

Music Medium Term Plan



The Musical Learning Focus from each Unit of Work progress to the Expected Musical Learning Outcomes for the End of Year. The children will be able to

demonstrate their learning as they work towards the End of Key Stage Expectations. Therefore these outcomes will fulfil the End of Key Stage Expectations which are in line with national attainment targets for music.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Musical teaching and learning is not neat or linear, children do not learn in straight lines. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts. **Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards**; it enables them to re-enforce their musical understanding in order to improve the quality of their musicianship. To achieve mastery means gaining both a deeper understanding of musical skills and concepts and learning something new.

 Saint Augustine Webster CATHOLIC VOLUNTARY ACADEMY				 OUR LADY OF LOURDES CATHOLIC MULTI-ACADEMY TRUST		
EYFS	Advent 1	Advent 2	Lent 3	Lent 4	Pentecost 5	Pentecost 6
Unit Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect Rewind and Replay
Core Knowledge	Find the pulse	Find the pulse Recognise high and low pitch	Find high and low pitch Compose using notes D and E	To learn that music can touch your feelings Copy basic rhythm patterns of single words, building to short phrases from the song/s	To enjoy moving to music by dancing, marching, being animals or Pop stars	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part.
Listening and respond	Celebration by Kool And The Gang, Happy by Pharell	Boogie Wonderland by Earth Wind And Fire, Don't Go	We Are Family by Sister Sledge Thula Baba by Hlabalela	Lovely Day by Bill Withers Beyond The Sea sung by Robbie	Big Bear Funk by Joanna Mangona I Feel Good by James	William Tell Overture by Rossini Dance Of The Sugar

	Williams, Sing by The Carpenters, Sing A Rainbow by Peggie Lee, Happy Birthday by Stevie Wonder, Our House by Madness	Breaking My Heart by Elton John and Kiki Dee, Ganesh Is Fresh by MC Yogi, Frosty The Snowman sung by Ella Fitzgerald	Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart	Williams Mars from The Planets Suite by Gustav Holst Frog's Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing In The Rain performed by Gene Kelly	Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band	Plum Fairy by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams
Singing	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Compose	Explore high sounds and low sounds using voices and glockenspiels.	Invent a pattern to go with a song using one note.	Invent ways to find the pulse Explore high pitch and low pitch in the context of the songs.	Find the pulse and show others your ideas. Explore high pitch and low pitch using the images from the songs.	Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing
Share and perform	Copy and clap the rhythm of names	Copy-clap the rhythm of small phrases from the songs. Invent a pattern to go with a song using one note.	Sing the songs Copy-clap some rhythms of phrases from the songs	Perform songs accompanied by pulse on untuned instruments	Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing
Previous Learning	Rhythm and rhyme	pulse	pitch	Recognise the pitch from individual notes played	Finding different ways to keep the pulse.	Playing with two pitched notes to invent musical patterns
Vocabulary	pulse pitch	pulse pitch	Pulse rhythm pitch	Pulse Rhythm Pitch	Pulse Rhythm Pitch	Pulse/beat pitch rhythm

				melody	pattern	
Year 1	Advent 1	Advent 2	Lent 3	Lent 4	Pentecost 5	Pentecost 6
Unit Title	How can we make friends when we sing together?	How does music tell stories of the past?	How does music make the world a better place?	How does music help us to understand our neighbours?	What songs can we sing to help is through the day?	How does music teach us about looking after our planet?
Core Knowledge	Introducing Beat Style:Hip Hop Jazz Pop Gospel	Adding rhythm and pitch Style:Reggae 20th and 21st Century Orchestral Lullaby	Introducing tempo and dynamics Style:Waltz funk	Combining pulse, rhythm and pitch Style:jazz,swing	Having fun with improvisation Style:swing	Explore sound and create a story Style: matching band, country, folk
Listening and responding	*Find the Beat *Piano Sonata No.11-111.Rondo Alla Turca Mozart	*Twinkle Twinkle Little Star – Jane Taylor *I'm A Little Teapot by George Harold Sanders and Clarence Z. Kelley *Sleigh Ride by Leroy Anderson	*If You're Happy And You Know It *Big Bear Funk by Joanna Mangona and Pete Readman *Cinderella, Op. 87: 37 – Waltz-Coda by Sergei Prokofiev	*Days of the week *Hush Little Baby *The Planest, Op32 – Mars, The Bringer of War Holst	*Getting Dressed Up *Sonata in C Major Hob XV1:50 3rd Movement by Haydn	*The Bear Went over the Mountain *The Pink Panther by Henry Mancini
Singing	1 Find The Beat 2 1-2-3-4-5 3 Head, Shoulders, Knees And Toes 4 Shapes 5 We Talk To Animals 6 We Are Together	1 Twinkle, Twinkle, Little Star 2 In The Orchestra 3 Daisy Bell (Bicycle Built For Two) 4 Dancing Dinosaurs 5 Rock-a-bye Baby 6 I'm A Little Teapot	1If You're Happy 2And You Know It 3Sing Me A Song 4Sparkle Rhythm In The Way We Walk 5Big Bear Funk 6Baby Elephant	1 Days Of The Week 2 Name Song 3 Cuckoo Song 4 Upside Down 5 Hush Little Baby 6– Who Took The Cookie?	1 Getting Dressed 2 Dress Up Song 3 Brush Our Teeth 4 Get Ready Song 5 Up And Down 6 Star Light, Star Bright	1 The Bear Went Over The Mountain 2 In The Sea 3 Alice The Camel 4 Ten Green Bottles 5 Zootime 6 She'll Be Coming 'Round The Mountain
Playing	Play instruments with the song 1,2,3,4,5, Shapes, We are together	Children learn a differentiated instrumental part by ear or from notation for 'Twinkle Twinkle'	Accompany' Sing Me a Song' and 'Big Bear Funk' Focus on Tempo and Dynamics	Accompany Days for the week using F G A Focusing on pulse and rhythm	Play the instrumental part form the onscreen score using notes C D E for 'Getting Dressed'	Play along to 'In The Sea' using C D E F (Crochets)
Compose	Improvise and compose -create a melody using C,D E	Improvise in groups to 'Twinkle Twinkle' first clapping	'Big Bear Funk' Improvise Together - Improvise with the	Compose for 'The Name Song' and create a graphic	Compose the melody with one person on the	Improvise in groups with 'Alice the Camel' .

		rhythm and then using D,E A to	Song Options: - Compose with the Song	score to represent the music and write down the composition – whole class.	whiteboard. Encourage all children to put forward their ideas. After the tune has been composed, children will learn to play it on their instruments.	Create a melody using CDEFG that would fit with 'Alice the Camel' Learn to play the tune composed along with the backing track.
Share and perform	Perform and share what has taken place in the lesson and prepare for a concert. Record and upload.	Sing and add any of the musical activities you have practised with the song/s. Record and upload	Sing and add any of the musical activities you have practised with the song/s. Record and upload	Sing and add any of the musical activities you have practised with the song/s. Record and upload	Sing and add any of the musical activities you have practised with the song/s. Record and upload	Sing and add any of the musical activities you have practised with the song/s. Record and upload End of Year Theory Quiz
Previous Learning	Copy-clap the rhythm of small phrases from the songs.	Invent a pattern to go with a song using one note.	Find the pulse Recognise high and low pitch	Finding different ways to keep the pulse.	Enjoy playing patterns using a combination of any of the three notes C, D and E.	Playing with two pitched notes to invent musical patterns
Vocabulary	Pulse Beat Rhythm Pitch Improvise compose	High Low Melody Pulse Pitch perform	Tempo dynamics Funk Groove song	Pulse Rhythm pitch	Percussion Orchestra Improvise compose	Tempo Perform (Revisit all year 1 vocab)
Year 2	Advent 1	Advent 2	Lent 3	Lent 4	Pentecost 5	Pentecost 6
Unit Title	How Does Music Help Us to Make Friends?	How Does Music Teach Us About the Past?	How Does Music Make the World a Better Place?	How Does Music Teach Us About Our Neighbourhood?	How Does Music Make Us Happy?	How Does Music Teach Us About Looking After Our Planet?
Core Knowledge	Exploring Simple Patterns Style: Gospel 20th Century Orchestral Jazz Rock Pop	Focus on Dynamics and Tempo Style: 20th and 21st Century Orchestral / Choral Jazz: Swing	Exploring Feelings Through Music Style: Jazz: Ragtime Kwela Rock 'n' Roll	Inventing a Musical Story Style: Romantic/20th Century Orchestral Marching Band	Foundational Elements of Music with a focus on music we can dance with. Style: Film Music Calypso	Exploring Improvisation Style: Funk Reggae

Listening and responding	Bolero – Maurice Ravel Eye of The Tiger - Survivor and Gloria Gaynor	Sparkle in the Sun For the Beauty of the Earth Fascinating Rhythm	Rainbows – Joanna Mangona Maple Leaf Rag by Scott Joplin	The Music Man Piano Trio in A Minor Op.150 L.Allegro by Amy Beach	I Wanna Play in a Band Flying theme from E.T. John Williams Moon River by Henry Mancini	The Sunshine Song Que Llueva, Que Llueva Down By the Bay
Singing	Music is in My Soul Hey Friends Hello!	Sparkle in The Sun The Orchestra Song	Rainbows Hands, Feet, Heart All around the World	The Music Man Let's sing Together	I Wanna Play in a Band Music is All Around	The Sunshine Song Four White Horses
Playing	Music is in My Soul C, D, E, (F, G) Cmajor – accompany the song on tuned and untuned instruments	Sparkle in the Sun G, A, B C major	Hands Feet Heart accompany the song using percussion rhythms of crochets and quavers.	'The Music Man' Part 1 glockenspiel crochets F G A C E .	'I Wanna Play in a Band' part 1 F C D semibreves, crochets, quavers 'Music is all Around' G A D E crochets, quavers	Improvise using 'Four White Horses' using notes C G A Practise compositions for 'The Sunshine Song'. Notate on graphic scores.
Compose	Music is in my Soul C, D, E, (F, G) Cmajor Compose 3 note melody Challenge 5 notes	Sparkle in the Sun GAB 3 note GABDE 5 notes C Major Compose 3 note melody Challenge 5 notes	Improvise with Hands Feet Heart C D E Compose with Rainbows using C D E - 3 note C D E F G -5 note	The Music Man F major Create a melody to fit with the song. 3 note composition F G A 5 notes composition F G A C D	'I Wanna Play in a Band' F major 3 notes composition F G A 5 notes composition F G A C D	'The Sunshine Song' 'C major C D E Fplay along using the correct differentiated part on glockenspiel.
Share and perform	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in the unit. Record and upload to Charanga. End of Year Theory Quiz
Previous Learning	Copy-clap the rhythm of small phrases from the songs.	Recognise dynamics and sing with louds and softs	Perform songs accompanied by pulse on untuned instruments	Learn a differentiated instrumental part by ear or from notation	Combining pulse, rhythm and pitch	Explore sound and create a story

Vocabulary	Pulse Rhythm Pitch accompaniment	Dynamics Glockenspiel Improvise orchestra	Major minor	Audience lullaby introduction	Musicals Band Dynamics	Verse Chorus
-------------------	---	--	----------------	-------------------------------------	------------------------------	-----------------

Year 3	Advent 1	Advent 2	Lent 3	Lent 4	Pentecost 5	Pentecost 6
Unit Title	<i>How Does Music Bring Us Closer Together?</i>	<i>What Stories Does Music Tell Us About the Past?</i>	<i>How Does Music Make the World a Better Place?</i>	<i>How Does Music Help Us Get to Know Our Community?</i>	<i>How Does Music Make a Difference to Us Every Day?</i>	<i>How Does Music Connect Us with Our Planet?</i>
Core Knowledge	Developing Notation Skills	Enjoying Improvisation	Composing Using Your Imagination	Sharing Musical Experiences	Learning More About Musical Styles	Recognising Different Sounds
Listening and responding	Home is Where the Heart Is Hallelujah Chorus from Messiah by Handel	Love What We Do Let's Groove by Earth, Wind and Fire Jaws Main Theme by John Williams	Your Imagination Amazing Grace by John Newton Music Makes the World Go Round by Rick Coates	Friendship song A Night on a Bare Mountain by Modest Mussorgsky	He's got the Whole World in His Hands The Young Person's guide to the Orchestra by Benjamin Britten	Michael Row The Boat Ashore The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes by Pyotr Ilyich Tchaikovsky
Singing	Home is Where the Heart Is Let's Work it Out Please Be Kind	Love What We Do When the Saints Go Marching In	Your Imagination Music Makes the World Go Round	Friendship Song Come on Over	He's got the Whole World in His Hands Panda Extravaganza by Rick Coates	Michael Row the Boat Ashore The Dragon Song
Playing	Show the notation for the instrumental parts. Teach C D E on the stave Lean and play instrumental part for Home is Where the Heart Is.	Show the notated parts for When the Saints Go Marching In. Teach G A B C D E on the stave practising on the glockenspiel.	Introduce the stave Your Imagination. Choose the most suitable part for the pupils to play from parts 1 – 4. C E G A Semibreves, crochets, quavers	Friendship song Playing with an awareness of pitch and tempo. Choose the most suitable part. C D E F G A B minims, crochets, quavers	He's Got The Whole World In His Hands (Glockenspiel) 4/4, F major Choose the most suitable form parts 1 – 4 F, G, A, B \flat , C (Minims, crotchets, quavers)	Michael Row The Boat Ashore (Glockenspiel) 4/4, F major, 175 bpm Try all 4 parts in groups around the class C D F Crochets
Compose	3 note C D E improvising to 'Home is Where the Heart Is' Create a whole class composition	3 or 5 note improvising to When the Saints Go Marching In Using the music notepad pupils create composition	Your imagination. Improvise using voices and clapping – rhythmic improvisation. Groups compose with a theme from	Compose in a minor key. Improvise with 3 or 5 notes taking account of the rhythm and dynamics, including	Improvise to He's Got the Whole World in His Hands using 3 or 5 notes Create a melody. Choose the	Improvise in groups Michael Row the Boat Ashore FGA or FGACD Group composition Compose the melody with one

	for Home is Where the Heart Is. Teach how to notate on the stave on the composition screen.	as a class using the notes taught in the playing activity.	the app - using glockenspiels including: C E G A Semibreves, crochets, quavers.	long and short notes	'Compose with the Song' app in the lesson viewer and the notes provided to create a simple melody that will fit with the song	person on the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed, children will learn to play it on their instruments.
Share and perform	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s. Use the music notepad app to compose and notate a 4 bar riff in pairs .	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s
Previous Learning	Notate on graphic scores	Learn a differentiated instrumental part by ear or from notation	Explore sound and create a story	Combining pulse, rhythm and pitch	Learn a differentiated instrumental part by ear or from notation	Perform songs accompanied by pulse on untuned instruments
Vocabulary	Notation Tempo rhythm Legato	Pitch Riff Ostinato staccato	Structure Rhythm Ostinato crochet	Riff Melody Crochet quaver	Time Signature Key Signature Forte piano	Texture Native American Music Country Folk
Year 4	Advent 1	Advent 2	Lent 3	Lent 4	Pentecost 5	Pentecost 6
Unit Title	<i>How does music bring us closer together?</i>	<i>What Stories Does Music Tell Us About the Past?</i>	<i>How Does Music Improve our World?</i>	<i>How Does Music Help Us Get to Know Our Community?</i>	<i>How Does Music Shape our way of Life?</i>	<i>How Does Music Connect Us with Our Environment?</i>
Core Knowledge	Interesting Time Signatures	Combining Elements to Make Music	Developing Pulse and Groove Through Improvisation	Creating Simple Melodies Together considering structure	Connecting Notes and Feelings	Purpose, Identity and Expression in Music

Listening and responding	Hoedown by Joanna Mangona and Pete Readman : Martin Luther King by Chris Madin	Looking In The Mirror by Joanna Mangona and Chris Taylor Scarborough Fair by Unknown	Your Imagination by Joanna Mangona and Pete Readman Music Makes The World Go Round by Rick Coates	Symphony No. 5 4th Movement by Ludwig van Beethoven On The Beautiful Blue Danube by Johann Strauss II	O Euchari by Hildegard von Bingen Romeo And Juliet, Overture-Fantasy by Pyotr Ilyich Tchaikovsky	You Can See It Through by Joanna Mangona and Chris Taylor A Ceremony Of Carols by Benjamin Britten
Singing	Hoedown Martin Luther King	Looking In The Mirror by Joanna Mangona and Chris Taylor Take Time In Life	Your Imagination Music Makes The World Go Round	Let Your Spirit Fly Frère Jacques	Train Is A-Comin' Oh Happy Day	You Can See It Through Connect
Playing	Show the notation for the instrumental parts. Teach F, G, A, Bb, C on the stave Learn and play instrumental parts 1 - 4 for Hoedown	Show the notation for the instrumental parts. Teach F, G, A, Bb, C on the stave Learn and play instrumental parts 1 - 4 for	Show the notation for the instrumental parts. Teach E, F#, G#, A, B (Crotchets, quavers) on the stave Learn and play instrumental parts 1 - 4 for Music Makes the World Go Round	Frère Jacques (Glockenspiel) 4/4, C Show the notation for the instrumental parts. Teach C, D, E, F, G, A (Minims, crotchets, quavers) on the stave. Learn and play instrumental parts 1 - 4	Train Is A-Comin' (Glockenspiel) 4/4, C major. Show the notation for the instrumental parts. Revise C, D, E, F, G, A (Minims, crotchets, quavers) on the stave. Learn and play instrumental parts 1 - 4	You Can See It Through (Glockenspiel) 4/4, D Minor Play each of the 4 differentiated parts reading the notation on the stave. C D E (crotchets and quavers)
Compose	Options: - Compose with the Song - Create a Graphic Score: Dreaming Of Mars - Compose with a Theme: Dreaming Of Mars	Improvise with the Song – Looking in the Mirror Compose with the Song – Take Time in Life Compose with a Theme: Contemporary RnB - Music Notepad Com	'Your Imagination' C major C D E G A create a four or six-bar melody according to the instructions given for the Music Notepad composition task	Let Your Spirit Fly 4/4, C major Create a class composition Using music Notepad Focus on structure of the melodies Options: - Create a Graphic Score: The River - Compose with a Theme: The River - Music Notepad	Use the elements from the playing section on music notepad for individual composition. Pupils will need YUMU logins ready.	You Can See it Through D Minor Choose whether to compose a 3, 5 or 7 notes composition and represent as a graphic score in books.

Share and perform	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s	Perform and share the learning that has taken place in each lesson. Sing and add any of the musical activities you have practised with the song/s End of year theory Quiz
Previous Learning	Developing Notation Skills – notate on a graphic	Decide which notes to use when composing and improvising with the song.	Copy simple rhythm patterns created from minims, crotchets, quavers and their rests	Show the different sections of a song structure or piece of music through actions.	Identify and describe feelings as they relate to music.	Understand that singing and playing together creates a musical texture
Vocabulary	Tonality Unison Tempo pitch	Pulse Rhythm Pitch Tempo Dynamics timbre	Texture structure	Structure Acoustic Detached Repeats Classical music	Quaver Semi quaver Dotted quaver Choral music	Crescendo Diminuendo Key signature unison
Year 5	Advent 1	Advent 2	Lent 3	Lent 4	Pentecost 5	Pentecost 6
Unit Title	<i>How Does Music Bring Us Together?</i>	Emotions and Musical Styles How Does Music Connect Us to Our Past?	Exploring Key and Time Signatures <i>How Does Music Improve Our World?</i>	Introducing Chords How Does Music Teach Us About Our Community?	Words, Meaning and Expression <i>How Does Music Shape Our Way of Life?</i>	Identifying Important Musical Elements <i>How Does Music Connect Us with Our Environment?</i>
Core Knowledge	Getting Started with Music Tech	Emotions and Musical Styles	Exploring Key and Time Signatures	Introducing Chords	Words, Meaning and Expression	Identifying Important Musical Elements
Listening and responding	Ghost Parade by Joanna Mangona and Pete Readman Lively by Quinn Mason	The Sparkle In My Life by Joanna Mangona and Chris Taylor Glassworks I. Opening by Philip Glass	Freedom Is Coming by Unknown Forever Always by Mpumi Dhlamini	Erie Canal by Thomas Allen Star Wars Episode IV: A New Hope by John Williams	Look Into The Night by Joanna Mangona and Chris Taylor The Lark Ascending by Ralph Vaughan Williams	You And Me by Joanna Mangona and Chris Taylor The Song Of Hiawatha: Overture Op. 30 by Samuel Coleridge-Taylor

Singing	Ghost Parade by Joanna Mangona and Pete Readman Words Can Hurt by Joanna Mangona and Pete Readman	The Sparkle In My Life by Joanna Mangona and Chris Taylor Get On Board by John Chamberlain	Freedom Is Coming by Unknown All Over Again by Joanna Mangona and Pete Readman	Erie Canal by Thomas Allen	Look Into The Night by Joanna Mangona and Chris Taylor Breathe by Joanna Mangona and Pete Readman	You And Me by Joanna Mangona and Chris Taylor A Bright Sunny Day by Joanna Mangona and Pete Readman
Playing	Show the notation for the instrumental parts. Teach C, G, Ab, Bb (Dotted crotchets, crotchets, quavers) on the stave Learn and play instrumental parts 1 - 4 Ghost Parade (Glockenspiel) 6/8, C	Show the notation for the instrumental parts. Teach C, Db, Eb (Crotchets, quavers) on the stave Learn and play instrumental parts 1 - 4 The Sparkle In My Life (Glockenspiel) 4/4, Eb major	Show the notation for the instrumental parts. Teach F, G, A, Bb (Minims, dotted crotchets, crotchets, quavers, semiquavers) on the stave Learn and play instrumental parts 1 - 4 Freedom Is Coming (Glockenspiel) 4/4, F major	Show the notation for the instrumental parts. Teach D, E, F, G, A (Dotted, crotchets, crotchets, quavers) on the stave Learn and play instrumental parts 1 - 4 Erie Canal (Glockenspiel) 4/4, D minor	Show the notation for the instrumental parts. Teach F, G, A, C, D (Crotchets, quavers) on the stave. Learn and play instrumental parts 1 - 4 Look Into The Night (Glockenspiel) 4/4, D minor	Show the notation for the instrumental parts. Teach G, A, Bb, B, C, D, Eb, E (Crotchets, quavers) on the stave. Learn and play instrumental parts 1 - 4 You And Me (Glockenspiel) 4/4, G major
Compose	Compose with a Theme - create a melody inspired by a theme: Jazz Hands. Choose the Compose with a Theme app in the lesson viewer and the notes provided to create a simple melody that will fit with the song. Choose from the differentiated note sets and as a whole class or in groups, compose a new, simple melody that can be played to the class.	Compose with The Sparkle In My Life 4/4, Eb major either 3, 5 or 7 notes composition using Eb, F, G, Ab, Bb, C, D class task leading to an individual task. Children notate on YUMU Music notepad.	Improvise with Freedom is Coming. 3 (FGA) or 5 notes (F, G, A, Bb, C) Compose a simple melody that will fit with the song using the 'Compose with Sing' app.	In this unit, the children will create their own graphic scores with the title Superheroes. They will use their imaginations to decide what will happen in the story and how they will tell it with sounds and instruments using chords. Create their graphic score/s as a class, in groups or individually using the 'Create a Graphic Score' app	Using the Music Notepad app, create your own compositions as a class or in differentiated groups. The lesson plans will give you the information you need for your class to complete this activity for Look Into the Night D, E, F, G, A, Bb, C	Compose the melody with one person on the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed, children will learn to play it on their instruments You And Me 4/4, G major G, Bb, C, Db, D, F

	and add any of the musical activities you have practised with the song/s	and add any of the musical activities you have practised with the song/s	and add any of the musical activities you have practised with the song/s	and add any of the musical activities you have practised with the song/s	and add any of the musical activities you have practised with the song/s	and add any of the musical activities you have practised with the song/s
Previous Learning						
Vocabulary						