Therapy</p> | <p><u>Once Upon a Time</u> Rhythm</p> <p>SEND Scheme Unit 3 – Introducing March</p> <p>SEND CREATE Improvise and Groove</p> <p>Sign2sing Singing Assemblies Group Music Therapy</p> | <p><u>Land Before Time</u> Pitch Timbre</p> <p>SEND Scheme Unit4 - Contrast</p> <p>Easter Performances Singing Assemblies Group Music Therapy</p> | <p><u>Starry Night</u></p> <p>SEND Scheme Unit5 - Waltz</p> <p>Listen and Play - Pirates</p> <p>Singing Assemblies Group Music Therapy</p> | <p><u>Under the Sea</u> Dynamics</p> <p>SEND Scheme Unit 6 – Loud and Quiet</p> <p>Singing Assemblies Group Music Therapy</p> |

| Class | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Yellow | <u>Frozen Planet</u> Pulse, Pitch SEND Scheme Unit 13 – Instrumental Skills Singing Assemblies Instrument – small group | <u>Journeys</u> Pulse Rhythm Send Scheme Unit 14 – Right Sound – Right Time Listening skills - Journeys Christmas Performances Singing Assemblies | <u>Meet the artists</u> Timbre SEND Scheme Unit 15 – Shake-Tap-Ring Sign2Sing Singing Assemblies | <u>Amazing Animals</u> Dynamics, Texture SEND Scheme Unit16 – Play Quietly Easter performance Singing Assemblies Instrument | <u>Terrific Time Travellers</u> Composing original music: including making choices for rhythm, pitch and tempo Notation SEND Scheme Unit17 – Composition SEND Create: Music To Dance To Staffordshire Big Sing! Singing Assemblies | <u>Colour, Shimmer & Shine</u> Pulse/Rhythm SEND Scheme Unit 18 – Pulse Or Scheme Unit 1.2: Rhythm in the way we walk and Banana Rap Musical Style – Reggae Singing Assemblies Instrument – Small group |
| Red | <u>All About Me</u> Rhythm and Pulse Scheme Unit 1.1: Hey You! Musical Styles Hip Hop, Pop Singing Assemblies Musical instruments Choir Club | <u>Autumn Explorers/Winter Warmers</u> Rhythm and Pulse Scheme Unit R.2: My Stories Integrated with SEND structure: Hello- Coordination- Songs&Games-Goodbye. Christmas Performances Singing Assemblies Instrument – Small group | <u>To Infinity and Beyond</u> Rhythm and Pulse Scheme Unit 1.2: Rhythm in the way we walk;Banana Rap Musical Styles Reggae, Hip Hop Singing Assemblies Group Music Therapy | <u>Knight Fever</u> Rhythm and Pulse Scheme Unit 1.3: In The Groove Musical Styles Blues, Baroque, Latin, Bhangra, Folk, Funk Easter performance Singing Assemblies | <u>Pirates</u> Pulse, Pitch SEND Scheme Unit 13 – Instrumental Skills SEND CREATE Improvise and Groove Singing Assemblies | <u>Summer Holidays</u> Pulse Rhythm Send Scheme Unit 14 – Right Sound – Right Time Singing Assemblies |

| <p>Green</p> | <p><u>Frozen Planet</u></p> <p>Rhythm and Pulse</p> <p>Scheme Unit 1.1: Hey You! Musical Styles Hip Hop, Pop</p> <p>Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC Knowledge; Improvisation is about making up your own tunes on the spot. <ul style="list-style-type: none"> When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! <p>To know 5 songs off by heart. <ul style="list-style-type: none"> To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. <p>Singing Assemblies Musical instruments Choir Club</p> </p></p> | <p><u>Journeys</u></p> <p>Timbre</p> <p>SEND CREATE Improvise and Groove</p> <ul style="list-style-type: none"> Add individual drums together in a matrix to create a complete beat Play with a range of loud and soft dynamics Choose and record a harmonic pattern with up to two variations Choose an appropriate tempo <ul style="list-style-type: none"> Vocalise in high and low pitches Conduct the group Create and record a simple lyric Explore and use vocal effects <p>Choose a keyboard timbre</p> <ul style="list-style-type: none"> Create and play a graphic score Record a melodic improvisation using a scale Conduct, and respond to visual instructions <p>Christmas performance Singing Assemblies</p> | <p><u>Meet the Artists</u></p> <p>Rhythm and Pulse</p> <p>Scheme Unit 1.2: Rhythm in the way we walk; Banana Rap Musical Styles Reggae, Hip Hop</p> <p>The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)</p> <p>Skills</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> They can add their ideas to the performance. Record the performance and say how they were feeling about it. <p>Singing Assemblies Group Music Therapy</p> | <p><u>Amazing Animals</u></p> <p>Rhythm and Pulse</p> <p>Scheme Unit 1.3: In The Groove Musical Styles Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p>How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)</p> <p>Skills</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p> <ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. <p>Easter performance Singing Assemblies</p> | <p><u>Terrific Time Travelers</u></p> <p>Pulse, Pitch</p> <p>SEND Scheme Unit 13 – Instrumental Skills</p> <p>Singing Assemblies Musical instruments Choir Club</p> | <p><u>Colour, Shimmer and Shine</u></p> <p>Pitch Structure, Notation</p> <p>Scheme Unit 1.5: Your Imagination Musical Style Pop</p> <p>YR6 End of School Performance! Singing Assemblies Instrument – Small group</p> |
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| <p>Purple</p> | <p><u>Roald Dahl</u> Rhythm and Pulse</p> <p>Scheme Unit 1.3: In The Groove Musical Styles Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p>Skills;</p> <ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader. <p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader. <p>Singing Assemblies Musical instruments Choir Club</p> | <p><u>We are Britain!</u> Composing original music: Including making choices for dynamics, tempo and texture Notation</p> <p>SEND Create: Make a Music Video Project overview: Creating and combining music, word and image using iPads</p> <ul style="list-style-type: none"> ● Musical Learning - Pupils will learn about and understand several of the 'interrelated dimensions of music' outlined in the national curriculum, including timbre, texture, tempo and structure. They will use their voices and, review and evaluate music. ● Social and Emotional Learning - Pupils will develop their confidence, self-esteem and creative voice, as well as their abilities to take turns, focus and perform. They will give, receive and act on feedback to and from staff and peers. They will have a chance to 'tell their story' through language and image <p>Christmas performance Singing Assemblies Instruments (Small group)</p> | <p><u>Victorians local study</u> Pitch Structure, Notation</p> <p>Scheme Unit 1.5: Your Imagination Musical Style Pop</p> <p>Skills;</p> <ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader. ● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary. <p>Sign2sing Singing Assemblies Musical instrument Small group</p> | <p><u>Scientist and inventors</u> Pulse, Rhythm and Pitch working together</p> <p>Scheme Unit 3.1: Let Your Spirit Fly Musical Style: R&B</p> <p>Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)</p> <p>Pitch Copy Back Using 2 Notes</p> <p>a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation</p> <p>Easter performance Singing Assemblies Instrument Small Group</p> | <p><u>Super Heroes</u> Structure and Texture</p> <p>Send Scheme Unit 3.5 – Bringing us together Musical Style: Disco</p> <p>Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce</p> <p>Knowledge;</p> <ul style="list-style-type: none"> ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer. <p>Skills</p> <ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. | <p><u>What do you see</u> Timbre and Pitch</p> <p>Send Scheme Unit 4.4 – Lean On Me Musical Style: Gospel</p> <p>He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)</p> <p>Play and Improvise Using your instruments, listen and play your own answer using one or two notes: F and sometimes G</p> <p>YR6 End of School Performance! Singing Assemblies Instrument – Small group</p> |
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Cherry Trees Music Curriculum

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| | | | | | <ul style="list-style-type: none">● To have an awareness of the pulse internally when singing <p>Help create at least one simple melody using one, three or five different notes.</p> <ul style="list-style-type: none">● Plan and create a section of music that can be performed within the context of the unit song.● Talk about how it was created.● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Singing Assemblies Instrument – Small group</p> | |
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Music

Curriculum: Year B

| Class | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Blue Class | <u>All about Me</u> Pulse Scheme Unit R.3: Everyone! Integrated with SEND structure: Hello. Coordination-Songs& Games-Goodbye Listen and Play: Nursery Rhymes Group Music Therapy | <u>Shape and Colour</u> Pulse SEND Scheme Unit 3 – Choosing Instruments Listening Skills: Weather Christmas Performances Group Music Therapy | <u>Pets</u> Pulse Scheme Unit R.4: Our World Integrated with SEND structure: Hello. Coordination-Songs& Games-Goodbye Listen and Play: Dinosaurs Sign2Sing Music Therapy | <u>Growing</u> Pitch SEND Scheme Unit4 – Introducing Sway Listening Skills: Journeys Easter Performances Music Therapy | <u>Transport</u> Rhythm SEND Scheme unit 5 Introducing March Integrated with SEND structure: Hello. Coordination-Songs& Games-Goodbye Found Sounds: Music Therapy | <u>Holidays</u> Rhythm Topic Lesson: Seaside; Use everyday objects and instruments to: Replicate the sounds found in on holiday. Tell sound effect stories. Using iPads: Thumbiam, 'Soundbot@ apps. Listen and Play: At the Seaside Walking in the jungle 'sound bag' Music Therapy |
| Orange | <u>Growing Up</u> Pulse SEND Scheme Unit 7 – Contrast Singing Assemblies Music Therapy | <u>Planes, Trains and Automobiles</u> Pulse SEND Scheme Unit 8 – Imitation Christmas Performances Singing Assemblies Music Therapy | <u>We're Going to the Zoo</u> Dynamics SEND Scheme Unit 9 – Waltz Sign2Sing Singing Assemblies Music Therapy | <u>Do You believe in Magic?</u> Rhythm SEND Scheme Unit 8 – Imitation Easter Performances Singing Assemblies Music Therapy | <u>Teddy Bears Picnic</u> Rhythm SEND Scheme Unit 11 – Quiet and Loud Singing Assemblies Music Therapy | <u>Fun in the Sun</u> Pitch Timbre SEND Scheme Unit 12– Boogie Train Singing Assemblies Music Therapy |

| Class | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Yellow | <u>Autumn Witches and Wizards</u> Pulse, Pitch SEND Scheme Unit 19 – Playing Quietly Singing Assemblies Music Therapy | <u>Winter Festivals of Light</u> Pulse, Pitch SEND Scheme Unit 20 – Using Flash cards Christmas Performances Singing Assemblies Music Therapy | <u>The Circus is Coming</u> Dynamics SEND Scheme Unit 21 – Composition Sign2Sing Singing Assemblies Music Therapy | <u>How does your garden grow?</u> Timbre, Notation SEND Scheme Unit 22– Patterns Listen and play – In my little garden Easter Performances Singing Assemblies Music Therapy | <u>A Pirate Life for Me!</u> Pulse, Pitch SEND Scheme Unit 23 – Pulse – Listen and Play; Pirates Singing Assemblies Music Therapy | <u>Food Glorious Food</u> Pitch SEND Scheme Unit 24 – Pitch Or Found Sounds: Making music with kitchen utensils – Listen and Play; scrumptious sandwiches and delicious drinks End of School Performances yr6 Singing Assemblies Music Therapy |
| Red | <u>Changes in Living Memory</u> Pulse, Pitch SEND Scheme Unit 19 – Playing Quietly Singing Assemblies Music Therapy | <u>Beyond Living Memory</u> Pulse, Pitch SEND Scheme Unit 20 – Using Flashcards Christmas Performances Singing Assemblies Music Therapy | <u>Carnival Animals</u> Dynamics SEND Scheme Unit 21 – Composition Sign2Sing Singing Assemblies Music Therapy | <u>Weather Experts</u> Scheme Unit R.5: Big Bear Funk Integrated with SEND structure: Hello. Coordination-Songs& Games-Goodbye Easter Performances Singing Assemblies Music Therapy | <u>Local Area</u> SEND Create: Sensory India! Project overview: Developing Musicianship in the context of a multi-Sensory Journey Using iPad: Thumbiam app Singing Assemblies Music Therapy | <u>Oceans and Seas</u> |

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| <p>Green</p> | <p><u>Happy Healthy Me</u> Pulse, Rhythm and Pitch Working together</p> <p>scheme 2.1 Unit: Hands, Feet, Heart</p> <p>Style: South African styles The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate</p> <p>To learn how songs can tell a story or describe an idea.</p> <p>Create rhythms for others to copy.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part)</p> <p>Singing Assemblies</p> | <p><u>Victorian Wonderland</u> Timbre Pitch Working together</p> <p>Scheme 2.2 Unit: Ho Ho Ho</p> <p>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song) Suspicious Minds by Elvis Presley (Pop) Sir Duke by Stevie Wonder (Funk) Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)</p> <p>Christmas Performances Singing Assemblies Music Therapy Musical instruments</p> | <p><u>Let it Grow!</u> <u>Scheme 2.3</u></p> <p>Spring Unit: I Wanna Play In A Band Style: Rock We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles</p> <p>Singing Assemblies Music Therapy</p> | <p><u>Chocoholics</u> <u>2.4</u></p> <p>Unit: Zootime Style: Reggae Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff</p> <p>To know that unison is everyone singing at the same time.</p> <ul style="list-style-type: none"> • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices. <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <ul style="list-style-type: none"> • Know the names of untuned percussion instruments played in class. <p>Easter Performances Singing Assemblies Music Therapy</p> | <p><u>The Great Outdoors</u> <u>2.5</u></p> <p><u>Unit: Friendship Song</u></p> <p>sCount On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman</p> <p>Singing Assemblies Music Therapy</p> | <p><u>The Big Top</u> <u>Freestyle</u> <u>Song and video projects</u></p> <p><u>It's Okay, Just Say</u></p> <p>Children to create a video and add instrumentation to the song</p> <p>End of School Performances yr6 Singing Assemblies Music Therapy Musical instruments</p> |
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| | Music Therapy Musical instruments | | | | | |
| Purple | <p><u>Egyptians</u></p> <p>Pulse, Rhythm and Pitch Working together</p> <p>Scheme Unit 1.1: Hey You! Musical Style: Old School Hip-Hop</p> <p>Singing Assemblies Music Therapy Musical instruments (Small group)</p> | <p><u>World War 1 and 2</u></p> <p>Composing original music: Including making choices for rhythm, pitch and tempo. Notation</p> <p>SEND Create: Improvise and Groove Project Overview: An accessible method to develop vocalising and improvisation</p> <ul style="list-style-type: none"> • Add individual drums together in a matrix to create a complete beat • Play with a range of loud and soft dynamics • Choose and record a harmonic pattern with up to two variations • Choose an appropriate tempo <ul style="list-style-type: none"> • Vocalise in high and low pitches • Conduct the group | <p><u>Famous for more than 5 minutes</u></p> <p>Timbre Pitch Working together</p> <p>Scheme Unit 3.4 Dragon Song Musical Style: Pop</p> <p>Music from around the world, celebrating our differences and being kind to one another</p> <p>Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan</p> <p>To choose one song and be able to talk about:</p> | <p><u>Geographical skills</u></p> <p>Pulse, Rhythm and Pitch Working together</p> <p>Scheme Unit 4:3 Stop! Musical Style: Grime</p> <p>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas</p> | <p><u>Crime and punishment</u></p> <p>Structure and Texture</p> <p>Scheme Unit 2.5: Friendship Song Musical Style: Pop</p> <p>Staffordshire Big Sing Music Therapy Musical instruments (Small group)</p> | <p><u>Sports tournaments</u></p> <p>Pitch</p> <p>Scheme Unit 3.3 – Pitch Three Little Birds Musical Style: Reggae</p> <p>End of School Performances yr6 Singing Assemblies Music Therapy Musical instruments (Small group)</p> |



Cherry Trees Music Curriculum

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| | | <ul style="list-style-type: none"> ● Create and record a simple lyric ● Explore and use vocal effects <p>Choose a keyboard timbre</p> <ul style="list-style-type: none"> ● Create and play a graphic score ● Record a melodic improvisation using a scale ● Conduct, and respond to visual instructions <p>Christmas Performances Singing Assemblies Music Therapy Musical instruments (Small group)</p> | <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song <p>Sign2Sing Music Therapy Musical instruments (Small group)</p> | <p>To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Easter Production Music Therapy Musical instruments (Small group)</p> | |
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Charanga Unit of Work

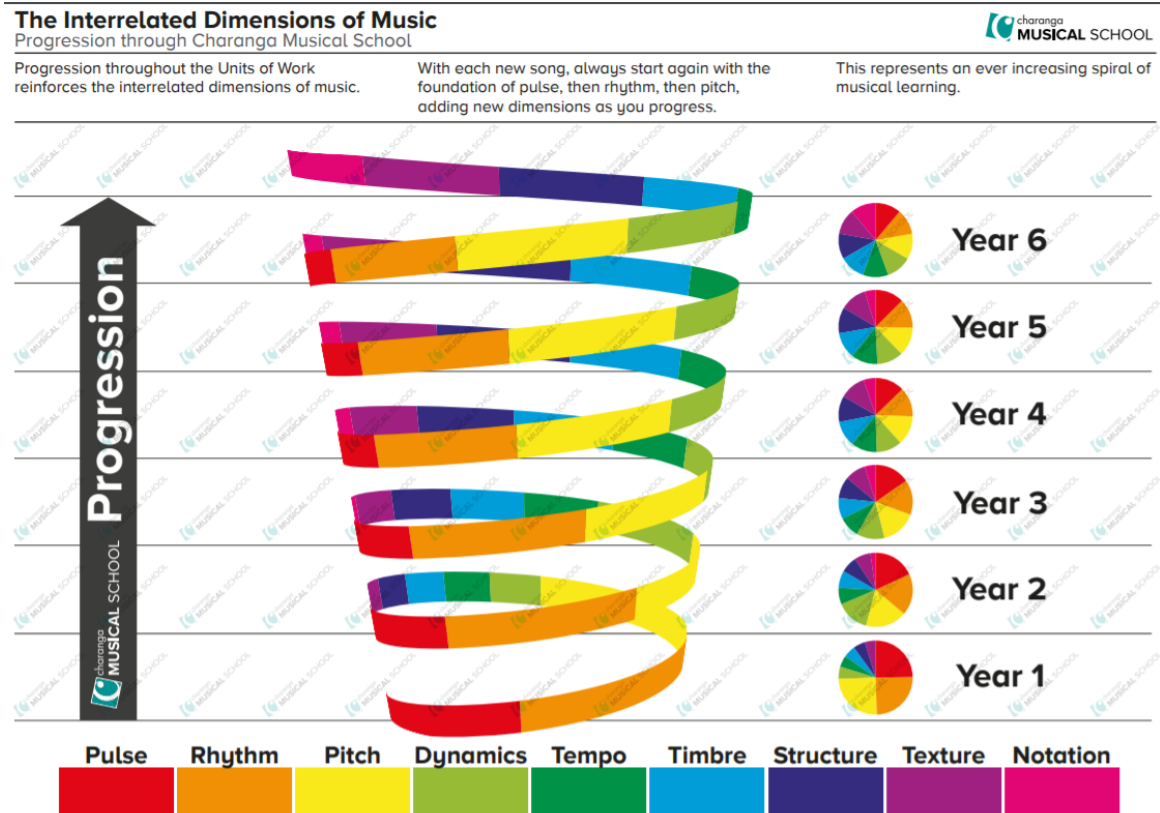


Main focus across interrelated dimensions of music: **Pulse, Rhythm, Pitch, Dynamics, Tempo, Timbre, Structure, Texture, Notation**

Music Special Events

Additional Thematic Resources found in Charanga Topic Folders -

<https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-early-learning-themes-ales/zffh7nb>





The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

Key Vocabulary Organised into the 'Interrelated Dimensions of Music'

| Pulse | | |
|-------------------------|-------------------------------|-------------|
| Early Years/Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
| Beat Clap | On beat/Off beat Back Beat | Metronome |

| Rhythm | | |
|---|---|---|
| Early Years/Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
| Beat Length Short/Fast Long/Slow | Sway Straight/Swung Rhythms Syncopation Dotted Rhythms Pause/Rest Repeat | Groove Walking Bass Upbeat Time Signature Ostinato Clave |

Classical note names:

Semi-quaver
 Triplet
 Quaver
 Crotchet
 Minim
 Semibreve

| Pitch | | |
|---------------------------------|---|---|
| Early Years/Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
| High/Low Happy/Sad Melody | Chord Hook/Riff Octave Sequence Step motion | Intervals Ostinato Scale Sharp/Flat notes Treble Clef/Bass clef |

Musical Scales:

Chromatic
Major (happy)
Minor (sad)
Pentatonic
Whole tone

| Dynamics | | |
|-------------------------|---------------------------|-------------------------|
| Early Years/Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
| Loud/Quiet Silence | Gradual/Sudden Silence | Crescendo Diminuendo |

Italian terms in classical music to indicate Dynamics:

Fortissimo (ff)
Forte (f)
Mezzo Forte (mf)
Mezzo Piano (mp)
Piano (p)
Pianissimo (pp)
Subito/Fp
Crescendo/Diminuendo

| Tempo | | |
|-------------------------|---|---|
| Early Years/Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
| Fast/Slow Start/Stop | Faster/Slower Pause/Rest Beats Per Minute Counting | Metre Metronome Marking Simple/Compound time Time Signatures Rubato |







Example Italian terms in classical music to indicate Tempo:

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| Lento – slow | Accelerando – gradually getting faster |
| Andante – walking pace | Rallentando – gradually slowing down |
| Moderato – moderately | Ritenuato – suddenly slow |
| Allegro – fast | Rubato – expressive, rhythmic freedom |
| Presto – extremely fast | |

| Structure | | |
|-----------------------------|--|---|
| Early Years/Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
| Start/Stop Beginning/End | Call and Response Verse Chorus Phrase | Phrase/Shape Binary – AB Ternary – ABA Sampling Hook/Riff |

Popular Song Structure:

Intro/Introduction
Verse (A)
(Pre-chorus)
Chorus (B)
Bridge
Middle Eight (C)
Outro/Coda/Ending

| Timbre | | |
|---|--|---|
| Early Years/Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
| Drum Shake – Hit – Ring Sing/Voice Piano Guitar Small/Big sound | Solo Duet Thin/Thick Bright/Dull | Tone Clean/Distorted Quality Voices Instrumental Orchestral Staccato/Legato Accent |
| Instrument Families | | |
| Strings | Woodwind | Brass |
|  |  |  |
| Keyboard | Percussion | Electronic |
|  |  |  |

| Texture | | |
|--------------------------|---|---|
| Early Years/Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
| Thick/Thin Full/empty | Melody Accompaniment (Chords, Harmony) | A Capella Arrangement Balance Band/Ensemble Unison Solo, Duet, Trio, Quartet |

| Notation | | |
|--|---|--|
| Early Years/Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
| Graphic Scores: Start/Stop Hit – Ring – Shake High/Low Fast/Slow *See Instrument names | Composition Note Rest Groove GarageBand Sample | Lyrics – Melody - Accompaniment Drum loop Bar Time signature Stave Treble/Bass clef Key Signature |

Genres/Style of Music

- Bossa Nova
- Blues
- Classical
- Crossover
- Disco
- Folk
- Funk
- Gospel
- Grime
- Hip-Hop
- Motown
- Neo-Soul
- Pop
- Rap
- Reggae
- Rock
- Salsa
- Secular
- Ska
- Style indicators
- Swing