



# Bradwell Village School

## Music Framework



	Autumn							
	Year Three		Year Four		Year Five		Year Six	
	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2	Autumn 1	Autumn 2
Unit	Let Your Spirit Fly	Glockenspiel Stage 1	Mamma Mia	Glockenspiel Stage 2	Livin' On A Prayer	Classroom Jazz 1	Happy	Classroom Jazz 2
<b>Listen and appraise</b>	Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening.	Learn to play and read the notes C, D, E + F.	Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse whilst listening.	Learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G.	Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. Identify instruments/voices: Piano, bass, drums, glockenspiel.	Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. Identify instruments/voices: Piano, bass, drums, glockenspiel.	Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song..	Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the songs.
<b>Play instrumental parts</b>	accurately and in time, as part of the performance. The easy part: F, G + C by ear. <b>The medium part: E, F, G, A, B + C by ear and from notation.</b>	Learn to play these tunes: Easy E Strictly D Play Your Music Drive Dee Cee's Blues What's Up D-E-F-initely Roundabout	accurately and in time, as part of the performance. The easy part: G by ear. <b>The medium part: G + A by ear and from notation.</b>	Learn to play these tunes: Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia	accurately and in time as part of the performance. The easy part G, A + B by ear <b>and from notation.</b> <b>The medium part D, E, F sharp + G by ear and from notation.</b>	with the music by ear using the notes G, A + B and D, E, G, A + B.	accurately and in time as part of the performance. The easy part: A + G by ear <b>and from notation.</b> <b>The medium part: A, G + B by ear and from notation.</b>	with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).

		March of the					The harder part: G, A, B, C, D + E by ear and from notation.	
<b>Compose</b>	a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. Using the notes: C, D, E, F + G.	using the notes C, D, E + F.	a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A + B.	using the notes C, D, E, F + G.	a melody using simple rhythms and use as part of the performance. Using the notes: G, A + B. Using the notes: G, A, B, D + E (pentatonic scale).		a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B. Using the notes: C, E, G, A + B.	
<b>Perform &amp; Share</b>	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?	Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. Did they enjoy it?	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?		Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?		Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?	
<b>cross curricular links</b>	Historical context of musical styles.	Introduction to the language of music, theory and composition.	Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Introduction to the language of music, theory and composition.	How rock music developed from the Beatles onwards. Analysing performance.	History of music - Jazz in its historical context	What makes us happy? Video/project with musical examples.	History of music - Jazz in its historical context
<b>Links to other units</b>	There Was A Monkey - Britten - KS2 (see Freestyle),	Glockenspiel Stage 2 - KS2 (Scheme Year 4). Using scores/notation in the units.	Other units that relate to the 80s Livin' On A Prayer - KS2 (Scheme Year 5).	Using scores / notation in all units.	I Wanna Play In A Band - KS1 (Scheme Year 2). Don't Stop Believin' - KS2 (see Freestyle).	Classroom Jazz 2 - KS2 (Scheme Year 6). Supports improvisation	Motown - Happy KS2 (Year 6), Dancing In The Street KS2 (Year 5)	Classroom Jazz 1 (Scheme Year 5). Supports improvisation

			Don't Stop Believin' - KS5 (see Freestyle).			generally in previous units.		generally in other units.
<b>Vocabulary</b>	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar,	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.	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, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.	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, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.
<b>BVS Topic Links</b>	<b>Its Raining Cats and chocolate</b> To make rainforest sounds using instruments. To compose music representing the rainforest. To perform the rainforest music. To use symbols to represent their music. To sing rainforest songs. To listen and appreciate the music of Saint Saens' Carnival of the Animals.		<b>Bang!</b> To compose a piece of representational music		<b>Invasion, Invasion, Invasion</b> To learn and perform a Viking song			

	Spring							
	Year Three		Year Four		Year Five		Year Six	
	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2	Spring 1	Spring 2
Unit	Three Little Birds	The Dragon Song	Stop!	Lean on Me	Make You Feel My Love	The Fresh Prince of Bel Air	Benjamin Britten - A New Year Carol	You've Got A Friend
<b>Listen and appraise</b>	Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus. Identify the instruments/voices : Bass, drums, electric guitar, keyboard, organ, male, backing vocals. Find the pulse and identify funky rhythms, tempo changes and dynamics.	Identify the themes: Kindness, respect, friendship, acceptance and happiness. Identify the instruments/voices : Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story?	Identify the structure: Intro and 6 rapped verses, each with a sung chorus. Identify the instruments/voices : Digital/electronic sounds, turntables, synthesizers, drums. Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture	Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Identify the instruments/voices : Male vocal, backing vocal, piano, bass, drums, organ. Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture	Structure: 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. <i>Can you find the pulse as you are listening? Is the tempo fast, slow or in-between? Dynamics? Texture?</i>	Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Identify the instruments/voices : Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. Find the pulse whilst listening. <i>Others will identify changes in tempo, dynamics and texture.</i>	Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. <i>Describe the mood and story told?</i>	Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song.
<b>Play instrumental parts</b>	accurately and in time, as part of the performance. The easy part: G + A. <i>The medium part: C + A.</i>	accurately and in time, as part of the performance. The easy part: G by ear. <i>The medium part: G, A + B by ear and from notation.</i>	Glockenspiel Stage 2	accurately and in time, as part of the performance. The easy part: C + F by ear. <i>The medium part: E, F + G by ear and from notation.</i>	accurately and in time as part of the performance. The easy part C, D + E by ear <i>and from notation.</i> <i>The medium part C, D, E, F + G by ear and from notation.</i>	accurately and in time as part of the performance. The easy part: D + A by ear <i>and from notation.</i> The medium part: G + A by ear <i>and from notation.</i> <i>The harder part: C, D, E, F, G, A by ear and from notation.</i>		accurately and in time as part of the performance. The easy part: G, A + B by ear <i>and from notation.</i> The medium part: C, D, E + F by ear and from notation. <i>The harder part: D, E, F, G, A, B + C by ear and from notation.</i>
<b>Compose</b>	a simple melody using simple rhythms and use it as part of the performance.	a simple melody using simple rhythms and use as part of the performance.	own rapped lyrics about bullying or another topic or theme	a simple melody using simple rhythms and use it as part of the performance.	a melody using simple rhythms and use as part of the performance.	a melody using simple rhythms and use as part of the performance.		a melody using simple rhythms and use as part of the performance.

	Using the notes: C, D + E.		that you decide as a class.		Using the notes: C, D + E. Using the notes: C, D, E, F + G.	Using the notes: D, E + F. Using the notes: D, E, F, G + A.		Using the notes: A, G + E. Using the notes: E, G, A, C + D.
<b>Perform &amp; Share</b>	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?		Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?		Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?		Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?	
<b>cross curricular links</b>	Animals, Jamaica, poetry and the historical context of musical styles.	Friendship, kindness, acceptance, the environment, creativity.	Composition, bullying.	Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance	Historical context for ballads.	Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra	Her importance as a female composer in the world of popular music.
<b>Links to other units</b>	Zootime - KS1 (Scheme Year 2). Britten -There Was A Man Of Newington - KS2 (see Freestyle).	Friendship Song (Scheme Year 2). Bringing Us Together (Scheme Year 3).	The Fresh Prince Of Bel Air - KS2 (Scheme Year 5).	A New Year Carol – Gospel version - KS2 (Scheme Year 6). Reflect, Rewind and Replay - History of Music.	Mamma Mia - KS2 (Scheme Year 4).	Hey You! - KS1 (Scheme Year 1).	Christmas units: Lean On Me - Gospel - KS2 (Scheme Year 4). In The Groove - Bhangra - KS1 (Scheme Year 1).	Make You Feel My Love - Adele KS2 (Year 5).
<b>Vocabulary</b>	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics,	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison,	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition,	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover,	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose,	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure,	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre,

	vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.	texture, structure, compose, improvise, hook, melody.	pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.	backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.	pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	dimensions of music, ostinato, phrases, unison, Urban Gospel.	texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.
<b>BVS Topic links</b>	<b>Its all Greek to me</b> To understand that musicians use music to express emotions and experiences To listen attentively to music To express an appreciation of Greek music To compose a song To perform with an awareness of an audience To record a song						<b>To Infinity and Beyond</b> To know about musicians who have used music to represent space. To identify the musical techniques used to represent space. To identify how music representing space has changed over time. To compose our own music to represent space.	

	Summer							
	Year Three		Year Four		Year Five		Year Six	
	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2
Unit	Bringing Us Together	Reflect, Rewind and Replay	Blackbird	Reflect, Rewind and Replay	Dancing In The Street	Reflect, Rewind and Replay	Music and Me	Reflect, Rewind and Replay
<b>Listen and appraise</b>	Find the pulse while listening. Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story	Revise existing	Identify the themes: Equality, civil rights. Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words tell a story? <i>Does the music create a story in your imagination? What story?</i>	Revise existing	Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). Find the pulse whilst listening. <i>Others will identify changes in tempo, dynamics and texture.</i>	Revise existing	<i>What could you hear? Did you recognise any instrumental sounds or voices? Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to?</i>	Revise existing
<b>Play instrumental parts:</b>	accurately and in time, as part of the performance. The easy part: C. <i>The medium part: G, A + C.</i>	Revise existing	accurately and in time, as part of the performance. The easy part C + G by ear. <i>The medium part: G, A, B + C by ear and from notation.</i>	Revise existing	accurately and in time as part of the performance. The easy part: G by ear <i>and from notation.</i> The medium part: G + A by ear <i>and from notation.</i> <i>The harder part: F, G, A, + D by ear and from notation.</i>	Revise existing	Own choice from previously learned	Revise existing
<b>Compose</b>	a simple melody using simple rhythms.	Revise existing	a simple melody using simple rhythms and	Revise existing	a melody using simple rhythms and	Revise existing	your own music inspired by your identity and	Revise existing

	and use as part of the performance Using the notes: C, A + G.		use it as part of the performance. Using the notes: C, D + E.		use as part of the performance. Using the notes: C, D, + E. Using the notes: C, D E, F + G.		women in the music industry	
<b>Perform &amp; Share</b>	Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it. Did they enjoy it?	Revise existing	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?	Revise existing	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?	Revise existing	Decide how your group will introduce your composition and how much you will tell your audience about it. How did you put your identity into the music and the performance? Record the performance and talk about it afterwards.	Revise existing
<b>cross curricular links</b>	Music unites us, friendship, kindness.	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	Civil rights. The development of Pop music.	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	The history of Motown and its importance in the development of Popular music. Civil rights.	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	Create own music inspired by your identity and women in the music industry	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.		through, in their correct time and space. Consolidate the foundations of the language of music.		foundations of the language of music.		foundations of the language of music.
<b>Links to other units</b>	Friendship Song (Scheme Year 2).	All Year 3 units.	Dancing In The Street (Scheme Year 6).	All Year 4 units.	Happy - KS2 (Year 6). Blackbird - KS2 (Year 4).	All Year 5 units.		All Year 6 units.
<b>Vocabulary</b>	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.	Revisit all previous 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.	Revisit all previous vocabulary	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Revisit all previous vocabulary	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.	Revisit all previous vocabulary
<b>BVS Topic links</b>			<b>Magiovinium</b> To identify musical instruments used by the Romans and how they would be played. To compose a piece of music using untuned/ tuned instruments. To show how they appreciate the piece of music. To evaluate the piece of music		<b>I want my mummy</b> To learn about the instruments used in Ancient Egypt To appreciate music with a repeating pattern To improvise repeated patterns To create music to retell a story from Ancient Egypt To perform music that tells a story		<b>I Feel Good</b> To understand how musicians use feelings and emotions in their music. To compose our own music to express a feeling or emotion. To use notation to compose music and record using notations. To play/perform, solo and in ensemble with fluency and confidence. To sing within appropriate range.	

Text in green

Challenge