

Topic	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Linked Books	ANCIENT EGYPTIANS THE EGYPTIAN CINDERELLA by Shirky Climo • Illustrated by Ruth Helter Hieroglyphs	Black Music Creats 10 Inspiring Icens 10 Inspiring	I Have Brown Skin and Curly Hair Words from Theorem Barrently Carle Obles Brown Skin and Curly Hair Words from Theorem Barrently Carle Obles Brown Skin and	A SLANG LILL A	A Plantal Matte Adverture FLAVOR LAND The Magle of Music and Mixing! writes and discrete writes and discrete writes and discrete The Magle of Music and Mixing!	Roald Dahl MATILDA Thustated by Quentin Blake DRAMA
Prior learning	To sing in tune and in	To sing with accuracy,	To know the key	To sing a traditional	To sing in tune and	To sing a traditional
	time	fluency, control, and	features of Blues	African song	in tim	African song
	To understand what a	expression	music	unaccompanied	To understand what	unaccompanied
	musical motif is	To explore and use	To play the first line	To use tuned	a musical motif is	To use tuned

Teal 3 – Widsic Over view									
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	To compose and	different forms of	of the ues	percussion to play a	To compose and	percussion to play a			
	notate a motif	notation	To be able to play	chord progression	notate a motif	chord progression			
	To develop and	To understand note	the 12-bar Blues	To use vocals or	To develop and	To use vocals or			
	transpose a musical	length	To be able to play	tuned percussion to	transpose a musical	tuned percussion to			
	motif	To read simple pitch	the Blues scale	perform a piece of	motif	perform a piece of			
	To combine and	notation	To be able to	music as an	To combine and	music as an			
	perform different	To use hieroglyphs and	improvise with notes	ensemble	perform different	ensemble			
	versions of a musical	stave notation to write	from the Blues scale	To play call and	versions of a	To play call and			
	motif	a piece of music		response rhythms	musical motif	response rhythms			
				using percussion		using percussion			
				instruments		instruments			
				To create an eight		To create an eight			
				beat break to play		beat break to play			
				within a		within a			
				performance		performance			
Artist/designer	The Bangles: Walk Like	Alex Foster & Michel	Miriam Makeba:	Edvard Grieg:	Darude: Sandstorm	Performed by			
/composer	an Egyptian	LaRue: Hush,	Click Song	Morning from the	Latin Groove: Kids	Anthony Warlow: I			
	Henry Purcell: Queen	Somebody's Calling	(Qongqothwane)	Peer Gynt Suite	Body percussion	am a Pirate King -			
	Mary Funeral March	My Name	Ndebele: folk song	Felix Mendelssohn:	Elton John (remix by	The Pirates of			
		Billie Holiday: Keeps	Shosholoza	Movement 4	Meta Roos): The	Penzance			
		on Rainin'	Drakensberg Boys	(Saltarello/Tarantella	Circle of Life - The	Performed by			
		Muddy Waters	Choir: Shosholoza) from the Italian	Lion King (remix)	Brandon O'Neill:			
		featuring Ernest	Bwazan This is us	Symphony	Beethoven: 5th	Luck be a Lady			
		Crawford: Rolling		Bedrich Smetena:	Symphony in C	(from Guys and			
		Stone		Vltava/Die Moldau	Minor	Dolls)			
		Chuck Brown and the		from Má vlast (My	Walter Murphy &	ABBA: Dancing			
		Chuckleberries: Time		Fatherland)	The Big Apple Band:	Queen			
		Out Blues		Vandana Bhardwaj:	A Fifth of	Performed by			
		BB King: One Shoe		Aaj Biraj Mein Holi	Beethoven	Nicholas			
		Blues		Re Rasiya	Yip Harburg	Bethencourt: Where			
		Marcia Ball: So Many			(performed by Judy	is Love?			
		Rivers			Garland):	Aileen Quinn, Ann			



			Primary School	•		
		The Simpsons: Moanin' Lisa Swiss Dutchman: Piano Blues Improvisation	Making (Court		Somewhere Over the Rainbow Israel "IZ" Kamakawiwoʻole: Somewhere Over the Rainbow	Reinking: I Think I'm Gonna Like It Here (from Annie) Performed by Samantha Barks: On My Own (from Les Misérables) Performed by Judy Garland and cast: Follow The Yellow Brick Road (from The Wizard Of Oz)
						Rusted Root: Send Me On My Way The Proclaimers: I'm Gonna Be (500 Miles) Tony Christie: (Is This The Way To) Amarillo Elton John: Rocket Man Miley Cyrus: The Climb
Substantive knowledge	To sing with accuracy, fluency, control, and expression To explore and use different forms of notation To understand note length	To know the key features of Blues music To play the first line of the 12-bar Blues To be able to play the 12-bar Blues To be able to play the	To sing a traditional African song unaccompanied To use tuned percussion to play a chord progression To use vocals or tuned percussion to	To understand that music can be represented with colours To represent a piece of music as a graphic score To create a vocal	To be able to play a simple looped rhythm from notation To create a piece of music using prewritten loops To be able to play a	To understand the history of musical theatre To identify character songs and action songs To create a musical

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	To read simple pitch	Blues scale	perfor of	composition based	melody line	theatre sceneTo
	notation	To be able to	music as an	on a picture	accurately and	rehearse a musical
	To use hieroglyphs and	improvise with notes	ensemble	To create a piece of	fluently	theatre scene
	stave notation to write	from the Blues scale	To play call and	music inspired by a	To select a section	To perform a
	a piece of music		response rhythms	single colour	of a tune and	musical theatre
			using percussion	To work as a group	perform it as a loop	scene
			instruments	to perform a piece of	To combine loops to	
			To create an eight	music	create a remix	
			beat break to play			
			within a			
			performance			
<u>Skills</u>	Representing the	Recognising and	Recognising and	Representing the	Recognising and	Recognising and
	features of a piece of	confidently discussing	confidently	features of a piece of	confidently	confidently
	music using graphic	the stylistic features of	discussing the	music using graphic	discussing the	discussing the
	notation, and colours,	different genres, styles	stylistic features of	notation, and	stylistic features of	stylistic features of
	justifying their choices	and traditions of music	different genres,	colours, justifying	different genres,	different genres,
	with reference to	using musical	styles and traditions	their choices with	styles and traditions	styles and traditions
Listening	musical vocabulary.	vocabulary.	of music using	reference to musical	of music using	of music using
	Developing confidence	Representing the	musical vocabulary.	vocabulary.	musical vocabulary.	musical vocabulary.
	in using detailed	features of a piece of	Comparing,	Comparing,	Comparing,	Comparing,
	musical vocabulary	music using graphic	discussing and	discussing and	discussing and	discussing and
	(related to the	notation, and colours,	evaluating music	evaluating music	evaluating music	evaluating music
	inter-related	justifying their choices	using detailed	using detailed	using detailed	using detailed
	dimensions of music)	with reference to	musical vocabulary.	musical vocabulary.	musical vocabulary.	musical vocabulary.
	to discuss and	musical vocabulary.	Developing	Developing	Developing	Developing
	evaluate their own	Comparing, discussing	confidence in using	confidence in using	confidence in using	confidence in using
	and others' work.	and evaluating music	detailed musical	detailed musical	detailed musical	detailed musical
		using detailed musical	vocabulary (related	vocabulary (related	vocabulary (related	vocabulary (related
		vocabulary.	to the inter-related	to the inter-related	to the inter-related	to the inter-related
			dimensions of music)	dimensions of music)	dimensions of	dimensions of
			to discuss and	to discuss and	music) to discuss	music) to discuss
					and evaluate their	and evaluate their

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			evalue wn	evaluate their own	own and others'	own and others'
			and others' work.	and others' work.	work.	work.
Composing	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.
Performing	Singing songs in two or	Singing songs in two or	Singing songs in two	Working as a group	Working as a group	Singing songs in two
	more parts, in a	more parts, in a	or more parts, in a	to perform a piece of	to perform a piece	or more parts, in a
	variety of musical	variety of musical	variety of musical	music, adjusting	of music, adjusting	variety of musical
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	with accuracy, fluency,	with accuracy, fluency,	with a making it Count	according to a	according to a	with accuracy,
	control and	control and	fluency, control and	graphic score,	graphic score,	fluency, control and
	expression.	expression.	expression.	keeping in time with	keeping in time with	expression.
	Working as a group to	Working as a group to	Working as a group	others and	others and	Working as a group
	perform a piece of	perform a piece of	to perform a piece of	communicating with	communicating with	to perform a piece
	music, adjusting	music, adjusting	music, adjusting	the group.	the group.	of music, adjusting
	dynamics and pitch	dynamics and pitch	dynamics and pitch	Combining rhythmic	Combining rhythmic	dynamics and pitch
	according to a graphic	according to a graphic	according to a	patterns (ostinato)	patterns (ostinato)	according to a
	score, keeping in time	score, keeping in time	graphic score,	into a multi-layered	into a multi-layered	graphic score,
	with others and	with others and	keeping in time with	composition using all	composition using	keeping in time with
	communicating with	communicating with	others and	the inter-related	all the inter-related	others and
	the group.	the group.	communicating with	dimensions of music	dimensions of music	communicating with
	Combining rhythmic	Combining rhythmic	the group.	to add musical	to add musical	the group.
	patterns (ostinato)	patterns (ostinato)	Combining rhythmic	interest.	interest.	
	into a multi-layered	into a multi-layered	patterns (ostinato)			
	composition using all	composition using all	into a multi-layered			
	the inter-related	the inter-related	composition using all			
	dimensions of music	dimensions of music	the inter-related			
	to add musical	to add musical	dimensions of music			
	interest.	interest.	to add musical			
		Using staff notation to	interest.			
		record rhythms and	Using staff notation			
		melodies.	to record rhythms			
			and melodies.			
New	accuracy, backing	12-bar blues,	a capella, break, call	dynamics, graphic	accuracy, backbeat,	action song,
Vocabulary	track, balance,	ascending scale,	and response,	score, inspiration,	body percussion,	backdrop, book
	composition, control,	backing track, bar,	chords, chord	layering, mood,	fragment, layers,	musical, character
	crotchet, dotted	bent notes, blues,	progression, diction,	pitch, represent,	loop, looped	song,
	minim, ensemble,	blues scale, chord,	djembe, duo,	soundtrack,	rhythm, melody,	choreographer,
	expression, features,	convey, descending	dynamics, eight-beat	synesthesia, tempo,	melody line,	composer, comic
	fluency, lyrics, minim,	scale, expression,	break, ensemble,	texture, timbre,	notation, ostinato,	opera, costumes,
	minor key, notation,	features, flat,	expression,	visual	remix, rhythm, riff,	designer, dialogue,

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parts, pitch, pitch	improvisation, lyrics,	impro najor	representation, vocal	structure	director, duet,
notation, quaver,	pitch, quavers, scale,	chord, master	sounds		ensemble, hip-hop
repeating, rhythm,	sharp, solo, staff	drummer,			musical, jukebox
semibreve, sheet	notation	metronome,			musical, librettist,
music, staff notation,		performance,			libretto, lyricist,
stave, structure,		polyrhythms,			musical director,
tempo, tune, tuned		pronunciation, pulse,			musical theatre,
percussion, unison,		ostinato, rests,			opera, operetta,
vocal warm-ups		rhythm, soloist,			performers, props,
		syncopation, tempo,			rock musical, scene,
		tuned percussion,			solo, tempo, timbre,
		unaccompanied,			transitions
		vocals			