

# St Michael's Catholic Primary School



## Music Curriculum Document

### Whole School Delivery

As a school we follow the Kapow scheme from Foundation stage to Year 6. Music is taught weekly in each class. Areas of learning are covered and revisited within each music topic through Kapow – please see the yearly overview for which topic to focus on each half term. During Autumn 2, each class have the opportunity to access music through song and performance while preparing for Christmas.

### Areas of Learning

Our music scheme has been design as a spiral curriculum, which ensures children revisit and consolidate key skills in music. The key skills in music are referred to as the Inter-related Dimensions of Music and these are woven through the topics we teach each half term. Our music curriculum is then split into three areas of learning - Listening, Composing and Performing. In Key Stage 2 we will also look at the History Music. All the areas of learning will be looked at in detail and woven through the 6 topics for each year group. The topics covered ensure areas of learning and the inter-related dimensions of music are being practiced and consolidated.

## Key Stage 1 and Foundation Stage

	Listening to Music	Listening with Attention	Composing	Performing
<b>Foundation</b>	<ul style="list-style-type: none"> <li>Responding to music through movement – responding to different <b>tempo</b>, <b>dynamics</b> and <b>pitch</b></li> <li>Exploring lyrics in music by suggesting appropriate actions</li> <li>Listening to and following a beat, exploring with percussion – body and percussion</li> <li>Talk about if a piece of music as a slow/fast <b>tempo</b></li> </ul>	<ul style="list-style-type: none"> <li>Listen to percussion sounds and match sounds to instruments</li> <li>Identify high and low pitch</li> <li>Listening to and repeat a simple rhythm</li> <li>Listen to and repeat simple lyrics</li> <li>Understand that different instruments make different sounds and begin to group them by sound</li> </ul>	<ul style="list-style-type: none"> <li>Playing untuned percussion in time, with a piece of music</li> <li>Explore musical sounds and make own instruments with classroom objects</li> <li>Respond to music with body percussion</li> <li>Experimenting with vocal sounds to respond to music</li> <li>Explore different moods in music through choosing actions/instruments</li> <li>Explore sounds and playing instruments in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices to join in with well known songs and nursery rhymes from memory</li> <li>Remembering and maintaining their role within a group performance</li> <li>Moving to music with instruction to perform actions</li> <li>Participating in performances to a small audience</li> <li>Stopping and starting playing at the right time – responding to teacher signals for when to stop and start</li> </ul>

<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>- Music</li> <li>- Song</li> <li>- Sing</li> <li>- Loud</li> <li>- Quiet</li> <li>- High</li> <li>- Low</li> <li>- Fast</li> <li>- Slow</li> <li>- Beat/pulse</li> <li>- Instrument</li> <li>- Voice sound</li> <li>- Action</li> </ul>			
	<b>Listening to Music</b>	<b>Listening with Attention</b>	<b>Composing</b>	<b>Performing</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Responding to different pulse and rhythm in music</li> <li>• Understanding the difference between pulse and rhythm</li> <li>• Know that different types of sounds in music are called timbres</li> <li>• Recognising fast/slow tempo</li> <li>• Recognising loud/quiet dynamics</li> <li>• Recognising high/low pitch</li> <li>• Describe the character, mood or story of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and repeat short simple rhythmic patterns</li> <li>• Listening to and responding to other performers by playing as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voice/instrument to represent a given idea/character</li> <li>• Combine instrumental and vocal sounds within a given structure</li> <li>• Create simple melodies using a few notes</li> <li>• Choose dynamics, tempo and timbre for a piece of music</li> <li>• Creating a simple graphic score to represent a</li> </ul>	<ul style="list-style-type: none"> <li>• Using voice to expressively speak and chant</li> <li>• Sing short songs from memory – keeping the shape of the melody and keeping in time</li> <li>• Maintain pulse using hands and instruments</li> <li>• Copy back short rhythmic and melodic phrases on percussion instruments</li> <li>• Respond to simple music instructions – change tempo/dynamics as part of a group performance</li> </ul>

	<p>through discussion and movement</p> <ul style="list-style-type: none"> <li>Express a basic opinion of music – like/dislike</li> </ul>		<p>composition – using symbols</p> <ul style="list-style-type: none"> <li>Begin to make improvements to their work with support from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Performing from simple graphic notation – symbols</li> </ul>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>Pitch – high/low</li> <li>Vocal sounds – sounds made with vocal chords</li> <li>Percussion – instruments which are played by shaking, tapping or scraping with hand/beater</li> <li>Dynamics – loud/quiet</li> <li>Tempo – fast/slow</li> <li>Graphic Score – pictures/symbols to represent sounds</li> <li>In time – clapping, dancing, marching or singing at the same speed as the music</li> <li>Pulse – the heartbeat of the music</li> <li>Rhythm – A pattern of long and short sounds</li> <li>Compose – to create an original piece of music</li> <li>Accelerando – music becoming faster</li> <li>Chant – saying words in rhythm</li> </ul>			
	<b>Listening to Music</b>	<b>Listening with Attention</b>	<b>Composing</b>	<b>Performing</b>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Recognise timbre changes in music they listen to</li> <li>Recognise structural features in music they listen to (pitch, timbre, dynamics, tempo)</li> <li>Recognising instrumentation in music</li> <li>Use musical vocabulary to describe music</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and repeating simple melodies by ear</li> <li>Suggest improvements to their own and others work</li> </ul>	<ul style="list-style-type: none"> <li>Select and create longer sequences of appropriate sounds with voice and instruments to create idea/character</li> <li>Successfully combine instrument and vocal pattern within a structure and layer sounds together</li> <li>Create simple melodies from 5 notes</li> <li>Choose appropriate dynamics, tempo and</li> </ul>	<ul style="list-style-type: none"> <li>Use voices expressively when singing</li> <li>Sing short songs from memory – with melodic and rhythmic accuracy</li> <li>Copy longer rhythmic patterns on percussion instruments keeping a steady pulse</li> <li>Perform expressively using dynamics and timbre to alter sounds as appropriate</li> <li>Sing back short melodic patterns by ear</li> </ul>

	<ul style="list-style-type: none"> <li>Identify melodies that move in steps</li> </ul>		<p>timbre for a piece of music</p> <ul style="list-style-type: none"> <li>Create a graphic score and begin to use letter names for notes to represent details of compositions</li> <li>Begin to suggest improvements to their own work</li> </ul>	<ul style="list-style-type: none"> <li>Play short melodic patterns from some letter notation</li> </ul>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>Structure – how music is organized into sections</li> <li>Notation – how music is written down</li> <li>Dynamics – loud/quiet</li> <li>Tempo – fast/slow</li> <li>Timbre – quality of sound – scratchy/smooth, twinkly etc.</li> <li>Rhythm – pattern of long and short notes</li> <li>Call and response – when the leader sings/plays a part and the group sing/play it back</li> <li>Composition – an original piece of music that has been created</li> <li>Pulse/beat – the heartbeat of the music</li> <li>Melody – patterns of different pitches</li> <li>Composer – a person who creates and writes music</li> <li>Texture – how many layers of sound the music has – thick/thin</li> <li>Percussion</li> <li>Sound effects</li> <li>Vocals</li> </ul>			

<b>Key Stage 2</b>					
	<b>Listening to Music</b>	<b>Listening with Attention</b>	<b>Composing</b>	<b>Performing</b>	<b>History of Music</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Discuss the stylistic features of different genres, styles and traditions – using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use musical vocabulary linked to</li> </ul>	<ul style="list-style-type: none"> <li>Composing a piece of music in a given style</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs in a variety of musical styles</li> </ul>	<ul style="list-style-type: none"> <li>Developing understanding of how genres have evolved</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand that music from different parts of the world/times have different features</li> <li>• Recognise and explain changes within a piece of music using musical vocabulary</li> <li>• Describe the timbre, dynamic and textural details of a piece of music – verbally and through movement</li> <li>• Begin to show awareness of metre – recurring patterns</li> <li>• Recognise and begin to discuss within a piece of music</li> </ul>	<p>the inter-related dimensions of music, when discussing improvements to their own and others work</p>	<p>with voice and instruments</p> <ul style="list-style-type: none"> <li>• Combine melodies and rhythms to compose a multi-layered composition in a given style</li> <li>• Using letter name and rhythmic notation to record their compositions</li> <li>• Suggest and implement improvements to their own work</li> </ul>	<p>with accuracy and control</p> <ul style="list-style-type: none"> <li>• Sing and play in time with peers – developing a degree of accuracy and awareness of their part in the group performance</li> <li>• Perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using correct terminology</li> </ul>	<p>over time – specifically jazz.</p> <ul style="list-style-type: none"> <li>• Recognise the stylistic features of Indian classical music</li> <li>• Consider how music has developed differently in other parts of the world</li> </ul>
<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>- Ballad – a song which tells a story</li> <li>- Compose – to create an original piece of music</li> <li>- Stanza – a short section of text, sometimes known as a verse</li> <li>- Solo – performing alone</li> <li>- Ensemble – small group of musicians performing together</li> <li>- Lyrics</li> <li>- Chorus</li> <li>- Compose</li> <li>- Notation – stave and letter notation</li> <li>- Soundscape – collection of sounds within a piece of music</li> <li>- Melody</li> <li>- Duration – the length of time a note is played for</li> <li>- Crescendo – music getting gradually louder</li> <li>- Improvising – making up music as it is played</li> <li>- Pitch</li> </ul>				

	<ul style="list-style-type: none"> <li>- Dynamics</li> <li>- Timbre</li> <li>- Structure</li> <li>- Texture</li> <li>- Tempo</li> <li>- Major – a tonality where music is happy</li> <li>- Minor – a tonality where music is sad</li> </ul>				
	<b>Listening to Music</b>	<b>Listening with Attention</b>	<b>Composing</b>	<b>Performing</b>	<b>History of Music</b>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Recognising the use and development of motifs in music</li> <li>• Identify gradual dynamic and tempo changes</li> <li>• Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>• Identify common features between different genres, styles and traditions of music</li> <li>• Recognise, name and explain the effect of interrelated dimensions of music</li> <li>• Discuss the purpose of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Using musical vocabulary linked to the inter-related dimensions of music, when discussing improvements to their own and others work</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a coherent piece of music in a given style with voice and instruments</li> <li>• Begin to improvise musically within a given style</li> <li>• Develop melody using rhythmic variation, transportation , inversion and looping</li> <li>• Creating a piece of music with at least four different layers and a clear structure</li> <li>• Use letter name, graphic and rhythmic notation and</li> </ul>	<ul style="list-style-type: none"> <li>• Sing longer songs in a variety of musical styles from memory with accuracy, control, fluency and a developing sense of expression</li> <li>• Sing and play in time with peers with accuracy and awareness of their part in the group performance</li> <li>• Play melody parts on tuned instruments with accuracy and control and developing instrumental technique</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the significance of dancing within the evolution of music</li> <li>• Know about the origins of and traditional instruments in samba music</li> </ul>

			<p>key musical vocabulary to label and record their compositions</p> <ul style="list-style-type: none"> <li>Suggest improvements to others work using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Play syncopated rhythms with accuracy, control and fluency</li> <li>Play simple chord sequences</li> <li>Perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology</li> </ul>	
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>Motif – short repeated pattern of notes</li> <li>Ostinato – repeating musical pattern</li> <li>Riff – short repeated phrase in pop and jazz</li> <li>Rhythm</li> <li>Notation – graphic score, letter notation and rhythmic notation</li> <li>Sharp notes</li> <li>Flat notes</li> <li>Duration, pitch, tempo, dynamics, timbre, structure, texture, tempo</li> <li>Staccato – short sounds</li> <li>Glissando – continuous slide up/down between notes</li> <li>Bass line</li> <li>Walking bass line</li> <li>Round</li> <li>Harmony</li> <li>Ostinato</li> <li>Acapella</li> <li>Cue</li> </ul>				
	<b>Listening to Music</b>	<b>Listening with Attention</b>	<b>Composing</b>	<b>Performing</b>	<b>History of Music</b>

<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music, explaining how they have developed over time</li> <li>• Represent the features of a piece of music using graphic notation and colours, justifying their choices with reference to correct vocabulary</li> <li>• Compare, discuss and evaluate music using detailed musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Developing confidence in using detailed musical vocabulary to discuss and elevate their own and others work</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a detailed piece of music from a given stimulus with voices, bodies and instruments</li> <li>• Improvise coherently within a given style</li> <li>• Combining rhythmic patterns into a multi-layered composition using all the inter-related dimensions of music to add interest</li> <li>• Use staff notation to record rhythm and melody</li> <li>• Selecting, discussing and refining musical choices solo and in a group</li> <li>• Suggest and demonstrate improvements to own and others work</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs in two or more parts in a variety of musical styles from memory with accuracy, fluency, control and expression</li> <li>• Work as part of a group to perform a piece of music, keeping in time with others and communicating with the group</li> <li>• Performing with accuracy and fluency from graphic and simple staff notation</li> <li>• Playing a simple chord progression with accuracy and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the history of blues music and how it came to be a genre of music</li> <li>• Knowing how music has evolved in different traditions, specifically African music</li> <li>• Learning how the musical theatre genre has developed over the decades</li> </ul>
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<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>- Melody – the combination of pitch and rhythm which forms a tune</li> <li>- Improvising – making up music as it is played/performed</li> <li>- Notation</li> <li>- Chord / chord progression</li> <li>- Motif – a short musical phrase which is often repeated</li> <li>- Unison – singing or playing notes at the same pitch at the same time</li> <li>- Verse</li> <li>- Chorus</li> <li>- Major</li> <li>- Minor</li> <li>- Ensemble</li> <li>- Inter-related dimensions of music – tempo, dynamics, pitch, timbre, duration, texture</li> <li>- Staff notation - quaver, crotchet, minim, dotted rhythm, semibreve</li> <li>- Ascending scale – a scale where the pitch of notes goes up</li> <li>- Descending scale – a scale where the pitch of notes goes down</li> <li>- Bar- a section of music with a specific number of beats</li> <li>- A capella – singing without any musical accompaniment</li> <li>- Duo – two musicians or singings performing together as a duet</li> <li>- Rest – the science in music</li> <li>- Syncopation – playing on the off beat</li> <li>- Polyrythms – many rhythms played at once</li> <li>- Score – written notation to show what notes to play and in what style</li> </ul>				
	<b>Listening to Music</b>	<b>Listening with Attention</b>	<b>Composing</b>	<b>Performing</b>	<b>History of Music</b>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Discuss musical eras in content identifying how they have influenced each other</li> <li>• Discuss the impact of different composers on the development of musical styles</li> <li>• Recognise and confidently discuss the stylistic features of music</li> <li>• Represent change in pitch, dynamics and texture using</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use detailed musical vocabulary to discuss and elevate their own and others work</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising coherently and creatively within a given style, incorporating given features</li> <li>• Compose a multi-layered piece of music from a given stimulus with voices, bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs in two or more secure parts from memory with accuracy, fluency, control and expression</li> <li>• Work as part of a group to perform a piece of music, adjusting the</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the stylistic features of the music of WW2</li> <li>• Understand what music sounded like in war time</li> <li>• Discuss and be able to identify music from the pop-art movement</li> </ul>

	<p>graphic notation justifying choices with musical vocabulary</p> <ul style="list-style-type: none"> <li>Identify the way that features of a song can complement one another to create a coherent overall effect</li> </ul>		<p>and instruments</p> <ul style="list-style-type: none"> <li>Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features within a given structure</li> <li>Develop melody using rhythmic variation, transposition and changes in dynamics, pitch and texture</li> <li>Recording own compositions using appropriate forms of notation and or technology</li> </ul>	<p>inter-related dimensions of music as necessary</p> <ul style="list-style-type: none"> <li>Perform a solo or take lead within a performance</li> <li>Perform with accuracy and fluency from graphic and staff notation and from their own notation</li> <li>Perform by following a conductor's cues and directions</li> </ul>	<p>and how music is related to art</p>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>Inter-related dimensions of music – tempo, dynamics, pitch, timbre, duration, texture</li> <li>Dynamics: <ul style="list-style-type: none"> <li>Crescendo – gradually increasing volume</li> <li>Diminuendo – gradually reducing volume</li> <li>Forte – to play loudly / strongly</li> <li>Piano – to play quietly or gently</li> </ul> </li> <li>Canon – music where a melody is played and then imitated after a short delay</li> <li>Notate – write symbols to represent music</li> <li>Notation – crotchet, quaver, crotchet rest, minim,</li> </ul>				

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|  | <ul style="list-style-type: none"><li>- Conductor</li><li>- Diaphragm – a dome shaped muscle which we use to control breathing when singing</li><li>- Melody line – the notes that make up a melody</li><li>- Counter melody – a melody that can be sung to compliment the existing melody</li><li>- Score – a written form of a musical composition</li><li>- Chromatic scale – these notes make a piece of music sound creepy</li><li>- Major and minor keys</li><li>- Modulates – changing from one key to another</li><li>- Tremolo – trembling effect – created with a loud then quiet sound with a single note</li><li>- Unison</li><li>- <math>\frac{3}{4}</math> time – commonly called waltz time and has 3 beats per bar</li><li>- <math>\frac{4}{4}</math> time known as common time and has 4 beats per bar</li><li>- Orchestra made up of stings, woodwind, brass and percussion instruments</li><li>- Chords</li><li>- Chord progression</li><li>-</li><li>-</li></ul> |
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Each topic can be found on the Kapow website for each year group: here is a breakdown of each unit of work							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Music Exploration and baseline	Pulse and Rhythm – All About Me	African Call and Response Song - Animals	Ballads	Body and tuned percussion – Rainforests	South and West Africa	Advanced rhythms
	<ul style="list-style-type: none"> <li>Collecting baseline assessments</li> <li>Exploring sounds around us and in different environments</li> </ul>	<ul style="list-style-type: none"> <li>- learn how to feel pulse in music and experiment with percussion instruments</li> <li>-learn to play rhythms on untuned percussion instruments</li> <li>-develop thinking voice by internalising pulse when listening to music</li> <li>-through call and response children listen out for rhythms and repeat</li> <li>-identify pulse in several songs and perform either the pulse or rhythm to highlight the difference</li> </ul>	<ul style="list-style-type: none"> <li>-after hearing sounds of some of Africa’s animals, children use instruments to replicate the sounds – experimenting with the variations of timbre</li> <li>-using voice to imitate the sounds of animals, learning to clap back animal rhythms in time to the music</li> <li>-rhythms are broken up into call and response with pupils singing the response – learning a traditional African song – Che Che Kule</li> <li>-children are given examples of calls which they beat the response using an instrument – work together to invent their own animal call and responses recording notations</li> </ul>	<ul style="list-style-type: none"> <li>-children listen to and learn to identify the features of a ballad understanding that ballads tell a story through song</li> <li>-children learn to sing a song space oddity and consider how best to convey the emotions of the different parts of the story</li> <li>-after watching a short animation children pick out and note down the key part of the story in preparation for writing their own lyric</li> <li>-children write lyrics to tell a story including a chorus and a verse written as a group which focuses on specific parts of the animated story</li> <li>-using a backing track children perform their</li> </ul>	<ul style="list-style-type: none"> <li>-Listening to the body percussion piece – rain sound, children are introduced to the terms structure and texture and tasked with identifying these features within the music they hear</li> <li>-Children work in pairs to practice the Boom Snap Clap rhythm using body percussion, personalising their sequence with the introduction of a stamp</li> <li>-children begin their rainforest compositions with the forest floor and understory layers, creating body percussion rhythms to suit the movement of the animals within each of the 2 layers</li> <li>-moving onto tuned percussion instruments, children create repeated melodies</li> </ul>	<ul style="list-style-type: none"> <li>Children learn to sing a song shosholoza - sung in Ndebele the language spoken by the Bantu people</li> <li>-working in pairs children learn the chords for the shosholoza song, using tuned percussion instruments</li> <li>-children learn some African dance steps and practice the final performance of the song incorporating the new moves and the chords from lesson two</li> <li>-using a metronome to keep a constant pulse children practice reciting rhythms with a varying dynamic and tempo, before following the polls sat by the master drummer on the traditional African drum</li> </ul>	<ul style="list-style-type: none"> <li>-children learn about the work of Zoltan Kodaly and develop an understanding of the Kodaly music method</li> <li>-Learning how to strengthen the feeling of pulse when working with rhythmic patterns through collaborative activities</li> <li>-children use their hands as instruments to explore rhythmic patterns in order to build a sense of pulse inspired by Steve Reich’s clapping music</li> <li>-children use their knowledge of with them to create their own compositions and take on the role of a music critic to invite constructively critical discussion among peers</li> <li>-children use their knowledge about</li> </ul>

			Use instruments to play their call and response songs – focus on improving sounds they make by varying the dynamics	ballad with actions as a class	or loops for the canopy and emergent layers of the rainforest, taking into consideration pitch and tempo -children combine the 4 sections of their compositions building structure, through combining rhythms and melodies and adding dynamics and tempo	-developing the complexity of rhythms from lesson for children work in groups to create an eight beat break performing as a class	rhythmic notation to notate their own composition
Autumn 2  Christmas Play and carol concert – fewer music lessons	Celebration Music  Christmas Carols	Classical Music, dynamics and tempo – Animals  Christmas Carols	Orchestral instruments – traditional stories  Christmas Carols	Creating compositions in response to an animation – Mountains  Christmas Carols	Rock and Roll  Christmas Carols	Christmas Carols  Composition notation – Ancient Egypt	Dynamics, pitch and tempo – Fingal's cave  Christmas Carols
	<ul style="list-style-type: none"> <li>- Learn about the festival of Diwali and explore music through movement</li> <li>- Learn about the festival of Kwanza and take part in some traditional call and response song. Explore drumming with hand drums</li> </ul>	<ul style="list-style-type: none"> <li>-move expressively in response to music, exploring how different instruments can be used to represent animals</li> <li>-listening and moving to classical pieces of animal themed music and learning a song from memory as a class</li> <li>-clapping the syllables to simple</li> </ul>	<ul style="list-style-type: none"> <li>-children are introduced to instruments in the orchestra and then try to identify the instruments within a piece of orchestral music based on the familiar story of Goldilocks and the three bears</li> <li>-using the story of the snow queen children analyse how Music can</li> </ul>	<ul style="list-style-type: none"> <li>-after listening to a famous piece of music children start to consider the story it tells moving and acting to convey its meaning</li> <li>-by listening to the sounds of different environments children create the sounds of a mountain landscape using tuned and</li> </ul>	<ul style="list-style-type: none"> <li>-learning about the origins and features of Rock and Roll – children perform the hand jive</li> <li>-children learn to sing and perform the rock and roll song rock around the clock</li> <li>-use glockenspiels to play a rock and roll baseline</li> <li>-building upon the previous lesson,</li> </ul>	<ul style="list-style-type: none"> <li>-children sing Egyptian themed vocal warm-ups and learn the song gift of the Nile</li> <li>-children create their own improvised pieces of music and notate them using hieroglyphics</li> <li>-children learn the names of different note lengths and identify them and</li> </ul>	<ul style="list-style-type: none"> <li>-children learn to appraise the work of the composer Felix Mendelsohn</li> <li>-children learn how to improvise as a group using dynamics and pitch</li> <li>-the class improvise as a group using texture and create a graphics score to represent sounds</li> </ul>

	<ul style="list-style-type: none"> <li>- Learning to sing some Christmas songs as a group</li> <li>- Putting some actions to Christmas songs to sing together and perform</li> </ul>	<p>rhythms – use song from lesson 2 to add dynamics and percussion when performing</p> <p>-use percussion instruments to create a class improvised piece of music representing a tortoise, eagle, cheetah and tiger – use timing, tempo and dynamics</p> <p>-in reponse to a story, children work in groups to create a composition for sections of the story – selecting appropriate instruments and focusing on tempo and dynamics – put pieces together to perform as a class</p>	<p>convey different moods or aspects of the narrative</p> <p>-children use their understanding of timbre Temple and dynamics to tell that the Milear story of red Riding Hood</p> <p>-working in groups children plan how to tell the story of Jack and the Beanstalk three music using their understanding the dynamics tempo and timbre</p> <p>-children perform their musical versions of Jack and the Beanstalk using their plans from the previous lesson</p>	<p>untuned percussion instruments</p> <p>-children watch a soundless animation map its narrative on a story mountain then create appropriate sound effects</p> <p>-children explore different rhythmic ideas to accompany sections of the mountain themed animation from the previous lesson</p> <p>-children add a melody to their compositions which should match up with the section of the animation</p>	<p>children play and perform the remainder of the rock and roll bass line, focusing on playing accurately and in time</p> <p>-perform rock around the clock together with children taking on different roles and instruments</p>	<p>some Familia sheet music</p> <p>-to further develop their understanding of staff notation children learn how the position of a note on the stave dictates pitch</p> <p>-children compose their own piece of music celebrating a pharaohs journey into the afterlife</p>	<p>-children use their knowledge of dynamics texture and pitch to create a group composition</p> <p>-children work in teams to create a group composition featuring changes in texture dynamics and pitch</p>
Spring 1	Exploring Sound	Musical Vocabulary – Under the Sea	Musical me	Developing singing technique – Vikings	Changes in pitch, tempo and dynamics - Rivers	Blues	Songs of WW2
	<ul style="list-style-type: none"> <li>- Explore using their voices to make a variety of sounds</li> <li>- Explore using bodies to make a variety of sounds</li> </ul>	<p>-use pulse and tempo to tell a story about a brush with sharks</p> <p>-use timbre and dynamics to represent an aquarium filled with different fish</p>	<p>-how to learn to sing 'once a man fell in a well' and use untuned percussion instruments to play the pulse and imitate specific words from the</p>	<p>-children saying Viking themed vocal warm-ups and learn the Dragon ships song through call and response</p> <p>-children develop their singing</p>	<p>-Children begin to make links between the course of the river and the music as they sing about a flowing river in rounds</p>	<p>-after learning the origins of blues and identifying some features of this genre children sing a blues style song</p> <p>-children are introduced to</p>	<p>-using musical vocabulary to describe features of music of World War II</p> <p>-children develop the accuracy and pitch and control and ability to sing</p>

	<ul style="list-style-type: none"> <li>- Explore using instruments to make a variety of sounds</li> <li>- Using instruments to make sounds from the environment</li> <li>- Listen to sounds in nature and try to recreate them with voice, body and instruments</li> </ul>	<ul style="list-style-type: none"> <li>-learn about pitch and rhythm by adding a new character to the underwater piece</li> <li>-using layering to imitate the different textures of a coral reef</li> <li>-consolidate understanding of key musical vocabulary taught</li> </ul>	<p>song before performing as a class</p> <ul style="list-style-type: none"> <li>-children begin to understand that all instruments have their own unique timbre and that composers use this and dynamics to show different emotions in their music</li> <li>-pupils learn that letter notation is used to record the names of the notes and the order in which they are played.</li> </ul> <p>Children play a song using untuned percussion instruments and practice performing in time as a class</p> <ul style="list-style-type: none"> <li>-children create a melody of their own first making up their music and then writing it down using letter name notation</li> <li>-working in groups children compose a piece of music that uses dynamics and timbre to reflect an emotion first choosing and</li> </ul>	<p>technique and add actions to the Dragon ships song to help them remember the lyrics and keep in time</p> <ul style="list-style-type: none"> <li>-using Viking themed phrases to learn new rhythms, children develop their understanding of stave notation learning to recognise note names by sight and sound</li> <li>-experimenting with the order of known rhythms children create their own Viking song adding instrumental effects</li> <li>-children perform the Dragon ships song and each groups Viking battle song, they evaluate each other's performance and discuss what they could do better next time</li> </ul>	<ul style="list-style-type: none"> <li>-children begin to make links between the course of a river and music as they sing about flowing river in rounds even adding a harmony line</li> <li>-children learn about what an ostinato is and how to recognise them in different types of music, children perform vocal ostinatos to represent the stages of a river</li> <li>-using the contrasting features of the different stages of a river, children compose their own percussive ostinatos</li> <li>-children have the opportunity to finesse and perform their ostinatos in groups, experimenting with layering sound</li> </ul>	<p>chords become familiar with those often used in blues music and play the first line of the 12 bar blues</p> <ul style="list-style-type: none"> <li>-children learn to play the chord sequence of the 12 bar blues</li> <li>-children learn to play the blues scale – up and down</li> <li>-children use the notes from the blues scale and improvise their own blues music by playing notes in different orders</li> </ul>	<p>with expression and dynamics</p> <ul style="list-style-type: none"> <li>-children learn how to identify pictures within an octave by exploring the pitch and tempo of the song Do Re Mi and the wartime song the white cliffs of Dover</li> <li>-children use their own knowledge of pitch to develop confidence when singing different parts and challenge themselves to sing something that is different to what they are hearing</li> <li>-children will learn how to notate a melody using pictures up to an octave</li> </ul>
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			playing their instruments and then making decisions about the structure and sound of the piece				
Spring 2	Music and Movement	Timbre and rhythmic patterns – fairytales	Dynamics, timbre, tempo and motifs – Space	Pentatonic melodies and compositions – Chinese new year	Haiku, music and performance - Hanami	Composition to represent the festival of colour – Holi festival	Film music
	<ul style="list-style-type: none"> <li>- Learning why songs have actions and some Makaton signs to accompany songs</li> <li>- Explore the beat of music through body movement</li> <li>- Learn to react and respond to different tempos in music</li> <li>- Learn to express different tempo and pitch in music through dance</li> <li>- Performing 2 movement songs</li> </ul>	<ul style="list-style-type: none"> <li>-children use The Three Little Pigs story to explore timbre by creating different character voices</li> <li>-build on understanding of timbre by selecting and playing appropriate instruments to help to tell the story of the three little pigs</li> <li>-clapping the syllables in given words and phrases – create rhythmic patterns to tell and perform a story</li> <li>-use timbre to represent different characters in a song from Peter and the Wolf</li> <li>-Showcase work throughout unit by using untuned instruments in a class performance</li> </ul>	<ul style="list-style-type: none"> <li>-pupils use their voices to make sounds to represent space creating atmosphere by using dynamics</li> <li>-listening to space inspired music pupils respond creatively by drawing what they hear and then identifying dynamics</li> <li>instruments and mood of the piece</li> <li>-pupils compare to pieces of music by the same composer using their developing musical vocabulary to explain differences and changes in tempo dynamics the instruments used and timbre.</li> <li>-pupils play and create motifs</li> </ul>	<ul style="list-style-type: none"> <li>-after watching the story of Nian that explains the Chinese New Year story children dance to music traditionally used to celebrate the festival moving in response to the musical elements crescendo tempo and duration</li> <li>-Learning that the pentatonic scale is a five note scale, pupils use a tuned instrument to play the scale together as a class before moving onto playing pentatonic melodies in pairs</li> <li>-children use a tuned instrument to play the scale together as a class before moving onto playing pentatonic melodies in pairs</li> </ul>	<ul style="list-style-type: none"> <li>-after learning about the Japanese festival of Hanami, children immerse themselves in spring blossom trees to come up with descriptive vocabulary to describe what they can see smell here and feel</li> <li>-by creating sounds to represent their descriptive words from lesson one, children play the soundtrack of a blossom tree on a range of percussion instruments</li> <li>-Children use their descriptive vocabulary about cherry blossoms to write a well-known form of Japanese poetry – the haiku</li> </ul>	<ul style="list-style-type: none"> <li>Children explore how music can be experienced visually by associating sounds and rhythms with different colours</li> <li>-building on their knowledge of the graphics score children focus on colours to create a visual representation of a piece of music</li> <li>-using abstract images as inspiration children use the link between colours and music to create their own vocal compositions</li> <li>-with a focus on the different dimensions of music pupils compose a piece of music based</li> </ul>	<ul style="list-style-type: none"> <li>-children identify the characteristics of film music and appraise different musical features in a variety of film contexts</li> <li>-children use Wallace and Gromit to identify and understand the composing techniques that create action tension and emotion in the score of a film</li> <li>-children use graphic scores to interpret different emotions in film music make up their own graphics score</li> <li>interpretation and perform it to the rest of the class</li> <li>-children create a notation of their compositions with a graphics score</li> </ul>

		of The Three Little Pigs keeping the pulse of the rhythm	notating or writing down their compositions -pupils combine their soundscapes from lesson one with their motifs from lesson four and perform a longer piece of music	-children embark on creating a piece of music called enter the Dragon to tell the story of Nian, using untuned percussion instruments to represent the villages frightening the Dragon away -each group uses tuned and one tune to cushion instruments to perform their final compositions	-children compose a melody to accompany their haikus, working as part of a group and recording the notes as they work -children perform the haikus through song to the original melody with accompanying sound effects	upon a single colour -children finish this unit with a class performance of their compositions to represent the clash of colours during Holi festival	using their body voice and instruments to create sounds to represent a given theme -children bring together their skills from this unit to soundtrack film clips with their own graphics score
Summer 1	Musical Stories	Pitch and tempo – superheroes	On this island – British songs and sounds	Jazz	Samba and carnival sounds and instruments	Looping and remixing	Theme and variations – Pop art
	Listen to the lyrics and melody of the Teddy Bears Picnic, follow instructions to move to the music, changing movements as the listen to the tempo, pitch and dynamics of the piece Listen to the classical piece of Peter and the Wolf – reflecting on the characters	-children are introduced to the concept of pitch and learn to recognise low and high sounds in a superhero theme tune -children create simple superhero theme tune using a low note and a high note -develop theme tunes by adding tempo changes to make them sound more exciting -consider features of superhero theme tunes	-children learn to sing a traditional British folk song and create a seaside soundscape using their voices bodies and instruments -after singing the folk song lavenders blue pupils consider what they might see and hear in the British countryside and perform a countryside soundscape -after singing London Bridge is falling down	-children learn about the style of ragtime music and learn to play off the beat and to sing and clap syncopated rhythm -Learning about the Dixieland style of music children improvise a call and response in time with the music -children create a scat singing call and perform it to the class, who respond by	-Children learn to identify the features of samba music, including where it originates from, the main instruments used and its dynamics -children revisit syncopation and practice identifying and performing different rhythms -Using tuned percussion instruments children play a variety of rhythms in groups while	-after recapping what a loop is and what loops are known as in different genres of music children use their bodies to create a looped rhythm -children create their own music mixes using different loops of music including beats effects melodies and voices -in preparation for creating their own mix children learn the original	-children explore the musical concept of theme and variations and discover how rhythms can translated on two different instruments including body percussion inspired by artwork from the pop art era -children compare and contrast different variations in the piece the young persons guide to the Orchestra

	<p>and how the music represents them</p> <p>Use actions to retell the story of The Sleeping Princess then sing and perform the song</p> <p>Working in small groups to match sounds/music to sections of the story from We're Going on a Bear Hunt</p> <p>Use pictures of instruments to compose a piece of music in small groups about morning routines</p> <p>Perform musical stories composed in small groups to the rest of the class</p>	<p>before working in groups to create their own superhero compositions</p> <p>-pupils perform their theme tune compositions and feedback to peers, commenting on pitch and tempo of their pieces</p>	<p>children try to recreate the sounds they might hear in the city using a city image as inspiration</p> <p>-working in groups pupils choose a setting for which to compose their piece of music</p> <p>-pupils combine their learning from previous lessons to compose a piece of music that takes them on a journey through Britain from seaside to the countryside to the city</p>	<p>repeating what they have heard</p> <p>-Learning that a motif is a short snippet of music which repeats, children write the own jazz motif using a swung rhythm</p> <p>-children play jazz version of a nursery rhyme using tuned percussion</p>	<p>keeping in time with the pulse</p> <p>-in their instrumental groups, children compose a verse or break which will form part of their performance</p> <p>-after warming up with some call and response, the class perform their samba piece together</p>	<p>melody of somewhere over the rainbow</p> <p>-children select a section of a tune and perform it as a loop</p> <p>-Children test their knowledge of the unit with a quiz presentation before creating their final remix version of somewhere over the rainbow</p>	<p>identifying the sounds of different instruments and discussing the sounds that they like</p> <p>-children use complex rhythms to perform a theme taking inspiration from Benjamin Britten the young persons guide to the Orchestra written in 1945</p> <p>-children are taught about rhythmic elements contained in the theme of Benjamin Britten's the young persons guide to the Orchestra and learn to play tiki-tiki, ti-tiki and tiki-ti rhythms in 34 time</p> <p>-children use music notation to create Visual representations of rhythms</p>
Summer 2	Big Band	Vocal and body sounds – by the sea	Myths and legends	Traditional instruments and improvisation - India	Adapting and transposing motifs – Romans	Musical theatre	Composing and performing a leavers' song
	Learning about what a musical instrument is and making our own	-children move expressively to music before creating the sounds of a stormy	-pupils create rhythms and put them in an order or structure to tell the story of Saint	-children are introduced to traditional Indian instruments and music using the	-children sing Roman themed vocal warm-ups and use the road building song	-an introduction to the concept of musical theatre children learn about its history	-evaluate a song based on its lyrics temple melody and arrangement

	<p>instruments with junk to play to music</p> <p>Learn about different groups of instruments in an orchestra and listen to orchestral pieces of music</p> <p>Learn to follow a beat using un-tuned percussion instruments</p> <p>Explore playing tuned and un-tuned instruments along to different songs</p>	<p>sea using their voices and bodies</p> <p>-consider different musical features to adapt their vocal and body sounds to suit a contrasting seascape to previous lesson</p> <p>-choose appropriate instruments to represent the sounds for their seaside images</p> <p>-follow a conductor direction to change their dynamics and tempo to tell a story through sounds</p> <p>-use percussion instruments to create a dramatic version of a seaside soundscape</p>	<p>George and the Dragon</p> <p>-pupils listen to a piece of music about the legend of King Arthur and identify the structure of the piece</p> <p>-children identify different layers within a piece of music based on the myth of Orpheus and Eurdice and then show these layers on a graphic score</p> <p>-working in groups children compose a piece of music with a given structure and create a written school for their piece of music</p> <p>-children rehearse and perform their compositions from the previous lesson learning to perform as a group and to follow their graphics scores accurately</p>	<p>key aspect of the tal and the rag</p> <p>-children read and play given notes then use them to improvise a rag in the style of traditional Indian music</p> <p>-children build on the group compositions from the previous lesson, adding a repeated background note known as a drone</p> <p>-children explore the different pictures and timbres that can be made using drums and written to their group compositions</p> <p>-children learn and perform a traditional Indian song using the knowledge and skills they have built throughout the topic</p>	<p>through call and response</p> <p>-children learn what a motif is and how to identify one before playing and incorporating motifs into the road building song</p> <p>-children create their own motif and experiment with a different form of notation to record their compositions</p> <p>-experimenting with rhythm, note order and even the notes themselves, children develop their motives from the previous lesson</p> <p>-peoples combine different versions of their motif and perform these to the rest of the class</p>	<p>and how it has changed over time</p> <p>-children learn to identify character and action songs to develop their understanding of the role of different songs within a musical production</p> <p>-children apply what they have learned and plan their own musical theatre scene including a song dance and acting</p> <p>-once they have planned their musical children decide on the rules that individuals within the group and rehearse their scene</p> <p>-children perform their musical scenes to the class</p>	<p>-use suitable words and phrases for the chorus of a song and turning the ideas into lyrics</p> <p>-use poetry writing skills to turn suitable words into lyrics and work in groups to sequence and structure lyrics into a verse</p> <p>-children explore for chord progressions and use vocal improvisation and non-melodies over a backing track</p> <p>-children compose a melody for the chorus of the song using different kinds of notation</p> <p>-using all the techniques and knowledge they have learned the children create and perform their year six leavers song</p>
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