

## UniCurriculum Narrative: Music (Stibbard)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Summer 2
<b>Year 1</b>	<p>Unit: Hey You!</p> <p>Style: Old style Hip hop</p> <p>Topic and cross curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <p>VOCAB: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk,</p>	<p>Unit: Rhythm In The Way We Walk and The Banana Rap</p> <p>Style: Reggae</p> <p>Links: Action songs that link to the foundations of music</p> <p>VOCAB: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p>Unit: In The Groove</p> <p>Style: Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Topic and cross curricular links: Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p> <p>VOCAB: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues,</p>	<p>Unit: Round And Round</p> <p>Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p> <p>VOCAB: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin,</p>	<p>Unit: Your Imagination</p> <p>Style: Coming soon!</p> <p>Topic and cross curricular links: Coming soon!</p> <p>VOCAB: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 1</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>VOCAB: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard,</p>

	pulse, rhythm, pitch, groove, audience, imagination.		Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.		percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
<b>Year 2</b>	<p>Unit: Hands, Feet, Heart</p> <p>Style: South African styles</p> <p>Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p>VOCAB: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch,</p>	<p>Unit: Ho Ho Ho</p> <p>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p> <p>VOCAB: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question</p>	<p>Unit: I Wanna Play In A Band</p> <p>Style: Rock</p> <p>Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p>VOCAB: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics,</p>	<p>Unit: Friendship Song</p> <p>Style: Coming soon!</p> <p>Topic and cross curricular links: Coming soon!</p> <p>VOCAB: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performanc</p>	<p>Unit: Zootime</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p> <p>VOCAB: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performanc</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 2</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

	improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performanc e, audience, rap, Reggae, glockenspiel.	and answer, melody, dynamics, tempo, perform/performanc e, audience, rap, Reggae, glockenspiel.	tempo, perform/performanc e, audience, rap, Reggae, glockenspiel.	e, audience, rap, Reggae, glockenspiel.	e, audience, rap, Reggae, glockenspiel.	VOCAB: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performanc e, audience, rap, Reggae, glockenspiel.
<b>Year 3</b>	<p><b>Unit:</b> Let Your Spirit Fly</p> <p><b>Style:</b> R&amp;B, Western Classical, Musicals, Motown, Soul</p> <p><b>Topic and cross curricular links:</b> Historical context of musical styles.</p>	<p><b>Unit:</b> Glockenspiel Stage 1</p> <p><b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles</p> <p><b>Topic and cross curricular links:</b> Introduction to the language of music, theory</p>	<p><b>Unit:</b> Three Little Birds</p> <p><b>Style:</b> Reggae</p> <p><b>Topic and cross curricular links:</b> Animals, Jamaica, poetry and the historical context of musical styles</p> <p>VOCAB: Structure,</p>	<p><b>Unit:</b> The Dragon Song</p> <p><b>Style:</b> A little bit funky and music from around the world.</p> <p><b>Topic and cross curricular links:</b> Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p>	<p><b>Unit:</b> Bringing Us Together</p> <p><b>Style:</b> Disco</p> <p><b>Topic and cross curricular links:</b> Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p>	<p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical Music and your choice from Year 3</p> <p><b>Topic and cross curricular links:</b> Think about the history of music in context, listen to some Western Classical music</p>

	VOCAB: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	and composition.  VOCAB: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	VOCAB: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	VOCAB:Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.  VOCAB: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
<b>Year 4</b>	<b>Unit:</b> Mamma Mia  <b>Style:</b> ABBA	<b>Unit:</b> Glockenspiel Stage 2  <b>Style:</b> Learning	<b>Unit:</b> Stop!  <b>Style:</b> Grime, Classical, Bhangra, Tango,	<b>Unit:</b> Lean On Me  <b>Style:</b> Gospel	<b>Unit:</b> Blackbird  <b>Style:</b> Coming soon!	<b>Unit:</b> Reflect, Rewind and Replay  <b>Style:</b> Western

	<p><b>Topic and cross curricular links:</b> Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p>VOCAB: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal,</p>	<p>basic instrumental skills by playing tunes in varying styles</p> <p><b>Topic and cross curricular links:</b> Introduction to the language of music, theory and composition.</p> <p>VOCAB: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation,</p>	<p>Latin Fusion</p> <p><b>Topic and cross curricular links:</b> Composition, Bullying.</p> <p>VOCAB:Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p><b>Topic and cross curricular links:</b> Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.</p> <p>VOCAB:Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics,</p>	<p><b>Topic and cross curricular links:</b> Coming soon!</p> <p>VOCAB: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>Classical Music and your choice from Year 4</p> <p><b>Topic and cross curricular links:</b> Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Vocab: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm,</p>
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	piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.		choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.		pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.
<b>Year 5</b>	Unit: Livin' On A Prayer  Style: Rock  Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance.	Unit: Classroom Jazz 1  Style: Jazz  Topic and cross curricular links: History of music - Jazz in its historical context.	Holst's The Planets  Style: Classical  Topic and cross curricular links: powerful instrumental music linked to planets and their namesake gods  Vocab: Character,	Unit: Make You Feel My Love  Style: Pop Ballads  Topic and cross curricular links: Historical context for ballads.  Vocab: Ballad, verse, chorus, interlude, tag	Unit: Dancin' In The Street  Style: Motown  Topic and cross curricular links: The history of Motown and its importance in the development of Popular music. Civil Rights.	Unit: Fresh Prince Of Bel Air  Style: Hip Hop  Topic and cross curricular links: Historical context of musical styles.  Vocab: Old-school Hip Hop, Rap, riff, synthesizer, deck,

	<p>Vocab: Rock, structure, pulse, rhythm, pitch,</p> <p>bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose, Lead vocal, electric guitar, bass guitar, drums, keyboard</p>	<p>Vocab: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo, pentatonic scale</p>	<p>speed,dynamics (loud or quiet), pitch, rhythm, shape (spikey or smooth), crescendo, hocketting, coda (ending), motif, ostinato, pitched percussion, unpitched percussion, movement</p>	<p>ending, strings, (string quartet), piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Vocab: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>
<b>Year 6</b>	<p>Unit: Happy</p> <p>Style: Pop/Motown</p> <p>Topic and cross curricular links: What makes us happy? Video/project with musical examples.</p> <p>VOCAB: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre,</p>	<p>Unit: Classroom Jazz 2</p> <p>Style: Jazz, Latin, Blues</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context.</p> <p>VOCAB: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo,</p>	<p>Unit: Benjamin Britten - A New Year Carol</p> <p>Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p>Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p>	<p>Unit: You've Got A Friend</p> <p>Style: The Music of Carole King</p> <p>Topic and cross curricular links: Her importance as a female composer in the world of popular music.</p> <p>VOCAB: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo,</p>	<p>Unit: Music and Me</p> <p>Style: Contemporary focusing on women composers.</p> <p>Topic and cross curricular links: continuing focus on women as composers and links to inspirational women ( House teams) Celebrating diversity.</p> <p>VOCAB: style, melody, compose, pulse, rhythm,</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and songs for performance</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and</p>

	<p>texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>	<p>dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>	<p>VOCAB: 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, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>	<p>dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>	<p>tempo, dynamics, pitch and structure.</p>	<p>space. Consolidate the foundations of the language of music.</p> <p>VOCAB: 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, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>
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