



MUSIC at Nine Acres



### Music Curriculum Map

Year Group	Term & Topic	Declarative Knowledge	Procedural Knowledge	Songs Sung	Music Listened To	Vocabulary
Year 1	<b>Autumn 1</b> <b>Marching Music</b> <i>(Linked to London topic in English)</i>	<p><b>Pitch</b> Understand that sounds can be high and low. Recognise changes in pitch (high and low)</p> <p><b>Tempo</b> Understand that sounds can be fast and slow. Recognise changes in tempo (fast and slow).</p> <p><b>Duration</b> Understand that sounds can be organised into simple patterns.</p> <p><b>Texture</b> Know that sounds can be played separately or together.</p> <p><b>Structure</b> Understand that sounds can be organised into simple patterns.</p>	<p><b>Singing</b> Join in with group singing, building a repertoire of songs.</p> <p>Use chants and rhymes to build rhythmic capability.</p> <p><b>Performing</b> Can hold and play a range of percussion instruments</p> <p>Play tuned and untuned instruments experimenting with sounds, timbre and melody</p> <p><b>Improvisation</b> Experiment with tuned and untuned instruments</p> <p><b>Listening</b> Listens to a range of live and recorded pieces identifying key instruments.</p> <p>Identify changes in music and respond with movement</p> <p>Listens to own performances providing simple constructive comments.</p>	<p>Ants go marching</p> <p>Grand Old Duke of York</p>	<p>Colonel Hathi March</p> <p>Colonel Bogey</p> <p>Soldier soldier</p>	<p>Low, middle, high, pitch, getting higher, getting lower, Loud and quiet, fast, slow, getting faster, getting slower, pulse, steady beat, Verse, chorus, call and response, repeat, Tapping, scraping, shaking string, woodwind, percussion, brass</p>



			Listens to their own compositions and that of others and suggests improvements			
<b>Year 1</b>	<p><b>Autumn 2</b></p> <p><b>Storytelling</b></p> <p><i>(Linked to Julia Donaldson topic in English and Axel Sheffler topic in Art)</i></p>	<p><b>Pitch</b> Understand that sounds can be high and low</p> <p>Recognise changes in pitch (high and low)</p> <p><b>Dynamics</b> Understand that sounds can be loud and quiet</p> <p>Recognise changes in dynamics (loud and quiet)</p> <p><b>Tempo</b> Understand that sounds can be fast and slow.</p> <p>Recognise changes in tempo (fast and slow).</p> <p><b>Duration</b> Understand that sounds can be long and short.</p> <p>Recognise long and short sounds.</p> <p><b>Structure</b> Understand that sounds can be organised into simple patterns.</p> <p><b>Timbre</b> Understand that voices, instruments and sound makers can make different types of sound.</p>	<p><b>Singing</b> Join in with group singing, building a repertoire of songs.</p> <p>Use chants and rhymes to build rhythmic capability.</p> <p><b>Playing</b> Can hold and play a range of percussion instruments</p> <p>Play tuned and untuned instruments experimenting with sounds, timbre and melody</p> <p>Perform using simple graphic notation</p> <p><b>Composition</b> Create and choose sounds in response to given starting points</p> <p>Create simple representations and short pieces using tuned and untuned percussion.</p> <p>Use simple symbols to represent sounds</p> <p><b>Listening</b> Listens to a range of live and recorded pieces identifying key instruments.</p>	<p>Pull A Funny Face</p> <p>Gruffalo Song</p>	<p>Mussorgsky Night on a Bare Mountain</p>	<p>Low, middle, high, pitch, getting higher, getting lower, Loud and quiet, fast, slow, getting faster, getting slower, pulse, steady beat, Verse, chorus, call and response, repeat, Tapping, scraping, shaking string, woodwind, percussion, brass</p>



<p><b>Year 1</b></p>	<p><b>Autumn 2</b></p> <p><b>Nativity</b></p> <p><i>(Performance to community)</i></p>	<p><b>Tempo</b> Identify changes in tempo.</p> <p><b>Duration</b> Know that the pulse is the steady beat of the music.</p> <p><b>Structure</b> Recognise different forms of repeating patterns.</p> <p>Recognise the pattern of verse and chorus.</p> <p><b>Timbre</b> Understand that voices, instruments and sound makers can make different types of sound.</p>	<p><b>Singing</b> Sing unison songs with control and simple rounds with an awareness of how the part should fit</p> <p>Sing with increasing awareness of pitch, demonstrating the shape of the melody</p>	<p>See script</p>	<p>Feliz Navidad by José Feliciano</p>	<p>Low, middle, high, pitch, getting higher, getting lower Loud and quiet, crescendo, diminuendo pulse, steady beat</p> <p>Verse, chorus, call and response, repeat</p>
<p><b>Year 1</b></p>	<p><b>Spring 1</b></p> <p><b>Fairytales</b></p> <p><i>(Linked to traditional tales topic in English)</i></p>	<p><b>Dynamics</b> Understand that sounds can be loud and quiet. Recognise changes in dynamics (loud and quiet)</p> <p><b>Tempo</b> Understand that sounds can be fast and slow. Recognise changes in tempo (fast and slow).</p> <p><b>Duration</b> Understand that sounds can be organised into simple patterns.</p> <p><b>Timbre</b> Understand that voices, instruments and sound makers</p>	<p><b>Singing</b> Sing in with group singing, building a repertoire of songs.</p> <p>Use chants and rhymes to build rhythmic capability.</p> <p><b>Performing</b> Can hold and play a range of percussion instruments</p> <p>Play tuned and untuned instruments experimenting with sounds, timbre and melody</p> <p>Perform using simple graphic notation</p>	<p>Beauty &amp; the Beast</p>	<p>Sleeping Beauty</p> <p>Snow Wight</p> <p>Beauty &amp; the Beast</p> <p>Fantasia – Sorcerers Apprentice</p> <p>Oh So Quiet Bjork</p> <p>Eminem Guilty Conscious instrumental</p>	<p>Low, middle, high, pitch, getting higher, getting lower, Loud and quiet, fast, slow, getting faster, getting slower, pulse, steady beat, Verse, chorus, call and response, repeat, Tapping, scraping, shaking string, woodwind, percussion, brass</p>



		<p>can make different types of sound.</p> <p><b>Notation</b> Know that simple symbols can represent sounds.</p> <p>Know that the syllables of words can be used to create simple rhythms</p>	<p><b>Improvisation</b> Experiment with tuned and untuned instruments</p> <p><b>Composition</b> Create and choose sounds in response to given starting points</p> <p>Create simple representations and short pieces using tuned and untuned percussion.</p> <p>Use simple symbols to represent sounds</p> <p><b>Listening</b> Listens to a range of live and recorded pieces identifying key instruments.</p> <p>Identify changes in music and respond with movement</p> <p>Listens to own performances providing simple constructive comments.</p>			
Year 1	<p><b>Spring 2</b></p> <p><b>Space</b></p> <p><i>(Linked to Beegu and space texts in Book Club)</i></p>	<p><b>Dynamics</b> Understand that sounds can be loud and quiet. Recognise changes in dynamics (loud and quiet)</p> <p><b>Tempo</b> Understand that sounds can be fast and slow. Recognise changes in tempo (fast and slow).</p> <p><b>Duration</b> Understand that sounds can be organised into simple patterns.</p>	<p><b>Singing</b> Sing in with group singing, building a repertoire of songs.</p> <p>Use chants and rhymes to build rhythmic capability.</p> <p><b>Performing</b> Can hold and play a range of percussion instruments</p> <p>Play tuned and untuned instruments experimenting with sounds, timbre and melody</p>	The Planets Song	<p>The Planets</p> <p>The Solar System Song</p> <p>Holst The Planets</p> <p>Strauss Also Sprach Zarathustra</p>	<p>Low, middle, high, pitch, getting higher, getting lower, Loud and quiet, fast, slow, getting faster, getting slower, pulse, steady beat, Verse, chorus, call and response, repeat, Tapping, scraping, shaking striking, woodwind, percussion, brass</p>



		<p><b>Timbre</b> Understand that voices, instruments and sound makers can make different types of sound.</p> <p><b>Notation</b> Know that simple symbols can represent sounds.</p> <p>Know that the syllables of words can be used to create simple rhythms</p>	<p>Perform using simple graphic notation</p> <p><b>Improvisation</b> Experiment with tuned and untuned instruments</p> <p><b>Composition</b> Create and choose sounds in response to given starting points</p> <p>Create simple representations and short pieces using tuned and untuned percussion.</p> <p>Use simple symbols to represent sounds</p> <p><b>Listening</b> Listens to a range of live and recorded pieces identifying key instruments.</p> <p>Identify changes in music and respond with movement</p> <p>Listens to own performances providing simple constructive comments.</p> <p>Listens to their own compositions and that of others and suggests improvements</p>			
Year 1	<p><b>Summer 1</b></p> <p><b>Great Fire of London</b></p> <p><i>(Linked to History &amp; English)</i></p>	<p><b>Singing</b> Sing in with group singing, building a repertoire of songs.</p> <p>Use chants and rhymes to build rhythmic capability.</p>	<p><b>Dynamics</b> Understand that sounds can be loud and quiet. Recognise changes in dynamics (loud and quiet)</p> <p><b>Tempo</b> Understand that sounds can be fast and slow.</p>	London's Burning September 1666	Firework- Katy Perry Set fire to the rain- Adele	Pitch, harmony, Loud and quiet, Fast, slow, pulse, steady beat, Tapping, scraping, shaking, pulse, steady beat, Verse, chorus, call and response,



		<p><b>Performing</b> Can hold and play a range of percussion instruments</p> <p>Play tuned and untuned instruments experimenting with sounds, timbre and melody</p> <p>Perform using simple graphic notation</p> <p><b>Listening</b> Listens to a range of live and recorded pieces identifying key instruments.</p> <p>Identify changes in music and respond with movement</p> <p>Listens to own performances providing simple constructive comments.</p> <p>Listens to their own compositions and that of others and suggests improvements</p>	<p>Recognise changes in tempo (fast and slow).</p> <p><b>Duration</b> Understand that sounds can be organised into simple patterns.</p> <p><b>Timbre</b> Understand that voices, instruments and sound makers can make different types of sound.</p> <p><b>Structure</b> Understand that sounds can be organised into simple patterns.</p> <p><b>Timbre</b> Understand that voices, instruments and sound makers can make different types of sound.</p>		<p>Relight my fire- Take That</p> <p>Girl on fire- Alesha Keys</p>	<p>repeat, Low, middle, high, pitch</p>
Year 1	<p><b>Summer 2</b></p> <p><b>Dinosaur Soundscape</b></p> <p><i>(Local Study- Linked to History, Prehistoric Island topic)</i></p>	<p><b>Dynamics</b> Understand that sounds can be loud and quiet. Recognise changes in dynamics (loud and quiet)</p> <p><b>Tempo</b> Understand that sounds can be fast and slow. Recognise changes in tempo (fast and slow).</p> <p><b>Duration</b> Understand that sounds</p>	<p><b>Listening</b> Listens to a range of live and recorded pieces identifying key instruments.</p> <p>Identify changes in music and respond with movement</p> <p>Listens to own performances providing simple constructive comments.</p>	Dinosaur song	<p>Storybots- Dinosaur song</p> <p>The Dinosaur Song by Patty Shaukla</p> <p>Koo Koo- Dinosaur Stomp</p>	<p>Pitch, harmony, Loud and quiet, Fast, slow, , pulse, steady beat, Tapping, scraping, shaking, pulse, steady beat, Verse, chorus, call and response, repeat, Low, middle, high, pitch</p>



		<p>can be organised into simple patterns.</p> <p><b>Structure</b> Understand that sounds can be organised into simple patterns.</p>	<p>Listens to their own compositions and that of others and suggests improvements</p> <p><b>Performing</b> Can hold and play a range of percussion instruments</p> <p>Play tuned and untuned instruments experimenting with sounds, timbre and melody</p> <p><b>Improvisation</b> Experiment with tuned and untuned instruments</p>		Was not Was- Walk the Dinosaur	
Year 2	<p><b>Autumn 1</b></p> <p><b>Sea Shanty</b></p> <p><i>(Local study- Down the Solent)</i></p>	<p><b>Pitch</b> Identify changes in pitch</p> <p><b>Duration</b> Know that the pulse is the steady beat of the music.</p> <p><b>Structure</b> Recognise different forms of repeating patterns.</p> <p>Recognise the pattern of verse and chorus.</p> <p><b>Timbre</b> Understand that voices, instruments and sound makers can make different types of sound.</p> <p><b>Texture</b> Understand that texture is how many sounds are playing together</p>	<p><b>Singing</b> Sing unison songs with control and simple rounds with an awareness of how the part should fit</p> <p>Sing with increasing awareness of pitch, demonstrating the shape of the melody</p> <p><b>Performing</b> Can play simple patterns on tuned percussion instruments with increasing control</p> <p>Play tuned and untuned instruments with a sense of tempo and dynamics</p> <p>Perform using graphic scores and other simple notations</p> <p><b>Improvisation</b> Experiment with tuned and untuned instruments, improvising with a theme in mind.</p>	<p>Down The Solent</p> <p>Way Haul Away</p> <p>Throw Out the Lifeline</p>	<p>Down The Solent</p> <p>Way Haul Away</p> <p>Throw Out the Lifeline</p>	<p>Low, middle, high, pitch, getting higher, getting lower</p> <p>Loud and quiet, crescendo, diminuendo</p> <p>Fast, slow, getting faster, getting slower</p> <p>pulse, steady beat</p> <p>Verse, chorus, call and response, repeat</p> <p>Tapping, scraping, shaking</p> <p>Layer</p> <p>Word rhythm</p>





			<p><b>Composition</b> Create short sequences of sound in response to given starting points</p> <p>Create simple soundscapes for intended effect</p> <p>Use simple symbols to represent sounds</p> <p><b>Listening</b> Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself.</p> <p>Listens to their own compositions and that of others and suggests improvements</p>			
Year 2	<p><b>Autumn 2</b></p> <p><b>Nativity</b></p> <p><i>(Performance to community)</i></p>	<p><b>Tempo</b> Identify changes in tempo.</p> <p><b>Duration</b> Know that the pulse is the steady beat of the music.</p> <p><b>Structure</b> Recognise different forms of repeating patterns.</p> <p>Recognise the pattern of verse and chorus.</p> <p><b>Timbre</b> Understand that voices, instruments and sound makers</p>	<p><b>Singing</b> Sing unison songs with control and simple rounds with an awareness of how the part should fit</p> <p>Sing with increasing awareness of pitch, demonstrating the shape of the melody</p>	See script	Feliz Navidad by José Feliciano	<p>Low, middle, high, pitch, getting higher, getting lower Loud and quiet, crescendo, diminuendo pulse, steady beat</p> <p>Verse, chorus, call and response, repeat</p>



		can make different types of sound.				
Year 2	<p><b>Autumn 2</b></p> <p><b>Dragons</b></p> <p><i>(Linked to English text Dragon Post)</i></p>	<p><b>Pitch</b> Identify changes in pitch</p> <p><b>Dynamics</b> Identify changes in dynamics.</p> <p>Recognise gradual changes in dynamics</p> <p><b>Duration</b> Know that the pulse is the steady beat of the music.</p> <p><b>Structure</b> Recognise different forms of repeating patterns.</p> <p>Recognise the pattern of verse and chorus.</p> <p><b>Texture</b> Understand that texture is how many sounds are playing together</p> <p><b>Notation</b> Know that the inter-related dimensions can be shown through symbols e.g. big =loud, small =quiet</p> <p>Recognise simple dot notation and match it to pitches e.g.</p> <p>Know that dots can be used to represent syllables in a word and correspond to the number of sounds. E.g. one dot = one sound, 2 dots = 2 sounds</p>	<p><b>Singing</b> Sing unison songs with control and simple rounds with an awareness of how the part should fit</p> <p>Sing with increasing awareness of pitch, demonstrating the shape of the melody</p> <p><b>Performing</b> Can play simple patterns on tuned percussion instruments with increasing control</p> <p>Play tuned and untuned instruments with a sense of tempo and dynamics</p> <p>Perform using graphic scores and other simple notations</p> <p><b>Composition</b> Create short sequences of sound in response to given starting points</p> <p>Use simple symbols to represent sounds</p> <p><b>Listening</b> Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to</p>	<p>3 Brave Knights (3 Blind Mice)</p> <p>Dragon's Pierce (Grand Old Duke of York)</p>	<p>Thunder Imagine Dragons</p>	<p>Low, middle, high, pitch, getting higher, getting lower</p> <p>Loud and quiet, crescendo, diminuendo</p> <p>pulse, steady beat</p> <p>Verse, chorus, call and response, repeat</p> <p>Tapping, percussion, Word rhythm</p>



			<p>understanding the effect of these changes on the piece itself.</p> <p>Listens to their own compositions and that of others and suggests improvements</p>			
<p><b>Year 2</b></p>	<p><b>Spring 1</b></p> <p><b>Rainforest &amp; birds</b></p> <p><i>(Linked to English-The Hummingbird)</i></p>	<p><b>Dynamics</b> Identify changes in dynamics.</p> <p>Recognise gradual changes in dynamics</p> <p><b>Tempo</b> Identify changes in tempo.</p> <p>Recognise gradual changes in tempo. Duration</p> <p>Know that the pulse is the steady beat of the music.</p> <p><b>Structure</b> Recognise different forms of repeating patterns.</p> <p><b>Timbre</b> Understand that voices, instruments and sound makers can make different types of sound.</p> <p><b>Notation</b> Recognise simple dot notation and match it to pitches e.g.</p> <p>Know that dots can be used to represent syllables in a word and correspond to the number of sounds. E.g. one dot = one sound, 2 dots = 2 sounds</p>	<p><b>Performing</b> Can play simple patterns on tuned percussion instruments with increasing control</p> <p>Play tuned and untuned instruments with a sense of tempo and dynamics</p> <p>Perform using graphic scores and other simple notations</p> <p><b>Improvisation</b></p> <p>Experiment with tuned and untuned instruments, improvising with a theme in mind.</p> <p><b>Composition</b> Create short sequences of sound in response to given starting points</p> <p>Create simple soundscapes for intended effect</p> <p><b>Listening</b> Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself.</p>	<p>Green Anaconda Song</p> <p>Samba Play Alongs from newsletter</p>	<p>Rio film clip</p> <p>Green Anaconda song</p> <p>Perpetuum Jazile rainstorm</p> <p>Passenger Beautiful Birds</p>	



			Listens to their own compositions and that of others and suggests improvements			
Year 2	<b>Spring 2</b> <b>Minibeasts</b> <i>(Glock unit)</i>	<p><b>Tempo</b> Identify changes in tempo.</p> <p><b>Duration</b> Know that the pulse is the steady beat of the music.</p> <p><b>Structure</b> Recognise different forms of repeating patterns.</p> <p>Recognise the pattern of verse and chorus.</p> <p><b>Timbre</b> Understand that voices, instruments and sound makers can make different types of sound.</p> <p><b>Notation</b> Recognise simple dot notation and match it to pitches e.g.</p> <p>Know that dots can be used to represent syllables in a word and correspond to the number of sounds. E.g. one dot = one sound, 2 dots = 2 sounds</p>	<p><b>Performing</b> Can play simple patterns on tuned percussion instruments with increasing control</p> <p>Play tuned and untuned instruments with a sense of tempo and dynamics</p> <p>Perform using graphic scores and other simple notations</p> <p><b>Improvisation</b> Experiment with tuned and untuned instruments, improvising with a theme in mind.</p> <p><b>Composition</b> Create short sequences of sound in response to given starting points</p> <p>Use simple symbols to represent sounds</p> <p><b>Listening</b> Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself.</p>	Original compositions by class	Original compositions by class	Low, middle, high, pitch, getting higher, getting lower Loud and quiet, crescendo, diminuendo Fast, slow, getting faster, getting slower pulse, steady beat Verse, chorus, call and response, repeat Names of instruments (classroom and orchestral) Tapping, scraping, shaking String, woodwind, percussion, brass Layer Word rhythm



			<p>Listens to their own compositions and that of others and suggests improvements</p>			
<p><b>Year 3</b></p>	<p><b>Autumn 1</b></p> <p><b>Volcanos &amp; Earthquakes</b></p> <p><i>(Introduction to Ukeles)</i></p>	<p><b>Dynamics</b> Identify how dynamics can be used descriptively.</p> <p><b>Tempo</b> Identify how tempo can be used descriptively</p> <p><b>Duration</b> Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre)</p> <p>Know that the downbeat of each group is the strongest beat.</p> <p>Identify the downbeat (first beat of the bar). Structure</p> <p>Know that music can be organised using a range of structures Timbre</p> <p>Identify how timbre can be used descriptively. Understand how articulation can be used in music e.g. staccato and legato (smooth and spiky) Texture</p> <p>Identify how texture can be used descriptively.</p>	<p><b>Singing</b>Maintain parts with support in songs, rounds and part songs</p> <p>Confidently sing a variety of songs from different genres with accuracy of pitch</p> <p><b>Performing</b>Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others</p> <p>Understand the effect of rhythm, pitch and dynamics</p> <p>Pupils can perform from basic notation, reading rhythms confidently</p> <p><b>Improvising</b> Experiment with untuned instruments, improvising using rhythms and melody</p> <p><b>Composing</b> Communicate thoughts, ideas and feelings through simple musical compositions</p> <p>Create layered compositions and soundscapes using simple rhythmic patterns and melodies</p>	<p>Lava Song</p> <p>Freres Jacques (new words)</p>	<p>Mars (Holst)</p> <p>Night on a Bare Mountain (Mussorgsky)</p> <p>Pompei (Bastille)</p>	<p>Forte (f), piano (p), Allegro, adagio, Question and answer, round, ostinato, Legato, staccato, Unison, layered, solo, duet, melody, accompaniment,</p>



		<p>Notation</p> <p>Understand increasingly sophisticated graphic notation.</p>	<p><b>Listening</b> Listen and respond to own and others work offering and accepting feedback and suggestions.</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times. responding appropriately to the context.</p> <p>Begin to create individual sound library</p>			
Year 3	<p><b>Autumn 2</b></p> <p><b>Stone Age</b></p> <p><i>(Linked to History unit)</i></p>	<p><b>Dynamics</b> Identify how dynamics can be used descriptively.</p> <p><b>Duration</b> Know that the pulse can be grouped e.g. 2/4, 3/4, 4/4 (metre)</p> <p>Know that the downbeat of each group is the strongest beat.</p> <p>Identify the downbeat (first beat of the bar).</p> <p>Structure</p> <p>Know that music can be organised using a range of structures</p> <p><b>Timbre</b> Identify how timbre can be used descriptively.</p> <p>Understand how articulation can be used in music e.g.</p>	<p><b>Singing</b> Maintain parts with support in songs, rounds and part songs</p> <p>Confidently sing a variety of songs from different genres with accuracy of pitch performing</p> <p>Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others</p> <p>Understand the effect of rhythm, pitch and dynamics</p> <p><b>Improvising</b> Experiment with tuned and untuned instruments, improvising using rhythms and melody</p> <p><b>Composing</b> Communicate thoughts, ideas and feelings through simple musical compositions</p>	Own Rhythms	Rusted Root On My Way	



		<p>staccato and legato (smooth and spiky)</p> <p><b>Notation</b> Understand increasingly sophisticated graphic notation.</p>	<p>Create layered compositions and soundscapes using simple rhythmic patterns and melodies</p> <p><b>Listening</b> Listen and respond to own and others work offering and accepting feedback and suggestions.</p> <p>Begin to create individual sound library</p>			
Year 3	<p><b>Spring 1</b></p> <p><b>American Folk Songs</b></p>	<p><b>Pitch</b> Identify melodies that move in steps or leaps (melodic shape).</p> <p><b>Duration</b> Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre)</p> <p>Know that the downbeat of each group is the strongest beat.</p> <p>Identify the downbeat (first beat of the bar). Structure</p> <p>Know that music can be organised using a range of structures</p> <p><b>Notation</b> Understand increasingly sophisticated graphic notation.</p> <p>Know how pitch is shown on stave notation.</p>	<p><b>Singing</b> Maintain parts with support in songs, rounds and part songs</p> <p>Confidently sing a variety of songs from different genres with accuracy of pitch</p> <p><b>Performing</b> Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others</p> <p>Pupils can perform from basic notation, reading rhythms confidently</p> <p><b>Improvising</b> Experiment with tuned and untuned instruments, improvising using rhythms and melody</p> <p><b>Composing</b> Communicate thoughts, ideas and feelings</p>	<p>Home on the range (film – songs from Disney)</p> <p>She'll Be Coming Around the Mountain</p> <p>This Old Man</p> <p>Michael Row Your Boat Ashore</p>	<p>Elizabeth Cotton and other blues – Big Boss Man</p>	<p>scale, step, leap, Metre, downbeat, Question and answer, round, Unison, layered, solo, duet, melody, accompaniment, Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff.</p>



		<p>Recognise and read melodies which reflect pitch in notation.</p> <p>Know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers</p>	<p>through simple musical compositions</p> <p><b>Listening</b> Listen and respond to own and others work offering and accepting feedback and suggestions.</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p> <p>Begin to create individual sound library</p>			
Year 3	<p><b>Spring 2</b></p> <p><b>Gratitude</b></p> <p><i>(Linked to school wellbeing initiative)</i></p>	<p><b>Pitch</b> Understand a pentatonic scale.</p> <p>Identify melodies that move in steps or leaps (melodic shape). Identify major and minor keys</p> <p><b>Dynamics</b> Identify how dynamics can be used descriptively.</p> <p><b>Tempo</b> Identify how tempo can be used descriptively</p> <p><b>Timbre</b> Identify how timbre can be used descriptively.</p> <p>Understand how articulation can be used in music e.g. staccato and legato (smooth and spiky)</p>	<p><b>Singing</b> Confidently sing a variety of songs from different genres with accuracy of pitch</p> <p><b>Performing</b> Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others</p> <p>Pupils can perform from basic notation, reading rhythms confidently</p> <p><b>Improvising</b> Experiment with tuned and untuned instruments, improvising using rhythms and melody</p> <p><b>Composing</b> Communicate thoughts, ideas and feelings</p>	<p>Oh what a wonderful world</p> <p>Thank you for the music</p> <p>Happy and you know it</p>	<p>Mars- The planets suite</p> <p>Abba - Thank you for the music,</p> <p>Louis Armstrong - What a wonderful world,</p> <p>Fatboy Slim - Praise You.</p>	<p>Pentatonic, major, minor, scale, step, leap, Forte (f), piano (p), Allegro, adagio, Metre, downbeat, Question and answer, round, ostinato, Legato, staccato, Unison, layered, solo, duet, melody, accompaniment, Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff.</p>





		<p><b>Texture</b> Identify how texture can be used descriptively.</p> <p><b>Notation</b> Understand increasingly sophisticated graphic notation.</p> <p>Know how pitch is shown on stave notation.</p> <p>Recognise and read melodies which reflect pitch in notation.</p> <p>Know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers</p>	<p>through simple musical compositions</p> <p><b>Listening</b> Listen and respond to own and others work offering and accepting feedback and suggestions.</p>			
Year 3	<p><b>Summer 1 &amp; 2</b></p> <p><b>Egyptians</b></p> <p>Introduction to Djembe Drums</p> <p><i>(Linked to History unit)</i></p>	<p><b>Pitch</b> Identify melodies that move in steps or leaps (melodic shape).</p> <p><b>Duration</b> Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre)</p> <p>Know that the downbeat of each group is the strongest beat.</p> <p>Identify the downbeat (first beat of the bar).</p> <p><b>Structure</b> Know that music can be organised using a range of structures</p> <p><b>Notation</b> Understand increasingly sophisticated graphic notation.</p> <p>Know how pitch is shown on stave notation.</p>	<p><b>Singing</b> Maintain parts with support in songs, rounds and part songs</p> <p>Confidently sing a variety of songs from different genres with accuracy of pitch</p> <p><b>Performing</b> Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others</p> <p>Pupils can perform from basic notation, reading rhythms confidently</p> <p><b>Improvising</b> Experiment with tuned and untuned instruments, improvising using rhythms and melody</p> <p><b>Composing</b> Communicate thoughts, ideas and feelings</p>	The Living River Nile	Walk like an Egyptian	<p>scale, step, leap, Metre, downbeat, Question and answer, round, Unison, layered, solo, duet, melody, accompaniment, Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff.</p>



		<p>Recognise and read melodies which reflect pitch in notation.</p> <p>Know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers</p>	<p>through simple musical compositions</p> <p><b>Listening</b> Listen and respond to own and others work offering and accepting feedback and suggestions.</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p> <p>Begin to create individual sound library</p>			
Year 4	<p>Year 4 Autumn 1</p> <p><b>Music Tech Unit - Rapper</b></p>	<p><b>Dynamics</b> Identify how dynamics can be used descriptively.</p> <p><b>Tempo</b> Identify how tempo can be used descriptively</p> <p><b>Duration</b> Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre)</p> <p>Know that the downbeat of each group is the strongest beat. Identify the downbeat (first beat of the bar).</p> <p><b>Structure</b> Know that music can be organised using a range of structures</p> <p><b>Timbre</b> Understand how articulation can be used in music e.g. staccato and legato (smooth and spiky)</p>	<p><b>Singing</b> Maintain part in more difficult songs/part songs</p> <p>Confidently and fluently sing in tune with clear diction, breath control and tone.</p> <p><b>Composition</b> Create melodic and rhythmic patterns, melodies using voice, instruments and technology</p> <p>Create layers of sound within musical structures, showing an understanding of how sounds fit together</p> <p>Use musical symbols and notation to record and create compositions</p> <p><b>Listening</b> Accurately identify, recognise and respond</p>	Beatboxing	Hip Hop Mixtapes	<p>Forte (f), piano (p), Metre, downbeat, Question and answer, Legato, staccato, Unison, layered, solo, duet, melody, accompaniment, 8 bar, hook</p>



			<p>to standard and invented composition.</p> <p>Offer comments from own and others' work and ways to improve, accept feedback and suggestions from others.</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>			
Year 4	<p><b>Year 4 Autumn 2</b></p> <p><b>Music Tech Unit - Drummer</b></p>	<p><b>Dynamics</b> Identify how dynamics can be used descriptively.</p> <p><b>Tempo</b> Identify how tempo can be used descriptively</p> <p><b>Duration</b> Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre)</p> <p>Know that the downbeat of each group is the strongest beat.</p> <p>Identify the downbeat (first beat of the bar). Structure</p> <p>Know that music can be organised using a range of structures Notation</p>	<p><b>Performing</b> Pupils can play using a range of tuned and untuned percussion, showing good rhythmic and melodic control</p> <p>Demonstrate correct techniques when playing melodic and rhythmic patterns with expression</p> <p><b>Improvisation</b> Create and refine musical improvisations using more complex rhythms and melody</p> <p><b>Composition</b> Create melodic and rhythmic patterns, melodies using voice, instruments and technology</p> <p>Use musical symbols and notation to record and create compositions</p> <p><b>Listening</b> Aurally identify, recognise and respond</p>	Composing own rhythms	Listening to different genres – country/rock etc	



		<p>Understand increasingly sophisticated graphic notation.</p>	<p>to standard and invented composition.</p> <p>Offer comments from own and others' work and ways to improve, accept feedback and suggestions from others.</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>			
<p><b>Year 4</b></p>	<p><b>Year 4 - Spring 1</b></p> <p><b>Music Tech Unit - Remixer</b></p>	<p><b>Pitch</b> Understand a pentatonic scale.</p> <p>Identify melodies that move in steps or leaps (melodic shape). Identify major and minor keys</p> <p><b>Dynamics</b> Identify how dynamics can be used descriptively.</p> <p><b>Tempo</b> Identify how tempo can be used descriptively</p> <p><b>Duration</b> Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre)</p> <p>Know that the downbeat of each group is the strongest beat.</p> <p>Identify the downbeat (first beat of the bar).</p>	<p><b>Improvisation</b> Create and refine musical improvisations using more complex rhythms and melody</p> <p><b>Composition</b> Create melodic and rhythmic patterns, melodies using voice, instruments and technology</p> <p>Create layers of sound within musical structures, showing an understanding of how sounds fit together</p> <p>Use musical symbols and notation to record and create compositions Listening</p> <p>Aurally identify, recognise and respond to standard and invented composition.</p> <p>Offer comments from own and others' work and ways to</p>	<p>Creating own remix</p>	<p>Examples of different remixes of the same songs</p>	<p>Pentatonic, major, minor, scale, step, leap, Forte (f), piano (p), Allegro, adagio, Metre, downbeat, Question and answer, round, ostinato, Legato, staccato, Unison, layered, solo, duet, melody, accompaniment</p>



		<p><b>Structure</b> Know that music can be organised using a range of structures</p> <p><b>Timbre</b> Identify how timbre can be used descriptively.</p> <p>Understand how articulation can be used in music e.g. staccato and legato (smooth and spiky)</p> <p><b>Texture</b> Identify how texture can be used descriptively.</p> <p><b>Notation</b> Understand increasingly sophisticated graphic notation.</p>	<p>improve, accept feedback and suggestions from others.</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>			
Year 4	Year 4 Spring 2 <b>Music Tech Unit - Producer</b>	<p><b>Pitch</b> Understand a pentatonic scale.</p> <p>Identify melodies that move in steps or leaps (melodic shape).</p> <p>Identify major and minor keys</p> <p><b>Dynamics</b> Identify how dynamics can be used descriptively.</p> <p><b>Tempo</b> Identify how tempo can be used descriptively</p> <p><b>Duration</b> Know that the pulse can be grouped e.g. 2/4, 3/4, 4/4 (metre)</p>	<p><b>Singing</b> Maintain part in more difficult songs/part songs</p> <p>Confidently and fluently sing in tune with clear diction, breath control and tone.</p> <p>Improvisation</p> <p>Create and refine musical improvisations using more complex rhythms and melody</p> <p>Composition</p> <p>Create melodic and rhythmic patterns, melodies using voice, instruments and technology</p> <p>Create layers of sound within musical structures, showing an</p>	Songs (that produce)	Examples of songs – Pop music	Pentatonic, major, minor, scale, step, leap, Forte (f), piano (p), Allegro, adagio, Metre, downbeat, Question and answer, round, ostinato, Legato, staccato, Unison, layered, solo, duet, melody, accompaniment



		<p>Know that the downbeat of each group is the strongest beat.</p> <p>Identify the downbeat (first beat of the bar).</p> <p><b>Structure</b> Know that music can be organised using a range of structures</p> <p><b>Timbre</b> Identify how timbre can be used descriptively.</p> <p>Understand how articulation can be used in music e.g. staccato and legato (smooth and spiky)</p> <p><b>Texture</b> Identify how texture can be used descriptively.</p> <p><b>Notation</b> Understand increasingly sophisticated graphic notation.</p> <p>Recognise and read melodies which reflect pitch in notation.</p>	<p>understanding of how sounds fit together</p> <p>Use musical symbols and notation to record and create compositions</p> <p><b>Listening</b> Aurally identify, recognise and respond to standard and invented composition.</p> <p>Offer comments from own and others' work and ways to improve, accept feedback and suggestions from others.</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>			
Year 4	<p><b>Year 4 Summer 1</b></p> <p><b>Music Tech Unit</b></p> <p><b>Songwriter</b></p>	<p><b>Pitch</b> Identify melodies that move in steps or leaps (melodic shape).</p> <p>Identify major and minor keys</p> <p><b>Dynamics</b> Identify how dynamics can be used descriptively.</p>	<p><b>Singing</b> Maintain part in more difficult songs/part songs</p> <p>Confidently and fluently sing in tune with clear diction, breath control and tone.</p> <p><b>Performing</b> Pupils can play using a range of tuned and untuned</p>	Taylor Swift	Taylor Swift	<p>Pentatonic, major, minor, scale, step, leap, Forte (f), piano (p), Allegro, adagio, Metre, downbeat, Question and answer, round, ostinato, Legato, staccato, Unison, layered, solo, duet,</p>



		<p><b>Tempo</b> Identify how tempo can be used descriptively</p> <p><b>Duration</b> Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre)</p> <p>Know that the downbeat of each group is the strongest beat.</p> <p>Identify the downbeat (first beat of the bar).</p> <p><b>Structure</b> Know that music can be organised using a range of structures</p> <p><b>Timbre</b> Identify how timbre can be used descriptively.</p> <p>Understand how articulation can be used in music e.g. staccato and legato (smooth and spiky)</p> <p><b>Texture</b> Identify how texture can be used descriptively.</p> <p><b>Notation</b> Understand increasingly sophisticated graphic notation.</p> <p>Know how pitch is shown on stave notation.</p>	<p>percussion, showing good rhythmic and melodic control</p> <p>Demonstrate correct techniques when playing melodic and rhythmic patterns with expression</p> <p>Pupils can read from basic western notation, with a growing awareness of pitch</p> <p><b>Improvisation</b> Create and refine musical improvisations using more complex rhythms and melody</p> <p><b>Composition</b> Create melodic and rhythmic patterns, melodies using voice, instruments and technology</p> <p>Create layers of sound within musical structures, showing an understanding of how sounds fit together</p> <p>Use musical symbols and notation to record and create compositions</p> <p><b>Listening</b> Aurally identify, recognise and respond to standard and invented composition.</p> <p>Offer comments from own and others' work and ways to</p>			<p>melody, accompaniment, Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff</p>
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		Recognise and read melodies which reflect pitch in notation.	improve, accept feedback and suggestions from others. Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.			
<b>Year 4</b>	<b>Year 4 Summer 1 Music Tech Unit Performer</b>	<p><b>Pitch</b> Understand a pentatonic scale.</p> <p>Identify melodies that move in steps or leaps (melodic shape).</p> <p>Identify major and minor keys</p> <p><b>Dynamics</b> Identify how dynamics can be used descriptively.</p> <p><b>Tempo</b> Identify how tempo can be used descriptively</p> <p><b>Duration</b> Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre)</p> <p>Know that the downbeat of each group is the strongest beat.</p> <p>Identify the downbeat (first beat of the bar).</p> <p><b>Structure</b> Know that music can be organised using a range of structures</p>	<p><b>Singing</b> Maintain part in more difficult songs/part songs</p> <p>Confidently and fluently sing in tune with clear diction, breath control and tone.</p> <p><b>Performing</b> Pupils can play using a range of tuned and untuned percussion, showing good rhythmic and melodic control</p> <p>Demonstrate correct techniques when playing melodic and rhythmic patterns with expression</p> <p>Pupils can read from basic western notation, with a growing awareness of pitch</p> <p><b>Improvisation</b> Create and refine musical improvisations using more complex rhythms and melody</p> <p><b>Composition</b> Create melodic and rhythmic patterns, melodies using voice, instruments and technology</p>	Consolidation of year using garageband and music tech	Consolidation of year using garageband and music tech	Pentatonic, major, minor, scale, step, leap, Forte (f), piano (p), Allegro, adagio, Metre, downbeat, Question and answer, round, ostinato, Legato, staccato, Unison, layered, solo, duet, melody, accompaniment, Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff.





		<p><b>Timbre</b> Identify how timbre can be used descriptively.</p>	<p>Create layers of sound within musical structures, showing an understanding of how sounds fit together</p>			
Year 5	<p><b>Year 5 Autumn 1</b> <b>Antarctica</b> <b>(Glock unit)</b></p>	<p><b>Pitch</b> Understand how simple chords (triads) are formed and how they can be major or minor. Understand that scales are sets of notes</p> <p><b>Dynamics</b> Understand how dynamics are used for a purpose.</p> <p><b>Tempo</b> Understand how tempo can be used for a purpose.</p> <p><b>Structure</b> Know and recognise different structures used by composers and genres.</p> <p><b>Timbre</b> Understand how timbre can be used for a purpose Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band</p> <p><b>Texture</b> Understand how texture can be used for a purpose. Understand how textures can be contrasted for effect.</p>	<p><b>Perform</b> Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom Performances show a clear awareness of expression and balance Pupils can read and perform from a range of different notations</p> <p><b>Composition</b> Create music which demonstrates an understanding of structure Select, discuss and refine creative choices Use different notations to record and create Listening Critique own and other's work offering specific comments, eg explaining the effects of different musical elements and justify opinions Listen to a range of live and recorded music from different traditions, genres, styles and</p>	<p>Writing their own songs</p>	<p>Heart of Courage (Two Steps from Hell) Antarctica (Vangelis) Penguin Rap</p>	<p>scale, Pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf), Accelerando (getting faster), rallentando (getting slower), Off-beat, syncopation, introduction, verse, chorus, middle 8, outro, charts/tab, key signature, time signature, metre, flat, sharp, barlines, treble clef</p>



		<p><b>Notation</b> Know a wider range of notation e.g. Chord charts, TAB</p> <p>Recognise and read with increasing fluency melodies (within an octave) on stave notation.</p> <p>Know the meaning of flats and sharps</p> <p>Know, recognise and read with increasingly fluency notation for crotchet, crotchet rest, minim, barred and single quavers, semi-quavers.</p>	<p>times, responding appropriately to the context.</p>			
Year 5	<p><b>Year 5 Autumn 2</b></p> <p><b>Egypt / North African Music</b></p>	<p><b>Pitch</b> Understand how simple chords (triads) are formed and how they can be major or minor.</p> <p>Understand that scales are sets of notes</p> <p><b>Tempo</b> Know that a polyrhythm is many layers of rhythms played at the same time.</p> <p><b>Duration</b> Recognise polyrhythms.</p> <p>Know and recognise syncopated rhythms (off-beat).</p> <p><b>Texture</b> Understand how texture can be used for a purpose.</p> <p>Understand how textures can be contrasted for effect.</p> <p><b>Notation</b> Know a wider range of</p>	<p><b>Perform</b> Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom</p> <p>Performances show a clear awareness of expression and balance</p> <p>Pupils can read and perform from a range of different notations</p> <p><b>Improvisation</b></p> <p>Create and refine musical improvisations with awareness of musical structure</p> <p><b>Composition</b></p>	<p>Groove like an Egyptian</p> <p>Horrible Histories Cleopatra ra ra song</p>	<p>Toxic Britney Spears</p> <p>Beautiful Liar Beyonce/Shakira</p> <p>Galvanise Chemical Brothers</p>	<p>key, chord, triad, scale, Off-beat, syncopation, polyphony, harmony, Chord charts/tab, key signature, time signature, metre, flat, sharp, bar-lines, treble clef</p>



		<p>notation e.g. Chord charts, TAB</p> <p>Recognise and read with increasing fluency melodies (within an octave) on stave notation.</p> <p>Know the meaning of flats and sharps</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures (metre).</p>	<p>Create music which demonstrates an understanding of structure</p> <p>Select, discuss and refine creative choices</p> <p>Use different notations to record and create Listening</p> <p>Critique own and other's work offering specific comments, eg explaining the effects of different musical elements and justify opinions</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>			
Year 5	<p><b>Year 5 Spring 1</b></p> <p><b>Mountains</b></p> <p><i>(Linked to geography unit)</i></p>	<p><b>Pitch</b> Understand how simple chords (triads) are formed and how they can be major or minor.</p> <p><b>Dynamics</b> Understand how dynamics are used for a purpose.</p> <p><b>Tempo</b> Understand how tempo can be used for a purpose.</p> <p><b>Structure</b> Know and recognise different structures used by composers and genres.</p> <p><b>Timbre</b> Understand how timbre</p>	<p><b>Singing</b> Sing part-songs and simple harmony lines with an awareness of how the part fits with others</p> <p>Sing with increasing understanding of expression</p> <p><b>Perform</b> Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom</p>	<p>Ain't No Mountain High Enough</p> <p>River Deep Mountain High</p>	<p>Hall of the Mountain King and different versions</p>	<p>key, chord, triad, scale, Pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf), Accelerando (getting faster), rallentando (getting slower), introduction, verse, chorus, middle 8, outro, harmony, Chord charts/tab, key signature, time signature, metre,</p>



		<p>can be used for a purpose</p> <p>Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band</p> <p><b>Texture</b> Understand how texture can be used for a purpose.</p> <p>Understand how textures can be contrasted for effect.</p> <p><b>Notation</b> Know a wider range of notation e.g. Chord charts, TAB</p> <p>Recognise and read with increasing fluency melodies (within an octave) on stave notation.</p> <p>Know, recognise and read with increasingly fluency notation for crotchet, crotchet rest, minim, barred and single quavers, semi-quavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures (metre).</p>	<p>Performances show a clear awareness of expression and balance</p> <p>Pupils can read and perform from a range of different notations</p> <p><b>Composition</b> Create music which demonstrates an understanding of structure</p> <p>Select, discuss and refine creative choices</p> <p><b>Listening</b> Critique own and other's work offering specific comments, eg explaining the effects of different musical elements and justify opinions</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>			
Year 5	<p><b>Year 5 Spring 2</b></p> <p><b>ENO composition Project</b></p> <p><i>(Local study in partnership with the Isle of Wight Music HUB)</i></p>	<p><b>Pitch</b> Understand that scales are sets of notes</p> <p><b>Dynamics</b> Understand how dynamics are used for a purpose.</p> <p><b>Tempo</b> Understand how tempo</p>	<p><b>Perform</b> Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom</p> <p>Performances show a clear awareness of expression and balance</p>	Own compositions	Blue, red, yello by ENO	key, chord, triad, scale, Pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf), Accelerando (getting faster), rallentando (getting slower), Off-beat,



		<p>can be used for a purpose.</p> <p>Know that a polyrhythm is many layers of rhythms played at the same time.</p> <p><b>Structure</b> Know and recognise different structures used by composers and genres.</p> <p><b>Timbre</b> Understand how timbre can be used for a purpose</p> <p>Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band</p> <p><b>Texture</b> Understand how texture can be used for a purpose.</p> <p>Understand how textures can be contrasted for effect.</p>	<p>Pupils can read and perform from a range of different notations</p> <p><b>Improvisation</b> Create and refine musical improvisations with awareness of musical structure</p> <p><b>Composition</b> Create music which demonstrates an understanding of structure</p> <p>Select, discuss and refine creative choices</p> <p>Use different notations to record and create</p> <p><b>Listening</b> Critique own and other's work offering specific comments, eg explaining the effects of different musical elements and justify opinions</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>			<p>syncopation, Rondo, ternary form, common EDM formats, introduction, verse, chorus, middle 8, outro, Trio, quartet, polyphony, harmony, Chord charts/tab, key signature, time signature, metre, flat, sharp, barlines, treble clef</p>
Year 5	<p><b>Year 5 Summer 1 &amp; 2 American Rap</b></p> <p><i>(Linked to USA unit in History)</i></p>	<p><b>Pitch</b> Understand how simple chords (triads) are formed and how they can be major or minor.</p> <p><b>Dynamics</b> Understand how dynamics are used for a purpose.</p> <p><b>Tempo</b> Understand how tempo</p>	<p><b>Singing</b> Sing part-songs and simple harmony lines with an awareness of how the part fits with others</p> <p>Sing with increasing understanding of expression</p>	own compositions	<p>Rappers Delight - Sugar Hill Gang</p> <p>UK chart rap (chosen by children)</p>	<p>Off-beat, syncopation, Rondo, ternary form, common EDM formats, introduction, verse, chorus, middle 8, outro, Trio, quartet, harmony, Chord charts/tab, key signature, time signature, metre, flat,</p>



		<p>can be used for a purpose.</p> <p><b>Structure</b> Know and recognise different structures used by composers and genres.</p> <p><b>Timbre</b> Understand how timbre can be used for a purpose</p> <p>Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band</p> <p><b>Texture</b> Understand how texture can be used for a purpose.</p> <p>Understand how textures can be contrasted for effect.</p>	<p><b>Perform</b> Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom</p> <p>Performances show a clear awareness of expression and balance</p> <p>Pupils can read and perform from a range of different notations</p> <p><b>Composition</b> Create music which demonstrates an understanding of structure</p> <p>Select, discuss and refine creative choices</p> <p><b>Listening</b> Critique own and other's work offering specific comments, eg explaining the effects of different musical elements and justify opinions</p> <p>Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>			<p>sharp, barlines, treble clef bassline, music bed, beat boxing, loops and samples, lyrics</p>
Year 6	<p><b>Year 6 Autumn 1&amp;2</b></p> <p><b>World War II - Swing</b></p> <p><b>Ukulele unit</b></p>	<p><b>Tempo</b> Understand how tempo can be used for a purpose.</p> <p>Know that tempo can be measured in BPM (beats per minute).</p>	<p><b>Singing</b> Sing more complex songs including simple harmony parts</p> <p>Pupils sing with confidence and expression</p>	<p>Run Rabbit, Run Run Run</p> <p>Pack up your troubles</p>	<p>Glenn Millar - Hey Mister Miller</p> <p>The Mood (Jazz)</p>	<p>key, chord, Off-beat, syncopation, introduction, verse, chorus, middle 8, outro, harmony, Chord charts/tab, key signature, time</p>



	(Linked to History unit)	<p><b>Structure</b> Know and recognise different structures used by composers and genres.</p> <p><b>Timbre</b> Understand how timbre can be used for a purpose</p> <p>Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band</p> <p><b>Texture</b> Understand how texture can be used for a purpose.</p> <p>Understand how textures can be contrasted for effect.</p> <p><b>Notation</b> Know a wider range of notation e.g. Chord charts, TAB Recognise and read with increasing fluency melodies (within an octave) on stave notation.</p> <p>Know, recognise and read with increasingly fluency</p>	<p>Maintain own part where appropriate within a group performance.</p> <p><b>Performing</b> Pupils can play confidently demonstrating musical quality e.g. clear starts and ends, phrases, technical accuracy.</p> <p>Pupils can read and perform from a range of different notations</p> <p><b>Listening</b> Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Critique own and others' work, offering specific comments and justifying these.</p>	it's a long way to Tipperary		signature, metre, flat, sharp, barlines, treble clef
Year 6	<p><b>Year 6 Spring 1 &amp; 2 Music Tech Unit</b></p> <p><b>Chrome Music Lab</b></p> <p>(Consolidation of Music Tech)</p>	<p><b>Pitch</b> Understand how simple chords (triads) are formed and how they can be major or minor.</p> <p>Understand that scales are sets of notes</p> <p><b>Tempo</b> Understand how tempo can be used for a purpose.</p> <p>Know that tempo can be measured in BPM (beats per minute).</p>	<p><b>Improvisation</b> Create and refine melodic and rhythmic improvisations showing an awareness of different styles and genres</p> <p><b>Composition</b> Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions.</p> <p>Compose rhythmic and melodic ideas within clear structures</p>	own compositions	own compositions	key, chord, Off-beat, syncopation, introduction, verse, chorus, middle 8, outro, harmony, Chord charts/tab, key signature, time signature, metre, flat, sharp, barlines, treble clef



		<p>Know that a polyrhythm is many layers of rhythms played at the same time.</p> <p><b>Duration</b> Recognise polyrhythms.</p> <p>Know and recognise syncopated rhythms (off-beat).</p> <p><b>Structure</b> Know and recognise different structures used by composers and genres.</p> <p><b>Timbre</b> Understand how timbre can be used for a purpose Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band</p> <p><b>Texture</b> Understand how texture can be used for a purpose.</p> <p>Understand how textures can be contrasted for effect.</p> <p><b>Notation</b> Know a wider range of notation e.g. Chord charts, TAB</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures (metre).</p>	<p>Use different kinds of notations to record and create</p> <p><b>Listening</b> Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p>			
Year 6	<b>Year 6 Summer 1 &amp; 2 World Music Tour</b>	<p><b>Pitch</b> Understand how simple chords (triads) are formed and how they can be major or minor.</p> <p>Understand that scales are sets</p>	<p><b>Singing</b> Maintain own part where appropriate within a group performance.</p> <p><b>Performing</b> Pupils can play confidently demonstrating musical</p>	<p>Way Haul Away</p> <p>Lunar NY Chant</p> <p>Paddy on the railway</p>	<p>Nutcracker Waltz</p> <p>Caribbean calypso song</p>	<p>key, chord, triad, scale, Pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf), Accelerando</p>





	<p><i>(Consolidation of world music)</i></p>	<p>of notes</p> <p><b>Tempo</b> Understand how tempo can be used for a purpose.</p> <p>Know that tempo can be measured in BPM (beats per minute).</p> <p>Know that a polyrhythm is many layers of rhythms played at the same time.</p> <p><b>Duration</b> Recognise polyrhythms.</p> <p>Know and recognise syncopated rhythms (off-beat).</p> <p><b>Structure</b> Know and recognise different structures used by composers and genres.</p> <p><b>Timbre</b> Understand how timbre can be used for a purpose</p> <p>Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band</p> <p><b>Texture</b> Understand how texture can be used for a purpose.</p> <p>Understand how textures can be contrasted for effect.</p> <p><b>Notation</b> Know a wider range of notation e.g. Chord charts, TAB</p>	<p>quality e.g. clear starts and ends, phrases, technical accuracy.</p> <p>Pupils can read and perform from a range of different notations</p> <p><b>Improvisation</b> Create and refine melodic and rhythmic improvisations showing an awareness of different styles and genres</p> <p><b>Composition</b> Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions.</p> <p>Compose rhythmic and melodic ideas within clear structures</p> <p>Use different kinds of notations to record and create</p> <p><b>Listening</b> Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p>		<p>Gamelan orchestra</p> <p>Irish folk songs</p>	<p>(getting faster), rallentando (getting slower), Off-beat, syncopation, Rondo, ternary form, common EDM formats, introduction, verse, chorus, middle 8, outro, Trio, quartet, polyphony, harmony, Chord charts/tab, key signature, time signature, metre, flat, sharp, barlines, treble clef</p>
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		<p>Recognise and read with increasing fluency melodies (within an octave) on stave notation.</p> <p>Know the meaning of flats and sharps</p> <p>Know, recognise and read with increasingly fluency notation for crotchet, crotchet rest, minim, barred and single quavers, semi-quavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures (metre).</p>				
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