	Year 1					
	Hey You! (Charanga)	**Rhythm in the Way we Walk/Banana Rap (Charanga)**	**In the Groove (Charanga)**	**Round and Round (Charanga)/Percussion instruments**	**Your Imagination (Charanga)**	**Reflect, Rewind, Replay (Charanga)/Full class Glockenspeils**
What is the project about?	• Discovering vocal performance through a song in the style of Hip-Hop	• Discovering Rhythm and Pitch through two songs	• Discovering different musical styles through a song	• Using vocals and percussion instruments to perform a song and discovering Dynamics and Tempo	• Exploring songwriting through a song about creativity and imagination and performing using a glockenspiel	• Consolidation of learning over the year and revision of instruments and elements
What is the Knowledge?	• What is the difference between singing and rapping? • What is Pulse? • Call and Response	• What is Rhythm? • What is Pitch? • How does changing the pitch make a difference in a song?	• What are music styles? • How can music from different styles sound different? • How can music from different styles sound similar?	• What are Dynamics? • What is Tempo? • What are Percussion instruments?	• What is are lyrics? • How can we make lyrics? • What is a Glockenspiel and how do we stay safe when we play it?	• Revision of knowledge over the previous units
What are the skills?	• Singing as part of a group • Rapping as part of a group • Recognising and replicating patterns	• Replicating rhythmic patterns • Composing rhythm patterns • Altering vocals to match a range of pitches • Recognising changes in pitch when listening and appraising music	• How to identify different styles of music • How to sing a song in different musical styles	• How to recognise and change the dynamics of a performance • How to recognise and change the tempo of a performance • How to perform using a selection of percussion instruments	• Composing lyrics • Solo and group vocal performance skills • How to perform a part on a glockenspiel • Performance skills using vocals and instruments	• Revision of skills over the previous units

Year 2					
Hands, Feet, Heart (Charanga)	**Timbre/Sonority**	**I wanna play in a band (Charanga)**	**Full class Recorders**	**Friendship Song (Charanga)**	**Reflect, Rewind, Replay (Charanga)**
What is the project about? • Discovering storytelling focusing on songs from South Africa	• Exploring Timbre using vocals and instruments	• Introduction to Rock Music and its features in a group performance. Performing using vocals and instruments	• The opportunity to learn how to play the recorder as a class. Reading simplified notation	• Exploring storytelling in a song based on friendship and an introduction to Structure and Texture in music	• Consolidation of learning over the year and revision of instruments and elements
What is the Knowledge? • How can a song tell a story? • Revision of the elements of music Pulse, Rhythm, Dynamics, Tempo and Pitch • Revision of Call and Response	• What is Timbre? • How can you tell the difference between voices? • How can you tell the difference between instruments?	• What is Rock Music and how is this different from music we have already learnt? • What is an instrumental solo?	• What is a recorder? • How are wind instruments played? • How do we control dynamics and pitch on a recorder?	• Revision of how songs tell stories • What is Texture in music? • What is Structure in music? • What is a Chorus?	• Revision of knowledge over the previous units
What are the skills? • How to perform a song with more than one part • How to lead and respond to leaders in a performance • How improve a group performance focusing on the elements of music	• How to identify different Timbres using vocals, instruments and objects • How to describe and distinguish between timbres	• How to perform using vocals, body percussion and instruments • Solo performance skills using instruments • How to improve a solo performance focusing on the elements of music	• How to control the sound made on a recorder • How to play different notes on a recorder • How to perform notation using a recorder	• How to perform a song with multiple textures • How to perform a song with multiple textures • How to emphasise the chorus of a song	• Revision of skills over the previous units

	Year 3			
	Brent Music Service Wider Opportunities Scheme Clarinet Project 1	**BMS WOPS Clarinet Project 2**	**Three Little Birds (Reggae)**	**Graphic Notation**
What is the project about?	• The opportunity to learn how to play the clarinet as a class. A small number from each class will be given the opportunity to further study the clarinet for the rest of the academic year.	• Continuation of BMS WOPS 1	• The stylistic features of Reggae, its context and how to compose and perform in the Reggae style	• Composing and performing graphic scores and learning about different ways to notate music
What is the Knowledge?	• The woodwind family of instruments and how they work • The intricacies of a clarinet • Standard notation	• Continuation of BMS WOPS 1	• The context of Reggae music including its origin and social impact • Who is Bob Marley? • What is composition?	• How can music be scripted? • What is notation?
What are the skills?	• How to create a sound using a reeded instrument • Clarinet performance skills • Reading simple notation • How to care for woodwind instruments	• Continuation of BMS WOPS 1	• Reading, Writing and performing using rhythm grid notation • Performance skills using a glockenspiel	• Composing and performing using non-standard notation • Reading standard notation

	Year 4			
	Mamma Mia (Pop Music)	**Stop! (Anti-bullying rap)**	**Lean on Me (Elements of Music)**	**Class Ukulele**
What is the project about?	• The stylistic features of Pop Music and how to perform pop songs	• Introduction to the stylistic features of Hip-Hop. Songwriting and performing a rap song following the theme of anti-bullying	• Exploring the different elements of music and their importance in a song	• The opportunity to learn how to play the ukulele as a class. Understanding chord charts
What is the Knowledge?	• What is Pop music? • How do songs tell stories? • What is a verse and a chorus?	• What are the stylistic features of Hip-hop? • What is the difference between rapping and singing? • When can rapping or singing be more effective in a song?	• The definitions of the elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Harmony, Structure • When can rapping or singing be more effective in a song?	• The string family of instruments and how they work • The intricacies of a ukulele • What is a chord chart?
What are the skills?	• How to perform a pop song using vocals and instruments • How to appraise a song using knowledge gained in previous years	• How to rap clearly and effectively to a rhythm • How to write lyrics that send a message • Different approaches to writing rap lyrics	• How to change each element in isolation to alter the performance of a song • How to identify which elements have been changed	• How to create a sound using plucked string instruments • Ukulele performance skills • Reading chord charts • How to care for string Instruments

	Year 5			
	Lean on Me (Elements of Music)	**Livin' on a Prayer (Rock Music and Band Skills)**	**The Fresh Prince of Bel-Air (Hip-hop)**	**Shakespeare Project (Song Writing)**
What is the project about?	• Exploring the different elements of music and their importance in a song	• Exploring Rock music and the concept of a band	• Exploring Hip-Hop, performing and creating raps and beatboxing patterns	• Telling a Shakespearean story through the medium of lyric writing and performance
What is the Knowledge?	• The definitions of the elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Harmony, Structure • Why is each element important?	• What is Rock music and how is it different from other styles of music? • What are the stylistic features of Rock music? • What is a band?	• What is Hip-Hop and how has it influenced modern popular music? • What is beatboxing and why was it created? • Do all songs need a chorus?	• What are lyrics? • Different approaches of how to write lyrics • The structure of a song
What are the skills?	• How to change each element in isolation to alter the performance of a song • How to identify which elements have been changed	• How to sing and play in the style of Rock • How to perform a specific role in a band • How to practise and develop your band to be able to perform to an audience	• Developing rapping skills • How to read beatboxing patterns on a rhythm grid • How to create and perform a beatbox pattern	• Song writing skills including how to use rhyming couplets • How to write and perform verses and choruses • Vocal performance skills

Year 6			
Jazz/Blues	**Instrumental Families**	**Music and Me (Charanga)**	**African Rhythms**
What is the project about?			
• What Jazz and Blues music is and how to perform as a jazz band.	• Exploring and trying out instruments from the four musical families - Woodwind, Strings, Brass and Percussion. • Understanding the similarities and differences of each family	• Exploring and expressing our musical identity, gender and culture in the music industry, compositional techniques	• The opportunity to learn how to play Djembes as a class. Understanding the social context of Djembes and performing traditional rhythms from Africa. Exploring Rhythm in depth
What is the Knowledge?			
• Social and historical context of Jazz and Blues • The impact of Jazz and Blues on modern popular music • Knowledge of when to use different kinds of notation - standard, non-standard and chord charts	• What are the 4 musical families of instruments and how are they similar/different? • How they look, sound and feel to play? • Why are instruments split into these families? • What is an orchestra and what is the role of a conductor?	• How can the music of others inspire your own compositions? • How has the representation of different genders changed in the music industry over the last century? • What is the impact of an artist's family and culture on music? • The context of female musicians/composers and their impact on the world of music	• What is a djembe and what are they used for? • Application of previous knowledge of rhythmic features and percussion to Djembes • How sound travels and Reverberation
What are the skills?			
• How to perform using instruments in a blues and jazz style • How and when to use improvisation in a group performance • Ensemble skills with multiple instrumental roles • How to read and perform notation	• How to identify an instrument from its sound and appearance • How to identify which family an instrument belongs to • How to create sounds from different instruments from different musical families	• Be able to recognise social trends in the music industry • Composing by taking inspiration from other artists • Be able to describe musical connections with previous knowledge and understanding	• Ensemble performance skills • Listening and appraising skills through the use of rhythm • Improvisational skills • Leading and responding to a Lead Drummer