



# MUSIC CURRICULUM PROGRESSION MAP

Miss Abbott and Miss Harrison

[c.harrison@belthornacademy.co.uk](mailto:c.harrison@belthornacademy.co.uk)

[e.abbott@belthornacademy.co.uk](mailto:e.abbott@belthornacademy.co.uk)

Music intent

*We aim to use Music within our curriculum as a way of enabling children to develop culturally. Through a broad curriculum, teachers hope to nurture a deep sense of appreciation for music from a range of cultures and traditions and encourage them to become critical thinkers. As children learn to appraise music from different genres, they are supported in sharing their opinions.*

*Through well-planned and prepared sessions, children will develop the musical skills of singing, playing tuned and untuned instruments, composing and improvising music, and listening and responding to music. As they explore music from around the world, they will develop an understanding of the history and cultural context of it. Children will be given opportunities to explore how music can be written down.*

*As children leave Key Stage 2, they should have the skills and knowledge needed to become confident performers, composers and listeners, and value the place of music in society.*

Character Education

Character Education:

- Ambition and Resilience: learning musical instruments
- Self Confidence: performing to a variety of audiences – school, parents, village community, wider local community at King George’s Hall
- Communication: Harvest festival, class assemblies
- Respect of other cultures – Bollywood events, singing assemblies, songs from around the world – French singing assembly
- Critical thinkers: when appraising and discussing likes and dislikes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School Cycle A	Continuous Music Provision	Celebration music (VOL 1)	Exploring sound (VOL 1)	Movement and music (VOL 1)	Musical Stories (VOL 1)	Big Bang (VOL 1)
Pre-School Cycle B	Continuous Music Provision	Celebration music (VOL 2)	Exploring sound (VOL 2)	Movement and music (VOL 2)	Musical Stories (VOL 2)	Big Bang (VOL 2)
Reception	Continuous Music Provision	Celebration music (VOL 3)	Exploring sound (VOL 3)	Movement and music (VOL 3)	Musical Stories (VOL 3)	Big Bang (VOL 3)
Year 1	Pulse and Rhythm	Classical music, dynamics and tempo	Musical vocabulary	Timbre and rhythmic patterns	Pitch and Tempo	Vocal and body sounds
Year 2	West African Call and response song	Orchestral instruments and Traditional stories	Musical me	Dynamics, timbre, Tempo and motifs	On this island: British songs and sound	Myths and Legends
Year 3	Ballad's	Let's go sing	Creating compositions in response to an animation	Pentatonic melodies and composition	Jazz	Traditional instruments
Year 4	Body and tuned percussion	Rock and Roll	Changes in pitch, tempo and dynamics	Haiku, music and performance	Samba and Carnival sounds and instruments	Adapting and transposing motifs
Year 5	Composition notation	Blues	South and west Africa	Composition to represent the festival of colour	Looping and remixing	Musical theatre
Year 6	Advanced rhythms	Songs of WW2	Dynamics, pitch and tempo	Film music	Theme and variations	Composing and performing a leavers song

Pre-School

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values	Evidence
<p><b>Autumn 1 A</b> <b>What do you celebrate?</b></p>	<p>Continuous Provision – What is music?</p>	<p>As the children begin their first Pre-School year, they will be introduced to our music curriculum, deepening their musical understanding by the end of the academic year. Our children will have the opportunity to play instruments but also use their musical skills in different ways (voices, body percussion). Our children will learn some simple vocabulary for music in support of their learning.</p>	<p>Loud Fast Slow Quiet Big Small Bang Soft Hard</p>		<p>Mutual respect Individual Liberty Democracy</p>	<p>Within our EYFS unit we record the progress of the children in different ways.  Staff within the EYFS Unit know the children extremely well, ensuring that they have a deep understanding of the child's progress.</p>
<p><b>Autumn 2 A</b> <b>What do you celebrate?</b></p>	<p>Celebration music (VOL 1)</p>	<p>Introduce to children to a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa, Eid and Christmas through the use of continuous provision.</p>	<p>Music Diwali Christmas Singing Song(s)</p>		<p>Christmas carolling to villagers. Singing different cultural songs  Tolerance of faiths and beliefs Mutual respect</p>	<p>Progression is recorded on applications such as Class Dojo We also show our learning through our</p>

<b>Spring 1 A What grows like a beanstalk?</b>	Exploring sounds (VOL 1)	Begin to explore how we can use our voice and bodies to make sounds, experimenting with the use of instruments and listening for sounds in our environment.	Voice Body Sound(s) Clap Listen(ing) Instruments used in session Tempo Pitch		Individual Liberty	detailed displays which includes; <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Vocabulary</li> <li>- Pupil voices</li> </ul> An overview of the session taught.
<b>Spring 2 A What grows like a beanstalk?</b>	Music and Movement (VOL 1)	Start to learn simple actions to well-known songs as the children begin to explore how to move to a beat and expressing some feeling and emotion through the song.	Music Moving Beat Feelings		Individual Liberty	
<b>Summer 1 A Is outdoors the place to be?</b>	Musical stories (VOL 1)	Begin to move to music with very simple, 1 step instructions, making very slight changes to match tempo and pitch. Children will learn that music and instruments can make you feel different ways, which could support some well-known stories.	Tempo Pitch Feelings Moving		Rule of Law Individual Liberty	
<b>Summer 2 A Is outdoors the place to be?</b>	Big Band (VOL 1)	Start to explore what a musical instrument is and begin to look at how they are created, in the four different groups of musical instruments. The children should use their listening skills and see what a tuned and un-tuned instrument sounds like and start to understand the similarities and differences.	Instrument Drum Maraca Cow Bell Guitar (a variety of instruments need to be observed and the children should know some of their names)		Rule of Law Individual Liberty Democracy	

			Shake(r), beat(er), pluck,			
<b>Autumn 1 B What do you celebrate?</b>	Continuous Provision – What is music?	As the children begin their first Pre-School year, they will be introduced to our music curriculum, deepening their musical understanding by the end of the academic year. Our children will have the opportunity to play instruments but also use their musical skills in different ways (voices, body percussion). Our children will learn some simple vocabulary for music in support of their learning.	Loud Fast Slow Quiet Big Small Bang Soft Hard Shake pluck		Mutual respect Individual Liberty Democracy	
<b>Autumn 2 B What do you celebrate?</b>	Celebration music (VOL 2)	Continue to introduce a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa, Eid and Christmas through the use of continuous provision. The children will be challenged for differentiation in the pre-school children.	Music Diwali Hanukkah Kwanzaa Christmas Singing Song(s)		Christmas carolling to villagers Singing different cultural songs.  Tolerance of faiths and beliefs Mutual respect	
<b>Spring 1 B What grows like a beanstalk?</b>	Exploring sound (VOL 2)	Continue to explore with a deeper understanding how our bodies can voices make sounds, experiment with the use of instruments and begin to understand tempo and pitch. The children will also listen to sounds in the environment and begin to identify these.	Voice Body Sound(s) Clap Listen(ing) Instruments used in session Tempo Pitch		Individual Liberty	

<p><b>Spring 2 B</b> <b>What grows like a beanstalk?</b></p>	<p>Music and Movement (VOL 1)</p>	<p>Start to independently create simple actions to well-known songs as the children begin to explore how to move to a beat and expressing feelings and emotions through the movement of music.</p>	<p>Music Moving Beat Feelings Slow Fast Temp</p>		<p>Individual Liberty</p>	
<p><b>Summer 1 B</b> <b>Is outdoors the place to be?</b></p>	<p>Musical Stories (VOL 2)</p>	<p>Moving to music with little support as the children listen to 2 step instructions, changing some movements to match the tempo, pitch as the children learn that music and instruments can represent feelings and emotions which is seen in stories.</p>	<p>Tempo Pitch Feelings Moving Happy Sad Scared Calm</p>	<p><b>Whole school performance – showcasing skills learnt</b></p>	<p>Rule of Law Individual Liberty</p>	
<p><b>Summer 2 B</b> <b>Is outdoors the place to be?</b></p>	<p>Big Band (VOL 2)</p>	<p>Continue learning what a musical instrument is and what makes a musical instrument, the different groups of musical instruments. The children should be able to listen to tuned and un-tuned instruments and begin to explain how and why they sound different.</p>	<p>Instrument Drum Maraca Cow Bell Guitar (a variety of instruments need to be observed and the children should know their names)</p>			<p>Rule of Law Individual Liberty Democracy</p>

Reception						
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values	Evidence
Autumn 1 What makes me unique?	Continuous music provision	Explore freely and independently with musical items and vocabulary to introduce music to the children in an exploratory way.	Music Instrument (specific to what the child can see) Sound Listen Fast Slow	Performing to peers.  Performing to parents during come and learn and nativity	<u>Cultural Capital and SMSC:</u> Free-flow access to different types of musical instruments as an inspiration <u>British Values:</u> Mutual respect Individual Liberty Democracy	Within our EYFS unit we have recorded the progress of the children in different ways. Staff within the EYFS Unit know the children extremely well, ensuring that they have a deep understanding of the child's progress. Progression is recorded on applications such as Class Dojo and ... We also show our learning through our detailed displays which includes; <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Vocabulary</li> <li>- Pupil voices</li> </ul> An overview of the session taught.
		Singing in other curricular areas eg number rhymes, understanding of the world etc.				
Autumn 2 What makes me unique?	Celebration music	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas  Songs related to topic question and children's interest in the class.	Diwali Hanukkah Kwanzaa Christmas Song Culture		<u>Cultural Capital and SMSC:</u> Singing different cultural songs	



			Religion		Nativity performance <u>British Values:</u> Mutual respect Individual Liberty Democracy Tolerance to different faiths and beliefs	
<b>Spring 1 What makes the world around us?</b>	Exploring sound	Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.  Listening walks in the local environment.	Clap Hands Stamp Tempo/speed Dynamic /volume Pitch Sounds	<b>Using home made instruments made from natural materials</b>	<u>British Values:</u> Individual Liberty	
<b>Spring 2 What makes the world around us?</b>	Music and movement	Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.  Responding to sounds around us. Links to CLL, phonics, EAD, PD	Actions Movements Music Beat Feelings Emotions Tempo Pitch Dynamic		<u>Cultural Capital and SMSC:</u> Totally Rad music sessions commence <u>British Values:</u> Rule of law Individual Liberty	

<p><b>Summer 1</b> <b>Can you tell a tale?</b></p>	<p>Musical Stories</p>	<p>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p>	<p>Tempo Pitch Dynamic Instruments Feelings Emotions Story Book</p>	<p><b>Telling a story though music – showcasing skills</b></p>	<p><u>Cultural Capital and SMSC:</u> Singing assemblies (KS1) <u>British Values:</u> Rule of Law Mutual Respect Individual Liberty</p>	
<p><b>Summer 2</b> <b>Can you tell a tale?</b></p>	<p>Big Band</p>	<p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.</p>	<p>String Woodwind Brass Percussion Beat Tempo Pitch Untuned</p>	<p><b>Whole school singing event</b></p>	<p><u>Cultural Capital and SMSC:</u> Whole school assembly – Through the decades! <u>British Values:</u> Mutual Respect Tolerance of different faiths and beliefs</p>	

**Year 1**

Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
<p style="text-align: center;"><b>Autumn 1</b></p> <p style="text-align: center;"><b>Was the past a blast?</b></p>	<p style="text-align: center;">Pulse and rhythm</p>	<ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm.</li> <li>• Describing the character, mood, or 'story' of the music they listen to (verbally or through movement).</li> <li>• Listening to and repeating short, simple rhythmic patterns.</li> <li>• Listening and responding to other performers by playing as part of a group.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Using their voices expressively to speak and chant.</li> <li>• Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>• Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</li> <li>• Copying back short rhythmic and melodic phrases on percussion instruments.</li> </ul> <p>Link to the topic question – songs/ nursery rhymes for, the past from the past</p>	<ul style="list-style-type: none"> <li>• To know that rhythm means a pattern of long and short notes.</li> <li>• To know that pulse is the regular beat that goes through music.</li> <li>• To understand that the pulse of music can get faster or slower.</li> <li>• To know that a piece of music can have more than one section, e.g. a verse and a chorus.</li> </ul>	<p>rhythm pulse</p>		<p><u>Cultural Capital and SMSC:</u> Visiting different religious places Experience of a range of songs and music</p> <p><u>British Values:</u> Individual liberty Mutual Respect</p>

<p><b>Autumn 2</b> <b>Was the</b> <b>past a</b> <b>blast?</b></p>	<p>Classic music, dynamics and tempo</p>	<ul style="list-style-type: none"> <li>• Recognising basic tempo, dynamic and pitch changes.</li> <li>• Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music (like/dislike).</li> <li>• Listening to and repeating short, simple rhythmic patterns.</li> <li>• Listening and responding to other performers by playing as part of a group.</li> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> <li>• Beginning to make improvements to their work as suggested by the teacher.</li> <li>• Using their voices expressively to speak and chant.</li> <li>• Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>• Responding to simple musical instructions such as tempo and</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo.</li> <li>• To know that sounds can help tell a story.</li> <li>• To know that tempo is the speed of the music.</li> <li>• To know that dynamics means how loud or soft a sound is.</li> </ul>	<p>fast slow quiet dynamics tempo musical composition</p>	<p>End of unit performance to grandparents</p>	<p><u>Cultural Capital and SMSC:</u> Nativity performance – whole school and to parents. <u>British Values:</u> Individual liberty Mutual Respect</p>
-------------------------------------------------------------------------------	--------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	--------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

		dynamic changes as part of a class performance.				
<b>Spring 1 Where can Disney take us?</b>	Musical vocabulary	<ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm.</li> <li>Understanding that different types of sounds are called timbres.</li> <li>Recognising basic tempo, dynamic and pitch changes.</li> <li>Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>Describing the differences between two pieces of music.</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Combining instrumental and vocal sounds within a given structure.</li> <li>Creating simple melodies using a few notes.</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>Responding to simple musical instructions such as tempo and</li> </ul>	<ul style="list-style-type: none"> <li>To understand that pitch means how high or low a note sounds.</li> <li>To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</li> <li>To know that music has layers called 'texture'.</li> </ul>	<p>pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score</p>		<p><u>Cultural Capital and SMSC</u> Disney songs Awareness of music from other cultures/places <u>British Values:</u> Mutual Respect Democracy Individual Liberty</p>

		dynamic changes as part of a class performance. Songs and music linked to Disney, and to travel				
<b>Spring 2</b>  <b>Where can Disney take us?</b>	Timbre and rhythmic patterns	<ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm.</li> <li>• Understanding that different types of sounds are called timbres.</li> <li>• Recognising basic tempo, dynamic and pitch changes.</li> <li>• Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>• Describing the differences between two pieces of music.</li> <li>• Listening to and repeating short, simple rhythmic patterns.</li> <li>• Listening and responding to other performers by playing as part of a group.</li> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> <li>• Using their voices expressively to speak and chant.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that an instrument or rhythm pattern can represent a character in a story.</li> <li>• To know that my voice can create different timbres to help tell a story.</li> <li>• To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</li> </ul>	timbre pulse rhythm syllables strings timpani oboe clarinet bassoon french horn flute	Play percussion to Pre school based on a favourite Disney song and application of skills.	<u>Cultural Capital and SMSC:</u> Totally Rad Music sessions commence <u>British Values:</u> Mutual Respect Democracy Individual Liberty

		<ul style="list-style-type: none"> <li>• Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> </ul> <p>Songs and music linked to Disney, and to travel</p>				
<p><b>Summer 1</b> <b>Do we live in a wonderful world?</b></p>	<p>Pitch and tempo</p>	<ul style="list-style-type: none"> <li>• Recognising basic tempo, dynamic and pitch changes.</li> <li>• Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music (like/dislike).</li> <li>• Listening and responding to other performers by playing as part of a group.</li> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Creating simple melodies using a few notes.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that tempo can be used to represent mood or help tell a story.</li> <li>• To understand that 'tuned' instruments play more than one pitch of notes.</li> <li>• To know that following a leader when we perform helps everyone play together accurately.</li> </ul>	<p>accelerando high pitched low pitch perform pitch pitch pattern tempo</p>	<p><b>Whole school performance – showcasing skills learnt</b></p>	<p><u>Cultural Capital and SMSC:</u> Singing assemblies (KS1) Working collaboratively Responding to music <u>British Values:</u> Mutual Respect Democracy</p>

		Songs linked to the environment and locality.				
<b>Summer 2</b> <b>Do we live in a wonderful world</b>	Vocal and body sounds (Theme: By the sea)	<ul style="list-style-type: none"> <li>• Understanding that different types of sounds are called timbres.</li> <li>• Recognising basic tempo, dynamic and pitch changes.</li> <li>• Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music (like/dislike)</li> <li>• Listening and responding to other performers by playing as part of a group.</li> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> <li>• Creating a simple graphic score to represent a composition.</li> <li>• Using their voices expressively to speak and chant.</li> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that dynamics can change how someone listening feels about music.</li> <li>• To know that your voice can be used as a musical instrument.</li> <li>• To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</li> <li>• To understand that music can be represented by pictures or symbols.</li> </ul>	body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre		<u>Cultural Capital and SMSC:</u> Whole school assembly – Through the decades! <u>British Values:</u> Mutual Respect Democracy Individual Liberty Tolerance of different faiths and beliefs.



		<ul style="list-style-type: none"><li>• Performing from graphic notation.</li></ul> Songs linked to the environment and locality.				
--	--	-----------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

## Year 2

Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
<b>Autumn 1</b> <b>Does being brave make you stronger?</b>	West African call & response song	<ul style="list-style-type: none"> <li>• Recognising timbre changes in music they listen to.</li> <li>• Recognising structural features in music they listen to.</li> <li>• Listening to and recognising instrumentation.</li> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Listening to and repeating a short, simple melody by ear.</li> <li>• Suggesting improvements to their own and others' work.</li> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Singing short songs from memory, with melodic and rhythmic accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that dynamics can change the effect a sound has on the audience.</li> <li>• To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> <li>• To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</li> <li>• To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>• To understand that an instrument can be matched to an animal noise based on its timbre.</li> </ul>	timbre dynamics tempo call and response rhythm structure	<p style="text-align: center;"><b>Create a book of art work made in response to listening to African call and response music</b></p>	<p><u>Cultural Capital and SMSC</u>                      Collaborative work                      Songs and music from different cultures/places  <u>British Values:</u>                      Individual Liberty                      Democracy                      Mutual Respect</p>

		<ul style="list-style-type: none"> <li>• Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> </ul>				
<b>Autumn 2</b> <b>Does being brave make you stronger?</b>	Orchestral instruments	<ul style="list-style-type: none"> <li>• Recognising timbre changes and structural features in music they listen to.</li> <li>• Listening to and recognising instrumentation.</li> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Suggesting improvements to their own and others' work.</li> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that musical instruments can be used to create 'real life' sound effects.</li> <li>• To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</li> <li>• To know that stringed instruments, like violins, make a sound when their strings vibrate.</li> <li>• To know that a brass instrument is played by vibrating your lips against the mouthpiece.</li> <li>• To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> </ul>	orchestra instruments strings woodwind brass percussion vocals sound effect timbre dynamics tempo	<b>Christmas production performed to an audience of parents.</b>	<u>Cultural Capital and SMSC:</u> Nativity performance to whole school and parents Widening awareness and understanding of musical instruments and genres  <u>British Values:</u> Individual Liberty Democracy Mutual Respect
<b>Spring 1</b> <b>What does it mean to belong?</b>	Musical me	<ul style="list-style-type: none"> <li>• Recognising timbre changes and structural features in music they listen to.</li> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Identifying melodies that move in steps.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that 'melody' means a tune.</li> <li>• To know that 'notation' means writing music</li> </ul>	rhythm pulse dynamics timbre beat	<b>To record their performance for parents to watch</b>	<u>Cultural Capital and SMSC</u> Singing together working as a team <u>British Values:</u>

		<ul style="list-style-type: none"> <li>• Listening to and repeating a short, simple melody by ear.</li> <li>• Suggesting improvements to their own and others' work.</li> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Creating simple melodies from five or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>• Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>	<p>down so that someone else can play it.</p> <ul style="list-style-type: none"> <li>• To understand that 'accompaniment' can mean playing instruments along with a song.</li> <li>• To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> </ul>	<p>melody notation</p>		<p>Individual Liberty Mutual Respect Rule of Law</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------	--	--------------------------------------------------------------

<p><b>Spring 2</b>  <b>What does it mean to belong?</b></p>	<p>Dynamics, timbre, tempo and motifs</p>	<ul style="list-style-type: none"> <li>• Recognising timbre changes in music they listen to.</li> <li>• Recognising structural features in music they listen to.</li> <li>• Listening to and recognising instrumentation.</li> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Suggesting improvements to their own and others' work.</li> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Creating simple melodies from five or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a 'soundscape' is a landscape created using only sounds.</li> <li>• To know that a composer is someone who creates music and writes it down.</li> <li>• To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</li> </ul>	<p>soundscape  timbre  dynamics  tempo  motif</p>		<p><u>Cultural Capital and SMSC:</u>  Totally Rad music sessions commence  <u>British Values:</u>  Individual Liberty  Democracy  Mutual Respect  Rule of Law</p>
<p><b>Summer 1</b></p>	<p>On this island:</p>	<ul style="list-style-type: none"> <li>• Listening to and recognising instrumentation.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that folk music represents the</li> </ul>	<p>composition  duration</p>		<p><u>Cultural Capital and SMSC:</u></p>

<p><b>Can you create the feeling of Hakuna Mattata?</b></p>	<p>British songs and sounds</p>	<ul style="list-style-type: none"> <li>• Beginning to use musical vocabulary to describe music.</li> <li>• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> </ul>	<p>traditions or culture of a place and is often passed on by being played rather than written down.</p> <ul style="list-style-type: none"> <li>• To know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>• To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</li> </ul>	<p>dynamics inspiration pitch structure tempo texture timbre</p>	<p>Whole school celebration of music</p>	<p>Singing assemblies (KS1) Songs from a range of cultures <u>British Values:</u> Individual Liberty Democracy Mutual Respect Rule of Law</p>
<p><b>Summer 2 Can you create the feeling of Hakuna Mattata?</b></p>	<p>Vocal and body sounds (Theme: By the sea)</p>	<ul style="list-style-type: none"> <li>• Understanding that different types of sounds are called timbres.</li> <li>• Recognising basic tempo, dynamic and pitch changes.</li> <li>• Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music (like/dislike)</li> <li>• Listening and responding to other performers by playing as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that dynamics can change how someone listening feels about music.</li> <li>• To know that your voice can be used as a musical instrument.</li> <li>• To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</li> </ul>	<p>body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre</p>		<p><u>Cultural Capital and SMSC:</u> Whole school assembly – Through the decades! <u>British Values:</u> Tolerance of different faiths and beliefs Mutual Respect</p>

		<ul style="list-style-type: none"><li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li><li>• Combining instrumental and vocal sounds within a given structure.</li><li>• Choosing dynamics, tempo and timbre for a piece of music.</li><li>• Creating a simple graphic score to represent a composition.</li><li>• Using their voices expressively to speak and chant.</li><li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li><li>• Performing from graphic notation.</li></ul>	<ul style="list-style-type: none"><li>• To understand that music can be represented by pictures or symbols.</li></ul>			
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	--	--	--

### Year 3

Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1 How did people from the past shape the world?	Ballads	<ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to show an awareness of metre.</li> <li>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>Composing a piece of music in a given style with voices and instruments.</li> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a ballad tells a story through song.</li> <li>To know that lyrics are the words of a song.</li> <li>To know that in a ballad, a 'stanza' is a verse.</li> </ul>	Ballad Ensemble compose		<u>Cultural Capital and SMSC</u> Different styles of music <u>British Values:</u> Tolerance of different faiths and beliefs Mutual Respect
Autumn 2	Creating compositions for an animation	<ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that the timbre of instruments played</li> </ul>	influence listen dynamics	<b>Showcase compositions to parents</b>	<u>Cultural Capital and SMSC:</u>



<p><b>How did people from the past shape the world?</b></p>		<ul style="list-style-type: none"> <li>• Understanding that music from different parts of the world, and different times, has different features.</li> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement.</li> <li>• Beginning to show an awareness of metre.</li> <li>• Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>• Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>• Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting and implementing improvements to their own work, using musical vocabulary.</li> <li>• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> </ul>	<p>affect the mood and style of a piece of music.</p> <ul style="list-style-type: none"> <li>• To know that an ensemble is a group of musicians who perform together.</li> <li>• To know that to perform well, it is important to listen to the other members of your ensemble.</li> </ul>	<p>timbre pitch repeated rhythm pattern notation ensemble compose</p>	<p><b>link to IT and share via Dojo</b></p>	<p>Sing performance – practice begins <u>British Values:</u> Mutual Respect Tolerance of different faiths and beliefs</p>
<p><b>Spring 1 Are we stewards of the world?</b></p>	<p>Developing singing technique</p>	<ul style="list-style-type: none"> <li>• Understanding that music from different parts of the world, and different times, has different features.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the group of pitches in a song is called its 'key' and that a key decides</li> </ul>	<p>composition melody notation tempo minim</p>		<p><u>Cultural Capital and SMSC</u> Music from around the world <u>British Values:</u></p>

		<ul style="list-style-type: none"> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Beginning to show an awareness of metre.</li> <li>• Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>• Composing a piece of music in a given style with voices and instruments.</li> <li>• Combining melodies and rhythms to compose a multi-layered composition in a given style.</li> <li>• Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>• Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</li> </ul> <p><b>Linked to sing up event</b></p>	<p>whether a song sounds happy or sad.</p> <ul style="list-style-type: none"> <li>• To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>• To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>• To know that written music tells you how long to play a note for.</li> </ul>	<p>crotchet quaver coordinated disciplined</p>		<p>Tolerance of different faiths and beliefs Mutual Respect Individual Liberty</p>
<p><b>Spring 2</b> <b>Are we stewards of the world?</b></p>	<p>Pentatonic melodies and composition</p>	<ul style="list-style-type: none"> <li>• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the word 'crescendo' means a sound getting gradually louder.</li> </ul>	<p>tempo crescendo dynamics timbre duration</p>	<p><b>Performance at King George's Hall</b></p>	<p><u>Cultural Capital and SMSC:</u> Totally Rad music sessions commence. <u>British Values:</u></p>

		<ul style="list-style-type: none"> <li>• Understanding that music from different parts of the world, and different times, has different features.</li> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement.</li> <li>• Beginning to show an awareness of metre.</li> <li>• Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>• Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>• Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting and implementing improvements to their own work, using musical vocabulary.</li> <li>• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>• Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</li> </ul> <p><b>Linked to sing up event</b></p>	<ul style="list-style-type: none"> <li>• To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</li> <li>• To understand that a pentatonic melody uses only the five notes C D E G A.</li> </ul>			<p>Tolerance of different faiths and beliefs  Mutual Respect  Individual Liberty</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	----------------------------------------------------------------------------------------------

<p><b>Summer 1</b> <b>Would you rather fit in or stand out?</b></p>	<p>Jazz</p>	<ul style="list-style-type: none"> <li>• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Understanding that music from different parts of the world, and different times, has different features.</li> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>• Beginning to show an awareness of metre.</li> <li>• Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>• Composing a piece of music in a given style with voices and instruments.</li> <li>• Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>• Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that 'syncopation' means a rhythm that is played off the natural beat.</li> <li>• To know that Ragtime is piano music that uses syncopation and a fast tempo.</li> <li>• To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</li> <li>• To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</li> </ul>	<p>call and response dixieland jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation</p>	<p>Whole school singing event</p>	<p><u>Cultural Capital and SMSC</u> Awareness of Jazz music and its' origins</p> <p><u>British Values:</u> Tolerance of different faiths and beliefs Individual Liberty</p>
-------------------------------------------------------------------------	-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<ul style="list-style-type: none"> <li>Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology.</li> </ul>			to showcase learning	
<p><b>Summer 2</b> <b>Would you rather fit in or stand out?</b></p>	<p>Traditional instruments &amp; improvisation</p>	<ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Understanding that music from different parts of the world, and different times, has different features.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>Composing a piece of music in a given style with voices and instruments.</li> <li>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and able to</li> </ul>	<ul style="list-style-type: none"> <li>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</li> <li>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</li> <li>To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.</li> <li>To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</li> <li>To know that many types of music from around the world consist of more than</li> </ul>	<p>Bollywood drone dynamics notation rag sitar tabla tanpura tala tempo</p>	<p>Bollywood dance to be learnt and performed at Bollywood event</p>	<p><u>Cultural Capital and SMSC:</u> Whole school assembly – Through the decades! Singing assemblies (KS2) <u>British Values:</u> Tolerance of different faiths and beliefs Mutual Respect Individual Liberty</p>

		identify these symbols using musical terminology.	one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.			
--	--	---------------------------------------------------	---------------------------------------------------------------------------------	--	--	--

**Year 4**

Term	Unit Name	Procedural knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
<p><b>Autumn 1</b>  <b>How much power is too much power?</b></p>	<p>Body and tuned percussion</p>	<ul style="list-style-type: none"> <li>• Recognising the use and development of motifs in music.</li> <li>• Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary when discussing improvements to their own and others' work.</li> <li>• Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>• Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>• Creating a piece of music with at least four different layers and a clear structure.</li> <li>• Suggesting improvements to others work, using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</li> <li>• To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li> <li>• To know that a 'loop' in music is a repeated melody or rhythm.</li> <li>• To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</li> </ul>	<p>pitter patter  raindrop  clapping  clicking  body percussion  tempo  rhythm  boom  snap  structure  texture  contrast  higher  lower  compose  loop  melody  pitch  inspiration  keyboard</p>	<p><b>Composition relating to environmental issue/unit question. To be recorded for parents.</b></p>	<p><u>Cultural Capital and SMSC:</u>  Whole class piano sessions with specialist teacher.  <u>British Values:</u>  Mutual respect  Individual Liberty</p>

		<ul style="list-style-type: none"> <li>• Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>• Beginning to improvise musically within a given style.</li> </ul> <p><b>Composition linked to unit question</b></p>				
<p><b>Autumn 2</b> <b>How much power is too much power?</b></p>	<p>Rock and Roll</p>	<ul style="list-style-type: none"> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Identifying common features between different genres, styles and traditions of music.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary when discussing improvements to their own and others' work.</li> <li>• Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>• Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>• Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</li> <li>• To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</li> <li>• To know that playing in time means all performers playing together at the same speed.</li> <li>• To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> </ul>	<p>rock and roll hand jive 1950's tempo dynamic notation style</p>	<p><b>Performance of song/dance to villagers at Christmas Dinner</b></p>	<p><u>Cultural Capital and SMSC:</u> Whole class piano sessions with specialist teacher <u>British Values:</u> Mutual respect Individual Liberty</p>



<p><b>Spring 1</b> <b>Is Europe</b> <b>a great</b> <b>continent?</b></p>	<p>Changes in pitch, tempo &amp; dynamics</p>	<ul style="list-style-type: none"> <li>• Recognising the use and development of motifs in music.</li> <li>• Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary when discussing improvements to their own and others' work.</li> <li>• Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>• Beginning to improvise musically within a given style.</li> <li>• Developing melodies using rhythmic variation, transposition, inversion and looping.</li> <li>• Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</li> <li>• Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that when you sing without accompaniment it is called 'A Cappella'.</li> <li>• To know that harmony means playing two notes at the same time that usually sound good together.</li> <li>• To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> <li>• To know that 'performance directions' are words added to musical notation to tell the performers how to play.</li> </ul>	<p>a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer</p>		<p><u>British Values:</u> Mutual Respect Rule of Law</p>
--------------------------------------------------------------------------------------	-----------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------

		<ul style="list-style-type: none"> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> </ul>				
<b>Spring 2</b> <b>Is Europe</b> <b>a great</b> <b>continent?</b>	Haiku, music and performance	<ul style="list-style-type: none"> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>Using musical vocabulary when discussing improvements to their own and others' work.</li> <li>Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>Beginning to improvise musically within a given style.</li> <li>Developing melodies using rhythmic variation, transposition, inversion and looping.</li> <li>Creating a piece of music with at least four different layers and a clear structure.</li> <li>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</li> <li>To know that expressive language (like a poem) can be used as inspiration for composing music.</li> <li>To understand that both instruments and voices can create audio effects that describe something you can see.</li> <li>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</li> </ul>	Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables melody dynamics tempo	<b>To record their performance on Ipads and send to parents</b>	<u>Cultural Capital and SMSC:</u> Easter assembly songs <u>British Values:</u> Mutual Respect Individual Liberty Rule of Law
<b>Summer 1</b> <b>Is it right</b> <b>to always</b>	Samba & carnival	<ul style="list-style-type: none"> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To know that samba music originated in Brazil, South America and its main musical</li> </ul>	agogo bateria caixa carnival	Whole school singing event to showcase learning	<u>Cultural Capital and SMSC:</u> Music from South America

<p><b>do the right thing?</b></p>	<p>sounds &amp; instruments</p>	<ul style="list-style-type: none"> <li>Identifying common features between different genres, styles and traditions of music.</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>Beginning to improvise musically within a given style.</li> <li>Creating a piece of music with at least four different layers and a clear structure.</li> <li>Suggesting improvements to others' work, using musical vocabulary.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Playing syncopated rhythms with accuracy, control and fluency.</li> </ul>	<p>feature is syncopated rhythms.</p> <ul style="list-style-type: none"> <li>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</li> </ul>	<p>chocalho composition crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison</p>		<p><u>British Values:</u> Mutual Respect Individual Liberty Rule of Law</p>
<p><b>Summer 2</b> <b>Is it right to always do the</b></p>	<p>Adapting and transposing motifs</p>	<ul style="list-style-type: none"> <li>Recognising the use and development of motifs in music.</li> <li>Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>Identifying common features between different genres, styles and traditions of music.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for</li> </ul>	<p>backing track bass line beat call and response compose</p>		<p><u>Cultural Capital and SMSC:</u> Whole school assembly – Through the decades!</p>

<p><b>right thing?</b></p>		<ul style="list-style-type: none"> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>• Beginning to improvise musically within a given style.</li> <li>• Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>• Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</li> <li>• Suggesting improvements to others work, using musical vocabulary.</li> <li>• Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>• Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>• Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>	<p>example, Beethoven's fifth symphony (dah dah dum!).</p> <ul style="list-style-type: none"> <li>• To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>• To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> </ul>	<p>crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps</p>		<p>Singing assemblies (KS2) <u>British Values:</u> Democracy Mutual Respect Rule of Law</p>
----------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------

Year 5

Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
<p><b>Autumn 1</b> <b>What makes Britain great?</b></p>	<p>Composition notation (Ancient Egypt)</p>	<ul style="list-style-type: none"> <li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>• Improvising coherently within a given style.</li> <li>• Using staff notation to record rhythms and melodies.</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Suggesting and demonstrating improvements to own and others' work.</li> <li>• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>• To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>• To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> </ul>	<p>features notation repeating unison composition structure repetition melody tempo compose ensemble minor key</p>		<p><u>Cultural Capital and SMSC:</u> Harvest festival assembly – singing throughout alongside instrument being played. <u>British Values:</u> Individual Liberty Democracy</p>

		<b>Linked to prior learning of AE in Year 4. Apply to unit question for this term.</b>				
<b>Autumn 2</b> <b>What makes Britain great?</b>	Blues	<ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Improvising coherently within a given style.</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Suggesting and demonstrating improvements to own and others' work.</li> <li>• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that a chord is the layering of several pitches played at the same time.</li> <li>• To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>• To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>• To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>• To understand that a chord is the layering of several pitches played at the same time.</li> </ul>	Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation	Harvest assembly Preform blues song	<u>Cultural Capital and SMSC</u> Music form a range of traditions and genres Awareness of Blues music <u>British Values:</u> Individual Liberty Democracy Mutual Respect
<b>Spring 1</b>	South and West Africa	<ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres,</li> </ul>	<ul style="list-style-type: none"> <li>• To know that songs sung in other languages can contain sounds that are</li> </ul>	a cappella call and response		<u>Cultural Capital and SMSC</u> African music

<p><b>Do we appreciate everything we've got?</b></p>		<p>styles and traditions of music using musical vocabulary.</p> <ul style="list-style-type: none"> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>• Improvising coherently within a given style.</li> <li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>• Using staff notation to record rhythms and melodies.</li> </ul>	<p>unfamiliar to us, like the clicks of the Xhosa language.</p> <ul style="list-style-type: none"> <li>• To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>• To understand that major chords create a bright, happy sound.</li> <li>• To know that poly-rhythms means many rhythms played at once.</li> </ul>	<p>dynamics performance chord improvisation ostinato break poly-rhythms master drummer syncopation metronome</p>		<p>Collaborative singing Group performance <u>British Values:</u> Individual Liberty Democracy Mutual Respect Rule of Law Tolerance to different faiths and beliefs</p>
<p><b>Spring 2</b> <b>Do we appreciate everything</b></p>	<p>Compositions for the festival of colour</p>	<ul style="list-style-type: none"> <li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a vocal composition is a piece of music created only using voices.</li> <li>• To understand that varying effects can be created using only your voice, for</li> </ul>	<p>synesthesia dynamics Holi graphic score vocal composition performance</p>	<p>RE day re Hinduism link. Compose song for Holi(</p>	<p><u>Cultural Capital and SMSC</u> Awareness of music from other cultures/places links to Hindu festival of Holi</p>

<p><b>we've got?</b></p>		<ul style="list-style-type: none"> <li>• Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.</li> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.</li> </ul>	<p>example by changing the pitch, dynamic or tempo of the sound made.</p> <ul style="list-style-type: none"> <li>• To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>• To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</li> </ul>		<p>around colour)</p>	<p>Collaborative work  <u>British Values:</u>  Individual Liberty  Democracy  Mutual Respect  Rule of Law  Tolerance to different faiths and beliefs</p>
--------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p><b>Summer 1</b> <b>What is true beauty according to you?</b></p>	<p>Looping and remixing</p>	<ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>• Improvising coherently within a given style.</li> <li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</li> <li>• To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</li> <li>• To know that remix is music that has been changed, usually so it is suitable for dancing to.</li> </ul>	<p>accuracy backbeat body percussion fragment layers loop looped rhythm melody melody line notation ostinato remix rhythm riff structure</p>		<p><u>Cultural Capital and SMSC</u> Groups performances Music from 21st Century – Dance music</p> <p><u>British Values:</u> Individual Liberty Democracy Mutual Respect Rule of Law</p>
-------------------------------------------------------------------------	-----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Summer 2</b> <b>What is true beauty according to you?</b></p>	<p>Musical theatre</p>	<ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Suggesting and demonstrating improvements to own and others' work.</li> <li>• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</li> <li>• To know that choreography means the organisation of steps or moves in a dance.</li> <li>• To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</li> </ul>	<p>Action song Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet Ensemble Hip-hop musical Jukebox musical Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props Rock musical Scene Solo Tempo</p>	<p>Whole school performance to showcase learning</p> <p>Q and A session with actor from Hamilton musical via Zoom</p>	<p><u>Cultural Capital and SMSC:</u> Whole school assembly – Through the decades! Singing assemblies (KS2)</p> <p><u>British Values:</u> Democracy Mutual Respect Rule of Law Individual Liberty</p>
-------------------------------------------------------------------------	------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Year 6

Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
<b>Autumn 1</b> <b>Is change always a good thing?</b>	Advanced rhythms	<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Recording own composition using appropriate forms of notation and/or technology.</li> <li>Constructively critique their own and others' work, using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</li> <li>To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.</li> <li>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</li> <li>To know that a quaver is worth half a beat.</li> </ul>	kodaly rhythm TA, TITI, TWO, SH syllables crotchets quavers notation pulse chant melody unison rhythmic elements music critic compose beat practise		<u>Cultural Capital and SMSC</u> Composing music relating to previous learning of different genres/creative arts  <u>British Values:</u> Individual Liberty Democracy Mutual Respect Rule of Law
<b>Autumn 2</b> <b>Is change always a</b>	Songs of World War 2	<ul style="list-style-type: none"> <li>Discussing musical eras in context, identifying how they have influenced each other, and</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are</li> </ul>	music morale Britain		<u>Cultural Capital and SMSC</u>

<p><b>good thing?</b></p>		<p>discussing the impact of different composers on the development of musical styles.</p> <ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> <li>• Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>• Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>• Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>• Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>• Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</li> </ul>	<p>examples of songs popular during WW2.</p> <ul style="list-style-type: none"> <li>• To know that the Solfa syllables represent the pitches in an octave.</li> <li>• A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li> <li>• To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> </ul>	<p>troops frontline Vera Lynn contrast tempo higher and lower diaphragm melody phrase graphic score pitch Do Re Mi Fa So La Ti counter-melody harmony Solfa</p>		<p>Linking knowledge of music to different events and eras Collaborative work <u>British Values:</u> Individual Liberty Democracy Mutual Respect Rule of Law Tolerance of different faiths and beliefs</p>
<p><b>Spring 1</b> <b>What makes the earth angry?</b></p>	<p>Dynamics, pitch and texture (Fingal's Cave)</p>	<ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>• Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the conductor beats time to help the performers work well together.</li> <li>• To understand that improvisation means making up music 'on the spot'.</li> </ul>	<p>audio/video depicting texture pitch dynamics conductor improvisation notation</p>		<p><u>Cultural Capital and SMSC</u> Making links to prior learning re musical genres/eras  <u>British Values:</u> Individual Liberty</p>

		<ul style="list-style-type: none"> <li>Using musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</li> <li>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>Recording own composition using appropriate forms of notation and/or technology.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>To know that timbre can also be thought of as ‘tone colour’ and can be described in many ways e.g. warm or cold, rich or bright.</li> </ul>	<p>graphic score composition practising group work ensemble</p>		<p>Mutual Respect</p>
<p><b>Spring 2</b> <b>What makes the earth angry?</b></p>	<p>Film music</p>	<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> <li>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a film soundtrack includes the background music and any songs in a film.</li> <li>To understand that ‘major’ key signatures use note pitches that sound cheerful and upbeat.</li> <li>To understand that ‘minor’ key signatures use note pitches that can suggest sadness and tension.</li> <li>To know that ‘graphic notation’ means writing music down using your</li> </ul>	<p>accelerando body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery</p>	<p><b>To showcase their film music to another year group</b></p>	<p><u>Cultural Capital and SMSC</u> Linking prior knowledge to creating different effects with music</p> <p><u>British Values:</u> Individual Liberty Democracy Mutual Respect Rule of Law</p>

		<ul style="list-style-type: none"> <li>• Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> <li>• Improvising coherently and creatively within a given style, incorporating given features.</li> <li>• Recording own composition using appropriate forms of notation and/or technology.</li> </ul>	<p>choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>	<p>improvise interpret interval major melodic minor modulate orchestral pitch sequence solo soundtrack symbol timpani</p>		
<p><b>Summer 1</b> <b>Does everyone's opinion matter?</b></p>	<p>Theme and Variations (Theme: Pop Art)</p>	<ul style="list-style-type: none"> <li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</li> <li>• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> <li>• Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>• Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>• Confidently using detailed musical vocabulary (related to the inter-related dimensions of</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a 'theme' is a main melody in a piece of music.</li> <li>• To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</li> <li>• To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</li> <li>• To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li> </ul>	<p>3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver rhythm rhythmic elements</p>		<p><u>Cultural Capital and SMSC</u> Linking knowledge to impact on different composers Linking styles of music to other performance and creative arts Discussing choices when composing Working collaboratively</p>

		<p>music) to discuss and evaluate their own and others' work.</p> <ul style="list-style-type: none"> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> </ul>		<p>section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind</p>		
<p><b>Summer 2</b> <b>Does everyone's opinion matter?</b></p>	<p>Composing and performing a Leavers' song</p>	<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</li> <li>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a chord progression is a sequence of chords that repeats throughout a song.</li> <li>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</li> <li>To know that chord progressions are represented in music by Roman numerals.</li> </ul>	<p>allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation piano poetic</p>	<p>Leaver's assembly – compose own song</p> <p>End of year production performance to parents</p> <p>Who school celebration to showcase learning.</p>	<p><u>Cultural Capital and SMSC:</u> Whole school assembly – Through the decades! Singing assemblies (KS2) End of Year Production <u>British Values:</u> Democracy Mutual Respect Rule of Law Tolerance to different faiths and beliefs</p>

		<ul style="list-style-type: none"> <li>Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> </ul>		structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse		
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------	--	--

### Impact

Outcomes evidenced via floor books and wall displays for nursery and reception.

Y1-Y6 evidence gathered on working walls and through assessment videos at the end of the unit. Showing a broad, exciting, and balanced Music curriculum, demonstrating the children's acquisition of the identified key knowledge, vocabulary, and skills. Children are asked to show what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and deeper questioning which helps pupils gain a coherent knowledge and understanding of the wider world and are curious to know more about the music. Through this, children learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Performance opportunities provide further relevant, engaging, and deeper contextual learning.