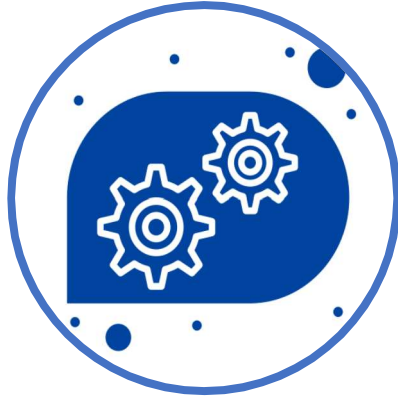




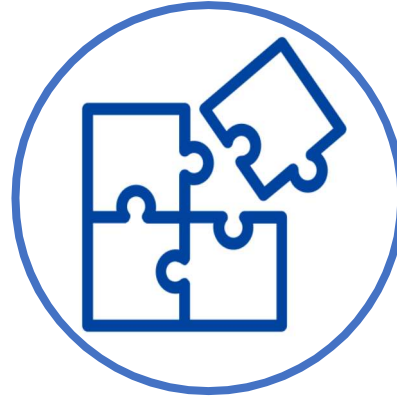
Music overview

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 Exploring Sound <ul style="list-style-type: none"> Vocal sounds Body sounds Instrumental sounds Environmental sounds Nature sounds 	Classical music Celebration music <ul style="list-style-type: none"> Diwali music Hanukkah music Kwanzaa music Traditional Christmas music Christmas action songs Christmas performance songs 	Rock music Music and movement <ul style="list-style-type: none"> Action songs Finding the beat Exploring tempo Exploring tempo and pitch through dance Music and movement performance 	Jazz music Musical Stories <ul style="list-style-type: none"> Moving to music Storytelling with actions Using instruments to represent actions Musical story composition and performance 	Folk music Transport <ul style="list-style-type: none"> Exploring different types of transport Trains Boats Cars Transport journey 	Country music Big Band <ul style="list-style-type: none"> What makes an instrument? Introduction to orchestra Follow the beat Tuned and untuned instruments Big Band performance



Year 1/2 - A	Autumn		Spring			Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating		Creating sound	Notation	Improvising and composing	Performing	
Key vocabulary	call and response, sound pattern, dynamics	dynamics, encore, instrumental sound, sound effect, tempo	composer, composition, dynamics, inspiration, pitch	composer, dynamics, pitch pattern, planet, representation, soundscape, tempo	legend, myth, composition, notation, rest, rhythm, structure, tempo, two half beats, one beat.	dot, low, notation, phrase, pitch, stave	
Focus / Enquiry question	Call and Response Theme: Animals	Instruments Theme: Musical storytelling	Singing Theme: On this island	Contrasting Dynamics Theme: Space	Structure Theme: Myths and Legends	Pitch Theme: Musical me	
Learning objectives (substantive knowledge)	Animal sounds <ul style="list-style-type: none"> To create short sounds with varied dynamics that represent an animal/ Sound pattern safari <ul style="list-style-type: none"> To copy a short sound pattern Call and response <ul style="list-style-type: none"> To explore call and response using instruments Instrumental response <ul style="list-style-type: none"> To create sound patterns based on call and response Dynamics performance <ul style="list-style-type: none"> To perform different sound patterns with contrasting dynamics 	Listen for dynamics and tempo <ul style="list-style-type: none"> To explore listening and analysing a piece of music in relation to a story Sound effects and dynamics <ul style="list-style-type: none"> To explore how music and sound effects can tell a story Creating a soundscape <ul style="list-style-type: none"> To select appropriate sounds to match events, characters and feelings in a story Using sound to represent parts of a story <ul style="list-style-type: none"> To suggest appropriate sounds to represent parts of a story Musical story performance <ul style="list-style-type: none"> To perform a composition showing changes in tempo and dynamics 	Seaside sounds <ul style="list-style-type: none"> To learn to sing a British folk song. Countryside sounds <ul style="list-style-type: none"> To practise and perform a song relating to the countryside City sounds <ul style="list-style-type: none"> To practise and perform a song relating to the city Structured soundscape <ul style="list-style-type: none"> To create symbols to represent sounds Performing a composition <ul style="list-style-type: none"> To develop and perform a musical composition 	Vocal soundscape <ul style="list-style-type: none"> To create a simple soundscape using dynamic changes. Creatively responding to music <ul style="list-style-type: none"> To listen to music and respond creatively considering how dynamics can be represented. Comparing music <ul style="list-style-type: none"> To compare two pieces of music Pitch patterns <ul style="list-style-type: none"> To create a short pitch pattern to represent a planet Creating and performing a musical structure <ul style="list-style-type: none"> To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics 	Reading and clapping rhythms <ul style="list-style-type: none"> To read and clap a rhythm based on a phrase from a story Clapping and writing rhythms <ul style="list-style-type: none"> To hear, write and clap rhythms based on a phrase from a story Structure <ul style="list-style-type: none"> To use a rhythm in different ways to demonstrate structure Compose with structure <ul style="list-style-type: none"> To create a structure using rhythmic patterns Rehearse and perform <ul style="list-style-type: none"> To perform a group composition 	Exploring pitch patterns <ul style="list-style-type: none"> To understand and practise reading different symbols to show pitch Singing pitch patterns <ul style="list-style-type: none"> To sing and draw pitch patterns Introducing notation <ul style="list-style-type: none"> To read and understand the notation for the song Once a man fell in a well Instrumental pitch practise <ul style="list-style-type: none"> To use a tuned percussion instrument to play a song Writing musical notation <ul style="list-style-type: none"> To complete the notation for a short song using a three line stave 	
Instruments	Untuned percussion instruments	Tuned and untuned percussion instruments		Tuned percussion instruments	Untuned percussion instruments	Tuned 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	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	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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.	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	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	

Year 1/2 - B	Autumn		Spring			Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating Creating sound Notation Improvising and composing Performing						
Key vocabulary	Pulse, singing voice, speaking voice, thinking voice	Beat, fast, singing voice, slow, speaking voice, warm up	Dynamics, instrument, seaside, soundscape, symbol, volume	Character, voice, sound pattern	High, low, pattern, performance, pitch, tempo	Dynamics, pitch, rest, sound, pattern, tempo	
Focus / Enquiry question	Keeping the pulse Theme: My favourite things	Tempo Theme: Snail and mouse	Dynamics Theme: Seaside	Sound patterns Theme: Fairy Tales	Pitch Theme: Superheroes	Musical symbols Theme: Under the sea	
Learning objectives (substantive knowledge)	Finding the pulse <ul style="list-style-type: none"> To demonstrate an understanding of pulse using parts of the body Singing a sound patter <ul style="list-style-type: none"> To keep a pulse and show a sound pattern using bodies and voices Using a thinking voice <ul style="list-style-type: none"> To explore using a thinking voice to show a pulse Reading sound patterns <ul style="list-style-type: none"> To play short rhythms in time with the pulse Practise makes perfect <ul style="list-style-type: none"> To demonstrate an understanding of pulse through performance 	Snail and mouse <ul style="list-style-type: none"> To use voices and bodies expressively, while exploring tempo Exploring rhyme with snail and mouse <ul style="list-style-type: none"> To practise a rhyme using fast and slow beats on instruments Singing snail and mouse <ul style="list-style-type: none"> To use voices to perform a song with a fast and slow beat Performing snail and mouse <ul style="list-style-type: none"> To use singing voices and an instrument to perform a song with a fast and slow beat The story of snail and mouse <ul style="list-style-type: none"> To demonstrate fast and slow beats within the context of a story 	Vocal and body sounds <ul style="list-style-type: none"> To understand how music can be used to represent an environment Embodying the seaside <ul style="list-style-type: none"> To understand how music can represent changes in an environment Musical treasure hunt <ul style="list-style-type: none"> To explore using instruments body and voice to create a seaside soundscape Seaside story <ul style="list-style-type: none"> To identify how dynamics can reflect environments Seaside soundscape <ul style="list-style-type: none"> To create and represent sounds using symbols 	Character voices <ul style="list-style-type: none"> To explore and change dynamics using the voice Starting with instruments <ul style="list-style-type: none"> To experiment with creating different sounds using a single instrument Sound patterns <ul style="list-style-type: none"> To read simple rhythmic patterns comprising of one beat sounds and beat rests Responding to music <ul style="list-style-type: none"> To play sound patterns in time with the pulse using a visual stimulus Fairytale performance <ul style="list-style-type: none"> To show awareness of different roles when performing in a group performance 	Recognising sounds <ul style="list-style-type: none"> To identify high and low pitched sounds Pitch patterns <ul style="list-style-type: none"> To explore pitch by creating two pitch patterns Changing tempo <ul style="list-style-type: none"> To demonstrate tempo changes Superhero theme tune <ul style="list-style-type: none"> To create a superhero theme tune with a variety in tempo and pitch Final performance <ul style="list-style-type: none"> To perform a piece of superhero music showing a change of pitch and tempo 	Showing tempo <ul style="list-style-type: none"> To explore tempo changes through movement Exploring dynamics <ul style="list-style-type: none"> To explore how dynamics can be represented by different symbols Rhythm <ul style="list-style-type: none"> To clap simple rhythmic patterns while keeping the pulse Using pitch <ul style="list-style-type: none"> To interpret symbols to demonstrate a pitch pattern Under the sea performance <ul style="list-style-type: none"> To perform as part of a group to demonstrate dynamics, pitch and rhythm 	
Instruments	Untuned instruments	Untuned percussion instruments	Tunes and untuned percussion instruments	Untuned instruments	Tuned percussion instruments - glockenspiels	Glockenspiels or chime bars, bells, triangles and other instruments that make similar sounds	
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.	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.	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.	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.	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.	

Year 3	Autumn		Spring		Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating		Notation	Improvising and composing	Performing	
Key vocabulary	Ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarise, tune, verse, vocabulary, volume	Atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, listen, timbre, melody, melodic pattern, notation, opinion, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, tuned percussion, untuned percussion	Accuracy, backing track, beat, body percussion, call and response, composition, co-ordinated, crotchet, discipline, duration, melody, in-time, in-tune, dynamics, layer, lyrics, key change, major key, minor, minor key, notation, tempo, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave, notation, tempo, tension, tune, vocal warm-up	Accuracy, crescendo, control, composition, dynamics, duration, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, tempo, timbre, untuned percussion	call and response, improvisation, jazz, motif, off-beat, pitch, Ragtime, rhythm, scat singing, straight quaver, strung quaver, swing music, swung rhythm, syncopated rhythm, syncopation, traditional jazz, tune	Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, rag, repeated rhythm, rhythm, sarangi, sitar, table, 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>What is a ballad?</p> <ul style="list-style-type: none"> To use musical vocabulary to explain the stylistic features of a ballad <p>Performing a ballad</p> <ul style="list-style-type: none"> To explore how actions can impact performance <p>The story behind the song</p> <ul style="list-style-type: none"> To plan a musical structure inspired by a story <p>Writing lyrics</p> <ul style="list-style-type: none"> To create lyrics that match a melody <p>Singing my ballad</p> <ul style="list-style-type: none"> To show awareness of style, structure and features to perform a ballad 	<p>Telling stories through music</p> <ul style="list-style-type: none"> To tell a story from a piece of music through movement <p>Creating a soundscape</p> <ul style="list-style-type: none"> To create a soundscape using percussion instruments. <p>Story sound effects</p> <ul style="list-style-type: none"> To create a range of sounds to accompany a story. <p>Adding rhythm</p> <ul style="list-style-type: none"> To compose and perform a rhythm to accompany a story. <p>Musical mountain</p> <ul style="list-style-type: none"> To compose and notate a short melody to accompany a story. 	<p>Here come the Vikings</p> <ul style="list-style-type: none"> To sing in time with others <p>Sing like a Viking</p> <ul style="list-style-type: none"> To sing in time with others <p>Viking notation</p> <ul style="list-style-type: none"> To recognise simple rhythmic notation by ear and by sight <p>Viking battle song</p> <ul style="list-style-type: none"> To use simple rhythmic notation to compose a Viking battle song <p>Perform like a Viking</p> <ul style="list-style-type: none"> To perform music with confidence and discipline 	<p>Dragon dance</p> <ul style="list-style-type: none"> To learn about the music used to celebrate the Chinese New Year festival <p>Pentatonic scale</p> <ul style="list-style-type: none"> To play a pentatonic melody on a tuned percussion instrument <p>Letter notation</p> <ul style="list-style-type: none"> To write and perform a pentatonic melody <p>Enter the Dragon</p> <ul style="list-style-type: none"> To perform a group composition <p>Final performance</p> <ul style="list-style-type: none"> To perform a piece of music as a group 	<p>Ragtime</p> <ul style="list-style-type: none"> To sing and clap a syncopated rhythm for a ragtime style song. <p>Traditional jazz</p> <ul style="list-style-type: none"> To improvise a call and response <p>Scat singing</p> <ul style="list-style-type: none"> To be able to scat sing using the call and response format. <p>Jazz motifs</p> <ul style="list-style-type: none"> To create a jazz motif. <p>Swung rhythms</p> <ul style="list-style-type: none"> To adapt a familiar tune using jazz rhythms 	<p>Introducing traditional Indian music and instruments</p> <ul style="list-style-type: none"> To form an opinion of Indian music <p>Indian music: Playing a rag</p> <ul style="list-style-type: none"> To be able to improvise using given notes. <p>Indian music: Adding a drone</p> <ul style="list-style-type: none"> To be able to improvise using given notes. <p>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		Tuned and untuned percussion instruments	Untuned percussion instruments	Tuned and untuned percussion instruments	Tuned percussion instruments	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 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 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 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 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 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

Year 4	Autumn		Spring		Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating		Notation	Improvising and composing	Performing	
Key vocabulary	body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion	bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned percussion, verse, vocals, walking bass line	a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato	composing, col legno, descriptive, dynamics, duration, effect, forte, glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary	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, untuned percussion	backing track, bass line, beat, call and response, compose, 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, tempo, transpose, tuned instrument, vocal warm-ups
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 Theme: South America	Adapting and Transposing Motifs Theme: Romans
Learning objectives (substantive knowledge)	<p>Pitter patter raindrops</p> <ul style="list-style-type: none"> To identify structure and texture in music <p>Rainforest body percussion</p> <ul style="list-style-type: none"> To use body percussion <p>The rhythm of the rainforest floor</p> <ul style="list-style-type: none"> To create musical rhythms using body percussion <p>The loopy rainforest</p> <ul style="list-style-type: none"> To create simple tunes <p>Sounds of the rainforest</p> <ul style="list-style-type: none"> To build and improve a composition 	<p>Hand jive</p> <ul style="list-style-type: none"> To understand the history of rock and roll music <p>Rock around the clock</p> <ul style="list-style-type: none"> To be able to perform with a sense of style <p>Walking bass line</p> <ul style="list-style-type: none"> To play a walking bass line on tuned percussion <p>Performing the bass</p> <ul style="list-style-type: none"> To be able to play a rock and roll bass line <p>Rock and roll performance</p> <ul style="list-style-type: none"> To be able to play a rock and roll piece of music 	<p>The singing river</p> <ul style="list-style-type: none"> To sing in two parts using expression and dynamics <p>The listening river</p> <ul style="list-style-type: none"> To recognise key elements of music <p>The repeating river</p> <ul style="list-style-type: none"> To perform a vocal ostinato <p>The percussive river</p> <ul style="list-style-type: none"> To create and perform an ostinato <p>The performing river</p> <ul style="list-style-type: none"> To improve and perform a piece of music based around ostinatos 	<p>Describing blossom</p> <ul style="list-style-type: none"> To describe the festival of Hanami using suitable words and sounds. <p>Sounds of blossom</p> <ul style="list-style-type: none"> To represent a blossom tree using sounds. <p>Blossom haiku</p> <ul style="list-style-type: none"> To identify different musical features using descriptive vocabulary. <p>Haiku melodies</p> <ul style="list-style-type: none"> To work as a group to create a piece of music to celebrate the Hanami festival. <p>Haiku performance</p> <ul style="list-style-type: none"> To perform a piece of music to celebrate Hanami. 	<p>Introduction to samba</p> <ul style="list-style-type: none"> To recognise and identify the main features of samba music <p>Pulse and rhythm</p> <ul style="list-style-type: none"> To understand and play syncopated rhythms <p>Samba rhythms</p> <ul style="list-style-type: none"> To play syncopated rhythms as part of a group <p>Composing a break</p> <ul style="list-style-type: none"> To compose a basic rhythmic break <p>Samba performance</p> <ul style="list-style-type: none"> To perform rhythmic breaks within the samba piece 	<p>Here come the Romans</p> <ul style="list-style-type: none"> To sing in tune and in time <p>Musical motifs</p> <ul style="list-style-type: none"> To understand what a musical motif is <p>Motifs and mosaics</p> <ul style="list-style-type: none"> To compose and notate a motif <p>Motif development</p> <ul style="list-style-type: none"> To develop and transpose a musical motif <p>Combine and perform</p> <ul style="list-style-type: none"> To combine and perform different versions of a musical motif
Instruments	Tuned percussion instruments	Tuned percussion instruments Untuned percussion instruments Keyboards or chromatic glockenspiels	Percussion instruments	Tuned and untuned percussion Instruments Optional: invite students to bring in instruments they play.	Untuned percussion instruments	Tuned and untuned percussion instruments. Optional: 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 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 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 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 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. 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.

Year 5	Autumn		Spring		Summer	
Key skills & ideas (disciplinary knowledge)	Listening and evaluating		Notation	Improvising and composing	Performing	
Key vocabulary	accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups	12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation	a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals	dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds	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, timbre, transitions
Focus / Enquiry question	Composition 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>Here comes the Egyptians</p> <ul style="list-style-type: none"> To sing with accuracy, fluency, control, and expression <p>Hieroglyphic score</p> <ul style="list-style-type: none"> To explore and use different forms of notation <p>Play like an Egyptian</p> <ul style="list-style-type: none"> To understand note length <p>Pitch pyramids</p> <ul style="list-style-type: none"> To read simple pitch notation <p>Egyptian farewell</p> <ul style="list-style-type: none"> To use hieroglyphs and stave notation to write a piece of music 	<p>History of the blues</p> <ul style="list-style-type: none"> To know some features of blues music <p>Playing a chord</p> <ul style="list-style-type: none"> To play the first line of the 12-bar Blues <p>The 12-bar Blues,</p> <ul style="list-style-type: none"> To be able to play the 12-bar Blues <p>Blues scale</p> <ul style="list-style-type: none"> To be able to play the Blues scale on a tuned instrument <p>Improvisation and the blues</p> <ul style="list-style-type: none"> To be able to improvise with notes from the Blues scale 	<p>Shosholozza a cappella</p> <ul style="list-style-type: none"> To sing a traditional African song unaccompanied <p>Playing Shosholozza</p> <ul style="list-style-type: none"> To use tuned percussion to play a chord progression <p>The Shosholozza show</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. <p>Eight beat breaks</p> <ul style="list-style-type: none"> To create an eight beat break to play within a performance 	<p>Hearing colours</p> <ul style="list-style-type: none"> To understand that music can be represented with colours <p>Picturing music</p> <ul style="list-style-type: none"> To represent a piece of music as a graphic score <p>Vocal composition</p> <ul style="list-style-type: none"> To create a vocal composition based on a picture. <p>Colour composition</p> <ul style="list-style-type: none"> To create a piece of music inspired by a single colour <p>Performing in colour</p> <ul style="list-style-type: none"> To work as a group to perform a piece of music 	<p>Body percussions loops</p> <ul style="list-style-type: none"> To be able to play a simple looped rhythm from notation. <p>Mixing loops</p> <ul style="list-style-type: none"> To explore how sound can be layered using loops <p>Learning the original</p> <ul style="list-style-type: none"> To play a melody line accurately and fluently. <p>Looping fragments</p> <ul style="list-style-type: none"> To select a section of a tune and perform it as a loop. <p>Remix</p> <ul style="list-style-type: none"> To combine loops to create a remix. 	<p>What is musical theatre?</p> <ul style="list-style-type: none"> To understand the history of musical theatre <p>Character or action song</p> <ul style="list-style-type: none"> To identify character songs and action songs. <p>Create your own musical.</p> <ul style="list-style-type: none"> To create a musical theatre scene <p>Rehearsing my musical</p> <ul style="list-style-type: none"> To rehearse a musical theatre scene. <p>Performing my musical</p> <ul style="list-style-type: none"> To perform a musical theatre scene
Instruments	Tuned percussion instruments. Optional: Pupils' own instruments	Keyboard or chromatic glockenspiel	Percussion instruments. Djembes (traditional African drums) and/or any other drums you have access to	Variety of percussion instruments. Optional: invite students to bring in their own instruments	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. 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 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 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 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 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. 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	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, TIKI-TI, translate, variations, vocal line, woodwind	classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture	accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo	chromatics, conversation, evoke, graphic score, imagery, improvise, interval, major, minor, modulate, notate, pitch, sound effects, soundtrack, tremolo, unison	Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture	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, structure, upbeat, verse
Focus / Enquiry question	Themes and Variations Theme: Pop Art	Dynamics, Pitch and Texture Theme: Coast – Fingals Cave	Songs of WW2	Film Music:	Baroque	Composing and Performing a Leavers' Song
Learning objectives (substantive knowledge)	<p>Pop Art and music</p> <ul style="list-style-type: none"> To explore the musical concept of theme and variations <p>The Young Persons Guide to the Orchestra</p> <ul style="list-style-type: none"> To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' <p>Learning the theme</p> <ul style="list-style-type: none"> To use complex rhythms to be able to perform a theme <p>Exploring rhythms</p> <ul style="list-style-type: none"> To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time <p>Picturing Pop Art</p> <ul style="list-style-type: none"> To use music notation to create visual representations of TIKITIKI, TI-TIKI and TIKI-TI rhythms 	<p>Exploring Fingal's Cave</p> <ul style="list-style-type: none"> To appraise the work of a classical composer (Felix Mendelssohn) <p>Making waves: Pitch and dynamics</p> <ul style="list-style-type: none"> To improvise as a group, using dynamics and pitch <p>Making waves: Texture</p> <ul style="list-style-type: none"> To improvise as a group, using texture <p>Group compositions</p> <ul style="list-style-type: none"> To use knowledge of dynamics, texture and pitch to create a group composition <p>We are waves</p> <ul style="list-style-type: none"> To use teamwork to create a group composition featuring changes in texture, dynamics and pitch 	<p>Singing for victory</p> <ul style="list-style-type: none"> To use musical vocabulary to identify features of different eras of music. <p>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>Pitch up</p> <ul style="list-style-type: none"> To identify pitches within an octave when singing. <p>Harmonise</p> <ul style="list-style-type: none"> To use knowledge of pitch to develop confidence when singing in parts <p>Let's notate</p> <ul style="list-style-type: none"> To be able to notate a melody using pitches up to an octave. 	<p>Soundtracks</p> <ul style="list-style-type: none"> To appraise different musical features in a variety of film contexts. <p>Scenes and sounds</p> <ul style="list-style-type: none"> To identify and understand some composing techniques in film music. <p>Following the score</p> <ul style="list-style-type: none"> To use graphic scores to interpret different emotions in film music. <p>Composing for film</p> <ul style="list-style-type: none"> To create and notate musical ideas and relate them to film music. <p>The soundtrack</p> <ul style="list-style-type: none"> To play a sequence of musical ideas to convey emotion 	<p>Monteverdi and the invention of opera</p> <ul style="list-style-type: none"> To understand the importance of Monteverdi in the history of opera <p>Johann Pachelbel and the canon</p> <ul style="list-style-type: none"> To read and play a canon from staff notation <p>Henry Purcell and the ground bass</p> <ul style="list-style-type: none"> To demonstrate an understanding of Baroque music features when composing <p>JS Bach and the fugue</p> <ul style="list-style-type: none"> To combine knowledge of staff notation and aural awareness to play a fugue <p>George Frideric Handel and the oratorio</p> <ul style="list-style-type: none"> To apply their understanding of fugue structure when performing with others 	<p>A single year</p> <ul style="list-style-type: none"> To listen to and describe music <p>Write chorus lyrics</p> <ul style="list-style-type: none"> To write lyrics for a song <p>Writing verse lyrics</p> <ul style="list-style-type: none"> To organise lyrics into a song structure <p>Backing track</p> <ul style="list-style-type: none"> To use vocal improvisation and known melodies against a backing track <p>Creating a melody</p> <ul style="list-style-type: none"> To compose a melody <p>The final piece</p> <ul style="list-style-type: none"> To compose a verse melody
Instruments		Tuned percussion instruments		A selection of instruments	Tuned percussion instruments	Tuned percussion instruments. Pupils' own instruments brought in from home
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 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. 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	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 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