

High View Primary Learning Centre

Music Curriculum



Overview of Topics

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Exploring sounds Voice sounds, body sounds, environmental sounds and instrumental sounds.	Me! Growing, homes, colour, toys, how I look.	<u>My Musical Heartbeat</u> <u>Dance, Sing and Play</u>	<u>Computing Focus</u>	<u>Computing Focus</u>	Music taught every week due to instrument lessons <u>Musical Structures</u>	<u>Melody and Harmony in Music</u> <u>Sing and Play in different styles</u>	<u>Music and Technology</u> <u>Developing Ensemble Skills</u>
Autumn 2	Celebration Music Diwali music ,tradition Christmas music and songs. Learn Christmas action songs	My Stories Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	<u>Computing Focus</u>	<u>Pulse Rhythm and Pitch</u> <u>Playing in an Orchestra</u>	<u>Writing Music Down</u> <u>Playing in a Band</u>	<u>Explore feelings when you play</u>	<u>Computing Focus</u>	<u>Computing Focus</u>
Spring 1	Toys Join in with songs and dances of traditional ring games. Focus songs like jack in a box ...Singing high and low songs reinforced with hand movements	Everyone! Family, friends, people, music from around the world.	<u>Exploring Sounds</u> <u>Learning to Listen</u>	<u>Computing Focus</u>	<u>Computing Focus</u>	<u>Compose with your friends</u>	<u>Composing and Chords</u> <u>Enjoying Musical Styles</u>	<u>Creative Composition</u> <u>Musical Styles connect us</u>
Spring 2	Growth Changing sounds..... learn about how music changes in tempo – fast/slow loud /quiet	Our World Animals, j ungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	<u>Computing Focus</u>	<u>Inventing a Musical Story</u> <u>Recognising Different Sounds</u>	<u>Compose using your Imagination</u> <u>More Musical Styles</u>	<u>Feelings through music</u>	<u>Computing Focus</u>	<u>Computing Focus</u>
Summer 1	Pass the beat. Through songs and music games children develop an understanding of the steady pulse.	Big Bear Funk Transition unit.	<u>Having Fun with Improvisation</u> <u>Let's Perform Together</u>	<u>Computing Focus</u>	<u>Computing Focus</u>	<u>Expression and Improvisation</u>	<u>Freedom to Improvise</u> <u>Battle of the Bands</u>	<u>Improvising with Confidence</u> <u>Farewell Tour</u>
Summer 2	Sound stories By using instruments and vocal sounds to create or enhance a story.	Reflect, Rewind & Replay Consolidate learning and contextualise the history of music.	<u>Computing Focus</u>	<u>Exploring Improvisation</u> <u>Our Big Concert</u>	<u>Enjoying Improvisation</u> <u>Opening Night</u>	<u>The show must go on.</u>	<u>Computing Focus</u>	<u>Computing Focus</u>

	EYFS	Key Stage 1	Key Stage 2
National Curriculum Objectives	ELG: Being Imaginative and Expressive <ul style="list-style-type: none">● 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	Pupils should be taught to: <ul style="list-style-type: none">● 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.	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: <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.

Vocabulary							
Introduction of Interrelated Dimensions of music terminology is denoted in bold , continued teaching around Interrelated Dimensions of Music terminology is underlined.	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Genres	Nursery rhymes	Old school hip hop Reggae, classical, bossa nova pop, blues, baroque, latin, bangra, folk, irish, funk, big band, jazz, show tunes, western, classical	South African Music, pop, funk, big band/jazz, rock, reggae, show tunes, western, classical	R&B, soul,film, musicals, motown, reggae,music from around the world, disco, western, classical	Pop, grime, hip-hop, bhangra, classical, tango, soul, gospel, rock,western, classical	Rock, Bossa Nova and Swing, Pop Ballads, Old school hip hop, Motown, Classical	Pop/Neo Soul, Bacharach and Blues, Classical or Urban Gospel, 70s Ballad/Pop, Classical style indicators
Pulse	beat, start, stop	beat, start, stop pulse Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance.	beat, start, stop <u>pulse</u> Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	beat, start, stop <u>pulse</u> Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4.	beat, start, stop <u>pulse</u> Recognise and move in time with a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'.	beat, start, stop <u>pulse</u> Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8. Respond to the 'offbeat' or 'backbeat'.	beat, start, stop <u>pulse</u> Dimensions of music Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing.
Rhythm	long, short (note)	Long/longer, short/shorter (note) Rhythm Recognise and clap long sounds and short sounds, and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher.	Long/longer, short/shorter (note), sustained <u>Rhythm</u> Recognise long sounds and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader,	Long/longer, short/shorter (note), sustained, staccato, syllables <u>Rhythm</u> Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from	Long/longer, short/shorter (note), sustained, staccato, syllables <u>Rhythm</u> rhythm patterns, backbeat Recognise by ear and notation: <ul style="list-style-type: none">• Semibreves, minims, crotchets, quavers and semiquavers• Dotted minims and dotted crotchets	Long/longer, short/shorter (note), sustained, staccato, syllables <u>Rhythm</u> rhythm patterns, backbeat syncopation Recognise by ear and notation: <ul style="list-style-type: none">• Minims, dotted crotchets, crotchets, quavers and their rests	Long/longer, short/shorter (note), sustained, staccato, syllables <u>Rhythm</u> rhythm patterns, backbeat syncopation, lick Recognise by ear and notation: <ul style="list-style-type: none">• Minims, crotchets, quavers, semiquavers and their rests Recognise by ear and notation:

		Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns.	and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.	minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.	Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers. Understand and explain the difference between beat and rhythm. Recall the most memorable rhythms in a song or piece of music.	Recognise by ear and notation: <ul style="list-style-type: none">• 6/8 rhythm patterns• Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.	<ul style="list-style-type: none">• 6/8 rhythm patterns• Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests Recognise by ear and notation: <ul style="list-style-type: none">• 9/8 rhythm patterns• Dotted crotchets, triplet quavers and quaver notes and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.
Pitch	high, low, going up, going down, music	<p>Pitch, getting higher, getting lower, steps, jumps, melody,</p> <p>Recognise, sing and play high and lowpitched notes. Explore singing and playing C D E from the C major scale. Explore singing and playing F G A from the F major scale.</p>	<p>high, low, going up, going down, music</p> <p><u>Pitch</u>, getting higher, getting lower, melody, steps, jumps, slides</p> <p>Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.</p>	<p>high, low, going up, going down, music</p> <p><u>Pitch</u>, getting higher, getting lower, melody, steps, jumps, slides, pentatonic scale</p> <p>Show the shape of a melody as rising and falling in pitch. Learn to sing a melody by ear or from notation. Learn to rehearse and play a melodic instrumental part by ear or from notation. Identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb, C. Identify the scales of: C major G major F major Identify if a scale is major or minor. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Explore and play by ear or from notation:<ul style="list-style-type: none">• 5-note scale• Pentatonic scale</p>	<p>high, low, going up, going down, music</p> <p><u>Pitch</u>, getting higher, getting lower, melody, steps, jumps, slides, pentatonic scale, melodic phrase, pattern.</p> <p>Identify and explain what a melody is. Learn to sing and follow a melody by ear and from notation. Understand melodic movement up and down as pitch. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D Identify the following scales by ear or from notation: C major F major D minor G major A minor Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Identify and talk about the way vocals are used in a song. Identify and explain:</p>	<p>high, low, going up, going down, music</p> <p><u>Pitch</u>, getting higher, getting lower, melody, steps, jumps, slides, pentatonic scale, melodic phrase, pattern. Harmony</p> <p>dentify and explain steps, jumps and leaps in the pitch of a melody. Learn to sing and follow a melody by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D Identify the following scales by ear or from notation: C major F major D minor G major Eb major C minor Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Add new chords II and VI from a given tonality. Identify tone by ear or from notation.</p>	<p>high, low, going up, going down, music</p> <p><u>Pitch</u>, getting higher, getting lower, melody, steps, jumps, slides, pentatonic scale, melodic phrase, pattern. Harmony</p> <p>Identify major and minor tonality by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D Identify the following scales by ear or from notation: A minor G major D major D minor F major Identify an interval of a major triad: 3rd, 5th. Identify an octave by ear or notation. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Use chords C, F, G and A minor by ear or from notation. Identify the tonal centres of: A minor G major</p>

					<ul style="list-style-type: none">• Harmony: two or more notes heard at the same time• Second part: a second musical part, usually a melodic line, that creates harmony Explore chords I, IV and V in instrumental accompaniments. Explore intervals of 3rd, 5th and octaves. Identify the following tonal centres by ear or from notation: C major F major G major A minor Identify and demonstrate a major and minor scale.	Identify intervals 3rd, 5th and 7th. Identify the tonal centres of: C major and C minor F major D minor and D major E♭ major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale	D major D minor F major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale Blues scale
Dynamics	loud, quiet, volume	loud, quiet, volume (getting) louder (getting) quieter Talk about loud sounds and quiet sounds and give some examples.	loud, quiet, volume (getting) louder (getting) quieter Dynamics Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).	loud, quiet, volume getting louder - crescendo getting quieter - diminuendo <u>dynamics</u> Listen out and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.	loud, quiet, volume getting louder - crescendo getting quieter - diminuendo <u>dynamics</u> Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	Loud – forte, Quiet - piano, volume getting louder - crescendo getting quieter - diminuendo <u>dynamics</u> Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.	Loud – forte, Quiet - piano, volume getting louder - crescendo getting quieter - diminuendo <u>dynamics</u> Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.
Tempo	fast, slow	fast, (getting faster, slow, (getting slower) Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	fast, (getting faster, slow, (getting slower) tempo Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can	fast, (getting faster, slow, (getting slower) <u>tempo</u> Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.	fast, (getting faster, slow, (getting slower) <u>tempo</u> Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat moving from fast to slow, slow to fast.	fast, (getting faster, slow, (getting slower) <u>tempo</u> different speeds Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast.	fast, (getting faster, slow, (getting slower) <u>tempo</u> different speeds Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast.

			change, creating a faster or slower pace.		Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance.	Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles.	Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles. Recognise an effective use of tempo at the end of a song.
Timbre	words relating to sound production: hitting, shaking, scraping , happy, sad	descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. Identify some of the sounds of the instruments heard when listening to music.	descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voice.	words relating to sound production: hitting, shaking, scraping , happy, sad descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instruments.	words relating to sound production: hitting, shaking, scraping , happy, sad descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar. Recognise the difference between the sound of male and female voices. Understand the importance of the vocal warm-up and its impact on the tone of the voice.	words relating to sound production: hitting, shaking, scraping , happy, sad, attack accent descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm timbre Recognise the following ensembles: <ul style="list-style-type: none">• Gospel choir and soloist• Rock band• Symphony orchestra• A Cappella group Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. Recognise the difference between the sound of male and female voices. Recognise tone colour and rapping.	words relating to sound production: hitting, shaking, scraping , happy, sad,attack accent descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm <u>timbre</u> Recognise the following ensembles: <ul style="list-style-type: none">• Pop group• A Cappella group• Gospel choir Identify instruments that add particular colour to a song or piece of music. Identify the following instruments by ear and through a range of media: <ul style="list-style-type: none">• Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer.• Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano.• Other instruments such as steel pans, harmonica, banjo and accordion.
Structure	beginning, end	beginning, end, middle, chorus Add movement to key sections of a song. Understand when to sing in a verse and a chorus.	beginning, end, middle, chorus, verse, phrase, Question and answer Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is	beginning, end, middle, chorus, verse, phrase, Question and answer Structure intro-introduction, chorus, hook, riff Show the different sections of a song	beginning, end, middle, chorus, verse, phrase, Question and answer <u>Structure</u> intro-introduction, chorus, hook, riff,ballad Identify and explain the following	beginning, end, middle, chorus, verse, phrase, Question and answer <u>Structure</u> intro-introduction, chorus, hook, riff,ballad bridge, bass line, verse, interlude, tag ending	beginning, end, middle, chorus, verse, phrase, Question and answer <u>Structure</u> intro-introduction, chorus, hook, riff,ballad bridge, bass line, verse, interlude, tag ending phrases, ostinato

			repeated.	structure or piece of music through actions	structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.	Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.	Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break. Talk about the purpose of musical structures. Identify where changes in texture and tonality help emphasize the contrasting sections in a song. Recognise that changing the tonality at different points within the song creates different sections to the structure.
Texture		layers, solo, few, many Sing together. Listen out for combinations of instruments together.	layers, solo, duet, few, many Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.	layers, solo, duet, few, many texture Understand that singing and playing together creates a musical texture. Add body percussion accompaniments. Listen to the accompaniment to a song. Identify large numbers of people playing and singing. Listen out for solo players.	layers, solo, duet, few, many, unison, combined <u>texture</u> Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music. Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music. Explain the term 'unison' and the difference between unison and solo.	layers, solo, duet, few, many, unison, combined, ensemble <u>texture</u> Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Identify changes in texture. Talk about the different textures created by intervals and chords.	layers, solo, duet, few, many, unison, combined, ensemble <u>texture</u> Sing and play instruments in different-sized groups. Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Refer to repeated rhythmic or melodic patterns as riffs/ostinati. Talk about the different textures created by intervals and chords. Understand how texture builds throughout a piece as voices are layered.
Notation			symbol	symbol	symbol, Notation ☐ – crotchet ☐ – minim ☐ – semibrieve	symbol, <u>Notation</u> , Note values, note names ☐ – crotchet (1 beat) ☐ – minim (2 beats) ☐ – semibrieve (4 beats) ☐ – quaver (half beat) ☐ – semi quaver (quarter beat)	symbol, <u>Notation</u> , Note values, note names ☐ – crotchet (1 beat) ☐ – minim (2 beats) ☐ – semibrieve (4 beats) ☐ – quaver (half beat) ☐ – semi quaver (quarter beat) Dotted notes (half the note value is added) ☐ Crotchet rest
Instrumentation	instrument, sound, voice, sing, speak	instrument, sound, voice, sing, speak Guitar,bass drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks	guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles	guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles	guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles	guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles	guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles

				choir, vocals, synthesizer, organ, backing vocals	choir, vocals, synthesizer, organ, backing vocals, acoustic guitar, digital/electronic sounds, turntables, brass section	choir, vocals, synthesizer, organ, backing vocals, acoustic guitar, digital/electronic sounds, turntables, brass section amplifier, strings, deck, backing loops	choir, vocals, synthesizer, organ, backing vocals, acoustic guitar, digital/electronic sounds, turntables, brass section amplifier, strings, deck, backing loops	
Process	create, rhyme	create, rhyme improvise, compose, perform, audience, imagination	create, rhyme improvise, compose, perform, audience, imagination, perform/performance,	improvise, compose, perform, audience, imagination, perform/performance, composition, leader, conductor	improvise, compose, perform, audience, imagination, perform/performance, composition, leader, conductor musical style, lyrics, by ear	improvise, compose, perform, audience, imagination, perform/performance, composition, leader, conductor musical style, lyrics, by ear cover, appraising	improvise, compose, perform, audience, imagination, perform/performance, composition, leader, conductor musical style, lyrics, by ear cover, appraising, producer	
Contexts (Unit specific Y4 – Blackbird, Y6 – Music and Me)					birdsong, civil rights, racism, equality.		gender equality,	
Understanding Music	LOs	<ul style="list-style-type: none">● To know twenty nursery rhymes off by heart. (Pat-a-cake●1, 2, 3, 4, 5, Once I Caught A Fish Alive ●This Old Man● Five Little Ducks● I’m A Little Teapot● The Grand Old Duke Of York● Ring O’ Roses● Hickory Dickory Dock● Wind The Bobbin Up● Rock-a-bye Baby● Five Little Monkeys Jumping On The Bed● Twinkle Twinkle● If You're Happy And You Know It● Head, Shoulders, Knees And Toes● Old Macdonald● Incy Wincy Spider● Baa Baa Black Sheep● Row, Row, Row Your Boat● The Wheels On The Bus● The Hokey Cokey)● To know the stories of some of the nursery rhymes. (pat-a-cake, Hickory Dickory Dock, Incy Wincy Spider, Baa Baa Black sheep	<ul style="list-style-type: none">● I can move in time with a steady beat.● I can listen to, copy and repeat a simple rhythm.● I can sing and play simple patterns.● I understand the meaning of pulse and beat.	<ul style="list-style-type: none">● I can move in time with a steady beat.● I can listen to, copy and repeat a simple rhythm.● I can listen to, copy and repeat a simple melody.● I can sing back and play back a simple melody.● I understand the meaning of pulse and beat.	<ul style="list-style-type: none">● I understand that long/short and high/low sounds can be represented by musical symbols.● I know these symbols can be written on a stave, helping us to remember what we are going to sing and play.● I can sing and play my instrument in a few different time signatures.● I can copy back simple rhythmic patterns and clap a rhythm that I have made up myself.● I can move in time to a steady beat.● I can copy back simple melodic patterns, following basic notation.● I can recognise various notes and their rests on a stave.● I can recognise the difference between major and minor sounds.	<ul style="list-style-type: none">● I can copy more challenging rhythms using body percussion and untuned instruments.● I recognise some notation that is written on a stave.● I can perform with an understanding of simple time signatures.● I can copy back and improvise rhythmic patterns.● I can clap and move in time to a steady beat, accentuating the first beat of the bar.● I can copy back melodic patterns, following basic notation.● I can hear a note and suggest its length in relation to other notes over a steady pulse.● I can copy back more complex rhythmic/melodic patterns.	<ul style="list-style-type: none">● I can understand and respond to music in various time signatures.● I can find and keep a steady beat/pulse.● I can listen and copy back complex rhythmic patterns.● I can understand formal, written notation and equivalent rests.● I can copy back complex melodic patterns.● I can listen with attention to detail and recall sounds	<ul style="list-style-type: none">● I can use body percussion, instruments and my voice confidently.● I understand and respond to music using various time signatures.● I can find and keep a steady beat/pulse. I can listen and copy back complex rhythmic patterns.● I can understand formal, written notation and equivalent rests.● I can copy back complex melodic patterns.● I can listen with attention to detail and recall sounds.
	Understanding Music	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</p> <p>Find the pulse by copying a character in a nursery rhyme,</p> <p>Imagining a similar character or object and finding different ways to keep the pulse.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>Find and keep a steady beat together.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major and A minor.</p> <p>Find and keep a steady beat independently.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of semibreves, minims,</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, F major and A minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets,</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, A minor and D minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets,</p>

		<p>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Explore high and low using voices and sounds of characters in the songs.</p>	<p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p>	<p>Complete vocal warm-ups with a copy back option to use Solfa.</p> <p>Sing short phrases independently.</p>	<p>patterns using minims, crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p>	<p>dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</p>	<p>crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#</p>	<p>crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G</p>
Listening	LOs	<ul style="list-style-type: none">● To know twenty nursery rhymes off by heart.● To know the stories of some of the nursery rhymes.	<ul style="list-style-type: none">● I can say what I like or don't like about a piece of music.● I can recognise some musical instruments and name them.● I know if the music is fast/slow and loud/quiet.● I can talk about the style of music my song fits into.	<ul style="list-style-type: none">● I can say what I like or don't like about a piece of music.● I can recognise some musical instruments and name them.● I know if the music is fast/slow and loud/quiet.● I can talk about the style of music my song fits into	<ul style="list-style-type: none">● I can talk about the emotions I feel when I listen to a piece of music.● I can happily give my opinion about the music I listen to.● I can find the pulse of the music, sometimes finding the first beat of the bar.● I can talk about the musical features relating to the style of the music.● I can discuss a piece of music, using appropriate musical language.● I can confidently recognise a range of musical instruments.● I can listen to music from around the world and talk confidently about their features.● I can compare and contrast songs of similar styles.	<ul style="list-style-type: none">● I can talk about the words of a song and explain why the music was written.● I can identify the difference between a fast, steady and slow tempo, using appropriate vocabulary.● I can find the pulse, identifying the first beat of the bar.● I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.● I understand the importance of a musical introduction and the information it offers.● I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.● I can confidently recognise the difference between major, minor and pentatonic sounds.● I can describe the differences between legato and staccato.	<ul style="list-style-type: none">● I can talk about the emotions I feel when I listen to a piece of music.● I can happily describe my opinion about the music I listen to.● I can find the pulse, identifying the first beat of the bar.● I can confidently recognise and explore a range of musical styles and traditions.● I can accurately identify most instruments and describe their timbres.● I can sing or clap memorable rhythmic/melodic phrases.● I can confidently recognise the difference between major and minor tonalities.● I can identify and describe the sounds of various contrasting vocal/instrumental styles.	<ul style="list-style-type: none">● I can talk about the emotions I feel when I listen to a piece of music.● I can justify a personal opinion about the music I listen to.● I can find the pulse, identifying the first beat of the bar.● I can confidently recognise and explore a range of musical styles and traditions.● I can accurately identify most instruments and describe their timbres.● I can sing or clap memorable rhythmic/melodic phrases.● I can confidently recognise the difference between major and minor tonalities.● I can identify and describe the sounds of various contrasting vocal/instrumental styles.
	Listening	<p>To learn that music can touch your feelings (make you feel happy or sad).</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Move and dance with the music.</p> <p>Find the steady beat.</p> <p>Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p>	<p>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes intempo.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Move and dance with the music confidently.</p>	<p>Share your thoughts and feelings about the music together.</p> <p>Find the beat or groove of the music.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Invent different actions to move in time with the music.</p>	<p>Talk about the words of a song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to.</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song or piece of music.</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify the following instruments by ear and</p>

			<p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>	<p>Talk about how the music makes you feel.</p> <p>Find different steady beats.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>	<p>Talk about what the song or piece of music means.</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it’s a male or female voice singing the song.</p> <p>Talk about the style of the music.</p>	<p>Discuss the structures of songs.</p> <p>Identify:</p> <ul style="list-style-type: none">• Call and response• A solo vocal or instrumental line and the rest of the ensemble• A change in texture• Articulation on certain words• Programme music <p>Explain what a main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>	<p>through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>
Singing	LO1	<ul style="list-style-type: none">• To sing or rap nursery rhymes (from the 20 learned) and simple songs (classroom songs used in other areas of teaching) from memory.• Songs have sections.	<ul style="list-style-type: none">• I can sing or rap with my classmates.• I can stand or sit nicely when I sing.• I can sing a song all by myself.• I can explain what the song is about.• I can add actions to the songs I sing.	<ul style="list-style-type: none">• I can sing or rap with my classmates.• I can stand or sit with good posture when I sing.• I can sing a song all by myself.• I can explain the meaning behind the song.• I can add actions to the songs I sing.	<ul style="list-style-type: none">• I can sing a song confidently from memory, as part of a group or as a solo.• I can sing, demonstrating clear diction, articulation and expression.• I can sing in unison. I can demonstrate and keep good posture.• I can confidently follow the leader or conductor of a group.• I can sing in unison (with actions) with a range of	<ul style="list-style-type: none">• I can confidently learn to sing a song, both aurally and visually, as part of a group and/or solo.• I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.• I understand that phonetics create	<ul style="list-style-type: none">• I can rehearse a song and learn it from memory.• I can accurately sing a broad range of songs as part of a group or as a soloist.• I can sing in unison and in up to three parts.• I can demonstrate and maintain good posture and breath control when singing.• I can lead a singing rehearsal.	<ul style="list-style-type: none">• I can rehearse a song and learn it from memory.• I can accurately sing a broad range of songs as part of a group or as a soloist.• I can sing in unison and in more parts.• I can demonstrate and maintain good posture and breath control when singing.• I can lead a singing rehearsal.

					songs of varying styles and structures.	<div>various sounds when singing.</div> <ul style="list-style-type: none">I can sing expressively, paying attention to articulation and phrasing.I can confidently follow the leader or conductor of a group.I can discuss in depth how the song connects to the world.	<ul style="list-style-type: none">I can discuss in depth the style of the song and how it connects to the world and its relevant culture.	<ul style="list-style-type: none">I can discuss in depth the style of the song and how it connects to the world and its relevant culture.
	Singing	<div>To sing along with a pre-recorded song and add actions.</div> <div>To sing along with the backing track.</div>	<div>Sing, rap, rhyme, chant and use spoken word.</div> <div>Demonstrate good singing posture.</div> <div>Sing songs from memory. Copy back intervals of an octave and fifth (high, low).</div> <div>Sing in unison.</div>	<div>Sing as part of a choir.</div> <div>Demonstrate good singing posture.</div> <div>Sing songs from memory and/or from notation.</div> <div>Sing to communicate the meaning of the words.</div> <div>Sing in unison and sometimes in parts, and with more pitching accuracy.</div> <div>Understand and follow the leader or conductor.</div> <div>Add actions to a song. Move confidently to a steady beat. Talk about feelings created by the music/song.</div> <div>Recognise some band and orchestral instruments.</div> <div>Describe tempo as fast or slow.</div> <div>Join in sections of the song, eg chorus.</div> <div>Begin to understand where the music fits in the world.</div> <div>Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</div>	<div>Sing as part of a choir.</div> <div>Sing a widening range of unison songs, of varying styles and structures.</div> <div>Demonstrate good singing posture. Perform actions confidently and in time to a range of action songs.</div> <div>Sing songs from memory and/or from notation.</div> <div>Sing with awareness of following the beat.</div> <div>Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words.</div> <div>Sing in unison.</div> <div>Understand and follow the leader or conductor.</div> <div>Copy back simple melodic phrases using the voice.</div>	<div>Rehearse and learn songs from memory and/or with notation.</div> <div>Sing in different time signatures: 2/4, 3/4 and 4/4.</div> <div>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</div> <div>Demonstrate good singing posture.</div> <div>Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'.</div> <div>Sing expressively, with attention to breathing and phrasing.</div> <div>Sing expressively, with attention to staccato and legato.</div> <div>Talk about the different styles of singing used for different styles of song.</div> <div>Talk about how the songs and their styles connect to the world.</div>	<div>Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Sing a second part in a song. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist.</div> <div>Talk about the different styles of singing used for different styles of song.</div> <div>Talk confidently about how connected you feel to the music and how it connects in the world.</div> <div>Respond to a leader or conductor.</div>	<div>Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns.</div> <div>Demonstrate and maintain good posture and breath control whilst singing.</div> <div>Sing expressively, with attention to breathing and phrasing.</div> <div>Sing expressively, with attention to dynamics and articulation.</div> <div>Lead a singing rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year.</div> <div>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</div>

Notation	LOs		<ul style="list-style-type: none">I can create a simple melody using up to five notes/blocks.I can recognise one and two-beat musical notes/symbols.	<ul style="list-style-type: none">I can write a simple melody using up to five notes.I can recognise one and two-beat musical notes/symbols	<ul style="list-style-type: none">I can use simple dynamics and tempo to express loud/quiet and fast/slow.I can create simple rhythmic patterns using both notes and rests.	<ul style="list-style-type: none">I can use simple dynamics and tempo to express loud/quiet and fast/slow. I can compose using notation from a chosen key.I can compose using a pentatonic scale.	<ul style="list-style-type: none">I can compose and perform an eight to 16-bar melodic phrase using a pentatonic scale.I can use a planned structure when composing, using a wide range of dynamics and tempos	<ul style="list-style-type: none">I can compose and perform an eight to 16-bar melodic phrase using a pentatonic scale.I can use a planned structure when composing, using a wide range of dynamics and tempos
	Notation		<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of:</p> <p>C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of:</p> <p>C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E</p> <p>Identify hand signals as notation, and recognise music notation on a stave of five lines.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers. Identify:</p> <ul style="list-style-type: none">StaveTreble clefTime signatureLines and spaces on the stave <p>Identify and understand the differences between crotchets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Identify:</p> <ul style="list-style-type: none">StaveTreble clefTime signature <p>Identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture,</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Identify:</p> <ul style="list-style-type: none">StaveTreble clefTime signature <p>Identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture,</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, Bb, C, D, E F, G, Ab, Bb, C, D, Eb G, A, Bb, C, D, E, F G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# Eb, F, G, Ab, Bb, C, D</p> <p>Identify:</p> <ul style="list-style-type: none">StaveTreble clefTime signature <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p>

Playing Instruments	LO's	<ul style="list-style-type: none">To begin to play a classroom instrument purposefully	<ul style="list-style-type: none">I can play a tuned and/or untuned percussion instrument.I treat instruments carefully and with respect.I can practise my instrumental part.I can play my instruments with my classmates.I can play simple rhythms over a steady beat.	<ul style="list-style-type: none">I can play a tuned and/or untuned percussion instrument.I treat instruments carefully and with respect.I can practise my instrumental part.I can play my instruments with my classmates.I can play simple rhythms to a steady beat.	<ul style="list-style-type: none">I can confidently use a tuned instrument to play and perform in solo or ensemble contexts.I can understand some formal, written notation which includes crotchets and their rests.I can rehearse and play securely with a good level of accuracy.I can follow musical directions.I can use instruments respectfully.I can demonstrate good posture when playing my instrument.	<ul style="list-style-type: none">I can rehearse and play a melody line aurally and/or visually, in various keys, with an understanding of accidental notation.I can play securely with good levels of accuracy, as a soloist or/and as part of an ensemble.I can rehearse and perform some or all parts in the context of the unit song.I can follow musical directions.I can use instruments respectfully.I can demonstrate excellent posture and consistently good technique when playing my instrument.	<ul style="list-style-type: none">I can rehearse and play a melody line with an understanding of notation and major/minor tonality.I can play and perform a melody on a tuned percussion instrument, melodic instrument and/or keyboard.I can rehearse and play securely with good levels of accuracy.I can follow musical directions.I can demonstrate excellent posture when playing my instrument.I can practise in a manner that will benefit my improvement over time.	<ul style="list-style-type: none">I can rehearse and play a melody line with an understanding of notation and major/minor tonality.I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard.I can perform this melody.I can rehearse and play securely with a good level of accuracy.I can follow musical directions.I can demonstrate excellent posture when playing my instrument.I can practise in a manner that will benefit my improvement over time.
			Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, D major and D minor.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.	melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
Improvising	LOs		<ul style="list-style-type: none">I know that when I improvise, I make up my own tune.I can improvise using rhythm and/or one or two notes.I can improvise over a steady beat.I can use my voice to sing simple patterns	<ul style="list-style-type: none">I know that when I improvise, I make up my own tune.I can improvise using rhythm and/or one or two notes.I can improvise to a steady beat.I can improvise by singing simple patterns	<ul style="list-style-type: none">I understand that improvisation is when you make up your own melody.I can improvise successfully by listening and responding to the music from the unit.I can sometimes use silent beats within my improvisation.I can create simple rhythms to build phrases using limited notes	<ul style="list-style-type: none">I can improvise within a major scale, using one to five notes.I can use my chosen instrument to improvise using a limited range of notes, demonstrating use of articulation.I can improvise using more complex rhythms and melodic patterns, including varying notes and their equivalent rests.When improvising, I have a clear vision of key, structure and relevant use of the home note.	<ul style="list-style-type: none">I can improvise with increasing confidence.I can improvise over a simple chord progression, moving in steps and leaps.I can improvise using more complex rhythms, structured phrases and improved melodic shape.When improvising, I have an understanding of the notes I want to use with a broad range of dynamics.I can follow a steady beat, keeping in time with the pulse of the music.	<ul style="list-style-type: none">I can improvise with increasing confidence.I can improvise over a simple chord progression, moving in steps and leaps.I can improvise using more complex rhythms, structured phrases and improved melodic shape.When improvising, I have a clear vision of key structure and use a broad range of dynamics.I can follow a steady beat, keeping in time with the pulse of the music.

	Improvising		Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.	Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/ group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F \sharp , A, B D, E, F, G, A Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression. Improvise over a groove	Explore improvisation within a major scale, using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
Composition	LOs	<ul style="list-style-type: none">● To know that we can move with the pulse of the music.● To know that the words of songs can tell stories and paint pictures.	<ul style="list-style-type: none">● I can compose a simple melody using blocks.● I explore pitch and rhythm when I compose.	<ul style="list-style-type: none">● I can compose a simple melody.● I explore pitch and rhythm when I compose.	<ul style="list-style-type: none">● I can compose a simple melody that starts and ends on the home note.● I can perform my own composition using the notes I have chosen.● I can shape the melody, using steps and leaps.● I can describe how my melody was created.● I can use a simple structure when composing.	<ul style="list-style-type: none">● I can compose a simple melody over a chord progression that starts and ends on the home note.● I can use music technology effectively to capture, edit and combine sounds.● I can compose a basic song accompaniment using pulse, rhythm and pitch.● I can recognise that melody can move in steps or leaps.● The space between notes is called an interval.● I can use a simple structure when composing● I know that there is a start, a middle and an end.	<ul style="list-style-type: none">● I can perform this melody on tuned percussion and/or melodic instruments.● I can enhance my melody with simple chord progressions.● I can compose a ternary form piece.● I can use music software/technology to compose.● I can use a planned structure when composing, using a wide range of dynamics and tempos.● I can use various Charanga composition tools to compose structured melodies of varying lengths.	<ul style="list-style-type: none">● I can compose and perform an eight to 16-bar melodic phrase using a pentatonic scale.● I can perform this melody on tuned percussion and/or melodic instruments.● I can enhance my melody with simple chord progressions.● I can compose a piece in ternary form. I can use music software/technology to compose.● I can use a planned structure when composing, using a wide range of dynamics and tempos.● I can use various Charanga composition tools to compose structured melodies of varying lengths.
	Composing	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick	Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within	Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression.	Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple	Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion

			<p>soundmakers.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use simple notation if appropriate: Create a simple melody using crotchets and minims:</p> <p>C, D</p> <p>C, D, E</p> <p>C, D, E, F</p> <p>C, D, E, F, G</p> <p>Start and end on the note C</p> <p>F, G</p> <p>F, G, A</p> <p>F, G, A, C</p> <p>F, G, A, C, D</p> <p>Start and end on the note F</p> <p>D, F</p> <p>D, F, G</p> <p>D, F, G, A</p> <p>D, F, G, A, C</p> <p>Start and end on the note D</p>	<p>notation, as appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm</p> <p>patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use notation if appropriate: Create a simple melody using crotchets and minims:</p> <p>C, D</p> <p>C, D, E</p> <p>C, D, E, F</p> <p>C, D, E, F, G</p> <p>Start and end on the note C (C major)</p> <p>G, A</p> <p>G, A, B</p> <p>G, A, B, D</p> <p>G, A, B, D, E</p> <p>Start and end on the note G (Pentatonic on G)</p> <p>F, G</p> <p>F, G, A</p> <p>F, G, A, C</p> <p>F, G, A, C, D</p> <p>Start and end on the note F (Pentatonic on F)</p>	<p>compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a simple melody using crotchets, minims and perhaps paired quavers:</p> <p>C, D</p> <p>C, D, E</p> <p>C, D, E, G</p> <p>C, D, E, G, A</p> <p>Start and end on the note C (Pentatonic on C)</p> <p>C, D</p> <p>C, D, E</p> <p>C, D, E, F</p> <p>C, D, E, F, G</p> <p>Start and end on the note C (C major)</p> <p>F, G</p> <p>F, G, A</p> <p>F, G, A, Bb</p> <p>F, G, A, Bb, C</p> <p>Start and end on the note F (F major)</p> <p>G, A</p> <p>G, A, B</p> <p>G, A, B, D</p> <p>G, A, B, D, E</p> <p>Start and end on the note G (Pentatonic on G)</p> <p>G</p>	<p>Compose over a groove.</p> <p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Use a pentatonic scale:</p> <p>C, D</p> <p>C, D, E</p> <p>C, D, E, G</p> <p>C, D, E, G, A</p> <p>Start and end on the note C (Pentatonic on C)</p> <p>C, D</p> <p>C, D, E</p> <p>C, D, E, F</p> <p>C, D, E, F, G</p> <p>Start and end on the note C (C major)</p> <p>A, B</p> <p>A, B, C</p> <p>A, B, C, D</p> <p>A, B, C, D, E</p> <p>Start and end on the note A (A minor)</p> <p>D, E</p> <p>D, E, F</p> <p>D, E, F, G</p> <p>D, E, F, G, A</p> <p>Start and end on the note D (D minor)</p> <p>G, A</p> <p>G, A, B</p> <p>G, A, B, D</p> <p>G, A, B, D, E</p> <p>Start and end on the note G (Pentatonic on G)</p> <p>D, E</p> <p>D, E, F</p> <p>D, E, F, G, A</p> <p>Start and end on the note D (D minor)</p> <p>Eb, F</p> <p>Eb, F, G</p> <p>Eb, F, G, Bb</p> <p>Eb, F, G, Bb, C</p> <p>Start and end on the note Eb (Eb major)</p>	<p>verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Use simple dynamics.</p> <p>Use rhythmic variety.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys.</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>F, G</p> <p>F, G, A</p> <p>F, G, A, Bb</p> <p>F, G, A, Bb, C</p> <p>Start and end on the note F (F major)</p> <p>G, A</p> <p>G, A, B</p> <p>G, A, B, C</p> <p>G, A, B, C, D</p> <p>Start and end on the note G (G major)</p> <p>G, A</p> <p>G, A, B</p> <p>G, A, B, D</p> <p>G, A, B, D, E</p> <p>Start and end on the note G (Pentatonic on G)</p> <p>D, E</p> <p>D, E, F</p> <p>D, E, F, G</p> <p>D, E, F, G, A</p> <p>Start and end on the note D (D minor)</p> <p>Eb, F</p> <p>Eb, F, G</p> <p>Eb, F, G, Bb</p> <p>Eb, F, G, Bb, C</p> <p>Start and end on the note Eb (Eb major)</p>	<p>and/or orchestral instruments.</p> <p>Notate this melody.</p> <p>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.</p> <p>Create a simple chord progression.</p> <p>Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use simple dynamics.</p> <p>Use rhythmic variety.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>C, D</p> <p>C, D, E</p> <p>C, D, E, F</p> <p>C, D, E, F, G</p> <p>Start and end on the note C (C major)</p> <p>G, A</p> <p>G, A, B</p> <p>G, A, B, D</p> <p>G, A, B, D, E</p> <p>Start and end on the note G (Pentatonic on G)</p> <p>D, E</p> <p>D, E, F</p> <p>D, E, F, G</p> <p>D, E, F, G, A</p> <p>Start and end on the note D (D minor)</p>
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								F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) F, G F, G, Ab F, G, Ab, Bb F, G, Ab, Bb, C Start and end on the note F (F minor)
Performing	<ul style="list-style-type: none">● A performance is sharing music.			<ul style="list-style-type: none">● I can play and perform as a soloist or as part of an ensemble.● I can explain why a song was chosen. I have an understanding of the musical themes I have been singing about.● I can follow the leader or conductor.● I can talk about my performance, explaining what went well and what could be improved.● I can introduce the song and explain why it was chosen. I can express how my performance affected me emotionally	<ul style="list-style-type: none">● I can play and perform in solo or ensemble contexts, following stave notation with confidence.● I can explain why a song was chosen and in what context, including historical information about the piece.● I can effectively communicate the meaning of the words and articulate them clearly.● I can reflect on my performance and how well it suited the occasion.● I can discuss and reflect upon my performance to improve upon future performances.	<ul style="list-style-type: none">● I can create, organise, rehearse and perform for an unknown audience.● I can perform as part of a smaller group as well as within the whole class.● I can perform as part of a mixed ensemble of acoustic instruments.● I can perform from memory or visually, using notation.● I understand the significance of movement and performing space.● I can lead part (or all) of a rehearsal/performance. I can record, evaluate and discuss my performances using appropriate vocabulary	<ul style="list-style-type: none">● I can create, organise, rehearse and perform for an unknown audience.● I can perform as part of a smaller group and within the whole class.● I can perform as part of a mixed ensemble of acoustic instruments.● I can perform from memory or visually, using notation.● I understand the significance of movement and performing space.● I can lead part (or all) of a rehearsal/performance. I can record, evaluate and discuss my performances using appropriate vocabulary.	
	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>	<p>Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons. Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly. Use the structure of the song to communicate its mood and meaning in</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it. Record the performance and compare it to a</p>	

					<p>the performance. Talk about what the rehearsal and performance has taught the student. Understand how the individual fits within the larger group ensemble. Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>A student leads part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.</p>	<p>previous performance. Collect feedback from the audience and reflect how the audience believed in the performance. Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>
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