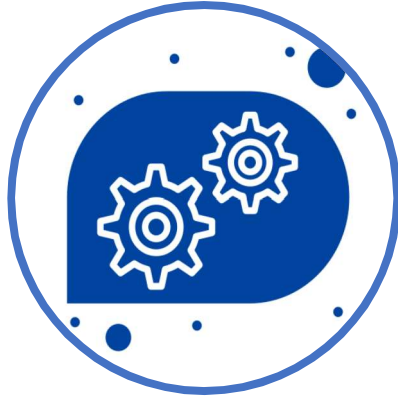




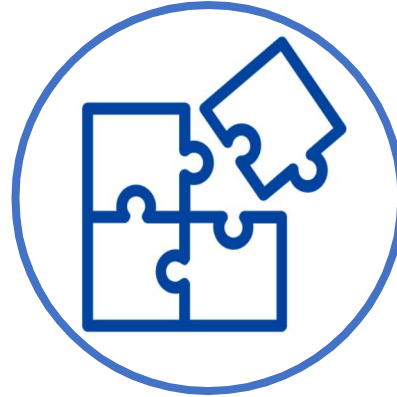
Music overview

Key concepts

Technical



Constructive



Expressive



EYFS	Autumn		Spring		Summer	
Music (make own instruments and perform dance routines and free dance to the genres of music)	Pop music Diwali music	Celebration music Classical music Hanukkah music Christmas music and action songs Christmas performance songs	Exploring Sound Rock music Vocal sounds Body sounds Instrumental sounds Environmental sounds Nature sounds	Music and Movement Jazz music Action songs Finding the beat Exploring tempo and pitch through dance Music and movement performance	Musical Stories Folk music Moving to music Using instruments to represent characters Storytelling with actions Musical story composition and performance	The Big Band Country music What makes an instrument? Introduction to orchestra Follow the beat Big Band performance



Year 1	Autumn		Spring		Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating Creating sound Notation Improvising and composing Performing					
Key vocabulary	Rhythm, pulse	accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, slow	pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score	timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute	accelerando, high pitched low pitch, perform, performance, pitch, pitch pattern, tempo	fast slow quiet dynamics tempo musical composition
Focus / Enquiry question	Pulse and Rhythm Theme: All about me	Classical Music, Dynamics and Tempo Theme: Animals	Musical vocabulary Theme: Under the Sea	Timbre and Rhythmic Patterns Theme: Fairy Tales	Pitch and Tempo Theme: Superheroes	Vocal and Body Sounds Theme: By the Sea
Learning objectives (substantive knowledge)	<p>Listen and Perform: My favourite things</p> <ul style="list-style-type: none"> To use my voice and hands to make music <p>Listen and perform: You've got friend in me, Randy Newman from Toy Story.</p> <ul style="list-style-type: none"> To clap and play in time to the music <p>Listen and perform: Can't stop the feeling by Justin Timberlake</p> <ul style="list-style-type: none"> To play simple rhythms on an instrument <p>Listen and perform: Happy</p> <ul style="list-style-type: none"> To listen to and repeat short rhythmic patterns <p>Listen and perform: 'Duo' from An American Tail</p> <ul style="list-style-type: none"> To understand the difference between pulse and rhythm 	<p>Listen and perform: Antonio Vivaldi's 'Storm (Winter)' from the Four Seasons</p> <ul style="list-style-type: none"> To use percussion and my body expressively in response to music <p>Listen and perform: Singing animals.</p> <ul style="list-style-type: none"> To sing a song in sections <p>Listen and perform:</p> <ul style="list-style-type: none"> To perform a song <p>Listen and perform:</p> <ul style="list-style-type: none"> To use instruments to create different sounds. <p>Listen and perform:</p> <ul style="list-style-type: none"> To create and choose sounds 	<p>Listen and Perform: Jaws theme Tune and Hawaii five 0</p> <ul style="list-style-type: none"> To learn the musical vocabulary: pulse and tempo <p>Listen and Perform: Aquarium from Carnival of the Animals</p> <ul style="list-style-type: none"> To explain what dynamics and timbre are To explain what pitch and rhythm are <p>Listen and Perform: Wellerman by Nathan Evans</p> <ul style="list-style-type: none"> To explain what texture and structure are To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre 	<p>Listen and Perform: The 3 Little Pigs</p> <ul style="list-style-type: none"> To use voices expressively to speak and chant To select suitable instrumental sounds to represent a character To compose and play a rhythm <p>Listen and Perform: 'Peter and the Wolf' Sergei Prokofiev,</p> <ul style="list-style-type: none"> To recognise how timbre is used to represent characters in a piece of music To keep the pulse using untuned instruments 	<p>Listen and Perform Superman theme music</p> <ul style="list-style-type: none"> To understand the concept of pitch <p>Listen and Perform Batman theme tune</p> <ul style="list-style-type: none"> To create a pattern using two pitches <p>Listen and Perform William Tell Overture – Finale' by Gioachino Rossini</p> <ul style="list-style-type: none"> To understand the concept of tempo <p>Listen and Perform: Super heroes music</p> <ul style="list-style-type: none"> To create a superhero theme tune <p>Listen and Perform The Incredibles theme music</p> <ul style="list-style-type: none"> To perform confidently as part of a group 	<p>Listen and perform:</p> <ul style="list-style-type: none"> To create and choose sounds. <p>Listen and perform:</p> <ul style="list-style-type: none"> To sing a song in sections. <p>Listen and perform:</p> <ul style="list-style-type: none"> To perform a song <p>Listen and perform:</p> <ul style="list-style-type: none"> To use instruments to create different sounds. <p>Listen and perform:</p> <ul style="list-style-type: none"> To use instruments to create different sounds.
Instruments	Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments, drums, keyboard, microphone	Percussion instruments (inc. Glockenspiel, xylophones, wooden blocks), voice, piano/ keyboard	Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments (inc. Glockenspiel, chime bars and handbells), voice	microphone, tune and untuned percussion instruments.
National curriculum	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Pulse and rhythm	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music Timbre and rhythmic patterns	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music Pitch and tempo	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Year 2	Autumn		Spring		Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating Creating sound Notation Improvising and composing Performing					
Key vocabulary	Timbre, dynamics, tempo call and response, rhythm structure	Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo	Rhythm, pulse, dynamics, timbre, beat, melody, notation	Soundscape, timbre, dynamics, tempo, motif	Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre	Beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave, notation, structure, tempo, texture, timbre
Focus / Enquiry question	West African Call and Response song Theme: Animals	Orchestral Instruments Theme: Traditional Stories	Musical Me	Dynamics, Timbre, Tempo and Motifs Theme: Space	On this Land: British songs and sounds:	Myths and Legends
Learning objectives (substantive knowledge)	<p>Listen and perform: West African call and response</p> <ul style="list-style-type: none"> To create short sequences of sound To copy a short rhythm and recognise simple notation <p>Listen and perform: Ghanaian song 'Che Che Kule'.</p> <ul style="list-style-type: none"> To learn a traditional song from Ghana To create rhythms based on 'call and response' To add dynamics (volume) to a structure of rhythms 	<p>Listen and perform: "Eric Coates - The Three Bears: A phantasy"</p> <ul style="list-style-type: none"> To listen to and analyse an orchestral version of a traditional story <p>Listen and perform: "Do You Want To Build A Snowman?"</p> <ul style="list-style-type: none"> To listen to and analyse a film musical version of a traditional story <p>Listen and perform: Jack and the Beanstalk'</p> <ul style="list-style-type: none"> To select appropriate sounds to match events, characters and feelings in a story To write a play script and select appropriate musical sounds to accompany it To perform a story script with accompanying music 	<p>Listen and perform: Once a man fell in a well</p> <ul style="list-style-type: none"> To sing and play an instrument at the same time To choose and play appropriate dynamics and timbres for a piece of music To use musical notation to play melodies To use letter notation to write my own melody To use timbre and dynamics in musical composition 	<p>Listen and perform: Space soundtrack</p> <ul style="list-style-type: none"> To create a simple soundscape for effect. <p>Listen and perform: listening to space</p> <ul style="list-style-type: none"> To listen for and recognise some basic elements of music <p>Listen and perform: comparing planets</p> <ul style="list-style-type: none"> To compare two pieces of music <p>Listen and perform: Planet motif</p> <ul style="list-style-type: none"> To be able to create short sequences of sound. <p>Listen and perform: Journey to space</p> <ul style="list-style-type: none"> To be able to create short sequences of sound and perform with accuracy. 	<p>Listen and perform: British seaside sounds</p> <ul style="list-style-type: none"> To learn about the music of the British Isles. <p>Listen and perform: Countryside sounds</p> <ul style="list-style-type: none"> To learn about the music of the British Isles and create music of our own. <p>Listen and perform: Sounds of the city</p> <ul style="list-style-type: none"> To learn about the music of the British Isles and create music of our own. <p>Listen and perform: Structured soundscape</p> <ul style="list-style-type: none"> To compose a piece of music as part of a group. <p>Listen and perform: Journey through Britain.</p> <ul style="list-style-type: none"> To evaluate and improve a group composition. 	<p>Listen and perform: "St. George and the Dragon"</p> <ul style="list-style-type: none"> To create a rhythm <p>Listen and perform: 'Royal Scottish National Orchestra recording of Tintagel by Arthur Bax'</p> <ul style="list-style-type: none"> To show structure on a graphic score <p>Listen and perform: 'Warner Classics: Philippe Jaroussky - Aria from Gluck opera - Orfeo'</p> <ul style="list-style-type: none"> To write a graphic score to show texture To compose a piece of music with a given structure To perform a group composition
Instruments	Percussion instruments (inc. drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Tuned percussion instruments	Untuned and tuned instruments	Voice, glockenspiel, keyboard, drums, triangle, tambourine, castanets, guiro, cowbell, symbols
National curriculum	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. Journey through Britain. To evaluate and improve a group composition	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music

Year 3	Autumn		Spring		Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating Notation Improvising and composing Performing					
Key vocabulary	ballad, ensemble, compose	Influence, listen, dynamics, timbre, pitch, repeated, rhythm pattern, notation, ensemble, compose	composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined	tempo, crescendo, dynamics, timbre duration	call and response, Dixieland, jazz, motif, ragtime, rhythm, scat, singing, straight quaver, swung quaver, syncopation	Bollywood, drone, dynamics, notation, rag, sita, table, tanpura, tala, tempo
Focus / Enquiry question	Ballads	Creating compositions in response to animation Theme: Mountains	Developing Singing Techniques Theme: The Vikings	Pentatonic Melodies and Composition Theme: Chinese New Year	Jazz	Traditional instruments and improvisation Theme: India
Learning objectives (substantive knowledge)	<p>Listen and perform: Space Oddity by David Bowie</p> <ul style="list-style-type: none"> To sing a ballad and explain what it is To be able to perform a ballad with an understanding of style <p>Listen and perform: 'Soar by Alyce Tzue'</p> <ul style="list-style-type: none"> To understand that ballads tell a story <p>Listen and perform: Writing on the wall – Sam Smith, Diamonds Rhianna, Run Leona Lewis Winds of change – The Scorpions, Hello - Adele</p> <ul style="list-style-type: none"> To be able to write lyrics for a ballad <p>Listen and perform: 'Blue (Da Ba Dee)' by Eiffel 65</p> <ul style="list-style-type: none"> To take part in a group performance 	<p>Listen and perform: Telling stories through music</p> <ul style="list-style-type: none"> To tell a story from a piece of music through movement <p>Listen and perform: Creating a soundscape</p> <ul style="list-style-type: none"> To create a soundscape using percussion instruments. <p>Listen and perform: Story sound effects</p> <ul style="list-style-type: none"> To create a range of sounds to accompany a story. <p>Listen and perform: Adding rhythm</p> <ul style="list-style-type: none"> To compose and perform a rhythm to accompany a story. <p>Listen and perform: Musical mountain</p> <ul style="list-style-type: none"> To compose and notate a short melody to accompany a story. 	<p>Listen and perform : Dragon Ship</p> <ul style="list-style-type: none"> To sing in time with others <p>Listen and perform: Sing like a Viking</p> <ul style="list-style-type: none"> To recognise simple rhythmic notation by ear and by sight To use simple rhythmic notation to compose a Viking battle song To perform music with confidence and discipline 	<ul style="list-style-type: none"> To learn about the music used to celebrate the Chinese New Year festival <p>Listen and perform: 'Jasmine Flower'</p> <ul style="list-style-type: none"> To play a pentatonic melody To write and perform a pentatonic melody <p>Listen and perform: 'Enter the Dragon'.</p> <ul style="list-style-type: none"> To perform a group composition To perform a piece of music as a group 	<p>Listen and perform: Ragtime</p> <ul style="list-style-type: none"> To sing and clap a syncopated rhythm for a ragtime style song. <p>Listen and perform: Dixieland</p> <ul style="list-style-type: none"> To improvise a call and response <p>Listen and perform: Scat singing</p> <ul style="list-style-type: none"> To be able to scat sing using the call and response format. <p>Listen and perform: Jazz motifs</p> <ul style="list-style-type: none"> To create a jazz motif. <p>Listen and perform: Swung rhythms</p> <ul style="list-style-type: none"> To create a jazz motif 	<p>Listen and perform: Introducing traditional Indian music and instruments</p> <p>Listen and perform: Indian music: Playing a rag</p> <ul style="list-style-type: none"> To be able to improvise using given notes. <p>Listen and perform: Indian music: Adding a drone</p> <ul style="list-style-type: none"> To be able to improvise using given notes. <p>Listen and perform Indian music: Introducing the tal</p> <ul style="list-style-type: none"> To create a piece of music using a drone, rag and tal. <p>Indian music: Performing Anile vaa</p> <ul style="list-style-type: none"> To perform a piece of music using musical notation.
Instruments	Instruments voice	Tuned and untuned percussion instruments	Voice, glockenspiel	Instruments Voice, glockenspiel	Percussion instruments (inc. Glockenspiel, chime bars and handbells), voice	Keyboards or glockenspiels Hand drums
National curriculum	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Year 4	Autumn		Spring		Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating Notation Improvising and composing Performing					
Key vocabulary	Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration keyboard	call and response dixieland jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation	a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer	Hanami cherry blossom pitch sound glissando pizzicato composer, composition col legno haiku syllables melody dynamics tempo	Agogo, bateria, Caixa, carnival, 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	backing track, bass line, beat, call and response, compose, crotchet dotted minim, flats, graphic, notation, intime, in-tune key, key, signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic, notation, riff, semibreve, sharps
Focus / Enquiry question	Body and Tuned Percussion Theme: Rainforests	Rock and Roll	Changes in Pitch, Tempo and Dynamics Theme: Rivers	Haiku, Music and Performance Theme: Hanami	Samba and Carnival Sounds and Instruments	Adapting and Transposing Motifs Theme: Romans
Learning objectives (substantive knowledge)	<p>Listen and perform 'Rain sound by clapping'</p> <ul style="list-style-type: none"> To identify structure and texture in music <p>Listen and perform Clapping music' by Steve Reich</p> <ul style="list-style-type: none"> To use body percussion To create musical rhythms using body percussion <p>Listen and perform The rhythm of the rainforest floor'</p> <ul style="list-style-type: none"> To create simple tunes <p>Listen and perform Cup Challenge from perfect pitch</p> <ul style="list-style-type: none"> To build and improve a composition 	<p>Listen and perform: Ragtime</p> <ul style="list-style-type: none"> To sing and clap a syncopated for a ragtime style song. <p>Listen and perform: Dixieland</p> <ul style="list-style-type: none"> To improvise a call and response <p>Listen and perform: Scat singing</p> <ul style="list-style-type: none"> To be able to scat sing using the call and response format <p>Listen and perform: Jazz motifs</p> <ul style="list-style-type: none"> To create a jazz motif <p>Listen and perform: Swung rhythms</p> <ul style="list-style-type: none"> To create a jazz motif 	<p>Listen and perform 'River Deep Mountain High' – Ike and Tina Turner</p> <p>Listen and perform The River is Flowing'</p> <ul style="list-style-type: none"> To sing in two parts using expression and dynamics <p>Listen and perform 'The Moldau' by Bedrich Smetana.</p> <ul style="list-style-type: none"> To recognise key elements of music <p>Listen and perform 'Black Horse and The Cherry Tree' by KT Tunstall</p> <ul style="list-style-type: none"> To perform a vocal ostinato To create and perform an ostinato To improve and perform a piece of music based around ostinatos 	<p>Listen and perform: Describing blossom</p> <ul style="list-style-type: none"> To describe the festival of Hanami using words and sounds. <p>Listen and perform: Sounds of blossom</p> <ul style="list-style-type: none"> To represent a blossom tree using sounds. <p>Listen and perform: Blossom haiku</p> <ul style="list-style-type: none"> To identify different musical features. <p>Listen and perform: Haiku melodies</p> <ul style="list-style-type: none"> To work as a group to create a piece of music to celebrate Hanami. <p>Listen and perform: Haiku performance</p> <ul style="list-style-type: none"> To perform a piece of music to celebrate Hanami. 	<p>Listen and perform: 'Batucada Samba bateria'</p> <ul style="list-style-type: none"> To recognise and identify the main features of samba music <p>Listen and perform: 'Rio de Janeiro Carnival'</p> <ul style="list-style-type: none"> To understand and play syncopated rhythms <p>Listen and perform: Samba rhythms</p> <ul style="list-style-type: none"> To play syncopated rhythms as part of a group <p>Listen and perform: Samba Drumming</p> <ul style="list-style-type: none"> To compose a basic rhythmic break <p>Listen and perform: Samba call and response</p> <ul style="list-style-type: none"> To perform rhythmic breaks within the samba piece 	<p>Listen and perform: Road Building song</p> <ul style="list-style-type: none"> To sing in tune and in time To understand what a musical motif is To compose and notate a motif To develop and transpose a musical motif <p>Listen and perform: Beethoven's fifth symphony'</p> <ul style="list-style-type: none"> To combine and perform different versions of a musical motif
Instruments	Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols) keyboard	Tuned percussion instruments Untuned percussion instruments Keyboards or chromatic glockenspiels	Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols)	Instruments Tuned and untuned percussion Instruments Optional: invite students to bring in instruments they play.	Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice, piano, keyboard
National curriculum	National Curriculum objectives: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music	Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memor

Year 5	Autumn		Spring		Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating Notation Improvising and composing Performing					
Key vocabulary	Features, notation, repeating Unison, composition, structure Repetition, melody, tempo, compose Ensemble, minor key	Blues, chord, 12-bar Blues, bar, scale, Blues scale, bent notes, ascending scale, descending scale, improvisation	a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome	Synaesthesia, dynamics, Holi, graphic score, vocal composition, performance	accuracy backbeat body percussion fragment layers loop looped rhythm melody melody line notation ostinato remix rhythm riff structure	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
Focus / Enquiry question	Composition and Notation Theme: Ancient Egypt	Blues	South and West Africa	Composition to Represent the Festival of Colour Theme: Holi Festival	Looping and Remixing	Musical Theatre
Learning objectives (substantive knowledge)	<p>Listen and perform Gift of the Nile performance</p> <ul style="list-style-type: none"> To sing with accuracy, fluency, control, and expression <p>Listen and perform: Walk Like An Egyptian' by The Bangles</p> <ul style="list-style-type: none"> To explore and use different forms of notation To understand note length Listen and perform Gift of the Nile To read simple pitch notation <p>Listen and perform Funeral march for Queen Mary I – Henry Purcell</p> <ul style="list-style-type: none"> To use hieroglyphs and stave notation to write a piece of music 	<p>Listen and perform Moanin' Lisa Blues</p> <ul style="list-style-type: none"> To play the first line of the 12-bar Blues <p>Listen and perform 12-bar Blues,</p> <ul style="list-style-type: none"> To be able to play the 12-bar Blues <p>Listen and perform String bend style guitar</p> <ul style="list-style-type: none"> To be able to play the Blues scale <p>Listen and perform SwissDutchManMusic - Piano Blues improvisation</p> <ul style="list-style-type: none"> To be able to improvise with notes from the Blues scale 	<p>Listen and perform Shosholoza - song, lyrics and translation'</p> <ul style="list-style-type: none"> To sing a traditional African song unaccompanied To use tuned percussion to play a chord progression <p>Listen and perform: Drumming away to Africa</p> <ul style="list-style-type: none"> To use vocals or tuned percussion to perform a piece of music as an ensemble <p>Listen and perform: Drumming away to Africa</p> <ul style="list-style-type: none"> To play call and response rhythms using percussion instruments. To create an eight beat break to play within a performance 	<p>Listen and perform Morning' from the Peer Gynt Suite by Edvard Grieg 'Movement 4 (Saltarello/Tarantella) from the Italian Symphony by Felix Mendelssohn 'Vltava/Die Moldau from Má vlast (My Fatherland) by Bedrich Smetana</p> <ul style="list-style-type: none"> To understand that music can be represented with colours To represent a piece of music as a graphic score To create a vocal composition based on a picture. To create a piece of music inspired by a single colour To work as a group to perform a piece of music 	<p>Listen and perform: Body percussions loops</p> <ul style="list-style-type: none"> To be able to play a simple looped rhythm from notation. <p>Listen and perform: Mixing loops</p> <ul style="list-style-type: none"> To create a piece of music using pre-written loops. <p>Listen and perform: Learning the original</p> <ul style="list-style-type: none"> To be able to play a melody line accurately and fluently. <p>Listen and perform: Looping fragments</p> <ul style="list-style-type: none"> To select a section of a tune and perform it as a loop . <p>Listen and perform: Remix</p> <ul style="list-style-type: none"> To combine loops to create a remix. 	<p>Listen and perform: What is musical theatre?</p> <ul style="list-style-type: none"> To understand the history of musical theatre <p>Listen and perform: character or action song</p> <ul style="list-style-type: none"> To identify character songs and action songs. <p>Listen and perform: create your own musical.</p> <ul style="list-style-type: none"> To create a musical theatre scene <p>Listen and perform: rehearsing my musical</p> <ul style="list-style-type: none"> To rehearse a musical theatre scene. <p>Listen and perform: performing my musical</p> <ul style="list-style-type: none"> To perform a musical theatre scene
Instruments	Glockenspiel and voice	Glockenspiel and keyboard	Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Voice	Headphones Keyboards or other tuned percussion instruments.	Tuned and untuned instruments Pupils' own instruments
National curriculum	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

Year 6	Autumn		Spring		Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating Notation Improvising and composing Performing					
Key vocabulary	Kodaly, rhythm, TA, TITI, TWO, SH, syllables, crotchets, quavers, notation, pulse, chant, melody, unison, rhythmic elements, music, critic, compose, beat practise	audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practising, group work, ensemble	music morale Britain 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	accelerando, body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery improvise interpret interval major melodic minor modulate orchestral pitch sequence solo soundtrack symbol timpani	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme TIKI-TIKI, TI-TIKI, TIKITI, translate, variations, vocal line, woodwind	Allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse
Focus / Enquiry question	Advanced Rhythms	Dynamics, Pitch and Tempo	Songs of WW2	Film Music:	Themes and Variations Theme: Pop Art	Composing and Performing a Leavers' Song
Learning objectives (substantive knowledge)	<ul style="list-style-type: none"> To develop an understanding of the Kodaly music method To strengthen the feeling of pulse when working with rhythmic patterns Reich's clapping music To explore rhythmic patterns in order to build the sense of pulse To use knowledge of rhythm to create own composition To use knowledge of rhythmic notation to notate own composition 	<ul style="list-style-type: none"> To appraise the work of a classical composer (Felix Mendelssohn) To improvise as a group, using dynamics and pitch To improvise as a group, using texture To use knowledge of dynamics, texture and pitch to create a group composition 'Fingal's Cave' by Mendelssohn To use teamwork to create a group composition featuring changes in texture, dynamics and pitch 	<p>Listen and perform: Singing for victory</p> <ul style="list-style-type: none"> To use musical vocabulary to identify features of different eras of music. <p>Listen and perform: The White Cliffs of Dover</p> <ul style="list-style-type: none"> To improve accuracy in pitch and control, singing with expression and dynamics. <p>Listen and perform: Pitch up</p> <ul style="list-style-type: none"> To identify pitches within an octave when singing. <p>Listen and perform: Harmonise</p> <ul style="list-style-type: none"> To use knowledge of pitch to develop confidence when singing in parts <p>Listen and perform: Let's notate</p> <ul style="list-style-type: none"> To be able to notate a melody using pitches up to an octave. 	<p>Listen and perform: Soundtracks</p> <ul style="list-style-type: none"> To appraise different musical features in a variety of film contexts. <p>Listen and perform: Scenes and sounds</p> <ul style="list-style-type: none"> To identify and understand some composing techniques in film music. <p>Listen and perform: Following the score</p> <ul style="list-style-type: none"> To use graphic scores to interpret different emotions in film music. To create and notate musical ideas and relate them to film music. <p>Listen and perform: The soundtrack</p> <ul style="list-style-type: none"> To play a sequence of musical ideas to convey emotion 	<ul style="list-style-type: none"> To explore the musical concept of theme and variations The Young Person's Guide to the Orchestra To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' To use complex rhythms to be able to perform a theme To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time To use music notation to create visual representations of TIKITIKI, TI-TIKI and TIKI-TI rhythms 	<p>Listen and perform: Never forget – Take That You've got a friend in me – Randy Newman, Toy Story With a little help from my friends – The Beatles Reach – S Club 7</p> <ul style="list-style-type: none"> To listen to and describe music To write lyrics for a song To organise lyrics into a song structure Four-chord progressions. To use vocal improvisation and known melodies against a backing track To compose a melody
Instruments	voice	Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments.		Percussion instrument, (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	Percussion instruments, (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice
National curriculum	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians