



EXPLORE ---KNOW---COMMUNICATE

CONCEPTS

PULSE

This concept focuses on keeping a steady beat in a piece of music.

RHYTHM

This concept is about understanding that music consists of a pattern of long and/or short notes.

DYNAMICS

This concept focuses on varying levels of volume of sound, in different parts of a musical performance.

TEMPO

This concept is about understanding the speed at which a passage of music is/should be played.

PITCH

This concept focuses on how low or high a sound is.

EYFS

The statutory EYFS framework aims to ensure that all pupils reach the early learning goal of:

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

SUBJECT CONTENT KS1

Pupils should be taught to:

- 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.

SUBJECT CONTENT KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 1

MUSICAL SKILLS (Taught throughout the year)

PERFORMING	LISTENING	COMPOSING
<ul style="list-style-type: none"> Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation. 	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. 	<ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.

CONCEPTS	MUSIC BLOCK 1 (5 WEEKS) PULSE & RHYTHM	MUSIC BLOCK 2 (5 WEEKS) CLASSICAL MUSIC, DYNAMICS & TEMPO	MUSIC BLOCK 3 (5 WEEKS) MUSICAL VOCABULARY
	Pulse Rhythm	Dynamics Tempo	Pulse Rhythm Dynamics Tempo Pitch
	MUSIC BLOCK 4 (5 WEEKS) TIMBRE & RHYTHMIC PATTERNS	MUSIC BLOCK 5 (5 WEEKS) PITCH & TEMPO	MUSIC BLOCK 6 (5 WEEKS) VOCAL & BODY SOUNDS
	Pulse Rhythm	Tempo Pitch	Tempo Pitch

NATIONAL CURRICULUM OBJECTIVES	MUSIC BLOCK 1 (5 WEEKS) PULSE & RHYTHM	MUSIC BLOCK 2 (5 WEEKS) CLASSICAL MUSIC, DYNAMICS & TEMPO	MUSIC BLOCK 3 (5 WEEKS) MUSICAL VOCABULARY
	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play untuned instruments musically • Create sounds using the interrelated dimensions of music (rhythm) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music • Play tuned and untuned instruments musically.
	MUSIC BLOCK 4 (5 WEEKS) TIMBRE & RHYTHMIC PATTERNS	MUSIC BLOCK 5 (5 WEEKS) PITCH & TEMPO	MUSIC BLOCK 6 (5 WEEKS) VOCAB & BODY SOUNDS
	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Experiment with, create, select and combine sounds using the interrelated dimensions of music • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> • 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 interrelated dimensions of music (pitch and tempo) • Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Use their voices expressively and creatively • Play tuned and untuned instruments musically • Experiment with, create, select and combine sounds.

MUSIC KNOWLEDGE	MUSIC BLOCK 1 (5 WEEKS) PULSE & RHYTHM	MUSIC BLOCK 2 (5 WEEKS) CLASSICAL MUSIC, DYNAMICS & TEMPO	MUSIC BLOCK 3 (5 WEEKS) MUSICAL VOCABULARY
	<ul style="list-style-type: none"> • Clapping and playing in time with the pulse. • Playing simple rhythms on an instrument. • The difference between a pulse and a rhythm. • Vocal improvisation within a given structure. 	<ul style="list-style-type: none"> • Singing short songs from memory, adding simple dynamics. • Playing instruments expressively. • Responding expressively to music using your body. • Creating and selecting appropriate sounds to tell a story. 	<ul style="list-style-type: none"> • Responding to the pulse and tempo of music through expressive and appropriate movement. • Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth. • Layering instrumental sounds in response to an image. • Using musical vocabulary when describing how to create effects in music.
	MUSIC BLOCK 4 (5 WEEKS) TIMBRE & RHYTHMIC PATTERNS	MUSIC BLOCK 5 (5 WEEKS) PITCH & TEMPO	MUSIC BLOCK 6 (5 WEEKS) VOCAB & BODY SOUNDS
	<ul style="list-style-type: none"> • Performing short chants from memory, with expression. • Responding to a sound by likening it to a character or mood. • Creating and selecting sounds to match a character or mood. 	<ul style="list-style-type: none"> • Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). • Recognising tempo and pitch changes. • Experimenting with tempo and pitch using tuned and untuned instruments. 	<ul style="list-style-type: none"> • Performing from graphic notation. • Listening to and commenting on the descriptive features of music. • Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.

YEAR 2

MUSICAL SKILLS (Taught throughout the year)

PERFORMING	LISTENING	COMPOSING
<ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.

CONCEPTS	MUSIC BLOCK 1 (5 WEEKS) AFRICAN CALL & RESPONSE	MUSIC BLOCK 2 (5 WEEKS) ORCHESTRAL INSTRUMENTS	MUSIC BLOCK 3 (5 WEEKS) MUSICAL ME
	Pulse Rhythm Dynamics Pitch	Dynamics Tempo Pitch	Pulse Dynamics Tempo
	MUSIC BLOCK 4 (5 WEEKS) DYNAMICS, TIMBRE, TEMPO & MOTIFS	MUSIC BLOCK 5 (5 WEEKS) ON THIS ISLAND	MUSIC BLOCK 6 (5 WEEKS) MYTHS & LEGENDS
	Pulse Rhythm Dynamics Tempo Pitch	Pulse Rhythm Dynamics Tempo Pitch	Dynamics Tempo

NATIONAL CURRICULUM OBJECTIVES	MUSIC BLOCK 1 (5 WEEKS) AFRICAN CALL & RESPONSE	MUSIC BLOCK 2 (5 WEEKS) ORCHESTRAL INSTRUMENTS	MUSIC BLOCK 3 (5 WEEKS) MUSICAL ME
	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Experiment with, create, select and combine sounds using the interrelated dimensions of music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> • 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 • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Experiment with, create, select and combine sounds using the interrelated dimensions of music • Play tuned and untuned instruments musically
	MUSIC BLOCK 4 (5 WEEKS) DYNAMICS, TIMBRE, TEMPO & MOTIFS	MUSIC BLOCK 5 (5 WEEKS) ON THIS ISLAND	MUSIC BLOCK 6 (5 WEEKS) MYTHS & LEGENDS
	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Experiment with, create, select and combine sounds using the interrelated dimensions of music • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Experiment with, create, select and combine sounds using the interrelated dimensions of music • Play tuned and untuned instruments musically

MUSIC KNOWLEDGE	MUSIC BLOCK 1 (5 WEEKS) AFRICAN CALL & RESPONSE	MUSIC BLOCK 2 (5 WEEKS) ORCHESTRAL INSTRUMENTS	MUSIC BLOCK 3 (5 WEEKS) MUSICAL ME
	<ul style="list-style-type: none"> • Recognising playing a short rhythm from simple notation. • Suggesting improvements to their work. • Relating music to feelings. • Creating short sequences of sound on a given idea. 	<ul style="list-style-type: none"> • Performing a story using vocal and instrumental sound effects. • Recognising timbre changes. • Improvising vocal sound effects for a story. • Creating a tune to describe a character. 	<ul style="list-style-type: none"> • Singing and playing untuned instruments at the same time. • Playing a melody from letter notation. • Repeating a melody by ear. • Choosing appropriate dynamics and timbre for a piece of music.
	MUSIC BLOCK 4 (5 WEEKS) DYNAMICS, TIMBRE, TEMPO & MOTIFS	MUSIC BLOCK 5 (5 WEEKS) ON THIS ISLAND	MUSIC BLOCK 6 (5 WEEKS) MYTHS & LEGENDS
	<ul style="list-style-type: none"> • Performing a melodic motif musically. • Listening for and recognizing instrumentation. • Creating a melodic motif from a set of five notes 	<ul style="list-style-type: none"> • Singing with confidence and expression. • Using musical vocabulary to describe the music they hear. • Creating and making improvements to a soundscape. 	<ul style="list-style-type: none"> • Singing songs from memory with confidence and accuracy. • Recognising structural features. • Layering instrumental and vocal sounds and patterns within a given structure.

YEAR 3

MUSICAL SKILLS (Taught throughout the year)

PERFORMING	LISTENING	COMPOSING	THE HISTORY OF MUSIC
<ul style="list-style-type: none"> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understanding that music from different parts of the world has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> • Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> • Understanding that music from different times has different features.

CONCEPTS	MUSIC BLOCK 1 (5 WEEKS) BALLADS	MUSIC BLOCK 2 (5 WEEKS) CREATING COMPOSITIONS IN RESPONSE TO AN ANIMATION	MUSIC BLOCK 3 (5 WEEKS) DEVELOPING SINGING TECHNIQUE
	Pulse Rhythm Dynamics Tempo Pitch	Dynamics Tempo Pitch	Pulse Rhythm Dynamics Tempo Pitch
	MUSIC BLOCK 4 (5 WEEKS) PENTATONIC MELODIES & COMPOSITION	MUSIC BLOCK 5 (5 WEEKS) JAZZ	MUSIC BLOCK 6 (5 WEEKS) TRADITIONAL INSTRUMENTS & IMPROVISATION
	Pulse Rhythm Pitch	Pulse Rhythm Dynamics Tempo Pitch	Pulse Rhythm Dynamics Tempo Pitch

NATIONAL CURRICULUM OBJECTIVES	MUSIC BLOCK 1 (5 WEEKS) BALLADS	MUSIC BLOCK 2 (5 WEEKS) CREATING COMPOSITIONS IN RESPONSE TO AN ANIMATION	MUSIC BLOCK 3 (5 WEEKS) DEVELOPING SINGING TECHNIQUE
	<ul style="list-style-type: none"> play and perform, 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	MUSIC BLOCK 4 (5 WEEKS) PENTATONIC MELODIES & COMPOSITION	MUSIC BLOCK 5 (5 WEEKS) JAZZ	MUSIC BLOCK 6 (5 WEEKS) TRADITIONAL INSTRUMENTS & IMPROVISATION
	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

MUSIC KNOWLEDGE	MUSIC BLOCK 1 (5 WEEKS) BALLADS	MUSIC BLOCK 2 (5 WEEKS) CREATING COMPOSITIONS IN RESPONSE TO AN ANIMATION	MUSIC BLOCK 3 (5 WEEKS) DEVELOPING SINGING TECHNIQUE
	<ul style="list-style-type: none"> Performing a ballad as a class. Recognising the features of a ballad. Writing lyrics for a ballad. 	<ul style="list-style-type: none"> Performing a soundscape accurately, fluently and expressively. Recognising and explaining the changes within a piece of music using musical vocabulary. Telling a story through layers of melody and rhythm. Appreciating classical music and unpick its narrative. 	<ul style="list-style-type: none"> Singing songs with accuracy and control, with developing vocal technique. Discussing the features of battle songs using musical vocabulary. Creating a battle song with voices and untuned percussion.
	MUSIC BLOCK 4 (5 WEEKS) PENTATONIC MELODIES & COMPOSITION	MUSIC BLOCK 5 (5 WEEKS) JAZZ	MUSIC BLOCK 6 (5 WEEKS) TRADITIONAL INSTRUMENTS & IMPROVISATION
	<ul style="list-style-type: none"> Playing a pentatonic melody from letter notation. Maintaining a part of during a group performance. Discussing the features of Chinese music using musical vocabulary. Combining three pentatonic melodies with untuned percussion to create a group composition. 	<ul style="list-style-type: none"> Playing their composition accurately in time with their group. Identifying the difference between regular rhythms and swung rhythms. Composing a swing version of a nursery rhyme. Learning different types of jazz, understanding how the genre evolved over time. 	<ul style="list-style-type: none"> Performing a traditional Indian song with voices and instruments from staff notation. Recognising the stylistic features of Indian classical music. Creating an Indian-inspired composition using drone, rag and tal. Consider how music developed differently in other parts of the world.

YEAR 4

MUSICAL SKILLS (Taught throughout the year)

PERFORMING	LISTENING	COMPOSING	THE HISTORY OF MUSIC
<ul style="list-style-type: none"> • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency. 	<ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decelscendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • Suggesting improvements to others' work, using musical vocabulary. 	<ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

	BRASS BLOCK 1	BRASS BLOCK 2	BRASS BLOCK 3
CONCEPTS	Pulse Rhythm Dynamics Tempo Pitch	Pulse Rhythm Dynamics Tempo Pitch	Pulse Rhythm Dynamics Tempo Pitch

	BRASS BLOCK 1	BRASS BLOCK 2	BRASS BLOCK 3
NATIONAL CURRICULUM OBJECTIVES	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 • use and understand staff and other musical notations • develop an understanding of the history of music.

		AUTUMN	SPRING	SUMMER
MUSIC KNOWLEDGE	BRASS SKILLS			
	<ul style="list-style-type: none"> Start to develop good posture. Feet should be on the floor and sit with a good straight back. Learn to hold the instrument correctly and use the correct fingers to press valves 1,2 and 3. Learn to produce a sound by buzzing the lips using just the mouthpiece and the instrument. Introduce the concept of using the tongue to articulate a clear tone Learn the fingering or slide position for the notes C, D and E even if we can't produce the correct pitch at this stage. 	<ul style="list-style-type: none"> Sit with good posture. Feet should be on the floor and sit with a good straight back. Hold the instrument correctly using the correct fingers. Learn to control the sound by playing long notes. Develop articulation by using the tongue. Learn the fingering or slide position for the notes C, D, E and F and develop more secure pitching of these notes 	<ul style="list-style-type: none"> Sit with good posture. Feet should be on the floor and sit with a good straight back. Hold the instrument correctly using the correct fingers. Learn to control the sound by playing long notes. Develop articulation by using the tongue. Learn the fingering or slide position for the notes C, D, E, F and G. Pitch at least the first 3 notes accurately. 	
	LISTENING SKILLS			
	<ul style="list-style-type: none"> Copy back a 4 beat rhythm using crotchets minims and quavers (Cat cow and monkey). Both clapping and with instruments Sing back a 4 beat melody using the pitches soh and me Listen to a piece of classical music and start to recognise the sections of the orchestra. Describe the mood of the music 	<ul style="list-style-type: none"> Copy back a 4 beat rhythm using crotchets minims, quavers and semiquavers (Cat cow monkey armadillo). Both clapping and with instruments Sing back a 4 beat melody using the pitches soh, me and lah. Listen to a piece of classical music and recognise the sections of the orchestra. Describe the mood of the music using musical words such as Tempo and Dynamics. Relate the piece to moments in history. (e.g. Mars from the planets and WW1) 	<ul style="list-style-type: none"> Copy back a 4 beat rhythm using crotchets minims, quavers and semiquavers (Cat cow monkey armadillo and elephant). Both clapping and with instruments Sing back a 4 beat melody using the pitches do re me soh and lah. Listen to a piece of classical music and recognise the sections of the orchestra. Describe the mood of the music using musical words such as Tempo and Dynamics. Listen to identify the structure of the piece and how this helps tell a story. Relate the piece to moments in history. (e.g. 1812 overture and Napoleon 	
	MUSIC READING SKILLS			
	<ul style="list-style-type: none"> Learn the notation for crotchets and minims Learn the position on the stave for the notes C,D and E Read a short melody of 8 bars using the above skills. 	<ul style="list-style-type: none"> Learn the notation for crotchets, minims, quavers, and semiquavers Learn the position on the stave for the notes C,D, E and F Read a short melody of 8 bars using the above skills. Understand and read the dynamics forte and piano 	<ul style="list-style-type: none"> Learn the notation for crotchets, minims, quavers, and semiquavers Learn the position on the stave for the notes C,D, E and F Read a short melody of 8 bars using the above skills. Understand and read the dynamics forte and piano 	
	PERFORMANCE			
	<ul style="list-style-type: none"> Perform a short melody both as part of a group and individually Learn about the meaning of Tempo and Dynamics Improvise a two bar rhythm and or melody using the notes C and D Sing a song as part of the class. 	<ul style="list-style-type: none"> Perform a short melody with two parts both as part of a group and individually Learn about structure (ABA form). Improvise a two bar rhythm and or melody using the notes C, D and E Sing a song as part of the class with independent parts i.e a round. 	<ul style="list-style-type: none"> Perform a longer piece, including resting sections, with two parts both as part of a group and individually Improvise a two bar rhythm and or melody using the notes C, D E and F Sing a longer song with verses and chorus. 	

YEAR 5

MUSICAL SKILLS (Taught throughout the year)

PERFORMING	LISTENING	COMPOSING	THE HISTORY OF MUSIC
<ul style="list-style-type: none"> • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Performing with accuracy and fluency from graphic and simple staff notation. • Playing a simple chord progression with accuracy and fluency. 	<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. 	<ul style="list-style-type: none"> • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

CONCEPTS	MUSIC BLOCK 1 (5 WEEKS) COMPOSITION NOTATION	MUSIC BLOCK 2 (5 WEEKS) BLUES	MUSIC BLOCK 3 (5 WEEKS) SOUTH & WEST AFRICA
	Rhythm Pitch	Pulse Rhythm Dynamics Tempo Pitch	Pulse Rhythm Dynamics Tempo Pitch
	MUSIC BLOCK 4 (5 WEEKS) COMPOSITION TO REPRESENT THE FESTIVAL OF COLOUR	MUSIC BLOCK 5 (5 WEEKS) LOOPING & REMIXING	MUSIC BLOCK 6 (5 WEEKS) MUSICAL THEATRE
	Pulse Rhythm Dynamics Tempo Pitch	Pulse Rhythm Dynamics Tempo	Pulse Rhythm Dynamics Tempo Pitch

NATIONAL CURRICULUM OBJECTIVES	MUSIC BLOCK 1 (5 WEEKS) COMPOSITION NOTATION	MUSIC BLOCK 2 (5 WEEKS) BLUES	MUSIC BLOCK 3 (5 WEEKS) SOUTH & WEST AFRICA
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
	MUSIC BLOCK 4 (5 WEEKS) COMPOSITION TO REPRESENT THE FESTIVAL OF COLOUR	MUSIC BLOCK 5 (5 WEEKS) LOOPING & REMIXING	MUSIC BLOCK 6 (5 WEEKS) MUSICAL THEATRE
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

MUSIC KNOWLEDGE	MUSIC BLOCK 1 (5 WEEKS) COMPOSITION NOTATION	MUSIC BLOCK 2 (5 WEEKS) BLUES	MUSIC BLOCK 3 (5 WEEKS) SOUTH & WEST AFRICA
	<ul style="list-style-type: none"> • Performing accurately from graphic notation using voices and instruments. • Identifying how the key features of music are written down, by following a score whilst listening. • Creating a sound story using voices and instruments, and notate it using hieroglyphs. 	<ul style="list-style-type: none"> • Performing the blues scale on a tuned percussion instrument. • Hearing when songs play the 12 bar blues. • Improvising a blues performance. • Understanding how this genre of music came to be. 	<ul style="list-style-type: none"> • Singing a traditional African song unaccompanied. • Playing a chord progression on tuned percussion. • Recognising the stylistic features of south and west African music. • Composing an eight beat rhythmic break. • Learning how music evolved in different traditions
	MUSIC BLOCK 4 (5 WEEKS) COMPOSITION TO REPRESENT THE FESTIVAL OF COLOUR	MUSIC BLOCK 5 (5 WEEKS) LOOPING & REMIXING	MUSIC BLOCK 6 (5 WEEKS) MUSICAL THEATRE
	<ul style="list-style-type: none"> • Participating in a class performance. • Representing a known piece of music using a graphic score. • Creating vocal compositions based on a picture and a colour. 	<ul style="list-style-type: none"> • Playing a composition in time with a backing rhythm. • Hearing loops or a section of music within remixes. • Creating their own remix using fragments of a known song. 	<ul style="list-style-type: none"> • Participating in a group performance to tell a story. • Performing a vocal ostinato as part of a layered ensemble. • Identify the features of songs from musical theatre. • Composing an original piece or using familiar songs to tell a story. • Understanding what musical theatre looked and sounded like across decades.

YEAR 6

MUSICAL SKILLS (Taught throughout the year)

PERFORMING	LISTENING	COMPOSING	THE HISTORY OF MUSIC
<ul style="list-style-type: none"> • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions. 	<ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. 	<ul style="list-style-type: none"> • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others' work, using musical vocabulary. 	<ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

CONCEPTS	MUSIC BLOCK 1 (5 WEEKS) ADVANCED RHYTHMS	MUSIC BLOCK 2 (5 WEEKS) DYNAMICS, PITCH & TEMPO	MUSIC BLOCK 3 (5 WEEKS) SONGS OF WW2
	Pulse Rhythm	Dynamics Tempo Pitch	Pitch
	MUSIC BLOCK 4 (5 WEEKS) FILM MUSIC	MUSIC BLOCK 5 (5 WEEKS) THEME & VARIATIONS	MUSIC BLOCK 6 (5 WEEKS) COMPOSING & PERFORMING A LEAVERS' SONG
	Pulse Rhythm Dynamics Tempo Pitch	Pulse Rhythm Dynamics Tempo Pitch	Pulse Rhythm Dynamics Tempo Pitch

NATIONAL CURRICULUM OBJECTIVES	MUSIC BLOCK 1 (5 WEEKS) ADVANCED RHYTHMS	MUSIC BLOCK 2 (5 WEEKS) DYNAMICS, PITCH & TEMPO	MUSIC BLOCK 3 (5 WEEKS) SONGS OF WW2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> 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 <p style="text-align: center;">develop an understanding of the history of music.</p>
	MUSIC BLOCK 4 (5 WEEKS) FILM MUSIC	MUSIC BLOCK 5 (5 WEEKS) THEME & VARIATIONS	MUSIC BLOCK 6 (5 WEEKS) COMPOSING & PERFORMING A LEAVERS' SONG
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

MUSIC KNOWLEDGE	MUSIC BLOCK 1 (5 WEEKS) ADVANCED RHYTHMS	MUSIC BLOCK 2 (5 WEEKS) DYNAMICS, PITCH & TEMPO	MUSIC BLOCK 3 (5 WEEKS) SONGS OF WW2
	<ul style="list-style-type: none"> Performing a rhythmic canon as a class by clapping. Performing a composition by following their own notation. Notating a song by listening to the pulse. Identifying the difference between pulse and rhythm. Constructively critique compositions, using musical vocabulary. Improvising and composing rhythms using the Kodaly Method. Using knowledge of rhythm to compose a simple rhythm. 	<ul style="list-style-type: none"> Following a conductor to perform. Improvising as a group and class to create wave sounds featuring changes in dynamics, texture and pitch. Appraising the work of a classical composer. Characterising music using language. Notating ideas to create a wave composition using dynamics, pitch and texture. 	<ul style="list-style-type: none"> Singing a war-time favourite with expression and dynamics. Improving accuracy in pitch using the Solfa Scale. Singing different parts to create a harmony. Performing a melody from a notated score. Recognising the stylistic features of the music of WW2. Identifying pitch changes in music. Understanding what war-time music sounded like in WW1 and WW2
	MUSIC BLOCK 4 (5 WEEKS) FILM MUSIC	MUSIC BLOCK 5 (5 WEEKS) THEME & VARIATIONS	MUSIC BLOCK 6 (5 WEEKS) COMPOSING & PERFORMING A LEAVERS' SONG
	<ul style="list-style-type: none"> Performing a soundtrack to a film scene as a group. Discussing the features of film music. Identifying different instruments and composing techniques. Interpreting emotions in film music using graphic scores. Creating and notating a composition which uses sounds to represent a given theme. 	<ul style="list-style-type: none"> Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method. Identifying the sounds of different instruments. Recalling sounds with increasing aural memory. Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together. 	<ul style="list-style-type: none"> Improvising over and singing known melodies to a 4-chord backing track. Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression. Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music. Writing song lyrics within a given structure. Composing a melody within a given structure.