

**Concepts and Content Organiser- Music**

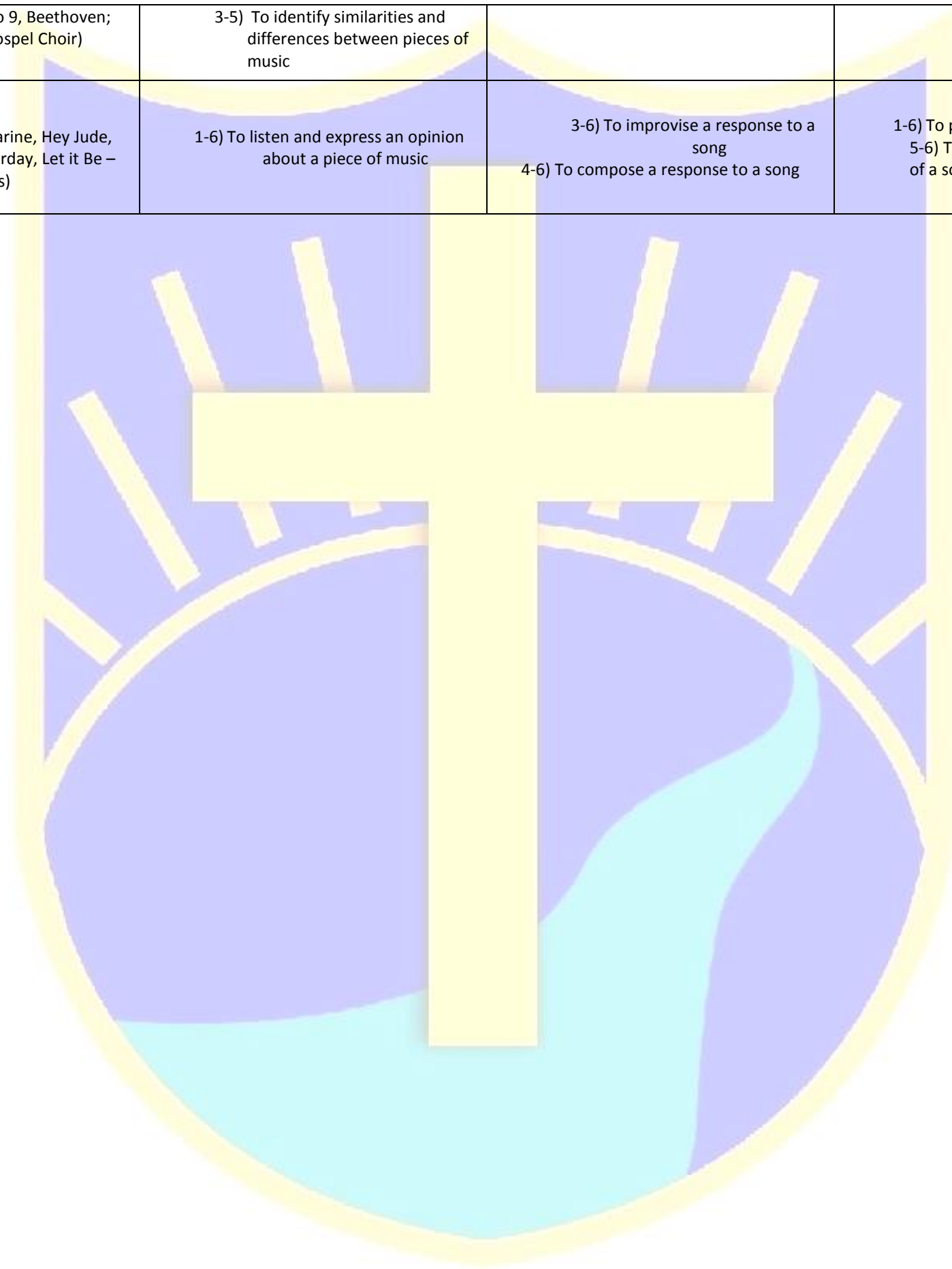
<b>KS1</b>		<b>History of Music</b>	<b>Listening to Music</b>	<b>Composing Music</b>	<b>Making and Reading Music: Singing</b>	<b>Making and Reading Music: Instruments</b>
<b>Y1/2</b>	<b>Hey you!</b>	<p><b>Hip Hop</b>                      Hey You! by Joanna Mangona • Me, Myself And I by De La Soul • Fresh 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</p>	<ol style="list-style-type: none"> <li>To begin to recognise the basic style indicators of Hip Hop</li> <li>To know where/when hip hop originated.</li> <li>To compare and contrast styles of music we have learned.</li> </ol>	<ol style="list-style-type: none"> <li>To select and combine sounds to make music.</li> </ol>	<ol style="list-style-type: none"> <li>To use our voice expressively to chant/rhyme.</li> <li>To know how to rap parts of a song.</li> <li>To perform a song.</li> </ol>	<ol style="list-style-type: none"> <li>To use your body to find pulse.</li> </ol>
	<b>Imagination</b>	<p><b>Film Soundtracks</b>                      Your Imagination by Joanna Mangona and Pete Readman • Supercalifragilisticexpialidocious from Mary Poppins • Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack • Daydream Believer by The Monkees • Rainbow Connection from The Muppet Movie • A Whole New World from Aladdin</p>		<ol style="list-style-type: none"> <li>To write lyrics using the coda section of the song</li> </ol>	<ol style="list-style-type: none"> <li>To know how to sing in a round.</li> <li>To use our voices creatively.</li> <li>To sing effectively.</li> </ol>	<ol style="list-style-type: none"> <li>To use 'call and response'</li> <li>To improvise using instruments</li> </ol>
	<b>In The Groove</b>	<p><b>Blues, Baroque, Latin, Bhangra, Folk and Funk.</b>                      How Blue Can You Get by B.B. King • Let The Bright Seraphim by Handel • Livin' La Vida Loca by Ricky Martin • Jai Ho by J.R. Rahman • Lord Of The Dance by Ronan Hardiman • Diggin' On James Brown by Tower Of Power</p>	<ol style="list-style-type: none"> <li>To begin to recognise the basic style indicators of Folk</li> <li>To begin to recognise the basic style indicators of Funk</li> <li>To begin to recognise the basic style indicators of Latin</li> <li>To begin to recognise the basic style indicators of Blues</li> <li>To begin to recognise the basic style indicators of Baroque</li> </ol>	<ol style="list-style-type: none"> <li>To add variation to a known tune</li> </ol>	<ol style="list-style-type: none"> <li>To understand what a crotchet is.</li> <li>To understand what a quaver is.</li> <li>To understand what a semi-breve is.</li> <li>To recognise a treble clef.</li> </ol>	
	<b>Hands, feet, heart</b>	<p><b>Pop/Gospel</b>                      Hands, Feet, Heart by Joanna Mangona • 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</p>	<ol style="list-style-type: none"> <li>To recognise the basic style indicators of South African music.</li> <li>To build musical vocabulary.</li> </ol>		<ol style="list-style-type: none"> <li>To perform and share music.</li> </ol>	<ol style="list-style-type: none"> <li>To add instruments to a song.</li> </ol>

	<p><b>I wanna play in a band!</b></p>	<p><b>Rock</b>          I Wanna Play In A Band by Joanna Mangona • 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>1. To recognise the basic style indicators of rock music.</p>	<p>5. To add variation to a known tune</p>	<p>2. To have a basic understanding of what manuscript is.          3. To read basic musical notation.</p>	<p>4. To use musical notation to play instruments.          6. To know how to play in an ensemble.</p>
	<p><b>Zootime</b></p>	<p><b>Reggae</b>          • Zootime by Joanna Mangona • Kingston Town by UB40 • Shine by ASWAD • I.G.Y. by Donald Fagen • Feel Like Jumping by Marcia Griffiths • I Can See Clearly Now by Jimmy Clif</p>	<p>1. To recognise the basic style indicators of reggae music.          2. To know the origin of reggae music.</p>	<p>5-6.To experiment with and combine sounds.</p>		<p>3. To identify different musical instruments.          4. To recognise the different sounds of instruments.</p>



KS2		<i>History of Music</i>	<i>Listening to Music</i>	<i>Composing Music</i>	<i>Making and Reading Music: Singing</i>	<i>Making and Reading Music: Instruments</i>
Y3/4	<b>Glockenspiel Stage 1</b>			3) To improvise a response to a song (Glockenspiel E and D) 5) To improvise a response to a song (Glockenspiel C, D, E) 6) To compose a song for a purpose (D, E)		1) To play instrumental parts accurately and in time to the music (E and D) 2) To use musical notation to play instrumental parts accurately and in time to the music (E and D) 4) To read musical notation to play a song accurately (F, E and D) 5) To read musical notation to play a song accurately (C, D, E)
	<b>Three Little Birds</b>	<b>Reggae</b> (Three Little Birds, Bob Marley; Jammin', Bob Marley; Small People by Ziggy Marley; 54-46 Was My Number by Toots and the Maytals; Ram Goat Liver by Pluto Shervington; Our Day will Come, Amy Winehouse)	1-2) To express an opinion about a piece of music 3-4) To identify similarities and differences between pieces of music 5-6) To express an opinion about a piece of music	3) To improvise a response to a song (Glockenspiel C and D) 4) To compose a response to a song (Glockenspiel C, D, E)	3-5) To find the pulse and learn part of a song 5-6) To practise and perform a song	2-5) To play instrumental parts accurately and in time to the music (G, A)
	<b>Reflect, Rewind and Replay Y3</b>	<b>Early Classical</b> (L'Homme Arme, Robert Morton) <b>Motown</b> (Ain't no Mountain High Enough, Marvin Gaye and Tammi Terrell) <b>21<sup>st</sup> Century</b> (Clash and Bang, Talvin Singh) <b>Baroque</b> (Les Tricoteuses, Couperin) <b>Reggae</b> (Small People, Ziggy Marley) <b>Classical</b> (The Clock, F J Hadyn) <b>Traditional</b> (Vaishnava Jana) <b>21<sup>st</sup> Century</b> (Gwyneth Herbert) <b>Romantic</b> (Allegro Maestoso, Liszt) <b>Traditional</b> (Birdsong) <b>20<sup>th</sup> Century</b> (Prelude a L'Apres-Midi D'un Faune, Debussy) <b>Disco</b> (We are Family, Sister Sledge) <b>Contemporary Jazz</b> (Music for Large and Small Ensembles, Kenny Wheeler) <b>Disco</b> (Car Wash, Rose Royce)	1-6) To express an opinion about a piece of music through a range of genres	1) To improvise a response to a song (Percussion) 2-3) To compose a response to a song using non-percussion instruments	1-6) To practise and prepare a sung performance of a favourite song	1-6) To practise and perform instrumental sections of a favourite song
	<b>Mamma Mia</b>	<b>Pop</b> (Mamma Mia, Dancing Queen, The Winner Takes it all, Waterloo, Super Trouper, Thank you for the Music- Abba)	1,3, 4) To express an opinion about a piece of music 2, 5) To identify similarities and differences between pieces of music	3) To improvise a response to a song (glockenspiel G) 4) To compose a response to a song (Glockenspiel C, D, E)	1) To find the pulse and learn part of a song 5-6) To practise and perform a song	2-5) To play instrumental parts accurately and in time to the music (G)
	<b>Lean on Me</b>	<b>Gospel</b> (Lean on Me, Bill Withers; He Still Loves me, Walter Williams and Beyonce; Shackles, Mary Mary; Amazing Grace, Elvis Presley;	1) To understand the context of a piece of music 2) To express an opinion about a piece of music	3) To improvise a response to a song (glockenspiel F, G) 4) To compose a response to a song (Glockenspiel F, G, A)	1) To find the pulse and learn part of a song 5-6) To practise and perform a song	2-5) To play instrumental parts accurately and in time to the music (C)

		Ode to Joy Symphony No 9, Beethoven; Lean on Me, ACM Gospel Choir)	3-5) To identify similarities and differences between pieces of music			
<b>Blackbird</b>	<b>Pop</b> (Blackbird, Yellow Submarine, Hey Jude, Can't Buy me Love, Yesterday, Let it Be – The Beatles)	1-6) To listen and express an opinion about a piece of music	3-6) To improvise a response to a song 4-6) To compose a response to a song	1-6) To practise and perform a song 5-6) To improvise with the vocals of a song	2-6) To play instrumental parts accurately in time to the music 5-6) To practise and perform an instrumental composition	



KS2		<i>History of Music</i>	<i>Listening to Music</i>	<i>Composing Music</i>	<i>Making and Reading Music: Singing</i>	<i>Making and Reading Music: Instruments</i>
Y5/6	<p><b>The Fresh Prince of Bel-Air</b></p> <p><b>Year 5</b></p>	<p><b>Old School Hip hop</b></p> <p><i>The Fresh Prince of Bel Air</i> by Will Smith</p> <p><i>Me, Myself and I</i> by De La Soul</p> <p><i>Ready or Not</i> by The Fugees</p> <p><i>Rapper's Delight</i> by The Sugarhill Gang</p> <p><i>U Can't Touch This</i> by MC Hammer</p> <p><i>It's Like That</i> by Run DMC</p>	<p>1-2) To begin to recognise the basic style indicators of Old School Hip Hop</p> <p>1) Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending</p> <p>3-6) To Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.</p> <p>1) To identify changes in tempo, dynamics and texture.</p>	<p>4) To improvise/compose a melody using simple rhythms and use as part of the performance. Using the notes: D, E + F. Using the notes: D, E, F, G + A.</p>	<p>To perform. Sing and play instrumental parts within the song.</p>	<p>3-6) To Play instrumental parts accurately and in time as part of the performance.</p> <p>(The easy part: D + A by ear and from notation.</p> <p>The medium part: G + A by ear and from notation.</p> <p>The harder part: C, D, E, F, G, A by ear and from notation.)</p>
	<p><b>Classroom Jazz 1</b></p> <p><b>Year 5</b></p>	<p><b>Jazz/Latin</b></p> <p>Three Note Bossa</p> <p>Desafinado</p> <p>Cotton Tail</p> <p>Five Note Swing</p> <p>Perdido</p> <p>Things Ain't What They Used To Be</p>	<p>1-2) Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.</p> <p>3-4) Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.</p> <p>1-6) To use a range of vocabulary</p> <p>1-6) Identify instruments/voices: Piano, bass, drums, glockenspiel.</p>	<p>3-5) Use the notes of the tune to improvise a new melody.</p> <p>(Improvise in a Bossa Nova style using the notes: G, A + B.</p> <p>Improvise in a swing style using the notes: D + E. D, E, G. D, E, G, A + B)</p>		<p>5-6) Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.</p>
	<p><b>Livin' On a Prayer</b></p> <p><b>Year 5</b></p>	<p><b>Rock</b></p> <p><i>Livin' On A Prayer</i> by Bon Jovi</p> <p><i>We Will Rock You</i> By Queen</p> <p><i>Smoke On The Water</i> by Deep Purple</p> <p><i>Rockin' All Over The World</i> by Status Quo</p> <p><i>Johnny B. Goode</i> by Chuck Berry</p> <p><i>I Saw Her Standing There</i> by The Beatles</p>	<p>3) Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.</p> <p>3) Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.</p> <p>1-3) Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</p>	<p>Compose a melody using simple rhythms and use as part of the performance.</p>	<p>4-6) To Sing in unison.</p>	<p>Play instrumental parts accurately and in time as part of the performance.</p>

	<p><b>A New Year Carol</b> <b>Year 6</b></p>	<p><b>Western Classical (Gospel, Bangra)</b> A New Year Carol by Benjamin Britten A New Year Carol by Benjamin Britten A New Year Carol - Urban Gospel version I Mun be Married on Sunday by Benjamin Britten I Mun be Married on Sunday Britten version and Bhangra version Fishing Song by Benjamin Britten</p>	<p>Describe the style indicators of the song/music.</p> <ul style="list-style-type: none"> <li>• Describe the structure of the song.</li> <li>• Identify the instruments/voices they can hear.</li> <li>• Talk about the musical dimensions used in the song.</li> <li>• Describe the mood and story told?</li> </ul>	<p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>Singing in unison. Sing the song in its original style and the Urban Gospel version.</p>	<p>Musical Activities using glocks and/or recorders. Warm-up Games Pulse, rhythm and pitch games:</p> <ul style="list-style-type: none"> <li>• Learn to clap some of the the rhythms used in the song.</li> <li>• Learn some musical phrases that you will sing in the song.</li> </ul>
	<p><b>Music and Me</b> <b>Year 6</b></p>	<p><b>Inspirational female artists</b> Something Helpful by Anna Meredith O by Shiva Feshareki Heroes &amp; Villains by Eska And! by Afrodeutsche Something Helpful by Anna Meredith V-A-C Moscow by Shiva Feshareki Shades Of Blue by Eska The Middle Middle by Afrodeutsche Decide who to listen to</p>	<p>Talk about the music of the featured artists. Talk about any musical connection with previous knowledge and understanding. Explain why they would or wouldn't go to a concert by one of the featured artists. Explain which inspirational woman listed on the timeline they would like to meet in real life.</p>	<p>Talk about how they have planned and wrote their composition. Talk about if and how they were inspired by the featured artists. Identify the most important thing about the composition</p>	<p>Create your own lyrics and put it all together over your chosen beat</p>	<p>Use percussion instruments to create a chosen beat.</p>

Assessment framework

	Acquire	Apply (challenge)
By the end of Y2, children can:	<b>History Of Music</b> <ul style="list-style-type: none"> <li>To learn the history of different genres of music.</li> <li>To know the origin of different genres of music.</li> <li>To recognise songs from the different genres and know their history.</li> </ul>	<b>History Of Music</b> <ul style="list-style-type: none"> <li>To describe similarities and differences between different genres of music.</li> </ul>
	<b>Listening to Music</b> <ul style="list-style-type: none"> <li>To recognise the basic style indicators of different genres of music.</li> </ul> To build up a range of musical vocabulary.	<b>Listening to Music</b> <ul style="list-style-type: none"> <li>To describe similarities and differences between different sounds.</li> </ul>
	<b>Composing Music</b> <ul style="list-style-type: none"> <li>To select and combine sounds to make music.</li> <li>To know how to add variation to a song they have already learned.</li> <li>To know how to write lyrics to a known tune or to a tune they have created themselves.</li> <li>To understand sound and how we can change it.</li> </ul>	<b>Composing Music</b> <ul style="list-style-type: none"> <li>To evaluate a known tune.</li> <li>To evaluate a tune created by themselves or their peers.</li> <li>Make changes to their composition based on self-evaluation or peer feedback.</li> </ul>
	<b>Making and reading music: Singing</b> <ul style="list-style-type: none"> <li>To recognise some musical notation.</li> <li>To be able to use their voice in different ways e.g. rap, chant.</li> <li>To know how to sing in a round.</li> <li>To know how to perform.</li> </ul> To have a basic understanding of what manuscript is.	<b>Making and reading music: Singing</b> <ul style="list-style-type: none"> <li>To evaluate a performance by themselves or others.</li> <li>Use an increasingly technical vocabulary when talking about musical notation or musical changes they have made.</li> </ul>
	<b>Making and reading music: Instruments</b> <ul style="list-style-type: none"> <li>To recognise different instruments and their sounds.</li> <li>To know how to find rhythm and pulse.</li> <li>To improvise a tune using instruments.</li> <li>To be able to perform to call and response using instruments.</li> <li>To add instruments to a known tune or create a tune using instruments.</li> <li>To know how to perform in an ensemble.</li> </ul>	<b>Making and reading music: Instruments</b> <ul style="list-style-type: none"> <li>To evaluate a performance by themselves or others.</li> <li>To make changes to their chosen instruments based on the desired effect and end performance.</li> </ul>

<b>By the end of Y4, children can:</b>	<b>History of Music</b> <ul style="list-style-type: none"> <li>To name a range of different genres of music and state when in history they have been popular</li> <li>To recognise artists within these genres</li> </ul>	<b>History of Music</b> <ul style="list-style-type: none"> <li>To make a prediction about the genre of an unfamiliar piece of music based on its features</li> <li>To recognise similarities and differences between genres</li> </ul>
	<b>Listening to Music</b> <ul style="list-style-type: none"> <li>To listen to and express an opinion about a piece of music</li> <li>To recognise similarities and differences between two pieces of music</li> <li>To understand the context of a piece of music</li> </ul>	<b>Listening to Music</b> <ul style="list-style-type: none"> <li>To be able to explain an opinion about a piece of music</li> <li>To understand how a piece of music can invoke a range of different emotions</li> </ul>
	<b>Composing Music</b> <ul style="list-style-type: none"> <li>To compose a song for a purpose</li> <li>To improvise a response to a song using percussion instruments</li> <li>To compose a response to a song</li> </ul>	<b>Composing Music</b> <ul style="list-style-type: none"> <li>To improvise a response to a song using non-percussion instruments e.g. recognising which notes would be appropriate</li> </ul>
	<b>Making and Reading Music: Singing</b> <ul style="list-style-type: none"> <li>To find the pulse of a song</li> <li>To learn part of a song</li> <li>To practise and perform part of a song</li> </ul>	<b>Making and Reading Music: Singing</b> <ul style="list-style-type: none"> <li>To improvise a vocal response to a new song/piece of music</li> </ul>
	<b>Making and Reading Music: Instruments</b> <ul style="list-style-type: none"> <li>To play instrumental parts accurately and in time to the music (a range of different notes)</li> <li>To use musical notation to play instrumental parts accurately and in time to the music (a range of different notes)</li> <li>To read musical notation to play a song accurately (a range of notes)</li> </ul>	<b>Making and Reading Music: Instruments</b> <ul style="list-style-type: none"> <li>To experiment with changes in volume, tone, tempo and pitch and evaluate what effect this has on a piece of music</li> </ul>
<b>By the end of Y6, children can:</b>	<b>History of Music</b> <ul style="list-style-type: none"> <li>To name a range of different genres of music and state when in history they have been popular</li> </ul> To recognise artists within these genres	<b>History of Music</b> <ul style="list-style-type: none"> <li>To make a prediction about the genre of an unfamiliar piece of music based on its features</li> </ul> To recognise similarities and differences between genres
	<b>Listening to Music</b> <ul style="list-style-type: none"> <li>To listen to and express an opinion about a piece of music</li> <li>To recognise similarities and differences between two pieces of music</li> </ul> To understand the context of a piece of music	<b>Listening to Music</b> <ul style="list-style-type: none"> <li>To identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending</li> <li>To identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.</li> <li>To identify changes in tempo, dynamics and texture.</li> </ul>
	<b>Composing Music</b> <ul style="list-style-type: none"> <li>To compose a song for a purpose</li> <li>To improvise a response to a song using percussion instruments</li> </ul> To compose a response to a song	<b>Composing Music</b> <ul style="list-style-type: none"> <li>To identify the structure of a song or piece of music. Looking at introduction, a verse, a bridge, a chorus etc.</li> </ul> To build on previous knowledge that not every song or piece of music has the same structure.
	<b>Making and Reading Music: Singing</b> <ul style="list-style-type: none"> <li>To find the pulse of a song</li> <li>To learn part of a song</li> <li>To practise and perform part of a song</li> </ul>	<b>Making and Reading Music: Singing</b> <ul style="list-style-type: none"> <li>To improvise a vocal response to a beat and tempo within piece of music</li> </ul> To evaluate and improve a performance
	<b>Making and Reading Music: Instruments</b> <ul style="list-style-type: none"> <li>To play instrumental parts accurately and in time to the music (a range of different notes)</li> <li>To use musical notation to play instrumental parts accurately and in time to the music (a range of different notes)</li> </ul>	<b>Making and Reading Music: Instruments</b> <ul style="list-style-type: none"> <li>To experiment with changes in volume, tone, tempo and pitch and evaluate what effect this has on a piece of music</li> </ul> To justify instrument choice



	To read musical notation to play a song accurately (a range of notes)	
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