



EYFS	Expressive Arts and Design	30 – 50 months	Exploring and Using Media and Materials	<p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p>
			Being Imaginative	<p>Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>
		40-60 months	Exploring and Using Media and Materials	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p>
			Being Imaginative	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
		ELG	Exploring and Using Media and Materials	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>
			Being Imaginative	<p>They represent their own ideas, thoughts and feelings through music and dance.</p>

Throughout the year, children in Reception are given play-based opportunities linked to all areas of the curriculum, including EAD. Staff plan for adult-led musical activities using the Charanga scheme of work. Instruments and resources that can be used to support music and dance are provided within the continuous provision and child-choice activities are planned for.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: All about me Charanga unit: Me!</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place 	<p>Topic: Sparkle & Shine Charanga unit: Everyone</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place 	<p>Topic: Superheroes Topic: Arctic Charanga unit: Our World</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place 	<p>Topic: Dinosaurs Topic: Pets Charanga unit: Big Bear Funk</p> <ul style="list-style-type: none"> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place 	<p>Topic: Julia Donaldson Topic: Minibeasts Charanga unit: My stories</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place 	<p>Topic: Under the sea Topic: Beside the seaside Charanga unit: Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place

	2-Year cycle	Autumn Term	Spring Term	Summer Term
	Cycle A	<p>All about me</p> <p><u>Hey you!</u> ‘Hey You!’ is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes. <i>Children will learn that music has a steady pulse, like a heartbeat and that we can create rhythms from words. They will begin to create their own rhythms. They will learn how pulse, rhythm and pitch work together.</i> Vocabulary: pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.</p> <p><u>Ho, ho, ho</u> This unit of work is focused around one song: Ho Ho Ho - a Christmas song. The children will listen and appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing. <i>Children will learn that rhythms are different from the pulse of the music. They will learn that we add high and low sounds, pitch, when we sing and play instruments.</i> Vocabulary: keyboard, bass guitar, percussion, trumpet, saxophone, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>	<p>Sensational Safari</p> <p><u>Rhythm in the Way We Walk and Banana Rap</u> All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing. <i>The children will build on their learning of pulse, rhythm and pitch, finding the pulse of the songs. They will opportunities to rap, sing and dance to the music.</i> Vocabulary: pulse, rhythm, pitch, rap, melody, singers, keyboard, bass guitar, percussion, trumpet, saxophone, perform.</p> <p><u>Hands, Feet, Heart</u> Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music. All the learning is focused around the song. There is an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen to and appraise different styles of South African music. <i>The children will build on their learning about pulse, rhythm and pitch. They will have opportunities to play glockenspiels and untuned percussion. They will learn to recognise and name a variety of musical instruments.</i> Vocabulary: keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, perform, compose, audience, melody, dynamics, tempo.</p>	<p>Rescuers and Explorers</p> <p><u>In the Groove</u> ‘In the Groove’ is a song that was specially written to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week the children will listen to and learn a different style of ‘In the Groove’. <i>The children will learn about five different musical styles: Blues; Baroque; Latin; Irish Folk; Funk. They will learn to name some of these styles of music. They will have opportunities to play glockenspiels and untuned percussion. They will find the pulse of each style of music and learn to move in time with it.</i> Vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p> <p><u>Zootime</u> ‘Zootime’ is written in a Reggae style. The children will learn to sing and perform this song as well as listening to and appraising other Reggae music songs. <i>The children will build on their ability to recognise and name musical instruments and musical styles. They will begin to recognise that songs have different musical styles.</i> Vocabulary: keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, melody, improvise, compose, perform, audience, melody, dynamics, tempo.</p>

	<p>Cycle B</p>	<p>The Big Build</p> <p>Round and round All learning is focused around one song: Round And Round, a Bossa Nova Latin style. <i>The children will find the pulse of the song and create their own musical rhythms. They will recognise and name at least two instruments that they hear.</i> Vocabulary: keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.</p> <p>Ho, ho, ho This unit of work is focused around one song: Ho Ho Ho - a Christmas song. The children will listen and appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing. <i>Children will learn that rhythms are different from the pulse of the music. They will learn that we add high and low sounds, pitch, when we sing and play instruments.</i> Vocabulary: keyboard, bass guitar, percussion, trumpet, saxophone, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>	<p>Travel and Transport</p> <p>I wanna play in a band I Wanna Play In A Band is a Rock song written especially for children. In this song the children learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen to and appraise some classic Rock songs. <i>The children will continue to build on their understanding of steady pulse and rhythm and that they are different from one another. They will learn that we add high and low sounds, pitch, when we sing and play our instruments.</i> Vocabulary: keyboards, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p>Your imagination The children will listen to and appraise a variety of songs about imagination. <i>The children will learn to find and play the pulse of the music, to copy rhythms and to create their own. They will sing in unison and in two parts. They will play accurately and in time as part of a performance, using one or two notes.</i> Vocabulary: keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.</p>	<p>Under the Sea</p> <p>Friendship song The learning in this unit is focused around the Friendship Song. The children will also have opportunities to listen to and appraise other songs about friendship. <i>The children will learn that songs have different musical styles. They will recognise and name some of the instruments that they hear. They will compose a simple melody using simple rhythms.</i> Vocabulary: keyboards, bass, drums, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p>Reflect, rewind, replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. <i>The children will listen to and appraise Classical music. They will sing and play instruments within the song before improvising. They will compose, share and perform the learning that has taken place.</i> Vocabulary: instruments, voice, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>
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Cycle A

Prehistoric Britain**Let Your Spirit Fly**

All the learning in this unit is focused around one song: Let Your Spirit Fly - an R&B song for children.

The children will learn to identify the piece's structure: introduction; verse; chorus. They will learn to identify the instruments and voices. They will find the pulse while listening and be given opportunities to identify funky rhythms, tempo changes and dynamics.

Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody.

Mamma Mia

The children's learning will focus around the ABBA song, Mamma Mia. They will also listen to and appraise other ABBA songs.

The children will identify the piece's structure: intro, verse, bridge, chorus. They will identify the instruments and voices: keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. They will find the pulse whilst listening and have opportunities to identify changes in tempo, dynamics and texture.

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.

Around the world in 80 days**Three Little Birds**

All the learning in this unit is focused around one song: Three Little Birds by Bob Marley, a Reggae song. The children will also listen to and appraise other Reggae songs.

The children will learn to identify the piece's structure: introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. They will build on their knowledge of how to identify instruments and voices: bass, drums, electric guitar, keyboard, organ, male, backing vocals. They will play instrumental parts accurately and in time. Compose a simple melody using simple rhythms, both as part of a performance

Vocabulary: 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.

Stop

This unit of learning is based around a song/rap about bullying. The children will listen to and appraise a variety of genres of music.

The children will identify the structure: intro and 6 rapped verses, each with a sung chorus. They will identify instruments and voices: digital/electronic sounds, turntables, synthesizers, drums. They will find the pulse and identify changes in tempo, dynamics and texture. They will sing and rap in unison and in parts and compose their own rapped lyrics.

Vocabulary: 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.

Look what they left behind**Bringing us together**

This is a Disco song about friendship, peace, hope and unity. The children will also listen to and appraise other Disco songs.

The children will be given opportunities to explain how the words of the song tell a story. Does the music create a story in their imagination? What story? They will sing in two parts and play instrumental parts in time.

Vocabulary: keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.

Reflect, Rewind, Replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

The children will listen to and appraise Classical music. They will sing and play instruments within the song before improvising. They will compose, share and perform the learning that has taken place.

Vocabulary: introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, Disco, Classical, R&B, rap, pentatonic scale.

	<p>Cycle B</p>	<p>A place for everything</p> <p>Dragon Song This is a song about kindness, respect, friendship, acceptance and happiness. The children will use their imagination and work together as a class to create their own performance of this song. They will also listen to and appraise traditional tunes and Folk melodies from around the world. <i>The children will identify the themes of kindness, respect, friendship, acceptance and happiness. They will learn to identify the instruments and voices: keyboard, drums, bass, a female singer. They will explain how the words of the song tell a story. Does the music create a story in your imagination? What story?</i> Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.</p> <p>Lean on Me The children will listen to and appraise a range of gospel-based songs with most of the learning based around Lean on Me by Bill Withers. <i>The children will identify the piece's structure: intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. They will identify the instruments and voices: male vocal, backing vocal, piano, bass, drums, organ. They will find the pulse whilst listening and identify changes in tempo, dynamics and texture.</i> Vocabulary: 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.</p>	<p>Terrible Tudors</p> <p>Glockenspiel 1 This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. <i>The children will learn to play a variety of simple tunes, beginning to read musical notation. They will be given opportunities to compose using the notes C, D, E and F.</i> Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.</p> <p>Glockenspiel 2 The children continue to develop their musical skills playing the glockenspiel. <i>The children will learn more complex rhythm patterns. They will revise, play and read the notes C, D, E, F + G. They will learn to play the tunes Mardi Gras Groovin', Two-Way Radio, Flea Fly, Rigadoon and Mamma Mia. They will revisit some tunes from Stage 1. They will be given opportunities to compose using the notes C, D, E, F + G.</i> Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.</p>	<p>Amazing Amazon</p> <p>Blackbird All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The children will also have opportunities to listen to and appraise other songs by the Beatles. <i>The children will identify the themes of equality and civil rights. They will identify instruments and voices: solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. The children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for a group to copy or respond to.</i> Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.</p> <p>Reflect, Rewind, Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. <i>The children will listen to and appraise Classical music. They will sing and play instruments within the song before improvising. They will compose, share and perform the learning that has taken place.</i> Vocabulary: introduction, verse, chorus, glockenspiel, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Folk, traditional, equality, civil rights, pentatonic scale.</p>
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Cycle A

Greeks and Stars**Livin' on a prayer**

The children will focus their learning around the class Rock song, Livin' on a Prayer. They will also listen to and appraise other class Rock songs. They will know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.

The children will learn to identify the piece's structure: intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. They will identify the instruments and voices: lead vocal, electric guitar, bass guitar, drums, keyboard. They will find the pulse whilst listening and begin to identify changes in tempo, dynamics and texture. They will begin to discuss the 'style indicators' of Rock music.

Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.

Happy

All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. They will listen to and appraise songs about being happy from a variety of musical genres.

The children will describe the style indicators of the song/music and the structure of the song. They will identify the instruments and voices they can hear. They will talk about the musical dimensions used in the song. The children will play instruments by ear and by musical notation.

Vocabulary: 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.

Mountain and Rivers**Classroom Jazz 1**

All the learning is focused around two tunes: Three Note Bossa and Five Note Swing.

The children will identify the structure of each song and the instruments and voices used. They will play instrumental parts by ear and improvise in both the Bossa Nova and Swing styles. They will discuss their thoughts and feelings about their performances. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? They will discuss and talk musically about it. What went well? What could have been better?

Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.

Classroom Jazz 2

The children will continue to build on their understanding of Jazz music. All learning is focused around two tunes: Bacharach Anorak and Meet The Blues.

They will describe the style indicators of the music and the structure of the songs. They will identify the instruments and voices they can hear and talk about the musical dimensions used in the songs. They will improvise in a Blues style. They will discuss their thoughts and feelings about their performances. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? They will discuss and talk musically about it. What went well? What could have been better?

Vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.

The Victorians**You've got a friend**

All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King. The children will also listen to and appraise other songs by Carole King.

The children will describe the style indicators of the song/music by:

- describing the structure of the song.
- identifying the instruments/voices they can hear.
- talking about the musical dimensions used in the song.

They will develop their understanding that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.

Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.

Reflect, Rewind, Replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

The children will listen to and appraise Classical music. They will sing and play instruments within the song before improvising. They will compose, share and perform the learning that has taken place.

Vocabulary: introduction, verse, chorus, glockenspiel, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, Rock, Soul, Pop, Jazz, Bossa Nova, Swing, Blues, gender equality.

<p>Cycle B</p>	<p>War and Conflict</p> <p>Make you feel my love The children’s learning is based around the song Make You Feel My Love and other Pop Ballads. They will think about the ‘style indicators’ of Pop Ballads. <i>The children will identify the structure of the song: piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Identify the instruments/voices: Strings, piano, guitar, bass, drums. The children will find the pulse as they are listening. They will think about whether the tempo is fast, slow or in between. They will also consider the dynamics and texture of the music.</i> Vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p>A New Year Carol This unit of work is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol. Other learning within the unit gives the children the opportunity to research Benjamin Britten’s life and to listen to many of his other works. <i>The children will describe the style indicators of the song/music and the structure of the song. They will talk about the musical dimensions used, the mood and story told. They will sing in unison and perform the song in its original style and the Urban Gospel version.</i> Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.</p>	<p>Angry Earth</p> <p>Fresh Prince of Bel Air The learning in this unit is focused around one song: The Fresh Prince Of Bel Air. The children will also have the opportunity to listen to and appraise other Hip Hop music. <i>The children will identify the piece’s structure: piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. They will identify the instruments and voices: loops, samples, decks, scratching, drums, bass, synthesizer, rapper. The children will consider the ‘style indicators’ of Hip Hop. How do they know this is Hip Hop? What instruments are used?</i> Vocabulary: 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.</p> <p>Music and Me This unit focuses on inspirational women working in music. The children will explore the concept of ‘identity’, starting with gender, with reference to social and cultural differences. They will try different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years. Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds. <i>The children will talk about the music of the featured artists and make connections with their previous musical knowledge. They will plan, write and perform their own musical composition and reflect on its effectiveness.</i> Vocabulary: gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, culture, identity, inspirational.</p>	<p>Who’s your Mummy</p> <p>Dancing in the Street All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s. They will also listen to and appraise other Motown songs. <i>The children will identify the piece’s structure, the instruments and voices used and find the pulse whilst listening. They will think about the ‘style indicators’ of Motown.</i> Vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p>Reflect, Rewind, replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. <i>The children will listen to and appraise Classical music. They will sing and play instruments within the song before improvising. They will compose, share and perform the learning that has taken place.</i> Vocabulary: introduction, verse, chorus, glockenspiel, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, Pop Ballad, Classical, Urban Gospel, ostinato, Hip Hop, influential, inspirational, gender equality, Soul, Motown.</p>
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