

Music Curriculum Map

Logan
Bros.

Interrelated Dimensions of music: Pitch, Tempo, Duration, Dynamic, Timbre, Structure, Texture.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>JOLLY MUSIC</p> <p>Exploring their voices and developing Pitch and Pulse (heart beat) via Song and Rhyme.</p> <p>Key songs and rhymes: Hello and Goodbye greetings, <i>Pat a Cake</i> (Charanga Aut 1 – Pulse game, Step 1) Teddy bear, See Saw, Cobbler, Soft kitten and Tick Tock.</p> <p>-Key words / phrases; Sitting tall and straight,</p>	<p>JOLLY MUSIC</p> <p>Exploring their voices and developing Pitch and Pulse (heart beat) via Song and Rhyme.</p> <p>Key songs and rhymes: Hello and Goodbye greetings, <i>Name song</i> (Charanga Aut 1, Step 1) Chop Chop, See Saw, Up and Down, Oliver twist and Tick Tock.</p> <p>-Key words / phrases; Sitting tall and</p>	<p>JOLLY MUSIC</p> <p>Exploring their voices and developing Pitch and Pulse (heart beat) via Song and Rhyme.</p> <p>Key songs and rhymes: Hello and Goodbye greetings, <i>12345 song</i> (Charanga Aut 1, step 2) Slowly slowly, Hob shoe, Cobbler (ROTW) Soft kitten (Pt 2 ROTW) and Tick Tock.</p>	<p>JOLLY MUSIC</p> <p>Exploring their voices and developing Pitch and Pulse (heart beat) via Song and Rhyme.</p> <p>Key songs and rhymes: Hello and Goodbye greetings, <i>Wind The Bobbin Up</i> (Charanga Spring 1, step 1) Slowly slowly (Pt 2 Song), Pease Pudding, Cobbler</p>	<p>JOLLY MUSIC</p> <p>Exploring their voices and developing Pitch and Pulse (heart beat) via Song and Rhyme.</p> <p>Key songs and rhymes: Hello and Goodbye greetings, <i>Wind Big Funk</i> (Charanga Spring 2, step 1) Jelly on the plate, Pease Pudding, Cuckoo</p>	<p>REFLECT, REWIND AND REPLAY.</p> <p>This unit consolidates all learnings throughout the academic year. The focus is around revisiting previous songs, activities, voice(s), tuned percussion and performing / playing the above.</p> <p>-Listen and appraise</p>

<p>Listening & appraising. Gaining knowledge, understanding & reviewing.</p>	<p>pitch hand, heartbeat, what voice are we using.</p> <p>Introduce: Claves & Drum</p> <p>-Able to use their inner (thinking), singing and speaking voice. Perform using their bodies and voice in an ensemble.</p>	<p>straight, pitch hand, heartbeat, what voice are we using.</p> <p>Introduce: Chime bar</p> <p>-Able to use their inner (thinking), singing and speaking voice. Perform using their bodies and voice in an ensemble.</p>	<p>-Key words / phrases; Sitting tall and straight, pitch hand, heartbeat, what voice are we using.</p> <p>Introduce: Tambourine and Marakas</p> <p>-Able to use their inner (thinking), singing and speaking voice. Perform using the above, their bodies and percussion (tuned/non-tuned) solo and in an ensemble.</p>	<p>(Pt 2 pg 31), Bell horses and Tick Tock.</p> <p>-Key words / phrases; Sitting tall and straight, pitch hand, heartbeat, what voice are we using, Bars (Glockenspiel).</p> <p>Introduce: Glockenspiel</p> <p>-Able to use their inner (thinking), singing and speaking voice. Perform using the above, their bodies and percussion (tuned/non-tuned) solo and in an ensemble.</p>	<p>where are you, Snail Snail and Tick Tock.</p> <p>-Key words / phrases; Sitting tall and straight, pitch hand, heartbeat, what voice are we using, Bars (Xylophone).</p> <p>Introduce: Xylophone</p> <p>-Able to use their inner (thinking), singing and speaking voice. Perform using the above, their bodies and percussion (tuned/non-tuned) solo and in an ensemble.</p>	<p>(Charanga): William Tell Overture, Dance of The Sugar Plum Fairy, Fight of the Bubblebee nad more.</p>
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<p>1</p>	<p>HEY YOU</p> <p>-Learn Hey You using singing and speaking (rapping) voice and use tuned percussion to accompany with a simple melody.</p> <p>-Genre (style of music): Hip-hop -Listen to and appraise Hip-hop styled songs e.g Dela Soul 'Me, Myself and I'. Learn and perform a Hip-hop styled song using speaking, singing voice and tuned percussion.</p> <p>-Tuned percussion, key note(s) C</p> <p>-Key words / phrases; Sitting tall and straight, pitch hand, Note, Beat / pulse, improvise and what voice are we using.</p>	<p>RHYTHM IN THE WAY WE WALK</p> <p>-Exploring the interrelated dimensions by listening and appraising musical pieces from various genres.</p> <p>- Song Genres: Reggae and Hip-hop</p> <p>-Learn and perform song and rap in an ensemble using speaking and singing voice.</p> <p>-Key words / phrases; Interrelated dimensions, Beat / Pulse, improvise and what voice are we using.</p> <p>-Able to perform RITWWW using singing voice and</p>	<p>IN THE GROOVE</p> <p>-Exploring genres (styles of music) Blues, Baroque, Funk, Latin and more...</p> <p>-Tuned percussion, key notes C & D</p> <p>-Key words; Pulse, rhythm, improvise and composition.</p> <p>-Able to sing, compose, improvise and perform using their singing voice and tuned percussion (notes C & D).</p>	<p>ROUND & ROUND</p> <p>-Tuned percussion, key notes C & D (Advanced including notes E, G and A)</p> <p>- Genres: Latin (Bossa Nova), Jazz and Pop.</p> <p>-Listen and appraise to live recordings; Livin' La Vida Loca, The Imperial March, Why Don't You and more.</p> <p>-Key words / phrases; Interrelated dimensions, Beat / Pulse, improvise.</p>	<p>YOUR IMAGINATION</p> <p>-Learn to sing, play and improvise to Pure Imagination, using tuned percussion.</p> <p>-Listen and appraise to live recordings; Supercalifragalistic, Pure Imagination, Daydream Believer and more</p> <p>-Tuned percussion, key note G (C & E advanced)</p> <p>-Key words / phrases; Interrelated dimensions, Beat / Pulse, improvise</p> <p>-Able to sing / play and improvise to</p>	<p>REFLECT, REWIND AND REPLAY.</p> <p>This unit consolidates all learnings throughout the academic year. The focus is around revisiting previous songs, activities, voice(s), tuned percussion, performing / playing the above and the practices learnt with the above instruments (composition, improvisation and more).</p> <p>During this unit there is also a focus on Classical music, the Interrelated dimensions, musical</p>
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<p>Listening & appraising. Gaining knowledge, understanding & reviewing.</p>	<p>-Able to perform Hey You using singing and speaking (rapping) voice. Also play a simple tune in time, using note C . The above in an ensemble or solo.</p>	<p>Banana rap using speaking (rapping) voice. Use their interrelated dimensions to explain what they're hearing during listen and appraise.</p>		<p>-Able to sing / perform Round and Round using singing voice and improvise using tuned percussion. Develop their Interrelated dimensions.</p>	<p>Pure Imagination using note G (C & E advanced)</p>	<p>instruments and musical theory. -Listen and appraise: La Quinta Estamapie Real, Arrival os the Queen Sheba, Moonlight Sonata and more. Explore and learn about composers muscians Zoe and Nice.</p>
<p>2</p>	<p>HANDS, FEET & HEART -Learn Hands, feet and heart using singing voice, tuned percussion to accompany and improvise with the above (including body percussion)</p>	<p>HO HO HO -Learn to sing and perform Ho Ho Ho using singing voice and tuned percussion. -Tuned percussion, key notes B, A & G (C & D for advanced)</p>	<p>I WANNA PLAY IN A BAND -Genre (style of music): -Listen and appraise to live recordings; Queen, Deep Purple, Chuck Berry</p>	<p>ZOO TIME -Learn to sing and perform Zoo time using singing voice and tuned percussion. Also improvise with the above (including body</p>	<p>FRIENDSHIP SONG -Learn to sing and perform Friendship Song using singing voice and tuned percussion. Also improvise with the above (including body percussion). Compose using</p>	<p>REFLECT, REWIND AND REPLAY. This unit consolidates all learnings throughout the academic year. The focus is around revisiting previous songs, activities,</p>

	<p>-Listen and appraise to live recordings; The Click Song, Mbube and more.</p> <p>-Genre (style of music): African (South) Gospel, Choral and Kwaito.</p> <p>-Tuned percussion, key note G, A & C (B for advanced)</p> <p>-Able to perform, play and improvise using voice, body, tuned percussion to H,F & H, in time with the song in an ensemble and / or solo.</p>	<p>-Listen and appraise to live recordings; Bring him back, Suspicious minds, Fly me to the Moon and more...</p> <p>-Able to sing and perform Ho Ho Ho using voice, body, tuned in time with the song in an ensemble and / or solo.</p>	<p>-Singing voice and tuned percussion, key notes D & C (G & F for more advanced)</p> <p>-Key words; Pulse, rhythm, improvise and composition.</p> <p>-Able to sing, compose, improvise and perform using voice and tuned percussion. Notes D & C (G & F for more advanced)</p>	<p>percussion). Compose using Charagna Technology and tuned percussion.</p> <p>-Genre (style of music): Reggae</p> <p>-Listen and appraise to live recordings; Shine, Kingston Town, I.G.Y and more</p> <p>-Tuned percussion, key notes: C & D (advanced on Recorders)</p> <p>-Key words; Pulse, Notes, improvise and composition.</p> <p>-Able to sing, compose, improvise and perform to / with Zoo Time</p>	<p>Charagna Technology and tuned percussion.</p> <p>-Genre (style of music): Pop (via Bruno Mars and more)</p> <p>-Tuned percussion, key notes G & E</p> <p>-Listen and appraise to live recordings; Count on me, We go together, Give a little Love and more...</p> <p>-Key words; Pulse, Notes, improvise and composition.</p> <p>-Able to sing, compose, improvise and perform to / with Friendship Song using voice and</p>	<p>voice(s), tuned percussion, performing / playing the above and the practices learnt with the above instruments (composition, improvisation and more).</p> <p>During this unit there is also a focus on Classical music, the Interrelated dimensions, musical instruments and musical theory.</p> <p>-Listen and appraise: Peer Gynt Suite Anitras Dance, Brandenburg Concerto No 1, From The Diary Of Fly.</p>
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<p>Listening & appraising. Gaining knowledge, understanding & reviewing.</p>				<p>using voice and tuned percussion. Notes C & D.</p>	<p>tuned percussion, Notes G & E.</p>	
<p>3</p>	<p>LET YOUR SPIRIT FLY</p> <p>Learn to sing and perform LYSF using singing voice and tuned percussion. Also improvise with the above (including body percussion). Compose using Charanga Technology and tuned percussion.</p> <p>-Genre (style of music): Pop, Classical</p> <p>-Tuned percussion, key notes C, F & G (advanced including B, A, & E)</p> <p>-Listen and appraise to live recordings;</p>	<p>GLOKENSPIEL 1</p> <p>Learn to play and improvise to songs using a Glockenspiel or a tuned percussion instrument. Also learn more about music theory (language of music).</p> <p>Songs: Easy E, Strictly D, DeeCees Blues and more</p> <p>-Genre (style of music): Blues</p> <p>-Key words; Pulse, Rhythm, Notes, Theory (Stave, note head / stem, Crochet,</p>	<p>RECORDER 1</p> <p>-Learn about the recorder (e.g mouth piece), how to hold appropriately and create a smooth sound (Timbre). Introduce first recorder note B.</p> <p>-Use and understand the stave and other musical notations</p> <p>-Introduce the treble clef</p> <p>-Recognising Crochets (Ta), Minims (Ta-ah), Quavers (TeTe),</p>	<p>RECORDER 1</p> <p>-Learn to play and perform pieces using note B, with various note values (rhythm patterns), holding the recorder appropriately whilst creating a smooth sound (Timbre)</p> <p>-Play pieces using Crochets (Ta), Minims (Ta-ah), Quavers (TeTe),</p>	<p>BRINGING US TOGETHER</p> <p>Learn to sing and perform Bring Us Together, using singing voice and tuned percussion. Also improvise with the above (including body percussion) and compose using with tuned percussion and / or Charanga Technology.</p> <p>-Genre (style of music): Disco</p>	<p>REFLECT, REWIND AND REPLAY.</p> <p>This unit consolidates all learnings throughout the academic year. The focus is around revisiting previous songs, activities, voice(s), tuned percussion, performing / playing the above and the practices learnt with the above instruments (composition, improvisation and more).</p>

	<p>Colonel Bogey March, Consider Yourself, Aint no mountain high enough and more.</p> <p>-Key words; Pulse, Rhythm, Notes, Classical, improvise and composition.</p> <p>-Able to sing, compose, improvise and perform to / with LYSE using voice and tuned percussion, Notes C, F & G (advanced B, A, & E)</p>	<p>Rest, Clefs and more), Sheet music, Classical, improvisation and composition.</p> <p>-Able to play from a Stave, improvise and perform on the Glockenspiel to a variety of song in time. Also able to use musical language to explain the sheet music.</p>	<p>Semibreves (Ta-a-a-ah), notation</p> <p>-Introduce Key note B</p> <p>-Maintaining a steady beat (Pulse) when playing</p> <p>-Key words / Phrases; "Doo-ing", Blow softly, Back tall and straight, Left hand on top, Pulse / Beat, Rhythm, Crochet (Ta), minim (Ta-ah), quaver (TeTe), semibreve (Ta-a-a-ah), crochet rest, notes, notation and Timbre.</p> <p>-Able to hold the recorder appropriately, blow softly to create a smooth and soft sound (Timbre) . Able to recognise various notes values (Crochet - Ta) and clap rhythm patterns in time (to a pulse) following notation (solo and / or ensemble). Can</p>	<p>Semibreves (Ta-a-a-ah).</p> <p>-Use and understand the stave and other musical notations</p> <p>-Key notes B</p> <p>-Maintaining a steady beat (Pulse) when playing</p> <p>-Key words / Phrases; "Doo-ing", Blow softly, Back tall and straight, Left hand on top, Pulse / Beat, Rhythm, Crochet (Ta), minim (Ta-ah), quaver (TeTe), semibreve (Ta-a-a-ah), crochet rest, notes, notation and Timbre.</p>	<p>-Tuned percussion, key note C (advanced including G & A)</p> <p>-Listen and appraise to live recordings; Good Times, Aint Nobody, We Are Family and more.</p> <p>-Key words; Pulse, Rhythm, Notes, Classical, improvise and composition.</p> <p>-Able to sing, compose, improvise and perform to / with Bringing Us Together using voice and tuned percussion, Notes C (advanced G & A)</p>	<p>During this unit there is also a focus on Classical music, the Interrelated dimensions, musical instruments and musical theory.</p> <p>Explore and learn about composer musician Gwyneth Herbert</p> <p>-Listen and appraise: L hom Arme, The Clock II Andante, Piano Concerto Allegro Maestoso. Prelude A L'Apremidi D'Un Faune. and more.</p>
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<p>Listening & appraising. Gaining knowledge, understanding & reviewing.</p>			<p>recognise note B on a Stave and use correct fingering on a recorder to play note B.</p>	<p>-Able to play and perform a piece using various note values (solo and / or ensemble) using note B.</p>		
<p>4</p>	<p>RECORDER 2</p> <p>-Learn to play and perform pieces using notes B & G, with various note values (rhythm patterns), holding the recorder appropriately whilst creating a smooth sound (Timbre)</p> <p>-Play pieces using Crochets (Ta), Minims (Ta-ah), Quavers (TeTe), Semibreves (Ta-a-a-ah).</p> <p>-Use and understand the stave and other musical notations</p>	<p>RECORDER 2</p> <p>-Learn to play and perform pieces using notes B, G & A with various note values (rhythm patterns), holding the recorder appropriately whilst creating a smooth sound (Timbre)</p> <p>-Play pieces using Crochets (Ta), Minims (Ta-ah), Quavers (TeTe), Semibreves (Ta-a-a-ah).</p> <p>-Use and understand the stave and other musical notations</p>	<p>STOP!</p> <p>-Genre: Hiphop (style of rap is Grime)</p> <p>-Theme: Anti-Bullying</p> <p>-Key words; Pulse, improvise, compose, lyrics, structure (intro, verse, chorus, instrumental section).</p> <p>Listen and appraise: Skidoo (Hiphop), Justin Timberlake (Pop, soul, funk, disco), Radetzky (Classical), Astor Piazzolla (Tango)</p>	<p>LEAN ON ME</p> <p>Learn to sing and perform Lean On Me using singing voice and tuned percussion. Also improvise with the above (including body percussion). Compose using Charagna Technology and tuned percussion.</p> <p>-Genre (style of music): Soul, Gospel</p>	<p>BLACK BIRD</p> <p>Learn to sing and perform Black Bird using singing voice and tuned percussion. Also improvise with the above (including body percussion). Compose using Charagna Technology and tuned percussion.</p> <p>-Genre (style of music): Pop / Rock'n'Roll</p> <p>-Key notes C & D (advanced notes E)</p>	<p>REFLECT, REWIND AND REPLAY.</p> <p>This unit consolidates all learnings throughout the academic year. The focus is around revisiting previous songs, activities, voice(s), tuned percussion, performing / playing the above and the practices learnt with the above instruments (composition, improvisation and more).</p>

<p>Listening & appraising. Gaining knowledge, understanding & reviewing</p>	<p>-Key note B & introduce note G</p> <p>-Maintaining a steady beat (Pulse) when playing</p> <p>-Key words / Phrases; "Doo-ing", Blow softly, Back tall and straight, Left hand on top, Pulse / Beat, Rhythm, Crochet (Ta), minim (Ta-ah), quaver (TeTe), semibreve (Ta-a-a-ah), crochet rest, notes, notation, Treble Clef and Timbre.</p> <p>-Able to play and perform on the Recorder, a piece with various note values (solo and / or ensemble) using notes B & G.</p>	<p>-Key notes B, G and introduce note A.</p> <p>-Maintaining a steady beat (Pulse) when playing</p> <p>-Key words / Phrases; "Doo-ing", Blow softly, Back tall and straight, Left hand on top, Pulse / Beat, Rhythm, Crochet (Ta), minim (Ta-ah), quaver (TeTe), semibreve (Ta-a-a-ah), crochet rest, notes, notation and Timbre.</p> <p>-Able to play and perform a piece using various note values (solo and / or ensemble), with increased accuracy and confidence, using notes B, G & A.</p>	<p>- Able to learn parts of the song Stop! Learners to write and compose their own rap lyrics (and actions if and where possible), in a group, to fit in the structure of the song. Perform by singing / rapping the song and performing their composed rap</p>	<p>-Key notes C, F & G (advanced note D)</p> <p>-Listen and appraise to live recordings; He Still Loves Me, Shackles, Amazing Grace and more.</p> <p>-Key words; Pulse, Rhythm, Notes, Soul, Gospel, improvise and composition.</p> <p>-Able to sing, compose, improvise and perform to / with Lean On Me using singing voice and tuned percussion, Notes C, F & G (advanced D &E)</p>	<p>-Listen and appraise to live recordings; The Beatle 'Black Bird', Yellow Submarine, Hey Jude, Can't Buy Me Love and more.</p> <p>-Key words; Pulse, Rhythm, Notes, Pop / Rock'n'Roll, improvise and composition.</p> <p>-Able to sing, compose, improvise and perform to / with Lean On Me using singing voice and tuned percussion, Notes C & D (advanced E)</p>	<p>During this unit there is also a focus on Classical music, the Interrelated dimensions, musical instruments and musical theory.</p> <p>-Listen and appraise: La Quinta Estampie Real, The Queen of Sheba, Moonlight Sonata and more.</p>
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5	<p style="text-align: center;">UKULELE</p> <p style="text-align: center;">TBC DUE TO C19</p>	<p style="text-align: center;">UKULELE</p> <p style="text-align: center;">TBC DUE TO C19</p>	<p style="text-align: center;">CLASSROOM JAZZ</p> <p>Learn to play the 3 Note Bossa and the 5 Note Swing, with a focus on improvisation using tuned percussion.</p> <p>-Key words; Pulse, improvise, Jazz, Bossa and Swing.</p> <p>-Genre: Jazz (Latin Jazz)</p> <p>-ID: Texture, Tempo, Dynamic, Structure.</p> <p>-Notes: G, A & B (3 note Bossa). Advanced including notes D & E (5 note Swing).</p> <p>-Listen and appraise; Various forms / styles of Jazz (Bossa, Big Band & Swing),</p>	<p style="text-align: center;">FRESH PRINCE</p> <p>Learn to perform Fresh Prince Of Bel Air using speaking (rapping) voice, perform simple melody to accompany and improvise using tuned percussion.</p> <p>-Genre (style of music): Hip-Hop</p> <p>-Key notes A & D.</p> <p>-Listen and appraise to live recordings; Me Myself and I, Ready or Not, Rappers Delight and more.</p> <p>-Key words; Pulse, Rhythm, Notes, Hiphop</p>	<p style="text-align: center;">DANCING IN THE STREET</p> <p>Learn to sing and perform Dancing In The Street using singing voice and tuned percussion. Also improvise with the above. Compose using tuned percussion.</p> <p>-Genre (style of music): Motown</p> <p>-Key notes F & G.</p> <p>-Listen and appraise to live recordings; I can't help myself, I Heard It Through The Grapevine, Aint No Mountain High Enough and more.</p> <p>-Key words; Pulse, Rhythm, Notes, Motown, Genre,</p>	<p style="text-align: center;">REFLECT, REWIND AND REPLAY.</p> <p>This unit consolidates all learnings throughout the academic year. The focus is around revisiting previous songs, activities, voice(s), tuned percussion, performing / playing the above and the practices learnt with the above instruments (composition, improvisation and more).</p> <p>During this unit there is also a focus on Early Music - Classical music, the Interrelated dimensions, musical instruments and musical theory.</p>
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<p>Listening & appraising. Gaining knowledge, understanding & reviewing</p>			<p>- Able to play the 3 note Bossa and the 5 note Swing in time with the backing track using a tuned percussion instrument (solo / ensemble). Able to improvise using notes G, A & B (advanced including D & E for the 5 Note Swing).</p>	<p>improvise and composition. -Able to use speaking (rapping voice) to perform FPOBA. Able to use tuned percussion to perform a simple melody and improvise using notes A & D. Advanced compose using notes D E F G & A.</p>	<p>improvise and composition. Able to sing, compose, improvise and perform to / with DITS using singing voice and tuned percussion, Notes F & G (advanced include notes A, C & D)</p>	<p>Explore and learn about composer Rachel Portman -Listen and appraise: Compline, Dido and Aeneas Overture, Symphony No.5 in C minor and more.</p>
<p>6</p>	<p>KEYBOARD</p> <p>-Learn to play keyboard / piano piece using notes C D E, with various note values (rhythm patterns) and</p>	<p>CLASSROOM JAZZ 2</p> <p>-Learn to play the Bacharach Anorak and Meet The Blues with a focus on improvisation</p>	<p>HAPPY</p> <p>Genre: Pop -Theme: Use the song Happy to use our singing voice, play a</p>	<p>YOU'VE GOT A FRIEND</p> <p>Learn to sing and perform You've Got a Friend using singing</p>	<p>YEAR 6 SONG</p> <p>Compose, write (lyrics describing Year 6) and structure a song</p>	<p>REFLECT, REWIND AND REPLAY.</p> <p>This unit consolidates all learnings throughout the</p>

	<p>with the correct fingering (finger 1 2 3 / hand position)</p> <p>-Keyboard Pieces: Cook up C's, Trance D, Rock Out those E's, Four Tune and Skipper (advanced Blues Grass Hop).</p> <p>-Play pieces using Crochets (Ta), Minims (Ta-ah) & Semibreves (Ta-a-a-ah).</p> <p>-Use and understand the stave and other musical notations</p> <p>-Key note C, D & E (advance include note F)</p> <p>-Maintaining a steady Beat (Pulse) when playing.</p> <p>-Key words / Phrases; Finger number 1 thumb, Keep all 5 fingers on the keys, Back tall and straight,</p>	<p>including <u>B Flat</u> using tuned percussion.</p> <p>-Key words; Pulse, improvise, Jazz, Blues, Flat Note.</p> <p>-Genre: Jazz (Blues)</p> <p>-Notes: A, G, E & F (Bacharach Anorak). C B Flat G (Meet The Blues).</p> <p>-Listen and appraise; Speaking my piece, Take the a train, Back o'Town Blues and more.</p> <p>-Able to play an accompanying melody in time with the Jazz backing music using notes A, G, E & F. Able to Improvise using notes C B Flat G to Meet the Blues.</p>	<p>tune on tuned percussion improvise (using the voice, tuned / body percussion) to the backing music and compose</p> <p>-Key words; Pulse, Pitch, Compose, Improvisation, Notes.</p> <p>-ID: Texture, Tempo, Dynamic, Structure.</p> <p>-Notes: C, E, G, A & B</p> <p>-Listen and appraise various artists such as The Carpenters, Bobby McFerrin (Don't Worry Be Happy) and Frank Sinatra.</p>	<p>voice and tuned percussion. Also improvise with the above and / or Compose using tuned percussion.</p> <p>-Genre (style of music): Pop (1970's)</p> <p>-Key notes B, A & G (advanced C, D, E & F).</p> <p>-Listen and appraise to live recordings; Loco-Motion, One Fine Day, Up On The Roof and more.</p> <p>-Key words; Pulse, Rhythm, Notes, Pop, Genre, Improvise and / or composition.</p> <p>Able to sing, compose,</p>	<p>with 3 sections using a backing track and tuned percussion.</p> <p>-Genre (style of music): To be decided by the class / group</p> <p>-Key notes: To be decided by the class / group</p> <p>-Listen and appraise to live recordings; Happy (Pharrell), Can't Stop The Feeling (Justin Timberlake)</p> <p>-Key words; Pulse, Rhythm, Notes, Pop, Structure (Intro, Verse & Chorus), Genre, Compose,</p> <p>Able to, compose, write (lyrics), structure and their composition using tuned percussion,</p>	<p>academic year. The focus is around revisiting previous songs, activities, voice(s), tuned percussion, performing / playing the above and the practices learnt with the above instruments (composition, improvisation and more).</p> <p>During this unit there is also a focus on Classical music, the Interrelated dimensions, musical instruments and musical theory.</p> <p>Explore and learn about composer Jon Boden</p> <p>-Listen and appraise: L'autrier, The Queen of</p>
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<p>Listening & appraising. Gaining knowledge, understanding & reviewing</p>	<p>Pulse / Beat, Rhythm, Crochet (Ta), minim (Ta-ah), semibreve (Ta-a-a-ah), crochet rest, notes, notation, Treble Clef/</p> <p>-Able to play and perform on the Keyboard, a piece with various note values (solo and / or ensemble) using notes C D & E.</p>			<p>improvise and perform to / with YGAF using singing voice and tuned percussion, Notes B, A & G (advanced C, D, E & F).</p>	<p>notes to be decided by the class / group.</p>	<p>Sheba, Armide Overture, Erlkonig D 328 Op 1 Wer Reitet So Spat and more.</p>
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