



**SUPER 6**

- I understand that the pulse is the heartbeat of music
- I can find the pulse by moving my body
- I can sing and rap as part of a group.
- I can add appropriate actions to a song
- I can use some musical words to describe a piece of music
- I can recognise some musical instruments and name them

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Red / Orange / Green



C D E



Can you improvise using one, two or three of these notes?  
How many did you use?

Song: **Find the Beat**

Style: **Rap**

Your task: Rap clearly and rhythmically with the backing track  
Challenge: Can you create actions to go with the song?



Song: **1-2-3-4-5**

Style: **Jazz**

Your task: Sing a melody that goes up and down  
Instrumental: Which part did you play?

Part 1: C, D, E, F, G or  
Part 2: C, D

Song: **Head, Shoulders, Knees and Toes**

Style: **Hip Hop**

Your task: Rap clearly and rhythmically with the backing track  
Challenge: Can you create actions to go with the song?



Song: **Shapes**

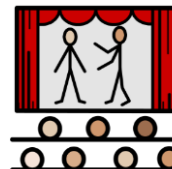
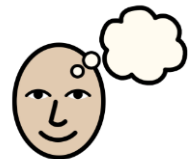
Style: **Pop**

Your task: Sing a melody with short and long rhythms,  
and high and low sounds

Song: **We Talk to Animals**

Style: **Pop**

Your task: Sing clearly with rhythmically with the backing track  
Challenge: Think about the lyrics of the song – what did they mean to you? What was your favourite line in the song?



Song: **We Are Together**

Style: **Soul**

Your task: Sing a song with three beats in a bar  
Challenge: Can you stand nicely when you perform the song?  
Are you able to work as a team to make a great performance?

**I can use common words and phrases relating to music**

vocal		A sound made by someone's voice
rhythm		The patterns of sound and silence in songs
beat		The basic unit of time, or pulse, of a piece of music
improvise		Creating a piece of music whilst you are playing it; you can do it on your own or with others

**Other vocabulary I might use when talking about...**

...musical structure		verse, chorus, rhythm, pitch, beat, pulse
...music history and styles		long ago, then, when, last, next, before, after, first/second/etc., older, newer hip hop, jazz, pop, soul
...instrumentation		instruments, percussion, chime bars
...musical notes		C D E



This is a **glockenspiel**  
Shorter bars make **higher** notes  
Longer bars make **lower** notes



**Chime bars**  
work the  
same way



**SUPER 6**

- I can move in a steady time to the beat
- I can find the pulse by moving my body
- I can sing high and low sounds
- I can sing some songs and sections of songs from memory
- I can follow the leader of a group and take simple direction
- I can say what I like or dislike about a piece of music and describe how it makes me feel

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Red / Orange / Green



F G A

In this unit, you will **improvise** with one, two or three of these notes



**I can use common words and phrases relating to music**

pitch		How high or low a sound is
rhythm		The patterns of sound and silence in songs
beat		The basic unit of time, or pulse, of a piece of music
steady		When the beat is consistent and continuous; the gap between the beats is always the same

**Other vocabulary I might use when talking about...**

...musical structure		verse, chorus, rhythm, pitch, beat
...music history and styles		long ago, then, when, last, next, before, after, first/second/etc., older, newer pop, waltz, reggae, funk, lullaby
...instrumentation		percussion, chime bars, triangles
...musical notes		F G A C D A

Song: **If You're Happy and You Know It**

Style: **Pop**

Your task: Sing clearly and rhythmically with the pop backing track; can you think of some actions to go with the song?



Song: **Sing Me A Song**

Style: **Waltz**

Vocal: Sing a melody that travels up and down in leaps and steps

Instrumental: Which part will you play?

Part 1: F, G, A

Part 2: F, G

Improvise / Compose: Which notes or symbols did you improvise and/or compose with?

Song: **Sparkle**

Style: **Pop**

Your task: Sing clearly and rhythmically with the backing track

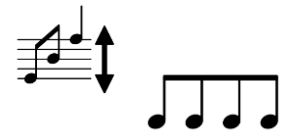
Challenge: Can you say what the lyrics meant to you and what was your favourite line in the song?



Song: **Rhythm in the Way We Walk**

Style: **Reggae**

Your task: Sing a melody that has long and short rhythms, and high and low sounds



Song: **Big Bear Funk**

Style: **Funk**

Vocal: Sing clearly and rhythmically with the funk backing track

Instrumental: Which part will you play?

Part 1: C, D, A

Part 2: C, D



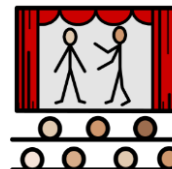
lower notes  
higher notes



This is a **glockenspiel**  
Shorter bars make **higher** notes  
Longer bars make **lower** notes



**Chime bars**  
work the  
same way



Song: **Elephant**

Style: **Lullaby**

Vocal: Sing a song with five beats in a bar  
Can you count five beats?

Perform: Can you stand nicely when you perform the song?





SUPER 6

- I can sing high and low sounds
- I can use common words and phrases related to music
- I can say what I liked or enjoyed about the performance and what could have been better
- I can add appropriate actions to a song
- I understand that tempo describes how fast or slow the music is
- I can recognise if the music is loud or quiet

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Red / Orange / Green

In this unit, you will think about what songs can help you throughout the day!



**I can use common words and phrases relating to music**

improvise		Creating a piece of music whilst you are playing it; you can do it on your own or with others
pitch		How high or low a sound is
beat		The basic unit of time, or pulse, of a piece of music
steady		When the beat is consistent and continuous; the gap between the beats is always the same

Song: **Getting Dressed**

Style: **Pop**

Your vocal task: Sing a melody that has long and short rhythms, and high and low sounds

Your instrumental task:

Part 1: C, D, E, F, G, A

Part 2: C, D, E



Song: **Dress Up**

Style: **Jazz / Swing**

Your vocal task: Sing clearly and rhythmically with the jazz backing track  
Challenge: Can you say what the lyrics meant to you and what was your favourite line in the song?

Challenge 2: Can you think of some actions to go with the song?



**Other vocabulary I might use when talking about...**

...musical structure		verse, chorus, rhythm, pitch, beat, bridge
...music history and styles		long ago, then, when, last, next, before, after, first/second/etc., older, newer jazz, swing, pop, lullaby
...instrumentation		percussion, chime bars, triangles
...musical notes		C D E F G A

Song: **Brush Our Teeth**

Style: **Reggae**

Your vocal task: Sing a melody travels up and down (ascending and descending) in steps

Your instrumental task:

Part 1: C, D, E

Part 2: C, D

Improvise: Which notes and symbols can you improvise and compose with?



Song: **Get Ready**

Style: **Pop**

Your vocal task: Sing clearly and rhythmically with the pop backing track

Your instrumental task:

Part 1: C, D, E

Part 2: C, D

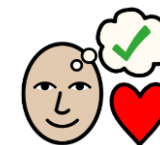


Song: **Up and Down**

Style: **Pop**

Your vocal task 1: Sing along to the pop backing track with energy and enthusiasm

Your vocal task 2: Sing a melody that travels up and down, and moves in leaps and steps



You might improvise with 1, 2 or all 3 of these notes!



C D E



Song: **Star Light, Star Bright**

Style: **Lullaby**

Vocal: Sing gently and calmly with the lullaby backing track

Perform: Can you stand nicely when you perform the song?





**SUPER 6**

- I can follow the leader of the group or conductor
- I can copy and repeat a simple rhythm through call and response
- I can memorise songs in preparation for a performance
- I can recognise the difference between fast and slow tempos
- I can recognise the difference between loud and soft dynamics
- I can recognise musical instruments within their family groups

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Each instrument has unique characteristics, such as the different ways they produce a sound, the materials used to create them, and their overall appearance

**Orchestras** have lots of types of instruments in



These characteristics ultimately divide instruments into four families: **woodwinds, brass, percussion, and strings**

**I can use common words and phrases relating to music**

tempo		The speed at which music is played
orchestra		A group of instrumentalists, especially one combining string, woodwind, brass, and percussion sections
dynamics		The differences in loudness between different notes or parts of the musical piece
family groups instrument families Instrument types		Different properties of instruments mean they can be divided into four families or groups: percussion



**Woodwind instruments**  
These are blown and make wind-like sound



**Percussion instruments**  
A solid surface vibrates to make a sound

**Other vocabulary I might use when talking about...**

...musical structure		call and response; ensemble; solo; tempo; orchestra; dynamics
...music history and styles		years (dating system), then, century, period, earlier/later, since, long after/long before, at the same time as, modern, pop, retro jazz, pop, 20th and 21st century orchestral
...instrumentation		chime bars, triangles, percussion
...musical notes		C D E G A B



**String instruments**  
These make a sound when the strings vibrate



**Brass instruments**  
These make a sound when air is blown into the metal tubes – they can be loud!

Song: **Sparkle in the Sun**  
Style: **Jazz**  
Your task: Sing with a clear voice and show expression



Song: **Listen to the World Around You**  
Style: **Pop**  
Your task: Sing with actions to help you remember the words

Song: **The Orchestra Song**  
Style: **20<sup>th</sup> and 21<sup>st</sup> Century Orchestral**  
Your task: Think about your posture when singing: try standing or sitting in a relaxed position with level shoulders





**SUPER 6**

- I understand that rhythm is a pattern of long and short sounds
- I can use a wide range of everyday musical terms
- I can add appropriate actions and add movement to the songs that I sing
- I can sing as part of a group in unison or in two parts
- I can describe my emotions and thoughts when listening to a piece of music
- I can point out the differences and similarities between varying styles

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Red / Orange / Green

In this unit, you will learn more about how to sing more effectively, and learn about a distinct musical **style**

**I can use common words and phrases relating to music**

rhythm		The pattern of sounds and silence in a song or piece of music
unison		Doing something at the same time as other people, such as singing in a choir
style		A way of expressing something that is characteristic of a particular person, group of people, or time period
melody		The combination of pitch and rhythm

**Other vocabulary I might use when talking about...**

...musical structure		call and response, ensemble, solo, tempo, orchestra, dynamics, rhythm
...music history and styles		years (dating system), then, century, period, earlier/later, since, long after/long before, at the same time as, modern, pop, retro pop, Kwela
...instrumentation		chime bars, triangles, percussion
...musical notes		A B C D E

Song: **Rainbows**

Style: **Pop**

Vocal: Singing with a clear voice and expressing the words with meaning is important

Did you sing with good **posture**?



**Posture** is how you stand when singing or doing something

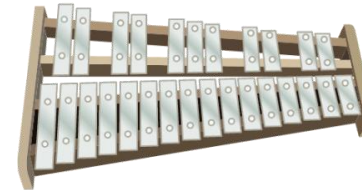
How fast or slow did you think the **tempo** of the music was?

Instrumental: Which part did you play?

Part 1: C, D, E

Part 2: C, D, E

Notice how the notes are the same, but they are played in a different order



Song: **Hands, Feet, Heart**

Style: **Kwela**

Vocal: Singing with actions is fun and helps you to remember the words

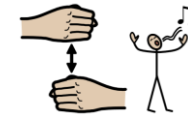
Did you sing with actions?

Instrumental: Which part did you play?

Part 1: E, F, G, A, B, C

Part 2: E, F, G, A, B, C

Notice how the notes are the same, but they are played in a different order



Song: **All Around the World**

Style: **Pop**

Vocal: Think about your posture; sit or stand in a relaxed position with level shoulders, hands on your legs and hips placed should-width apart

Perform: Have you been a superstar and performed a solo?

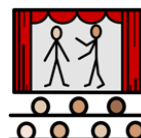
Did you notice the call and response between vocal parts in this song?



When you sing a **solo**, you are the only person singing!



**Kwela** is a musical **style** from southern Africa. It often uses **penny whistles** and has jazzy underpinnings and skiffle-like beats. It became famous around the world in the 1950s.





**SUPER 6**

- I understand that pitch describes how high or low sounds are
- I can follow the leader of a group or conductor
- I can demonstrate good singing posture
- I can talk about my performance considering what was good and what could be improved
- I can practise, rehearse and perform to music to an audience with increasing confidence
- I can point out the differences and similarities between varying styles

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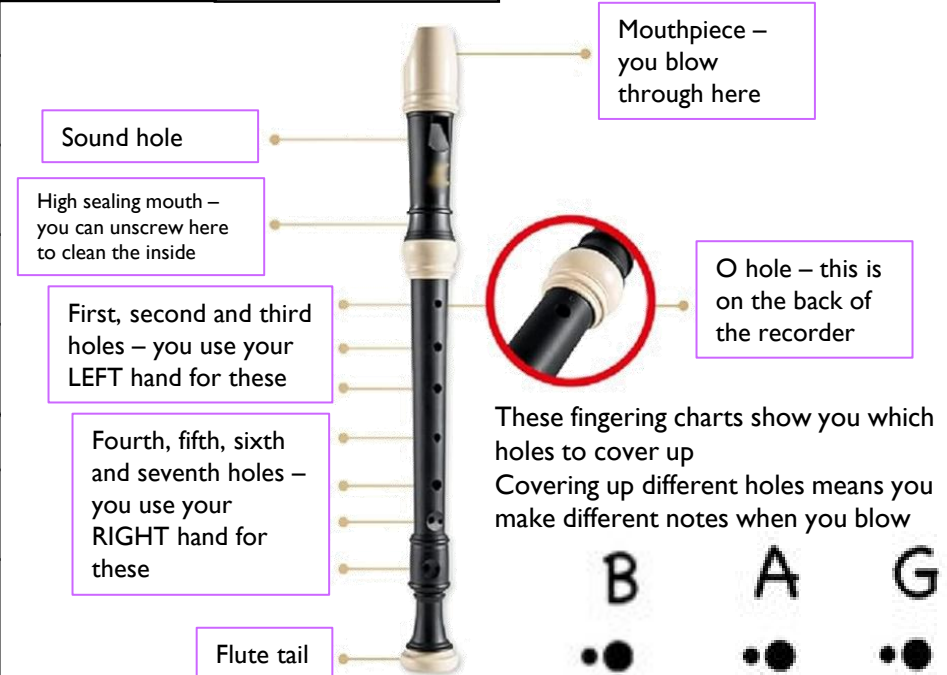
In this unit, you will learn how to play the **recorder**  
Recorders are wind instruments – it is blown and makes a wind-like sound

**I can use common words and phrases relating to music**

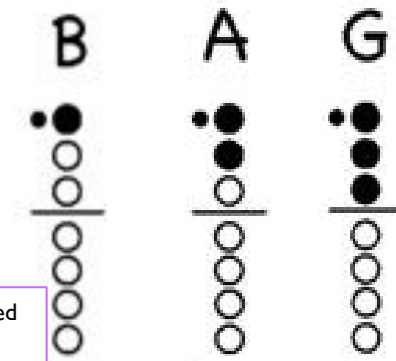
pitch		How high or low a sound is
conductor		The person who direct (controls) a musical performance
rehearse		To practice doing something before it is time to perform it
melody		The combination of pitch and rhythm

**Other vocabulary I might use when talking about...**

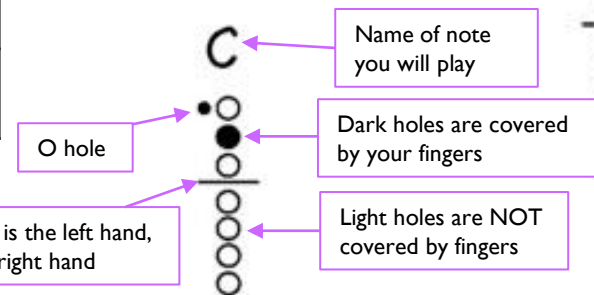
...musical structure		crotchet, minim, semibreve, quaver, stave
...music history and styles		years (dating system), then, century, period, earlier/later, since, long after/long before, at the same time as, modern, pop, retro
...instrumentation		recorder
...musical notes		B A G



These fingering charts show you which holes to cover up  
Covering up different holes means you make different notes when you blow



**How to use a fingering chart**



Above this line is the left hand, below it is the right hand



**Did you know?**

There are seven different sizes of recorder being used today, the smallest being about 23cm in length, the largest about 2.4 metres in length  
They produce different sounds, the smallest one being a much higher **pitch** than the largest



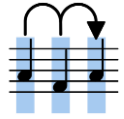


**SUPER 6**

- I can clap a rhythm I have made up by myself
- I can recognise some notes on a staff
- I can understand that composition is when a composer writes down and records musical ideas
- I can sing songs in unison with multiple parts with increasing confidence
- I can demonstrate and maintain good singing posture when rehearsing and performing
- I can find the pulse of songs and music with confidence

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**Beat** – this acts like a metronome to help you keep the beat and time



**I can use common words and phrases relating to music**

stave staff		The five lines and four spaces that represent different pitches
compose		When a person (composer) records their musical ideas
unison		Doing something in unison means doing it together at the same time
posture		How you hold or position your body when sitting or standing
rehearse		When you practice something to prepare for a public performance

**Other vocabulary I might use when talking about...**

...musical structure		improvise, time signature, clef, bars, stave
...instrumentation		pitch, soloist, strings, percussion
...musical notes and notation		dynamics, octave, stave/staff, key, chord, rests, crotchet, minim, semibreve, quaver

**Grids** – you drag the notes into these to **compose** your music

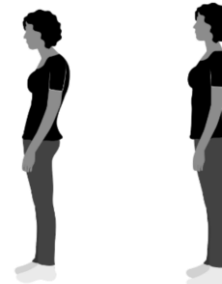
1 and	2 and	3 and	4 and

**Stave and time signature** - your notes will appear here so you can see what your composition would look like using traditional notation

$\text{♩} = 100$

**Dots / Notes** – you drag these into the **grids** to **compose**; the number of dots represent the number of **beats**  
You can choose to have **dots** or **notes**

Good **posture** is important when singing  
Good singing posture is a strong, confident-looking stance with your head up, shoulders back, chest open and knees relaxed  
Imagine an opera singer standing onstage or a guard standing at attention—this is what good posture looks like

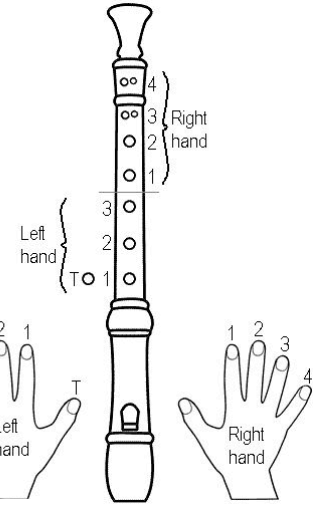




SUPER 6

- I understand that rhythm and pitch can be represented by musical symbols written on a staff
- I can perform my own composition using notes that I have chosen
- I know my composition has a beginning middle and an end
- I can practise, rehearse and perform to an audience with confidence
- I can communicate to others my thoughts and feelings about music
- I can express an opinion as to why I like or don't like a piece of music

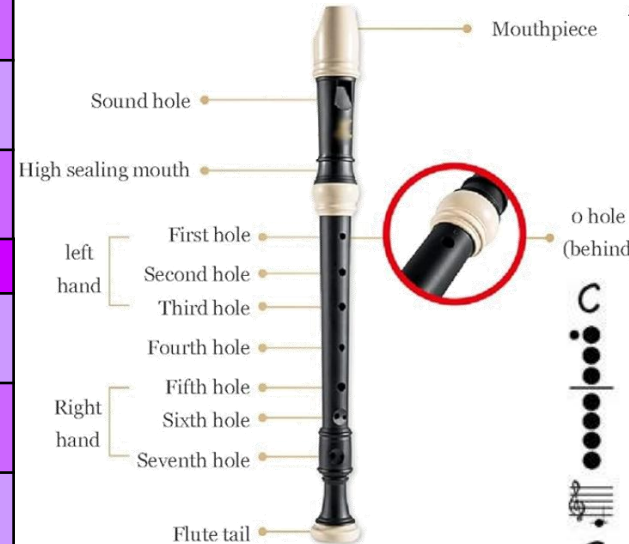
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**I can use common words and phrases relating to music**

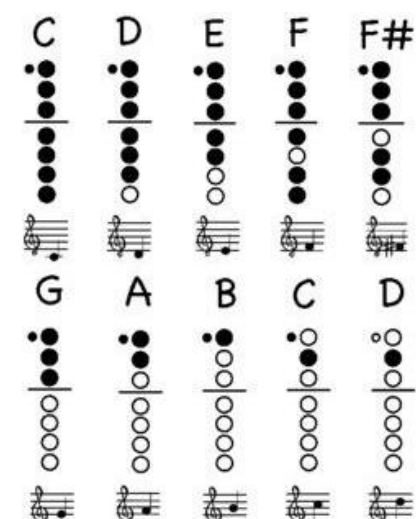
stave staff		The five lines and four spaces that represent different pitches
compose		When a person (composer) records their musical ideas
opinion		A person's ideas about something, that may or may not be based on knowledge or facts
time signature		How many note values are contained in each bar
bar		A unit of time that is made up of a certain number of beats; bars are shown by vertical lines on the staff

In this unit, you will learn how to play the **recorder**  
Recorders are wind instruments – it is blown and makes a wind-like sound



**Other vocabulary I might use when talking about...**

...musical structure		improvise, time signature, clef, bars, stave
...instrumentation		wind, soloist
...musical notes and notation		B A G E rests, crotchet, minim, semibreve, quaver



**Did you know?**  
You can take recorders apart to clean them!

You will use two hands to cover up different holes  
Different notes can be played depending on which holes are covered

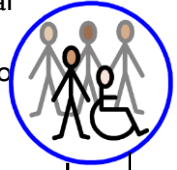


SUPER 6

- I can identify the position of notes on a staff
- I can use some specialist vocabulary in musical discussions
- I can create simple rhythm patterns using notes and rests
- I can use Music Notepad to compose a structured piece of music using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense
- I can sing a solo when required I can confidently follow the leader or conductor
- I can talk about the musical features relating to a genre of music

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In this unit, you will learn more about different musical styles  
You will need to think about how music can help us to get to know our community



**Crotchets** are sometimes known as **quarter notes**

They are represented by a filled-in oval with a straight stem



The stem usually goes up if the crotchet head is below the middle line of the **staff**, and down if it is on or above the middle line

**Song 1: Friendship Song**

Style: **Pop**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signature: **C major** – there are no sharps or flats in the key signature

Instrumental parts:

Part 1: C, D, E, F, G, A, B

Part 2: C, D, E, F, G, A, B

Recorder: C, F, G, A, B

Part 3: C, D, E, F, G, A, B

Recorder: C, F, G, A, B

Part 4: C

Recorder: C, G

Notes to improvise with: C, D, E, G, A



**I can use common words and phrases relating to music**

Andante		A type of tempo, <b>Andante means</b> 'at a walking pace', about 92 beats per minute (bpm)
crotchet		A note having the time value of a quarter of a semibreve or half a minim, represented by a large solid dot with a plain stem
genre		A type or style; you can have genres of music, films, books, etc.
time signature		How many note values are contained in each bar
bar		A unit of time that is made up of a certain number of beats; bars are shown by vertical lines on the staff

**Other vocabulary I might use when talking about...**

...musical structure		a cappella, coda, jam, stave, treble clef, bars, Andante
...instrumentation		sharps, flats, G major, A minor, octave, minims, crotchet, quavers, rests
...musical notes and notation		percussion, soloist, string
...music history and styles		pop, rock, soul

**Song 2: Family**

Style: **Rock**

Time signature: **2/2** – there are two minim beats in a bar

Key signature: **E<sup>b</sup> major** – there are three flats in the key signature



**Song 3: Come On Over**

Style: **Soul**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signature: **G major** – there is one sharp in the key signature



**Did you know?**

**Soul music** originated in the USA in the 1950s and 60s – its roots are in African-American **gospel music** and **rhythm and blues**. It often has catchy rhythms with handclaps, along with call and responses between the lead vocalists and backing vocalists





SUPER 6

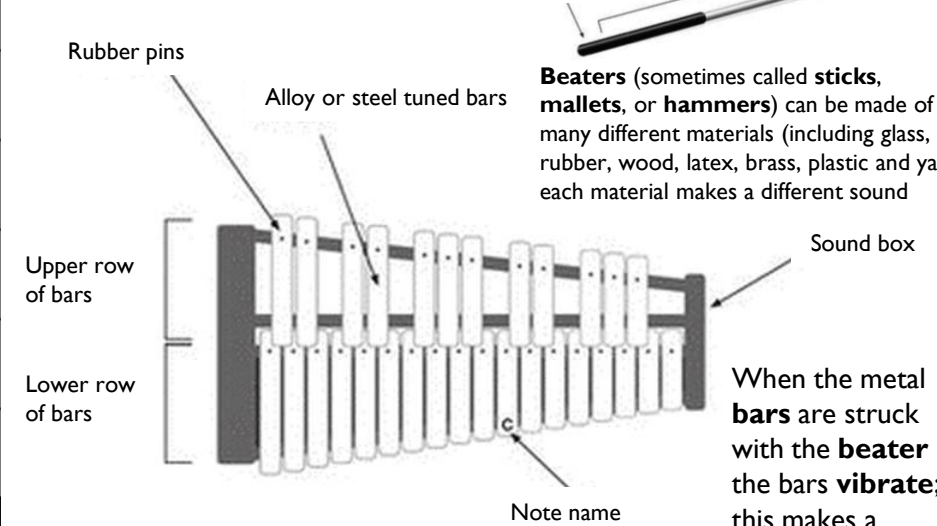
- I can find and accentuate the first beat in a bar
- I have an understanding of the importance of a musical introduction
- I can use a simple structure when composing
- I can rehearse a song and learn it from memory both aurally and visually
- I can talk about the words of a song and explain why it was written
- I can evaluate my performance and consider what was good and what can be improved

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In this unit, you will learn to play a number of different songs on the **glockenspiel**

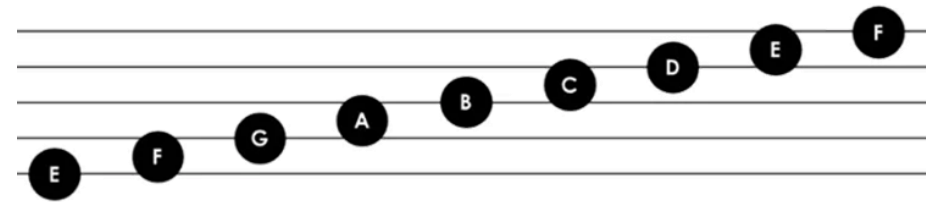


**Beaters** (sometimes called **sticks**, **mallets**, or **hammers**) can be made of many different materials (including glass, rubber, wood, latex, brass, plastic and yarn); each material makes a different sound



Shorter bars make **higher** notes  
Longer bars make **lower** notes

When the metal **bars** are struck with the **beater** the bars **vibrate**; this makes a sound



You will **improvise** using the song **Dee Cee's Blues** and the notes **C** and **D**  
You will **compose** using the notes **C, D, E** and **F**

**I can use common words and phrases relating to music**

accentuate		Make more noticeable or prominent
aural		Relating to the ear or hearing
visual		Relating to eyes or seeing
evaluate		When you think about the good and bad points of a performance to try and improve it next time
lyrics		The words of a song

**Other vocabulary I might use when talking about...**

...musical structure		allegro, largo, vivace
...instrumentation		tone, tonic, timbre, soprano, baritone, falsetto, alto
...musical notes and notation		piano, forte, crescendo, decrescendo, diminuendo

**Songs in this unit:**

- |                      |                        |                                   |
|----------------------|------------------------|-----------------------------------|
| <b>Easy E</b>        | <b>Strictly D</b>      | <b>Play Your Music</b>            |
| <b>Drive</b>         | <b>Dee Cee's Blues</b> | <b>What's Up</b>                  |
| <b>D-E-F-initely</b> | <b>Roundabout</b>      | <b>March of the Golden Guards</b> |
| <b>Portsmouth</b>    |                        |                                   |

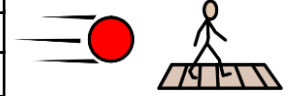


**SUPER 6**

- I can understand written notation including crotchets, minims, quavers and rests
- I can copy back and improvise a more complex rhythm using varied note lengths
- I can use simple dynamics and tempo to express Loud and Quiet and Fast and Slow
- I can compose a basic song accompaniment using pulse and rhythm on tuned or untuned instruments
- I can sing in pitch and in time adjusting for accuracy when needed
- I can identify the difference between a fast, steady and slow tempo

Red / Orange / Green
Red / Orange / Green
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Red / Orange / Green
Red / Orange / Green

**Andante** tempo means 'at a walking pace', which is about 97 beats per minute (BPM)



**I can use common words and phrases relating to music**

notation		How the musical notes are written down on paper
tempo		The speed at which music is played
accompaniment		A musical part which supports or partners another instrument or voice
in time		Playing or singing the correct notes or lyrics at the correct time to match the beat of the music
dynamics		The differences in loudness between different notes or parts of the musical piece

**Other vocabulary I might use when talking about...**

...musical structure		time signatures, key signatures, andante
...instrumentation		recorder, glockenspiel
...musical notes and notation		crotchets, minims, quavers, C major, B minor, sharps, G major,
...music history and styles		R&B, jazz, rock

**Song: Let Your Spirit Fly**

Style: **Contemporary R&B**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signature: **C major** – there are no flats or sharps in the key signature

Instrumental: Part 1: C, D, E, F, G, A

Part 2: C, D, E, F, G

Part 2 Recorder: C, D, G, A, B

Part 3: C, D, E, F, G

Part 3 Recorder: G, A

Part 4: C

Part 4 Recorder: G, A



**Song: Frère Jacques**

Style: **Jazz**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signature: **C major** – there are no flats or sharps in the key signature

Instrumental: Part 1: C, D, E, F, G, A

Part 2: C, D, E, F, G

Part 2 Recorder: C, A, G

Part 3: C, D, E, F, G

Part 3 Recorder: C, G

Part 4: C

Part 4 Recorder: G

**Song: The Other Side of the Moon**

Style: **Rock**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signature: **B minor** – there are two sharps in the key signature, then alternating between **B major** (three sharps) and **G# minor** (five sharps)

Challenge: Discuss together what this song was about  
Write down three words about this song



SUPER 6

- I can copy back complex patterns as a call and response exercise, both aurally and visually
- I can use specialist music vocabulary, often appropriately
- I can use the Music Notepad to compose structured melodies of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense
- I have an understanding of the various styles of singing used in correlation to the style of song
- I can express how my performance affected me emotionally
- I can evaluate my performance and consider what was good and what can be improved

Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green

In this unit, you will use the **Music Notepad** tool  
Music Notepad is a great way to learn the written language of music

This is the name of your composition – you can change the name if you want

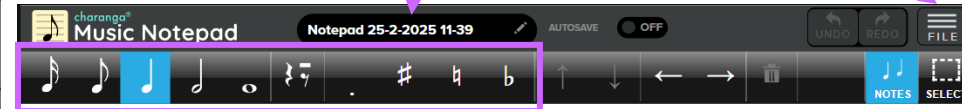
Click here to save your work or open a file you have previously worked on

**I can use common words and phrases relating to music**

notation		How the musical notes are written down on paper
tempo		The speed at which music is played
texture		How the melodic and harmonic parts of music are combined, which decides the quality of sound in a piece; a 'thick' texture may contain many different instruments
improvise		Creating a piece of music whilst you are playing it; you can do it on your own or with others
dynamics		The differences in loudness between different notes or parts of the musical piece

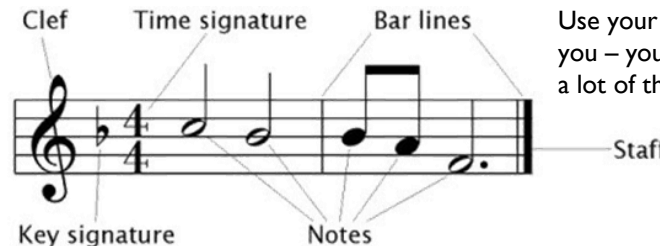
**Other vocabulary I might use when talking about...**

...musical structure		texture, melody, improvise, compose, tempo, dynamics
...instrumentation		recorder, glockenspiel
...musical notes and notation		C D E F G
...music history and styles		blues



These are the **notes** you can add to your composition – the blue highlighted one is the type you have currently selected

You will make a piece of music that looks like this – this is called **musical notation**  
Use your prior learning to help you – you will have encountered a lot of these words before!



Use these buttons to set the **tempo** (speed) of your composition  
The number represents **beats per minute (bpm)**

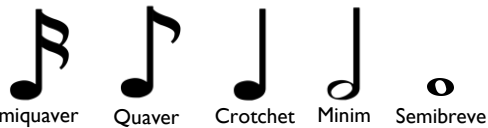


Click here to play your composition from the beginning

This button makes your composition repeat on a loop when it is playing

This is where you choose the **volume** level

Click here start playback of your composition; when playing, it turns into a pause button



These are the **notes** you can use  
Each note lasts for a different length of time  
**Semiquavers** are the shortest, **semibreves** are the longest



SUPER 6

- I can listen and copy back complex rhythm patterns, including triplets
- I can use simple dynamics and tempo to express Loud and Quiet and Fast and Slow
- I can create a melody using varied stave notation and rests
- I can discuss and reflect upon my performance to improve upon future performances
- I can confidently recognise and explore a range of musical styles and traditions and their basic style indicators
- I can recognise and discuss the sections of music from various styles and genres

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Red / Orange / Green

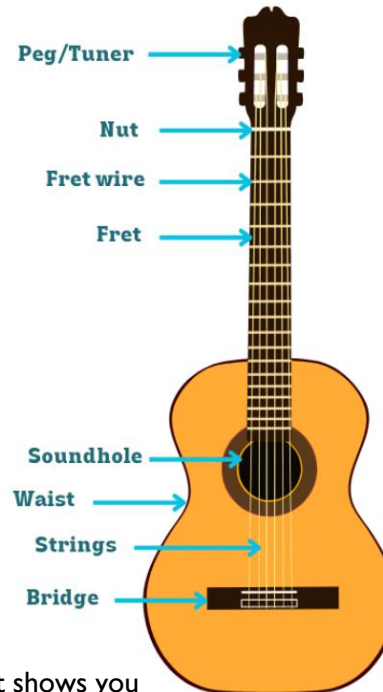
**I can use common words and phrases relating to music**

time signature		How many note values are contained in each bar
moderato		A moderate (medium) tempo, about 112 beats per minute (bpm)
tempo		The speed at which music is played
key signature		A piece of notation at the start of a musical piece to let you know which notes are being used
melody		The combination of pitch and rhythm
triplet		A rhythm playing three notes in the space of two

**Other vocabulary I might use when talking about...**

...musical structure		time signature, treble clef, bars
...instrumentation		wind, soloist, guitar
...musical notes and notation		rests, crotchet, minim, semibreve, quaver, sharp, flat, pianissimo, fortissimo, mezzo forte, mezzo piano

In this unit, you will learn how to play the **guitar**  
Guitars are string instruments – you play them by plucking the strings  
The sound of the strings is **amplified** (made louder) because of the **soundhole**

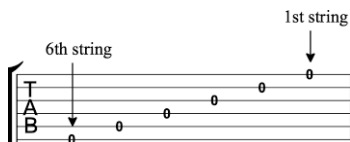


Headstock  
Neck  
Body

Guitars are **tuned** instruments – the strings have to be adjusted to ensure the notes are the correct **pitch**

To tune a guitar, you turn the **pegs** (or **tuners**) to tighten or loosen the strings

Some musicians will use **electronic tuners** to check their instruments are tuned correctly



**Tablature** (or **tabs** for short) is a form of **notation** that shows you where the fingers go instead of the pitch and duration of notes  
Tabs can help beginner guitarists learn complex songs more quickly

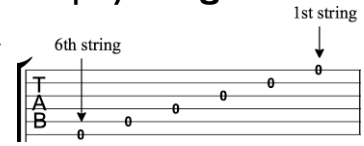
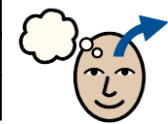


SUPER 6

- I can use specialist music vocabulary, often and appropriately
- I can use various composition tools to compose a melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense
- I can describe how a melody is structured and what process I went through to create it
- I can sing expressively, paying attention to articulation on my own, or as directed
- I can sing confidently as a soloist
- I can sing or clap memories rhythmic and melodic phrases heard in a piece of music

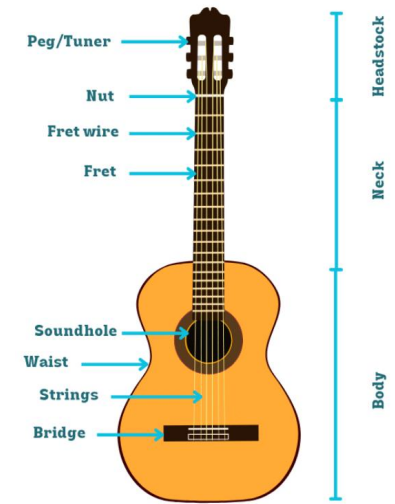
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Red / Orange / Green

In this unit, you will continue to learn how to play the **guitar**



**I can use common words and phrases relating to music**

time signature		How many note values are contained in each bar
composition		An original piece of music
tempo		The speed at which music is played
key signature		A piece of notation at the start of a musical piece to let you know which notes are being used
melody		The combination of pitch and rhythm
soloist		Someone who sings a song, or part of a song, on their own (solo)



**Tablature** (or **tabs** for short) is a form of **notation** that shows you where the fingers go instead of the pitch and duration of notes

You can use tabs to help you learn complex songs more quickly

In the picture below, you can see a comparison between traditional notation and guitar tabs for *Smoke on the Water*



**Other vocabulary I might use when talking about...**

...musical structure		time signature, treble clef, bars
...instrumentation		wind, soloist, guitar
...musical notes and notation		rests, crotchet, minim, semibreve, quaver, sharp, flat, pianissimo, fortissimo, mezzo forte, mezzo piano



Good **posture** is important when singing and performing  
Good singing posture is a strong, confident-looking stance with your head up, shoulders back, chest open and knees relaxed



**Did you know?** The 1972 song *Smoke on the Water* by the English band Deep Purple, is based on real events! It is one of the most iconic guitar riffs in music, and the guitarist, **Ritchie Blackmore**, claimed it is an interpretation of an inversion of **Beethoven's** Symphony No. 5!



SUPER 6

- I can confidently explain how pulse rhythm tempo dynamics and pitch work
- I can understand some formal written notation including semibreves, crotchets, minims, quavers, rests and guitar tablature
- I can compose music in response to a musical stimulus
- I can rehearse a song and learn it from memory both aurally and visually
- I can sing in pitch and in time with the music
- I can talk about the emotions I feel when I listen to a piece of music

Red / Orange / Green
Red / Orange / Green
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Red / Orange / Green
Red / Orange / Green
Red / Orange / Green

**I can use common words and phrases relating to music**

time signature		How many note values are contained in each bar
moderato		A moderate (medium) tempo, about 112 beats per minute (bpm)
tempo		The speed at which music is played
key signature		A piece of notation at the start of a musical piece to let you know which notes are being used
crotchet		A note having the time value of a quarter of a semibreve or half a minim, represented by a large solid dot with a plain stem
gospel music		Gospel music is a traditional genre of Christian music; the definition of gospel music varies according to culture and social context, but it is usually categorised by dominant vocals and strong use of harmonies

**Other vocabulary I might use when talking about...**

...musical structure		discordant, minuet, trio
...instrumentation		orchestral instruments, - violin, viola, cello, double bass, harp, oboe, flute, clarinet, saxophone, bassoon, French horn, trumpet, glockenspiel, xylophone
...musical notes and notation		pianissimo, fortissimo, mezzo forte, mezzo piano, sharp, flat
...music history and styles		pop, orchestral, gospel

Clef Time signature Bar lines Staff  
Key signature Notes

Top Number  
How many beats in each bar  
Bottom Number  
What type of beats they are

Song: **The Sparkle in My Life**  
Style: **Pop**

Time signature: **4/4** – there are four crotchet beats in a bar  
Key signature: **E<sup>b</sup> major** – there are three flats in the key signature

E<sup>b</sup> F G A<sup>b</sup> B<sup>b</sup> C D

Song: **Dreaming of Mars**  
Style: **20<sup>th</sup> and 21<sup>st</sup> Century Orchestral**

Time signature: **4/4** – there are four crotchet beats in a bar  
Key signature: **C major** – there are no sharps or flats in the key signature

C D E F G A B

Song: **Get on Board**  
Style: **Gospel**

Time signature: **4/4** – there are four crotchet beats in a bar  
Key signature: **F major** – there is one flat in the key signature

F G A B<sup>b</sup> C D E



SUPER 6

- I can understand some formal written notation including semibreves, crotchets, minims, quavers, rests and dotted notes
- I can listen with attention to detail and recall sounds with increasing accuracy and memory
- I can compose music in response to a musical stimulus
- I can sing a broad range of songs as part of a group or soloist
- I can sing in unison and in three parts
- I can justify a personal opinion, making references to music elements

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Red / Orange / Green

**I can use common words and phrases relating to music**

time signature		How many note values are contained in each bar
adagio		A slow tempo, about 66 beats per minute (bpm)
tempo		The speed at which music is played
soul		A genre of music that uses elements of rhythm and blues and gospel; it is characterised by an emphasis on vocals and an impassioned delivery
crotchet		A note having the time value of a quarter of a semibreve or half a minim, represented by a large solid dot with a plain stem
minim		Half a semibreve, or two crotchets

**Other vocabulary I might use when talking about...**

...musical structure		glissando, syncopation, hemiola, antiphony, anticipation
...instrumentation		bass, clarinet, contra-bassoon, piccolo, flute, euphonium, cornet, recorder (descant, treble tenor, bass, contrabass), viol, lute
...musical notes and notation		downbeat, upbeat, off-beat, cross-rhythm, swing

Song: **Do What You Want To**  
Style: **Pop**

Time signature: **4/4** – there are four crotchet beats in a bar  
Key signature: **C major** – there are no sharps or flats in the key signature

You might use these notes to **improvise** with:

**C D E F G**

C D E F G A B

Song: **It's All About Love**  
Style: **Pop**

Time signature: **4/4** – there are four crotchet beats in a bar  
Key signature: **G major** – there is one sharp key in the key signature

You might use these notes to **compose** with:

**G A B C**  
**D E F#**

G A B C D E F#

Song: **Sunshine On A Rainy Day**  
Style: **Soul**

Time signature: **4/4** – there are four crotchet beats in a bar  
Key signature: **D major** – are two sharps in key signature

D E F# G A B C#



SUPER 6

- I can use body percussion and my voice with confidence in response to a musical stimulus
- I can use a planned structure when composing
- I can sing a cappella or with accompaniment
- I can demonstrate and maintain good posture and breath control
- I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion
- I can sing and clap memorable rhythmic and melodic phrases heard in a piece of music

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Red / Orange / Green

**I can use common words and phrases relating to music**

a cappella		Without instrumental accompaniment
accompaniment		A musical part which supports or partners another instrument or voice
posture		How you hold or position your body when sitting or standing
stimulus		A thing that inspires someone to complete an activity
quaver		A note that has the value of one eighth of a full note, or half a crotchet
minim		Half a semibreve, or two crotchets, or four quavers

**Other vocabulary I might use when talking about...**

...musical structure		glissando, syncopation, hemiola, antiphony, anticipation
...instrumentation		bass, clarinet, contra-bassoon, piccolo, flute, euphonium, cornet, recorder (descant, treble tenor, bass, contrabass), viol, lute
...musical notes and notation		downbeat, upbeat, off-beat, cross-rhythm, swing

Song: **Let's Rock**

Style: **Rock**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signature: **G major** – there is one sharp in the key signature

Part 1: G, Bb, B, C, D, F

Part 2: G, Bb, B, C, D, F

Part 3: G, Bb, B, C, D, F

Part 4: G

You might use these notes to **improvise** with:

**G A Bb C D**



G A B C D E F#

Song: **Simple Gifts**

Style: **Folk**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signature: **F major** – there is one flat in the key signature

Part 1: F, G, A, Bb, C, E

Part 2: F, G, A, Bb, C, E

Part 3: F, G, A, Bb, C, E

Part 4: F

You might use these notes to **compose** with:

**F G A Bb C D E**



F G A Bb C D E

Song: **Friendship Should Never End**

Style: **Pop**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signatures: **C major** – there are no sharps or flats in the key signature

**A major** – there are three sharps in the key signature

Part 1: E, F#, G, G#, A, B, C, C#

Part 2: E, F#, G, G#, A, B, C, C#

Part 3: E, F#, G, G#, A, B, C

Part 4: A



A B C# D E F# G#






SUPER 6

- I understand time signatures
- I can start to apply musical vocabulary in sophisticated ways in a variety of contexts
- I can use various composition tools to compose a melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense
- I understand the connection I have to the music when I am singing
- I can discuss in detail using the appropriate vocabulary, the strengths and weaknesses in my performance
- I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators, referring to the musical elements

Red / Orange / Green
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Red / Orange / Green

In this unit, you will consider the question:  
**How does music shape our way of life?**  
You will look at and create music using:

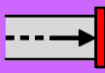
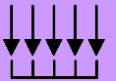




**Dotted crotchets**  **Quaver**  **Crotchet** 

**Triplet quavers**




**Quavers**

Dotted crotchet      Quaver      Crotchet

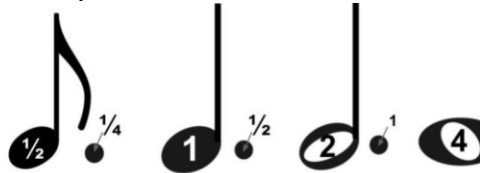
**I can use common words and phrases relating to music**

cadence		The end of a phrase where the melody or harmony creates a sense of resolution, or finish
phrase		A unit of music that has a complete 'musical sense' of its own; phrases are created through combining melody, harmony and rhythm
harmony		Combining different sounds to make new musical ideas
melody		The combination of pitch and rhythm
phrasing		How a musician plays a piece of music to add expression; they may increase the tempo to add tension, for example
improvise		Creating a piece of music whilst you are playing it; you can do it on your own or with others


**Other vocabulary I might use when talking about...**

...musical structure		glissando, syncopation, hemiola, antiphony, anticipation
...instrumentation		bass, clarinet, contra-bassoon, piccolo, flute, euphonium, cornet, recorder (descant, treble tenor, bass, contrabass), viol, lute
...musical notes and notation		downbeat, upbeat, off-beat, cross-rhythm, swing

When you add a **dot** after a note, it **increases** the value of the note by **half**



Dotted quaver =  $\frac{3}{4}$       Dotted crotchet =  $1 \frac{1}{2}$       Dotted minim = 3      Dotted semibreve = 6

When you play your own compositions, can you alter the **phrasing** to make each performance unique? 

**Song 1: Wake Up!**  
Style: **Hip Hop**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signature: **F minor** – there are four flats in the key signature

Part 1: F, Ab, Eb    Part 2: F, Ab, Eb  
Part 3: F, Ab      Recorder: F, Ab, Eb  
Part 4: F            Recorder: F, Ab, Eb



F G Ab Bb C Db Eb

Notes you might improvise with:  
**F, G, Ab, Bb, C, Db, Eb**





G A B C D E F#

**Song 2: Down by the Riverside**  
Style: **Gospel**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signatures: **G major** – there are no sharps or flats in the key signature

Part 1: G, A, B, D, E, F#    Part 2: G, A, B, D, E, F#  
Part 3: G, A, B, D, E, F#    Recorder: G, A, B  
Part 4: G



F G Ab Bb C Db Eb

**Did you know?**  
**Salsa** is a type of Latin American music that has become popular worldwide



**Song 3: Dance the Night Away**      Style: **Salsa**

Time signature: **4/4** – there are four crotchet beats in a bar

Key signatures: **F minor** - there are four flats in the key signature

Part 1: F, G, Ab, Bb, C, Eb  
Part 2: F, G, Ab, Bb, C, Eb  
Part 3: F, G, Ab, Bb, C, Eb  
Part 4: F

Recorder: F, G, Ab, Bb, C  
Recorder: F, G, Ab, Bb, C  
Recorder: F, G, Ab, Bb, C