

“There is music in every child. The teacher's job is to find it and nurture it.” **Frances Clark**

VISION The vision for our Music curriculum is for it to be an engaging, enjoyable learning experience which inspires creativity and self-expression. We aim to foster a love of music in our pupils by exposing them to diverse musical experiences and igniting a passion for music. Listening and responding to different musical styles and finding their voices as singers, performers and composers enables our pupils to become confident, reflective musicians.

	Brampford Speke C of E Primary School Music Overview	
EYFS 3-4	Sing a large repertoire of songs. CL Use large-muscle movements to wave flags and streamers, paint and make marks. PD Listen with increased attention to sounds. EA&D Respond to what they have heard, expressing their thoughts and feelings. EA&D Remember and sing entire songs. EA&D Sing the pitch of a tone sung by another person ('pitch match'). EA&D Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. EA&D Create their own songs, or improvise a song around one they know. EA&D Play instruments with increasing control to express their feelings and ideas. EA&D	
EYFS R	Listen carefully to rhymes and songs, paying attention to how they sound. CL Learn rhymes, poems and songs. CL Combine different movements with ease and fluency. PD Explore, use and refine a variety of artistic effects to express their ideas and feelings. EA&D Return to and build on their previous learning, refining ideas and developing their ability to represent them. EA&D Create collaboratively, sharing ideas, resources and skills. EA&D Listen attentively, move to and talk about music, expressing their feelings and responses. EA&D Sing in a group or on their own, increasingly matching the pitch and following the melody. EA&D Explore and engage in music making and dance, performing solo or in groups. EA&D	
EYFS ELG	Sing a range of well-known nursery rhymes and songs. EA&D Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. EA&D	

KS1 Cycle A	Autumn		Spring		Summer	
Unit	Exploring sound (EYFS)	Call and response song (Theme: Animals) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-2/call-and-response-theme-animals/	Tempo (Theme: Snail and Mouse) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-1/snail-and-mouse/	Musical stories (EYFS)	Musical symbols (Theme: Under the sea) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-1/musical-symbols-theme-under-the-sea/	Pitch (Theme: Musical me) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-2/pitch-theme-musical-me/
Key Vocabulary	sound, voice, instrument, body percussion, environment, loud, quiet, high, low, pattern	call and response, dynamics, sound pattern,	beat, fast, singing voice, slow, speaking voice, warm up	story, character, movement, sound effect, instrument, voice, loud, quiet, fast, slow	dynamics, pitch, rest, sound pattern, tempo	beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume
Learning Focus	Listening to sounds Identify and respond to sounds in the environment. Vocal sounds Explore the different sounds that voices can make. Body percussion Create and copy sounds using the body. Instrument sounds Explore and describe sounds made by instruments. Sound performance Choose and combine sounds in a short group performance.	Animal sounds To create short sounds with varied dynamics that represent an animal Sound pattern safari To copy a short sound pattern Call and response To explore call and response using instruments Instrumental response To create sound patterns based on call and response Dynamics performance To perform different sound patterns with contrasting dynamics	Snail and mouse To use voices and bodies expressively, while exploring tempo Exploring rhyme with snail and mouse To practice a rhyme using fast and slow beats on instruments Singing snail and mouse To use voices to perform a song with a fast and slow beat Performing snail and mouse To use singing voices and an instrument to perform a song with a fast and slow beat The story of snail and mouse To demonstrate fast and slow beats within the context of a story	Moving to music Respond to changes in music through movement. Character sounds Choose voices and instruments to represent characters. Story sound effects Add sounds to key events in a familiar story. Creating a musical story Put sounds and movements into story order. Musical story performance Perform and reflect on a musical story.	Showing tempo To explore tempo changes through movement Exploring dynamics To explore how dynamics can be represented by different symbols Rhythm To clap simple rhythmic patterns while keeping the pulse Using pitch To interpret symbols to demonstrate a pitch pattern Under the sea performance To perform as part of a group to demonstrate dynamics, pitch and rhythm	Once a man fell in a well To sing and play an instrument at the same time Dynamics and timbre To choose and play appropriate dynamics and timbres for a piece of music Melody To use musical notation to play melodies My own melody To use letter notation to write my own melody Group composition To use timbre and dynamics in musical composition
Unit Outcomes	Listen carefully and respond to a range of sounds. Identify whether sounds are made by voices, bodies, instruments or the environment. Compare sounds using simple musical vocabulary. Copy and create short sound patterns. Follow signals to start and stop during a performance.	Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument. Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response. Copy a sound pattern using an instrument.	Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice. Perform with an instrument. Observe others and move, speak, sing and play appropriately. Sing in time from memory, with some accuracy. Keep a steady pulse.	Move in response to the mood and speed of music. Match sounds to characters, actions and events. Use voices, instruments and body percussion to retell a story. Remember and perform a simple sequence. Perform with others and talk about the finished piece.	Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and	Clap the rhythm of their name. Sing the melody accurately while playing their instrument in time. Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time.

		Playing either a call and/or response role in time with another pupil. Perform a composition.	Move, speak, sing and play demonstrating slow and fast beats.		recognise the symbols representing these.	Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels.
Key Knowledge	Sounds have different sources and qualities. Voices, bodies, objects and instruments can all make music. Sounds can be described as loud or quiet and high or low. A sound pattern can be repeated.	Recognise and name the following instruments: up to three instruments from Group A and B. Know that dynamics can change the effect a sound has on the audience. Be able to recognise and name up to three instruments from Group A and B.	That sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow.	Music and sound effects can help to tell a story. Different sounds can represent characters, actions and feelings. Music may change in speed and volume. A performance has an order and requires performers to listen to one another.	To be able to recognise and name the following instruments: Up to three instruments from Group A and B. To know that notation is read from left to right.	Notation is read from left to right. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Sounds within music can be described as high or low sounds and the meaning of these terms.
Key Skills	Listen attentively and describe what is heard. Experiment safely with voices, body percussion and instruments. Copy and repeat simple patterns. Choose sounds for an intended effect. Play as part of a group and respond to a leader.	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating sound Breathing at appropriate times when singing. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how dynamics are affected by	Recognising basic tempo changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo changes. Competently singing songs with a very small pitch range (two notes that are different but close together).	Listen and respond through movement. Select and create appropriate sounds. Sequence sounds to match events. Use simple changes in tempo and dynamics. Rehearse and perform collaboratively.	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. "it sounds like squelching mud"). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Creating sound	Listening and evaluating Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Creating sound Singing simple songs, chants and rhymes from memory. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's

		the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments. Improvising and composing Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.			Developing an awareness of how sound is affected by the way an instrument is held. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Performing Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece.	modelling. Starting to understand how to produce different sounds on pitched instruments (Group C). Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches). Performing Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance. Standing or sitting appropriately when performing or waiting to perform.
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KS1 Cycle B	Autumn		Spring		Summer	
Unit	Keeping the pulse (Theme: My favourite things) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-1/keeping-the-pulse-theme-my-favourite-things/	Singing (Theme: On this island) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-2/singing-theme-on-this-island/	Music and movement (EYFS)	Instruments (Theme: Musical Storytelling) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-2/instruments-theme-musical-storytelling/	Transport (EYFS)	Structure (Theme: Myths and legends) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-2/structure-theme-myths-and-legends/
Key Vocabulary	pulse, singing voice, speaking voice, thinking voice	composer, composition, dynamics, inspiration, pitch, tempo, phrase	action song, beat, movement, tempo, pitch, fast, slow, high, low, performance	dynamics, encore, instrumental sound, sound effect, tempo	transport, sound, beat, rhythm, tempo, fast, slow, movement, journey, instrument	one-beat notes, composition, paired half-beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice
Learning Focus	Finding the pulse To demonstrate an understanding of pulse using parts of the body Singing a sound pattern To keep a pulse and show a sound pattern using bodies and voices Using a thinking voice To explore using a thinking voice to show the pulse Reading sound patterns To play short rhythms in time with the pulse. Practice makes perfect To demonstrate an understanding of pulse through performance.	Seaside sounds To learn to sing a British folk song Countryside sounds To practise and perform a song relating to the countryside City sounds To practise and perform a song relating to the city Structured soundscape To create symbols to represent sounds Performing a composition To develop and perform a musical composition	Action songs Join in with actions that match a song. Finding the beat Move in time with a steady beat. Exploring tempo Respond to fast and slow music. Tempo and pitch through dance Change movements to match tempo and pitch. Music and movement performance Perform a sequence of movements with music.	Listening for dynamics and tempo To explore listening and analysing a piece of music in relation to a story Sound effects and dynamics To explore how music and sound effects can tell a story Creating a soundscape To select appropriate sounds to match events, characters and feelings in a story Using sound to represent events To suggest appropriate sounds to represent parts of a story Musical story performance To perform a composition showing changes in tempo and dynamics	Exploring transport Use voices, bodies and instruments to represent transport. Trains Keep a steady beat and explore changes in speed. Boats Create flowing sounds and movements. Cars Use rhythm and tempo to represent a car journey. Transport journey Combine sounds and movements in a group performance.	Reading and clapping rhythms To read and clap a rhythm based on a phrase from a story Clapping and writing rhythms To hear, write and clap rhythms based on a phrase from a story Structure To use a rhythm in different ways to demonstrate structure Compose with structure To create a structure using rhythmic patterns Rehearse and perform To perform a group composition
Unit Outcomes	Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.	Breathe after each phrase in a song when singing. Sing a song from memory. Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment. Perform a composition. Apply pitch and dynamics to enhance a composition.	Join in with familiar songs and actions. Move in time with a steady beat. Show fast and slow tempo through movement. Respond physically to high and low sounds. Remember and perform a short movement sequence.	Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story.	Recognise and imitate familiar transport sounds. Keep a steady beat using movement or instruments. Respond to changes in speed. Choose sounds to represent different forms of transport. Perform a simple musical journey with others.	Recognise, play and write rhythms with one beats and paired half beats. Show a rest beat using a silent movement. Read and follow a structure from left to right. Add rhythms to a structure to create a beginning, middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument.

		Read notation from left to right.		Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.		
Key Knowledge	Notation is read from left to right. Pictorial representations of rhythm show sounds and rests.	Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms. Notation is read from left to right.	The beat is the steady pulse in music. Tempo means how fast or slow music is. Pitch describes how high or low a sound is. Movements can be changed to reflect musical features.	Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms. Recognise and name up to three instruments from Group A and B.	Everyday sounds can be represented using voices, bodies and instruments. A beat can stay steady while music becomes faster or slower. Tempo helps music represent different movements and journeys. Sounds can be arranged in a sequence.	Pictorial representations of rhythm show sounds and rests.
Key Skills	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to move in time with the beat of the music. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). To recognise and name the following instruments: up to three instruments from Group A and B. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating sound Singing simple songs, chants and rhymes from memory. Competently singing songs with a very small pitch range (two notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods.	Listen and respond physically to music. Coordinate movements with a beat. Explore contrasting tempo and pitch. Remember a simple sequence. Perform confidently alongside others.	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (eg. It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.	Listen to and identify environmental sounds. Imitate, select and combine sounds. Keep a beat and copy simple rhythms. Change playing and movement to match tempo. Sequence, rehearse and perform collaboratively.	Listening Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. Identifying some common instruments when listening to music. Stating what they enjoyed about their peers' performances. Creating sound Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to

	lower. Exploring changing their singing voice in different ways. Breathing at appropriate times when singing. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. Composing and improvising Improvising simple question and answer phrases, using untuned percussion or voices. Performing Starting to maintain a steady beat throughout short performances. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping in time with the beat. Showing awareness of the leader, particularly when starting or ending a piece.	Creating sound Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their "thinking voice"). Using instruments imaginatively to create soundscapes which convey a sense of place. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation are read by moving eyes from left to right as sound occurs. Composing Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing Offering positive feedback on others' performances. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Following a leader to start and end a piece appropriately.		Stating what they enjoyed about their peers' performances. To recognise and name the following instruments: up to three instruments from Group A and B. Creating sound Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Composing Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.		understand how to produce different sounds on tuned instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Beginning to read simple rhythmic patterns which include paired half beats (quavers). Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short performances. Standing or sitting appropriately when performing or waiting to perform. Following a leader to start and end a piece appropriately.
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KS1 Cycle C	Autumn		Spring		Summer	
Unit	Dynamics (Theme: Seaside) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-1/dynamics-theme-seaside/	Celebration music (EYFS)	Sound patterns (Theme: Fairy tales) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-1/sound-patterns-theme-fairytales/	Big band (EYFS)	Musical stories (EYFS)	Contrasting dynamics (Theme: Space) https://www.kapowprimary.co.uk/subjects/music/key-stage-1/year-2/contrasting-dynamics-theme-space/
Key Vocabulary	dynamics, instrument, seaside, soundscape, symbol, volume	celebration, song, dance, instrument, rhythm, beat, tempo, loud, quiet, perform	character, voice, sound pattern	band, orchestra, conductor, instrument, beat, rhythm, loud, quiet, start, stop	story, character, movement, sound effect, instrument, voice, loud, quiet, fast, slow	composer, dynamics, pitch, pattern, planet, representation, soundscape, tempo
Learning Focus	Vocal and body sounds To understand how music can be used to represent an environment Embodying the seaside To understand how music can represent changes in an environment Musical treasure hunt To explore using instruments, body and voice to create a seaside soundscape Seaside story To identify how dynamics can reflect environments Seaside soundscape To create and represent sounds using symbols	Celebration songs Listen and join in with songs used for celebrations. Celebration rhythms Copy rhythms using clapping and instruments. Music and dance Explore how people move to celebration music. Creating celebration music Choose sounds for a class celebration. Celebration performance Perform a song or rhythmic piece together.	Character voices To explore and change dynamics using the voice Starting with instruments To experiment with creating different sounds using a single instrument Sound patterns To read simple rhythmic patterns comprising of one beat sounds and one beat rests Responding to music To play sound patterns in time with the pulse using a visual stimulus Fairytale performance To show awareness of different roles when performing in a group performance	Meet the instruments Explore how different classroom instruments sound. Playing to a beat Play instruments in time with a steady beat. Following the conductor Respond to signals for start, stop, loud and quiet. Playing together Combine different instrumental parts. Big band performance Rehearse and perform as an ensemble.	Moving to music Respond to changes in music through movement. Character sounds Choose voices and instruments to represent characters. Story sound effects Add sounds to key events in a familiar story. Creating a musical story Put sounds and movements into story order. Musical story performance Perform and reflect on a musical story.	Vocal soundscape To create a simple soundscape using dynamic changes Creatively responding to music To listen to music and respond creatively, considering how dynamics can be represented Comparing music To compare two pieces of music Pitch patterns To create a short pitch pattern to represent a planet Creating and performing a musical structure To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics
Unit Outcomes	Use appropriate, justified movements to represent dynamics. Identify sounds within the music and describe them using adjectives. Recreate sounds using voice or body and extend ideas by adding dynamics. Create appropriate, original sounds with their voice and body. Use instruments to create loud and soft sounds. Justify instrument and sound choices.	Listen and respond to music from different celebrations. Join in with repeated words, actions and rhythms. Keep a beat through movement or playing. Choose instruments and sounds for a celebratory effect. Perform as part of a group.	Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse. Follow instructions during a performance.	Name and explore a selection of classroom instruments. Hold and play instruments with increasing control. Keep a steady beat for a short time. Follow a conductor's signals. Perform a simple piece as part of a group.	Move in response to the mood and speed of music. Match sounds to characters, actions and events. Use voices, instruments and body percussion to retell a story. Remember and perform a simple sequence. Perform with others and talk about the finished piece.	Use their voice to create a variety of sounds. Use dynamics to create an atmosphere. Collaborate with peers to contribute to a group soundscape. Correctly identify changes in dynamics. Show changes in dynamics using bodies and vocals. Compare two pieces of music using musical vocabulary to describe the changes in dynamics. Interpret music in a visual form.

	Follow instructions during a performance. Create and play a musical score that showcases understanding by using dynamic symbols.		Join in with repeated phrases using a character voice.			Identify and discuss patterns in different pieces of music. Successfully create and play patterns, notating them. Create and play a simple pitch pattern accurately.
Key Knowledge	Sections of music can be described as loud, quiet or silent and the meaning of these terms. Notation is read from left to right. To be able to recognise and name up to three instruments from Groups A and B.	Music is used in many communities and celebrations. Celebration music may include singing, dancing and instruments. A rhythm is a pattern of long and short sounds. Music can be changed by playing loudly, quietly, quickly or slowly.	Sections of music can be described as loud, quiet or silent and the meaning of these terms.	A band is a group of people who make music together. Different instruments make different sounds. A conductor helps musicians start, stop and play together. Musicians need to watch and listen to one another.	Music and sound effects can help to tell a story. Different sounds can represent characters, actions and feelings. Music may change in speed and volume. A performance has an order and requires performers to listen to one another.	Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Pictorial representations of rhythm show sounds and rests.
Key Skills	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy) Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (eg. 'It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. To recognise and name the following instruments: up to three instruments from Group A and B. Giving positive feedback related to the dynamics of	Listen respectfully to unfamiliar music. Sing, move and play in response to music. Copy and create simple rhythms. Make musical choices for a purpose. Rehearse and perform with others.	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g., "It sounds like squelching mud"). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Stating what they enjoyed about their peers' performances. Creating sound Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to	Explore and compare instrumental sounds. Play instruments with control. Maintain a steady beat. Respond to visual signals and changes in dynamics. Rehearse, perform and reflect as a group.	Listen and respond through movement. Select and create appropriate sounds. Sequence sounds to match events. Use simple changes in tempo and dynamics. Rehearse and perform collaboratively.	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music using the vocabulary loud, quiet and silent. Stating what they enjoyed about their peers' performances. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a

	practices and performances, using the vocabulary of loud, quiet and silent. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods. Creating sound Developing an awareness of how sound is affected by the way an instrument is held. (Group A, B and C.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Performing Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece.		create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). Performing Offering positive feedback on others' performances. Keeping instruments still until their part in the performance.			wide variety of cultures and historical periods. Creating sound Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Confidently reading simple rhythmic patterns comprising of one-beat sounds and one-beat rests. Composing Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Performing Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance.
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KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Year 3 Creating compositions in response to an animation (Theme: Mountains)	Year 3 Pentatonic melodies and composition (Theme: Chinese New Year)	WCET	Year 4 Samba and carnival sounds and instruments (Theme: South America)	Year 6 Composing and performing a Leavers' song	Year 4 Adapting and transposing motifs (Theme: Romans)
Learning Focus	Telling stories through music To tell a story from a piece of music through movement Creating a soundscape To create a soundscape using percussion instruments Story sound effects To create a range of sounds to accompany a story Adding rhythm To compose and perform a rhythm to accompany a story Musical mountain To compose and notate a short melody to accompany a story	Dragon dance To learn about the music used to celebrate the Chinese New Year festival Pentatonic scale To play a pentatonic melody Letter notation To write and perform a pentatonic melody Enter the dragon To perform a group composition Final performance To perform a piece of music as a group		Introduction to samba To recognise and identify the main features of samba music Pulse and rhythm To understand and play syncopated rhythms Samba rhythms To play syncopated rhythms as part of a group Composing a break To compose a basic rhythmic break Samba performance To perform rhythmic breaks within a samba piece.	A single year To listen to and describe music Writing chorus lyrics To write lyrics for a song Writing verse lyrics To organise lyrics into a song structure Backing track To use vocal improvisation and known melodies against a backing track Creating a melody To compose a melody	Here come the Romans To sing in tune and in time Musical motifs To understand what a musical motif is Motifs and mosaics To compose and notate a motif Motif development To develop and transpose a musical motif Combine and perform To combine and perform different versions of a musical motif
Vocabulary	<i>influence, listen, dynamics, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose</i>	<i>tempo, crescendo, dynamics, timbre, duration</i>		<i>agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</i>	<i>allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave, notation, structure, upbeat, verse</i>	<i>dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps</i>
Unit Outcomes	Verbalise how the music makes them feel. Create actions or movements appropriate	Match their movements to the music, explaining why they chose these movements.		Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.	Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.	Learn a new song, singing in time and in tune while following the lyrics.

	to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying	Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music.		Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.	Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence.	Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.
Key Knowledge	To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.	To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.		To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on-beat' is the pulse of a piece of music, and the 'off-beat' falls in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.	To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.
Key Skills	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, 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-dimensions of music)	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, 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		Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Beginning to improvise musically within a given style. Creating a piece of music with at least	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. 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. 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	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. 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/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a

	when discussing improvements to their own and others' work. 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. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	inter-dimensions of music) when discussing improvements to their own and others' work. 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. 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.		four different layers and a clear structure. Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing syncopated rhythms with accuracy, control and fluency.	features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. 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 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. Using musical vocabulary to offer constructive and precise feedback on others' performances. Key knowledge To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.	piece of music. 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. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 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. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
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Year B	Year 3 Ballads	Year 5 South and West Africa	WCET	Year 5 Looping and remixing	Year 6 Theme and variations (Theme: Pop Art)	Year 3 Developing singing technique (Theme: the Vikings)
Learning Focus	What is a ballad? To sing a ballad and explain what it is Performing a ballad To be able to perform a ballad with an understanding of style The story behind the song To understand that ballads tell a story Writing lyrics To be able to write lyrics for a ballad Singing my ballad To take part in a group performance	‘Shosholozza’ a cappella To sing a traditional African song unaccompanied Playing ‘Shosholozza’ To use tuned percussion to play a chord progression The ‘Shosholozza’ show To use vocals or tuned percussion to perform a piece of music as an ensemble Drumming away to Africa To play call and response rhythms using percussion instruments Eight-beat breaks To create an eight beat break to play within a performance		Body percussions loops To play a simple looped rhythm from notation Mixing loops To explore how sound can be layered using loops Learning the original To play a melody line accurately and fluently Looping fragments To select a section of a tune and perform it as a loop Remix To combine loops to create a remix	Pop Art and music To explore the musical concept of theme and variations The Young Person’s Guide to the Orchestra To compare and contrast different variations in the a piece Learning the theme To use complex rhythms to be able to perform a theme Exploring rhythms To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time Picturing Pop Art To use music notation to create visual representations rhythms.	Here come the Vikings! To sing in time with others Sing like a Viking To sing in time with others Viking notation To recognise simple rhythmic notation by ear and by sight Viking battle song To use simple rhythmic notation to compose a Viking battle song Perform like a Viking To perform music with confidence and discipline
Vocabulary	<i>pitter patter, raindrop, clapping, clicking, body percussion, tempo, , rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration, keyboard</i>	<i>a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome</i>		<i>accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure</i>	<i>3/4 time, 4/4 time, accidentals body percussion, diaphragm, legato, motif orchestra, percussion, phrases pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi- quaver, staccato, tempo, them, TIKI-TIKI, TI-TIKI, TIKI- TI, translate, variations, vocal lin, woodwind</i>	<i>composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined</i>
Unit Outcomes	Identify the key features of a ballad. Perform a ballad using actions.	Sing using the correct pronunciation and with increasing confidence.		Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different	Perform rhythms confidently either on their own or in a group.	Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers

	Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.	Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.		aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops.	Identify the sounds of different instruments and describe. Make suggestions for which instruments can be matched to which pieces of art. Recall the names of several instruments according to their orchestra sections. Keep the pulse with the body percussion section and sing with control and confidence. Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. Draw the rhythms accurately and show a difference between each of their variations. Showcase creativity in the finished product.	often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.
Key Knowledge	To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.		To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to.	To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that written music tells you how long to play a note for.

Key Skills	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 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-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. 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.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using 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. 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. 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. Using staff notation to record rhythms and melodies.		Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using 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. 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. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. 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.	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. 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. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 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. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control	Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 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 identifying these symbols using musical terminology.
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					and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency	
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Year C	Year 3 Jazz	Year 6 Songs of World War 2	WCET	Year 5 Composition notation (Theme: Ancient Egypt)	Year 4 Changes in pitch, tempo and dynamics (Theme: Rivers)	Year 6 Film music
Learning Focus	Ragtime To sing and clap a syncopated rhythm for a ragtime-style song Traditional jazz To improvise a call and response Scat singing To be able to scat sing using the call and response format Jazz motifs To create a jazz motif Swung rhythms To adapt a familiar tune using jazz rhythms	Singing for victory To use musical vocabulary to identify features of different eras of music The White Cliffs of Dover To improve accuracy in pitch and control, singing with expression and dynamics Pitch up To identify pitches within an octave when singing Harmonise To use knowledge of pitch to develop confidence when singing in parts Let's notate To be able to notate a melody using pitches up to an octave		Here come the Egyptians To sing with accuracy, fluency, control, and expression Hieroglyphic score To explore and use different forms of notation Play like an Egyptian To understand note length Pitch pyramids To read simple pitch notation Egyptian farewell To use hieroglyphs and stave notation to write a piece of music	The singing river To sing in two parts using expression and dynamics The listening river To recognise key elements of music The repeating river To perform a vocal ostinato The percussive river To create and perform an ostinato The performing river To improve and perform a piece of music based around ostinatos	Soundtracks To appraise different musical features in a variety of film contexts Scenes and sounds To identify and understand some composing techniques in film music Following the score To use graphic scores to interpret different emotions in film music Composing for film To create and notate musical ideas and relate them to film music The soundtrack To play a sequence of musical ideas to convey emotion
Vocabulary	<i>call and response, improvisation, jazz, motif, off-beat, pitch, Ragtime, rhythm, scat singing, straight quaver, strung quaver, swung music, swung rhythm, syncopated rhythm, syncopation, traditional jazz, tune</i>	<i>accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo</i>		<i>features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key</i>	<i>a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer</i>	<i>Accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, convey, crescendo, descending, dynamics, emotion, imagery, improvise, interpret, interval, major, melodic, minor, modulate, orchestral, pitch, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison</i>
Unit Outcomes	Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm.	Use musical and comparative language in discussion. Follow the melody line.		Sing in time and in tune with other people and the backing track.	Sing in tune and in harmony with others, with developing breath control.	Identify how different styles of music contribute to the feel of a film.

	Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.	Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.		Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.	Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos.	Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film.
Key Knowledge	To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing.	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.		To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that when you sing without accompaniment it is called 'A Cappella'. To know that harmony means playing two notes at the same time that usually sound good together. To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that 'performance directions' are words added to musical notation to tell the performers how to play.	To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'
Key Skills	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing	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. Representing		Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and	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. Recognising, naming and explaining the	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. 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

	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-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. 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. 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 identifying notation symbols using musical terminology. Explaining their preferences for a piece of music using musical vocabulary. Understanding that music from different times has different features. Beginning to improvise musically within a given style using their voice. Offering constructive feedback on others' performances.	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. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. 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 and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. Using musical vocabulary to offer constructive and precise feedback on others' performances.		evaluate their own and others' work. 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. 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. 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. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. 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. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. 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.	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. Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology. Constructively critique their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.
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Year D	Year 3 Traditional instruments and improvisation (Theme: India)	Year 5 Blues	WCET	Year 4 Haiku, music and performance (Theme: Hanami festival)	Year 4 Body and tuned percussion (Theme: Rainforests)	Year 4 Rock and Roll
Learning Focus	Introducing traditional Indian music and instruments To explain an opinion of Indian music Indian music: Playing a rag To be able to improvise using given notes Indian music: Adding a drone To be able to improvise using given notes Indian music: Introducing the tal To create a piece of music using a drone, rag and tal Indian music: Performing Anile vaa To perform a piece of music using musical notation	History of the Blues To know the key features of Blues music Playing a chord To play the first line of the 12-bar Blues The 12-bar Blues To be able to play the 12-bar Blues Blues scale To be able to play the Blues scale Improvisation and the Blues To be able to improvise with notes from the Blues scale ==		Describing blossom To describe the Hanami festival using suitable words and sounds Sounds of blossom To represent a blossom tree using sounds Blossom haiku To identify different musical features using descriptive vocabulary Haiku melodies To work as a group to create a piece of music celebrating the Hanami festival Haiku performance To perform a piece of music to celebrate Hanami	Pitter patter raindrops To identify structure and texture in music Rainforest body percussion To use body percussion The rhythm of the forest floor To create musical rhythms using body percussion The loopy rainforest To create simple tunes Sounds of the rainforest To build and improve a composition	Hand jive To understand the history of rock and roll music Rock Around the Clock To be able to perform with a sense of style Walking bass line To play a walking bass line on tuned percussion Performing the bass To be able to play a rock and roll bass line Rock and roll performance To be able to play a rock and roll piece of music
Vocabulary	<i>Bollywood, drone, dynamics, notation, rag, sitar, table, tanpura, tala, tempo</i>	<i>Blues, Chord, 12-bar Blues, Bar, scale, Blues scale, bent notes, ascending scale, descending scale; improvisation</i>		<i>col legno, composing, descriptive, duration, dynamics, effect, forte, glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary,</i>	<i>pitter patter, raindrop, clapping, clicking, body percussion, tempo, , rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, , inspiration, keyboard</i>	<i>bass line, beat, chorus, dynamics, flat notes, in-time, hand jive, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, style, sharp notes, tempo, untuned percussion, verse, vocals, walking bass line</i>

Unit Outcomes	Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other's parts.	Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation.		Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group.	Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.	Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers.
Key Knowledge	To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time.		To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting 'textures' in music.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.
Key Skills	Discussing the stylistic features of different genres, styles and traditions of music using	Recognising and confidently discussing the stylistic features of different genres,		Recognising, naming and explaining the effect of the interrelated dimensions of	Recognising the use and development of motifs in music. Identifying gradual	Recognising and discussing the stylistic features of different genres, styles and traditions of

	musical vocabulary. Understanding that music from different parts of the world, and different times, 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 use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 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 able to identify these symbols using musical terminology.	styles and traditions of music using musical vocabulary. 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. Improvising coherently within a given style. 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. 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. 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.		music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. 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 musical vocabulary to label and record their compositions. 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.	dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style.	music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. 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. Explaining their preferences for a piece of music using musical vocabulary.
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