

Topic	Rock and Roll	Haiku, music and	Samba and carnival	Body and tuned	Changes in pitch,	Adapting and transposing
		performance (Theme:	sound and instruments	percussion	tempo and dynamics	melodies (Theme: Romans)
Linked Books	ROCK STAR ROCK STAR FOR MC CAUGALIA FOR BIG FANS AND LITTLE PUNKS FIX HALES	Hanami festival) From the leatestiling author of SKELLIG DAVID ALMOND PAPER BOAT PAPER BIRD WAYOI KUSAMA Covered Everything in Dots and Wasn't Sorry. Pholidon Proute Gibberti Founds diberti	(Theme: South America) The river have the state stating tales. Who Was Selena? Selena?	ONE DAY BLUE PLANET OVER Under Frankforest	(Theme: Rivers) Rhythm Rain	ESCAPE FROM POMPEI COMMING MAIN THE GIRL WHO NAMED PLUTO The Story of Varietie Bursey Almo R. McGarg Elambeth Hairlie
Prior	To identify structure and texture	To understand the	To sing in two parts	To recognise and	To identify structure	To describe the festival of
learning	in music	history of rock and roll	using expression and	identify the main	and texture in music	Hanami using words and
	To use body percussion	music	dynamics	features of samba	To use body	sounds
	To create musical rhythms using	To be able to perform	To recognise key	music	percussion To create	To represent a blossom tree
	body percussion	with a sense of style	elements of music	To understand and	musical rhythms	using sounds
			To perform a vocal	play syncopated	using body	To identify different musical

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Grove Primary	

Composer Jim Jacobs, Warren Casey, performed by Glee cast Born to Hand Jive Jim Jacobs, Warren Casey, performed by Grease cast Sha-Na - Born to Hand Jive Elvis Presley Blue Suede Shoes Buddy Holly Oh Boy! Bill Haley & His Comets Rock Around the Clock Substantive knowledge Knowledge To Cabe able to pelay a rock and roll piece of music based and roll piece of music based around ostinatos To eable to play a rock and roll piece of music based around ostinatos To be able to play a rock and roll piece of music based around ostinatos To be able to play a rock and roll piece of music based around ostinatos To perform rhythmic break To perform rhythmic breaks within the samba piece David Paich, Jeff Porcaro Perpetum Jazzile – Africa Composer - Steve Reich, performers - Santi Carcasona Sant				Frillary School		•	
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Composer Dim Jacobs, Warren Casey, performed by Glee cast Born to Hand Jive Jim Jacobs, Warren Casey, performed by Grease cast Sha-Na-Na-Na Born to Hand Jive Elvis Presley Blue Suede Shoes Buddy Holly Oh Boy! Bill Haley & His Comets Rock Around the Clock			·		To perform rhythmic		
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To be able to play a rock and roll. The improve and perioritis are compose a basic. The build and improve a find scall leadines. I different versions of a		To be able to play a rock and roll	To improve and perform	To compose a basic	To build and improve a	musical features	different versions of a
piece of music rhythmic break composition To work as a group musical motif	<u>I</u>	piece of music		rhythmic break	composition	To work as a group	musical motif

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Grove Primary	

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		a piece of music based	To perfc		to create a piece of	
		around ostinatos	breaks within the samba		music to celebrate	
			piece		Hanami	
					To perform a piece of	
					music to celebrate	
					Hanami	
<u>Skills</u>	Recognising and discussing the	Recognising the use and	Recognising and	Recognising the use	Recognising, naming	Recognising the use and
Listening	stylistic features of different	development of motifs	discussing the stylistic	and development of	and explaining the	development of motifs in
	genres, styles and traditions of	in music.	features of different	motifs in music.	effect of the	music.
	music using musical vocabulary.	Identifying gradual	genres, styles and	Identifying gradual	interrelated	Identifying gradual dynamic
	Identifying common features	dynamic and tempo	traditions of music using	dynamic and tempo	dimensions of music.	and tempo changes within a
	between different genres, styles	changes within a piece	musical vocabulary.	changes within a piece	Using musical	piece of music.
	and traditions of music.	of music.	Identifying common	of music.	vocabulary to discuss	Identifying common features
	Recognising, naming and	Recognising and	features between	Recognising, naming	the purpose of a	between different genres,
	explaining the effect of the	discussing the stylistic	different genres, styles	and explaining the	piece of music.	styles and traditions of
	interrelated dimensions of	features of different	and traditions of music.	effect of the	Using musical	music.
	music.	genres, styles and	Recognising, naming and	interrelated	vocabulary when	Recognising, naming and
	Using musical vocabulary to	traditions of music using	explaining the effect of	dimensions of music.	discussing	explaining the effect of the
	discuss the purpose of a piece	musical vocabulary.	the interrelated	Identifying scaled	improvements to	interrelated dimensions of
	of music.	Recognising, naming	dimensions of music.	dynamics	their own and	music.
	Using musical vocabulary when	and explaining the effect	Using musical	(crescendo/decrescen	others' work.	Identifying scaled dynamics
	discussing improvements to	of the interrelated	vocabulary to discuss	do) within a piece of		(crescendo/decrescendo)
	their own and others' work.	dimensions of music.	the purpose of a piece	music.		within a piece of music.
		Identifying scaled	of music.	Using musical		Using musical vocabulary to
		dynamics		vocabulary to discuss		discuss the purpose of a
		(crescendo/decrescendo		the purpose of a piece		piece of music.
) within a piece of		of music.		Using musical vocabulary
		music.		Using musical		when discussing
		Using musical		vocabulary when		improvements to their own
		vocabulary to discuss		discussing		and others' work.
		the purpose of a piece		improvements to their		
		of music.		own and others' work.		



			Primary School			
Composing:		Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent	Beginning to improvise	Composing a coherent	Composing a	Composing a coherent piece
		piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	musically within a given style. Suggesting improvements to others work, using musical vocabulary.	piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary.	coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary.
Performing	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency	Singing longer songs in a variety of musical styles from memory, with	Singing and playing in time with peers with accuracy and awareness	Singing and playing in time with peers with accuracy and	Singing and playing in time with peers with accuracy and	Singing longer songs in a variety of musical styles from memory, with accuracy,

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Grove Primary	

			Primary School			
	and a developing sense of	accuracy, control,	of their : group	awareness of their	awareness of their	control, fluency and a
	expression including control of	fluency and a	performance.	part in the group	part in the group	developing sense of
	subtle dynamic changes.	developing sense of	Playing syncopated	performance.	performance.	expression including control
	Singing and playing in time with	expression including	rhythms with accuracy,	Playing melody parts	Playing melody parts	of subtle dynamic changes.
	peers with accuracy and	control of subtle	control and fluency.	on tuned instruments	on tuned	Singing and playing in time
	awareness of their part in the	dynamic changes.		with accuracy and	instruments with	with peers with accuracy and
	group performance.	Singing and playing in		control and developing	accuracy and control	awareness of their part in
	Playing melody parts on tuned	time with peers with		instrumental	and developing	the group performance.
	instruments with accuracy and	accuracy and awareness		technique.	instrumental	Playing melody parts on
	control and developing	of their part in the			technique.	tuned instruments with
	instrumental technique.	group performance.				accuracy and control and
						developing instrumental
						technique.
Vocabulary	bass line, beat, chorus,	a capella, breath	agogo, bateria, caixa,	body percussion,	composing, col	backing track, bass line, beat,
	dynamics, flat notes, hand jive,	control, cue, diction,	carnival, chocalho,	combine, compose,	legno, descriptive,	call and response, compose,
	in-time, in-tune, notation,	directing, dynamics,	composition, crescendo,	contrasting rhythms,	dynamics, duration,	crotchet, dotted minim, flats,
	originate, pitch, rhythm,	expression, harmony	cowbell, dynamics,	dynamics, inspiration,	effect, forte,	graphic notation, in-time,
	rhythmic patterns, rock and roll,	line, layer, melody,	ensemble, features,	layers, loop,	glissando, haiku,	in-tune, key, key signature,
	sections, sequence, sharp notes,	mood, notation,	ganza, influenced,	organisation, repeated	inspiration,	loop, lyrics, minim, motif,
	style, tempo, untuned	opinion, ostinato,	metronome, off-beat,	melodies, melody line,	inter-related	notation, ostinato, pitch,
	percussion, verse, vocals,	percussion, in the	percussion, pulse,	pitch, record, rhythm,	dimensions of music,	quavers, repeating patterns,
	walking bass line	round, parts, rhythm,	repique, rhythm,	sections, structure,	melody, piano, pitch,	repetition, rhythm, rhythmic
		staff notation, tempo,	rhythmic break, samba,	tempo, texture, tune,	pizzicato, represent,	notation, riff, semibreve,
		texture, vocal ostinato	samba breaks, structure,	tuned percussion	silent, sliding pitch,	sharps, tempo, transpose,
			surdo, syncopated		sound, sound effects,	tuned instrument, vocal
			rhythms, tamborim,		staccato, structure,	warm-ups
			texture, unison, untuned		syllable, tempo,	
			percussion		texture, timbre,	
					verse, vocabulary	