

## Music Curriculum Overview

Cycle A	Autumn		Spring		Summer	
<b>Hodder – Year 1/2</b>	<b>Boomwhackers</b>		Year 2 Unit 4: <b>Zootime</b>	Year 1 Unit 5: <b>Your Imagination</b>	<b>Liverpool Philharmonic – Scheme of Work</b>	Year 2 Unit 5: <b>Friendship Song</b>
	Year 1 Unit 4: <b>Round and Round</b>	Year 2 Unit 2: <b>Ho Ho Ho &amp; Nativity songs</b>				
<b>Ribble – Year Y3/4</b>	Year 3 Unit 2: <b>Glockenspiel 1</b>	Year 4 Unit 2: <b>Glockenspiel 2</b>	Year 3 Unit 4: <b>The Dragon Song</b>	Year 4 Unit 4: <b>Lean on Me</b>	Year 3 Unit 5: <b>Bringing Us Together</b>	Year 4 Unit 5: <b>Blackbird</b>
<b>Wyre – Year 5/6</b>	<b>Glockenspiel</b>	Year 5 Unit 4: <b>The Fresh Prince of Bel-Air</b>	Year 6 Unit 3: <b>A New Year Carol</b>	Year 6 Unit 4: <b>You've Got a Friend</b>	Year 5 Unit 5: <b>Dancing In The Street</b>	Year 6 Unit 5: <b>Music and Me</b>

Cycle B	Autumn		Spring		Summer	
<b>Hodder – Year 1/2</b>	<b>Boomwhackers</b>		Year 2 Unit 1: <b>Hands, Feet, Heart</b>	Year 1 Unit 2: <b>Rhythm in the way we walk and banana rap</b>	Year 1 Unit 3: <b>In the Groove</b>	Year 2 Unit 3: <b>I Wanna Play in a Band</b>
	Year 1 Unit 1: <b>Hey You!</b>	Year 2 Unit 2: <b>Ho Ho Ho &amp; Nativity songs</b>				
<b>Ribble – Year Y3/4</b>	<b>Recorders</b>	<b>Recorders</b>	Year 3 Unit 1: <b>Let Your Spirit Fly</b>	Year 4 Unit 1: <b>Mamma Mia</b>	Year 3 Unit 3: <b>Three Little Birds</b>	Year 4 Unit 3: <b>Stop!</b>
<b>Wyre – Year 5/6</b>	<b>Recorders</b>		<b>Liverpool Philharmonic – Scheme of Work</b>	Year 5 Unit 2: <b>Classroom Jazz 1</b>	Year 6 Unit 2: <b>Classroom Jazz 2</b>	Year 5 Unit 3: <b>Make You Feel My Love</b>
	Year 5 Unit 1: <b>Livin' On a Prayer</b>	Year 6 Unit 1: <b>Happy</b>				

<b>Hodder – Year 1/2 Cycle A</b>	<b>Round and Round</b>	<b>Ho Ho Ho</b>	<b>Zootime</b>	<b>Your Imagination</b>	<b><i>Liverpool Philharmonic – Scheme of Work</i></b>	<b>Friendship Song</b>
<b>Historical Context / Style:</b>	Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin fusion	Christmas, Big Band, Motown, Elvis, Freedom Songs	Reggae	Film, Pop, Musicals	<i>Varies each year</i>	Pop, Soul, Film, Musicals
<b>Theme:</b>	Pulse, rhythm and pitch in different styles of music.	Christmas and having fun!	Animals and Reggae music.	Using your imagination.	Live Orchestra	Being friends
<b>Sing and Perform:</b>	A class performance of Round and Round – with singing and playing. <ul style="list-style-type: none"> <li>Sing the song together with the actions.</li> </ul>	A class performance of Ho Ho HO. <ul style="list-style-type: none"> <li>Sing and rap together and in time.</li> </ul>	A class performance of Zootime <ul style="list-style-type: none"> <li>Sing and dance together, in time and using actions.</li> </ul>	A class performance of Your Imagination – with singing and playing. <ul style="list-style-type: none"> <li>Sing in unison and in two parts.</li> </ul>	The Key Stage 1 scheme of work also includes the lyrics and a video the children should use to learn our specially commissioned song, which they will sing along with during the concerts. The video will also include British Sign Language to support teaching the song.	A class performance of Friendship Song. <ul style="list-style-type: none"> <li>Sing In two parts.</li> </ul>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>Know that music has a steady pulse, like a heartbeat.</li> <li>Know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Know how to create own rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>know that music has a steady pulse.</li> <li>know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>know that rhythms are different from the pulse.</li> <li>know that we add high and low sounds, pitch, when we sing and play our instruments.</li> <li>Know how to create own rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>know that music has a steady pulse.</li> <li>know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>know that rhythms are different from the pulse.</li> <li>know that we add high and low sounds, pitch, when we sing and play our instruments.</li> <li>Know how to create own rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>know that music has a steady pulse, like a heartbeat.</li> <li>know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Know how to create own rhythms.</li> </ul>	Scheme of work, written specifically for Key Stage 1, which explores the concert theme and content. The scheme encompasses individual lessons and accompanying resources. <ul style="list-style-type: none"> <li>to develop knowledge and skills, linked to the national curriculum,</li> <li>to enhance their experience at the concert.</li> <li>to introduce children to a live orchestra through images and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>know that music has a steady pulse.</li> <li>know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>know that rhythms are different from the pulse.</li> <li>know that we add high and low sounds, pitch, when we sing and play our instruments.</li> <li>Know how to create own rhythms.</li> </ul>
<b>Vocabulary:</b>	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.	Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.	Linked to theme.	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

<b>Hodder – Year 1/2 Cycle B</b>	<b>Hey You!</b>	<b>Ho Ho Ho</b>	<b>Hands, Feet, Heart</b>	<b>Rhythm in the way we walk and banana rap</b>	<b>In the Groove</b>	<b>I Wanna Play in a Band</b>
<b>Historical Context / Style:</b>	Old School Hip Hop	Christmas, Big Band, Motown, Elvis, Freedom Songs	South African styles	Reggae, Hip Hop	Blues, Latin, Folk, Funk, Baroque, Bhangra	Rock
<b>Theme:</b>	How pulse, rhythm and pitch work together.	Christmas and having fun!	South Africa and South African music	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Playing together in a band, and Rock music.
<b>Sing and Perform:</b>	A class performance of Hey You! – with rapping, singing and playing. ○ Rap and sing in time to the music. ○ Lead the groups that are rapping and singing	A class performance of Ho Ho HO. ○ Sing and rap together and in time.	A class performance of Hands, Feet, Heart. ○ Recognise that songs sometimes have a question and answer section and a chorus.	A class performance of Rhythm In The Way We Walk & Banana Rap ○ Rap and sing in time to the music. ○ Start to understand that pitch is high and low sounds.	A class performance of In the Groove – with singing and playing. ○ Together and in time, in all the different styles.	A class performance of I Wanna Play in A Band. ○ Sing and dance together, in time and using actions
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>• know that music has a steady pulse, like a heartbeat.</li> <li>• Know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Know how to create own rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• know that music has a steady pulse.</li> <li>• know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• know that rhythms are different from the pulse.</li> <li>• know that we add high and low sounds, pitch, when we sing and play our instruments.</li> <li>• Know how to create own rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• know that music has a steady pulse.</li> <li>• know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• know that rhythms are different from the pulse.</li> <li>• know that we add high and low sounds, pitch, when we sing and play our instruments.</li> <li>• Know how to create own rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• know that music has a steady pulse, like a heartbeat.</li> <li>• Know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Know how to create own rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• know that music has a steady pulse, like a heartbeat.</li> <li>• know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Know how to create own rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• know that music has a steady pulse.</li> <li>• know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• know that rhythms are different from the pulse.</li> <li>• know that we add high and low sounds, pitch, when we sing and play our instruments.</li> <li>• Know how to create own rhythms.</li> </ul>
<b>Vocabulary:</b>	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.	Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

<b>Ribble – Year 3/4 Cycle A</b>	<b>Glockenspiel 1</b>	<b>Glockenspiel 2</b>	<b>The Dragon Song</b>	<b>Lean on Me</b>	<b>Bringing Us Together</b>	<b>Blackbird</b>
<b>Historical Context / Style:</b>	Learning basic instrumental skills by playing tunes in varying styles	Learning basic instrumental skills by playing tunes in varying styles	Music from around the world	Gospel	Disco/Anthem	The Beatles
<b>Theme:</b>	Exploring and developing playing skills using the glockenspiel.	Exploring and developing playing skills using the glockenspiel.	Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.	Soul/Gospel music and helping each other.	This is a Disco song about friendship, peace, hope and unity.	The Beatles, equality and civil rights.
<b>Sing and Perform:</b>	<ul style="list-style-type: none"> <li>• Improvisations</li> <li>• Instrumental performances</li> <li>• Compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Improvisations</li> <li>• Instrumental performances</li> <li>• Compositions</li> </ul>	A class performance of The Dragon Song. <ul style="list-style-type: none"> <li>○ Singing in 2 parts.</li> </ul>	A class performance of Lean on Me. <ul style="list-style-type: none"> <li>○ Singing in unison.</li> </ul>	A class performance of Bringing Us Together. <ul style="list-style-type: none"> <li>○ Singing in 2 parts.</li> </ul>	A class performance of Blackbird. <ul style="list-style-type: none"> <li>○ Singing in unison.</li> </ul>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>• Learn to play and read the notes C, D, E and F.</li> <li>• know the difference between pulse and rhythm.</li> <li>• know how pulse, rhythm and pitch work together to create a song.</li> </ul>	<ul style="list-style-type: none"> <li>• know more complex rhythm patterns.</li> <li>• Revise, play and read the notes C, D, E, F and G.</li> <li>• know the difference between pulse and rhythm and be able to keep the internal pulse.</li> <li>• start to make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>• know the difference between pulse and rhythm.</li> <li>• know how pulse, rhythm and pitch work together to create a song.</li> </ul>	<ul style="list-style-type: none"> <li>• know the difference between pulse and rhythm and be able to keep the internal pulse.</li> <li>• start to make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>• know the difference between pulse and rhythm.</li> <li>• know how pulse, rhythm and pitch work together to create a song.</li> </ul>	<ul style="list-style-type: none"> <li>• know the difference between pulse and rhythm and be able to keep the internal pulse.</li> <li>• start to make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>
<b>Vocabulary:</b>	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody.	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.

Ribble – Year 3/4 Cycle B	Recorders	Recorders	Let Your Spirit Fly	Mamma Mia	Three Little Birds	Stop!
<b>Historical Context / Style:</b>	Learning basic instrumental skills by playing tunes in varying styles		R&B, Western Classical, Musicals, Motown, Soul	ABBA	Reggae	Grime, Classical, Bhangra, Tango, Latin Fusion
<b>Theme:</b>	Exploring and developing playing skills using the recorder.		RnB and other musical styles.	ABBA's music.	Reggae, happiness and animals.	Grime and other styles of music.
<b>Sing and Perform:</b>	<p>To hold and play the recorder in the correct position</p> <ul style="list-style-type: none"> <li>• I know how to hold the recorder with my left hand on top</li> <li>• I know how to make a clear sound and tongue each note</li> <li>• I know how to stand (or sit) straight and relaxed</li> </ul> <p>To hold the recorder correctly and play the note B</p> <ul style="list-style-type: none"> <li>• I know how to hold the recorder correctly</li> <li>• I know how to make a clear sound on the note B and tongue each note</li> <li>• I know how to recognise (and draw) a treble clef</li> </ul> <p>To play in time with the pulse and breathe in the correct places. To listen and copy different rhythms (patterns of long and short sounds) on the note B</p> <ul style="list-style-type: none"> <li>• I know how to keep the pulse when playing the recorder</li> <li>• I know how to breathe at the correct time when playing</li> <li>• I know how to copy back a rhythm on the note B</li> </ul> <p>To play the note B clearly and confidently in two new pieces and learn more about the musical score</p> <ul style="list-style-type: none"> <li>• I know how to play a clear B note every time</li> <li>• I know how to identify the time signature, bar lines, treble clef and note B on a score</li> <li>• I know how to draw the time signature, bar lines, treble clef and note B</li> </ul> <p>To play the note A, know what the word 'rhythm' means and copy back different rhythms on the note B with greater accuracy</p> <ul style="list-style-type: none"> <li>• I know how to play the note A</li> <li>• I know how to explain what the word rhythm means</li> <li>• I know how to copy back different rhythms on the note B</li> </ul> <p>To play a duet, the notes A and B and to cover the finger holes properly to ensure a good sound</p> <ul style="list-style-type: none"> <li>• I know how to play my part in a duet (piece with two parts)</li> <li>• I know how to play the notes A and B</li> <li>• I know how to cover the finger holes properly to make a good sound</li> </ul> <p>To play and improvise using the notes A and B</p> <ul style="list-style-type: none"> <li>• I know how to play the notes A and B</li> <li>• I know how to cover the finger holes properly to make a good sound</li> <li>• I know how to improvise using the notes A and B</li> </ul> <p>To sing, play and improvise using the notes A and B</p> <ul style="list-style-type: none"> <li>• I know how to sing then play the notes A and B in a song</li> <li>• I know how to recognise (and draw) the notes A and B</li> </ul>		<p>A class performance of Let Your Spirit Fly.</p> <ul style="list-style-type: none"> <li>○ Singing in 2 parts.</li> </ul>	<p>A class performance of Mamma Mia.</p> <ul style="list-style-type: none"> <li>○ Singing in unison.</li> </ul>	<p>A class performance of Three Little Birds.</p> <ul style="list-style-type: none"> <li>○ Singing in unison.</li> </ul>	<p>A class performance of Stop!</p> <ul style="list-style-type: none"> <li>○ Singing and rapping in unison and in parts.</li> </ul>
<b>Knowledge:</b>			<ul style="list-style-type: none"> <li>• know the difference between pulse and rhythm.</li> <li>• know how pulse, rhythm and pitch work together to create a song.</li> </ul>	<ul style="list-style-type: none"> <li>• know the difference between pulse and rhythm and be able to keep the internal pulse.</li> <li>• start to make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>• know the difference between pulse and rhythm.</li> <li>• know how pulse, rhythm and pitch work together to create a song.</li> </ul>	<ul style="list-style-type: none"> <li>• know the difference between pulse and rhythm.</li> <li>• Start to make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>

	<ul style="list-style-type: none"> <li>I know how to sing then improvise and play a song, using the notes A and B</li> </ul> <p>To recognise and play semibreves (four beats) and minims (two beats) on notes A and B. To continue improving improvisation.</p> <ul style="list-style-type: none"> <li>I know how to play semibreves (four beat notes)</li> <li>I know how to recognise semibreves (four beat notes) and minims (two beat notes)</li> <li>I know how to play and improvise using the notes A and B</li> </ul> <p>To become confident playing B, A and G</p> <ul style="list-style-type: none"> <li>I know how to play the note G</li> <li>I know how to play a piece using A and G</li> <li>I know how to play a piece using B, A and G</li> </ul>				
<b>Vocabulary:</b>	Recorder, pulse, rhythm, duet, improvise, musical score, notes, treble clef, Semibreve, minim	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.

<b>Wyre – Year 5/6 Cycle A</b>	<b>Glockenspiel</b>	<b>The Fresh Prince of Bel-Air</b>	<b>A New Year Carol</b>	<b>You’ve Got a Friend</b>	<b>Dancing In the Street</b>	<b>Music and Me</b>
<b>Historical Context / Style:</b>	Consolidate instrumental skills by playing tunes in varying styles.	Hip Hop	Benjamin Britten (Western Classical Music), Gospel, Bhangra.	The music of Carole King	Motown	Hip Hop, Classical, Electronic, Soul, Contemporary
<b>Theme:</b>	Exploring and developing playing skills using the glockenspiel.	Old-school Hip Hop.	Benjamin Britten’s music and cover versions.	The music of Carole King.	Motown.	Identity
<b>Sing and Perform:</b>	<ul style="list-style-type: none"> <li>Improvisations</li> <li>Instrumental performances</li> <li>Compositions</li> </ul>	A class performance of The Fresh Prince of Bel-Air. <ul style="list-style-type: none"> <li>Singing / rapping.</li> </ul>	A class performance of A New Year Carol. <ul style="list-style-type: none"> <li>Singing in unison.</li> <li>Sing the song in its original style and the Urban Gospel version.</li> </ul>	A class performance of You’ve Got a Friend. <ul style="list-style-type: none"> <li>Singing in unison.</li> </ul>	A class performance of Dancing in the Street. <ul style="list-style-type: none"> <li>Singing in two parts.</li> </ul>	A class performance of their own composition about their own identity.
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>know more complex rhythm patterns.</li> <li>Revise, play and read the notes C, D, E, F and G.</li> <li>know the difference between pulse and rhythm and be able to keep the internal pulse.</li> <li>start to make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</li> <li>take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</li> <li>take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</li> <li>take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</li> <li>take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>Know about four different inspirational female artists</li> <li>Know about their own contribution to the composition</li> <li>take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>
<b>Vocabulary:</b>	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Gender, racism, rap, lyrics, turntablist. DJing, producer, Electronic and Acoustic music

Wyre – Year 5/6 Cycle B	Livin’ On a Prayer	Happy	<i>Liverpool Philharmonic – Scheme of Work</i>	Classroom Jazz 1	Classroom Jazz 2	Make You Feel My Love
<b>Historical Context / Style:</b>	Rock	Pop/Motown	<i>Varies each year</i>	Jazz	Jazz, Latin, Blues	Pop Ballads
<b>Theme:</b>	Rock anthems	Being happy!	Live Orchestra	Jazz, improvisation and Swing.	Jazz, improvisation and composition.	Pop ballads.
<b>Sing and Perform:</b>	A class performance of Livin’ on a Prayer. ○ Singing in unison.	A class performance of Happy. ○ Singing in two parts.	The Key Stage 2 scheme of work also includes the lyrics and a video the children should use to learn our specially commissioned song, which they will sing along with during the concerts. The video will also include British Sign Language to support teaching the song.			A class performance of Make You Feel My Love. ○ Singing in unison.
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</li> <li>take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</li> <li>take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<p>Scheme of work written specifically for Key Stage 2, which explores the concert theme and content. It contains recordings of some of the repertoire specially recorded by the Royal Liverpool Philharmonic Orchestra to develop knowledge and skills linked to the national curriculum</p> <ul style="list-style-type: none"> <li>to enhance their experience at the concert.</li> <li>to introduce children to a live orchestra</li> </ul>	<ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</li> <li>take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</li> <li>take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting and be able to keep the internal pulse.</li> <li>take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>
<b>Vocabulary:</b>	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.	Linked to theme.	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.