Menston Primary School Music Long-Term Overview



EYFS

Celebration Music

Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.

Exploring Sound

Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment

Music and Movement

Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.

Musical Stories

A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.

Big Band

Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Pulse	Musical me	Creating compositions in	Body and tuned percussion	Songs of WW2	Looping and
half term 1	(Theme: All about me)	Key skills:	response to an animation.	(Theme: Rainforests)	(from Year 6 Sp 1)	remixing
	<u>Key skills:</u>	 Recognising timbre 	(Theme: Mountains)	Key skills:	Key skills:	(Year 5 Sum 1)
	 Recognising and 	changes and	Key skills:	 Identifying gradual 	 Discussing 	Key skills:
	understanding	structural features in	 Understanding that 	dynamic and	musical eras in	 Recognising
	the difference	music they listen to.	music from	tempo changes	context,	and
	between pulse	 Beginning to use 	different parts of	within a piece of	identifying how	confidently
	and rhythm.	musical vocabulary	the world, and	music.	they have	discussing
	 Describing the 	to describe music.	different times, has	 Recognising, 	influenced each	the stylistic
	character, mood,	 Identifying melodies 	different features.	naming and	other, and	features of
	or 'story' of the	that move in steps.	 Recognising and 	explaining the	discussing the	different
	music they listen	 Listening to and 	explaining the	effect of the	impact of	genres,
	to (verbally or	repeating a short,	changes within a	interrelated	different	styles and
	through	simple melody by	piece of music	dimensions of	composers on the	traditions of
	movement).	ear.	using musical	music.	development of	music using
	 Listening to and 	 Suggesting 	vocabulary.	 Identifying scaled 	musical styles.	musical
	repeating short,	improvements to	 Describing the 	dynamics	 Recognising and 	vocabulary.
	simple rhythmic	their own and	timbre, dynamic,	(crescendo/decresc	confidently	 Comparing,
	patterns.	others' work.	and textural details	endo) within a	discussing the	discussing
	 Listening and 	 Selecting and 	of a piece of music,	piece of music.	stylistic features	and
	responding to	creating longer	both verbally and	 Using musical 	of music and	evaluating
	other performers	sequences of	through	vocabulary to	relating it to	music using
	by playing as part	appropriate sounds	movement.	discuss the purpose	other aspects of	detailed
	of a group.	with voices or		of a piece of music.	the Arts.	

- Combining instrumental and vocal sounds within a given structure.
- Using their voices expressively to speak and chant
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.
- Copying back short rhythmic and melodic phrases on percussion instruments.

- To know that rhythm means a pattern of long and short notes.
- To know that pulse is the regular beat that goes through music.
- To understand that the pulse of

- instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Combining melodies and rhythms to compose a multilayered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Key knowledge:

- Using musical vocabulary when discussing improvements to their own and others' work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Creating a piece of music with at least four different layers and a clear structure.
- Suggesting improvements to others work, using musical vocabulary.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.

Key knowledge:

 To know that deciding the structure of music when composing can help us create

- Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the

- musical vocabulary
- Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multilayered composition

- music can get faster or slower.
- To know that a piece of music can have more than one section, e.g. a verse and a chorus

 Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Key knowledge:

- To understand that 'melody' means a tune.
- To know that 'notation' means writing music down so that someone else can play it.
- To understand that 'accompaniment' can mean playing instruments along with a song.
- To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.

- To understand that the timbre of instruments played affect the mood and style of a piece of music.
- To know that an ensemble is a group of musicians who perform together.
- To know that to perform well, it is important to listen to the other members of your ensemble.

- interesting music with contrasting sections.
- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- To know that a 'loop' in music is a repeated melody or rhythm.
- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music

- interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.

- To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.
- To know that the Solfa syllables represent the pitches in an octave.
- A 'countersubject' or 'counter-melody' provides contrast to the main melody.
- To know that a counter-melody is different to harmony because

- using all the inter-related dimensions of music to add musical interest.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicat ing with the group.
- Performing with accuracy and fluency from graphic and simple

NC mapping	Rhythm	rhythm	influence	pitter	it uses a different rhythm as well as complementary notes.	staff notation. Key knowledge: To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to.
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	Pulse	pulse	listen	patter	morale	backbeat
		dynamics	dynamics	raindrop	Britain	body percussion
		timbre	timbre	clapping	troops	fragment
		beat	pitch	clicking	frontline	layers
		melody	repeated rhythm	body percussion	Vera Lynn	loop
		notation	pattern	tempo	contrast	looped rhythm
		Hotation	notation	rhythm	tempo	melody
			ensemble	-	•	•
				boom	higher and lower	melody line
			compose	snap	diaphragm	notation
				structure	melody	ostinato
				texture	phrase	remix
				contrast	graphic score	rhythm
				higher	pitch	riff
				lower	Do Re Mi Fa So La Ti	structure
				compose	counter-melody	
				loop	harmony	
				melody	Solfa	
				pitch		
				inspiration		
				keyboard		
Link						
Links				Year 4 Science: Sound		
(wider						
curriculum)						
Commenta	This unit builds on	This unit builds on children's	This unit builds on children's	This unit builds on children's	This unit builds on	This unit builds on
ry	children's experiences	experiences from Year 1	experiences from KS1,	experiences of exploring	children's experiences	children's
	from EYFS where they	where they explored the	where they explored pulse,	rhythm and pulse in KS1 as	from LKS2 where they	experiences from
	explore music through the	pulse and learnt what rhythm	rhythm, melody and singing	well as their work in Y3	developed singing as part	LKS2 pitch / tempo /
	'Being Imaginative'	is.	in unison as a group.	where pulse and rhythm are	of an ensemble and also	rhythm work .
	strand. This unit links to	This unit links to preparations		further explored	explored pitch and rhythm	
	songs learnt and	for Harvest assembly songs,	This unit prepares children		further.	This unit prepares
	performed for harvest.	singing in unison and adding	for Year 4 'Body and tuned	This unit prepares children		children for
	This unit prepares	actions to repeated patterns.	percussion' where they	for exploring rhythm further	This unit prepares children	secondary school
	children for the Year 2	·	combine different rhythms	and singing together in their	for looking at loop usually	music.
	'Musical Me'	This unit prepares children for	and have a variety of tempo	Y5 unit 'Songs of WW2'	being a repeated rhythm	
		further understanding of	changes.		or melody in the Year 6	
		melody and ensemble work			unit 'Looping and	
		which they will do in Year 3			remixing'.	
		'Creating Compositions'.			Territaing .	
		Creating Compositions.				

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Timbre and rhythmic	On this island: British	Traditional instruments	Adapting and transposing	Samba and carnival	Theme and variations
half term 2	patterns	songs and sounds	and improvisation	motifs sounds and instruments		(Theme: Pop Art)
	(Theme: fairy tales)	Key skills:	(Theme: India)	(Theme: Romans)	(Year 4 Sum 1)	Key skills:
	Key skills:	 Listening to and 	Key skills:	Key skills:	Key skills:	 Discussing
	 Recognising and 	recognising	 Discussing the 	 Recognising the 	 Recognising and 	musical eras
	understanding the	instrumentation.	stylistic features	use and	discussing the	in context,
	difference between	 Beginning to use 	of different	development of	stylistic features	identifying
	pulse and rhythm.	musical	genres, styles and	motifs in music.	of different	how they
	 Understanding that 	vocabulary to	traditions of music	 Identifying gradual 	genres, styles and	have
	different types of	describe music.	using musical	dynamic and	traditions of	influenced
	sounds are called	 Selecting and 	vocabulary.	tempo changes	music using	each other,
	timbres.	creating longer	 Understanding 	within a piece of	musical	and discussing
	 Recognising basic 	sequences of	that music from	music.	vocabulary.	the impact of
	tempo, dynamic and	appropriate	different parts of	 Identifying 	 Identifying 	different
	pitch changes.	sounds with	the world, and	common features	common features	composers on
	 Describing the 	voices or	different times,	between different	between	the
	character, mood, or	instruments to	has different	genres, styles and	different genres,	development
	'story' of music they	represent a given	features.	traditions of music.	styles and	of musical
	listen to (verbally or	idea or character.	 Recognising and 	 Recognising, 	traditions of	styles
	through movement).	 Successfully 	explaining the	naming and	music.	 Recognising
	 Describing the 	combining and	changes within a	explaining the	 Recognising, 	and
	differences between	layering several	piece of music	effect of the	naming and	confidently
	two pieces of music.	instrumental and	using musical	interrelated	explaining the	discussing the
	 Listening to and 	vocal patterns	vocabulary.	dimensions of	effect of the	stylistic
	repeating short,	within a given	Describing the	music.	interrelated dimensions of	features of music and
	simple rhythmic	structure.	timbre, dynamic,	Identifying scaled		relating it to
	patterns.	Choosing	and textural details of a piece	dynamics	music. • Using musical	other aspects
	Listening and	appropriate	of music, both	(crescendo/decres cendo) within a	vocabulary to	of the Arts.
	responding to other	dynamics, tempo and timbre for a	verbally, and	piece of music.	discuss the	Representing
	performers by	piece of music.	through	Using musical	purpose of a	changes in
	playing as part of a	Using their voices	movement.	• Using musical vocabulary to	piece of music.	pitch,
	group.	expressively	Beginning to use	discuss the	Beginning to	dynamics and
	Selecting and creating short	when singing,	musical	purpose of a piece	improvise	texture using
	creating short	including the use	vocabulary	of music.	musically within a	graphic
	sequences of sound with voices or	of basic dynamics	(related to the	Composing a	given style.	notation,
	instruments to	(loud and quiet).	inter-dimensions	coherent piece of	Creating a piece	justifying their
	ilisti ullielits to	(loud and quiet).	of music) when	music in a given	of music with at	choices with
			discussing	inusic in a given	least four	reference to

- represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Choosing dynamics, tempo and timbre for a piece of music.
- Using their voices expressively to speak and chant.
- Copying back short rhythmic and melodic phrases on percussion instruments.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

- To know that an instrument or rhythm pattern can represent a character in a story.
- To know that my voice can create different timbres to help tell a story.
- To know that Sergei Prokofiev wrote
 'Peter and the Wolf' for children in 1936.

- Singing short songs from memory, with melodic and rhythmic accuracy.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key knowledge:

- To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.
- To know that 'duration' means how long a note, phrase or whole piece of music lasts.
- To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.

- improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

Key knowledge:

 To know that Indian music uses all of the sounds in between the 12 'notes' that we

- style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Suggesting improvements to others work, using musical vocabulary.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control

- different layers and a clear structure.
- Suggesting improvements to others' work, using musical vocabulary.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance
- Playing syncopated rhythms with accuracy, control and fluency.

- To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
- To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.
- To understand that a rhythmic break is a place in the music where

- musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered

		T	<u> </u>	
	are used to in	of subtle dynamic	some of the	piece of music
	western music.	changes.	instruments play	from a given
	 To know that a 	 Playing melody 	a new rhythm	stimulus with
	'tala' is a set	parts on tuned	before going back	voices, bodies
	rhythm that is	instruments with	to the original	and
	repeated over and	accuracy and	rhythms.	Instruments.
	over, usually on	control and		 Developing
	the drums called	developing		melodies
	'tabla'.	instrumental		using
	 To know that a 	technique.		rhythmic
	'rag' is the tune in	Key knowledge:		variation,
	traditional Indian	 To understand that 		transposition
	music, and is	musical motifs		and changes
	often played on a	(repeating		in dynamics,
	stringed	patterns) are used		pitch and
	instrument called	as a building block		texture.
	a 'sitar'.	in many well-		 Constructively
	 To know that a 	known pieces of		critique their
	'drone' in music is	music for example,		own and
	a note that goes	Beethoven's fifth		others' work,
	on and on, staying	symphony (dah		using musical
	the same, a bit	dah dah dum!).		vocabulary.
	like someone	To know that		 Singing songs
	humming a long-	'transposing' a		in two or
	held note.	melody means		more secure
	To know that	changing its key,		parts from
	many types of	making it higher or		memory, with
	music from	lower pitched.		accuracy,
	around the world	To know that a		fluency,
	consist of more	motif can be		control and
	than one layer of	adapted by		expression.
	sound; for	changing the		Working as a
	example a 'tala'	notes, the rhythm		group to
	and 'rag' in	or the order of		perform a
	traditional Indian	notes.		piece of
		notes.		•
	music.			music,
				adjusting the interrelated
				dimensions of
				music as
				required,
				keeping in

				time and
				communicatin
				g with the
				group.
				 Performing
				with accuracy
				and fluency
				from graphic
				and staff
				notation and
				from their
				own notation.
				Key knowledge:
				To know that
				a 'theme' is a
				main melody
				in a piece of
				music.
				 To know that
				'variations' in
				music are
				when a main
				melody is
				changed in
				some way
				throughout
				the piece.
				 To know that
				'The Young
				Person's
				Guide to the
				Orchestra'
				was written in
				1945 by
				Benjamin
				Britten.
				To understand that
				representing beats of
				silence or 'rests' in
				written music is
				important as it helps us
	<u> </u>	<u> </u>		play rhythms correctly.

NC mapping						
Vocabulary	timbre	composition	Bollywood	in-time	Crescendo	3/4 time
	pulse	duration	drone	in-tune	cowbell	4/4 time
	rhythm	dynamics	dynamics	key	dynamics	accidentals
	syllables	inspiration	notation	key signature	ensemble	body percussion
	strings	pitch	rag	loop	features	diaphragm
	timpani	structure	sitar	lyrics	ganza	legato
	oboe	tempo	tabla	minim	influenced	motif
	clarinet	texture	tanpura	motif	metronome	orchestra
	bassoon	timbre	tala	notation	off-beat	percussion
	french horn		tempo	ostinato	percussion	phrases
	flute			pitch	pulse	pitch
				quavers	repique	pizzicato
				repeating patterns	rhythm	pulse
				repetition	rhythmic break	quaver
				rhythm	Samba	rhythm
				rhythmic notation	Samba breaks	rhythmic elements
				riff	structure	section
				semibreve	surdo	semi-quaver
				sharps	syncopated rhythms	staccato
				tempo	tamborim	tempo
				transpose	texture	theme
				tuned instrument	unison	TIKI-TIKI, TI-TIKI, TIKI-TI
				vocal warm-ups	untuned percussion	translate
				vocal warm aps	arranea pereassion	variations
						vocal line
						woodwind
						Woodwiiid
Link						
Links (wider						
curriculum)						
Commentary	This unit builds on children's	This unit builds on	This unit builds on	This unit builds on	This unit builds on	This unit builds on
Commentary	experience of finding the beat	children's experiences	children's experiences	children's experiences from	children's experiences	children's experiences
	/ rhythm and pulse in Autumn	from across EYFS and Year	from EYFS and year 2	Year 1 exploring musical	from Year 3 ' traditional	from KS1 where the
	1.	1 where they developed	'dynamics and tempo'.	notes, Year 2 exploring	instruments and	explored pitch /
	<u></u>	understanding of beat,	dynamics and tempo.	feelings through music and	improvisation'.	rhythm for through
	This unit prepares children for	pulse and tempo.	This unit prepares children	Year 3 exploring traditional	improvisation.	traditional tales. It also
	developing their knowledge	paise and tempo.	for 'Adapting and	instruments and music		builds on units in
	of timbre and pulse in Year 2.	This unit prepares children	transposing' unit in Year 4	from across cultures.		V
	of tillible and pulse in fedi 2.	for further development	where they learn that	nom across cultures.		'
		of dynamics, tempo and	transposing a melody is			
			transposing a melody is			
		pitch in Year 3 and 4.				

		changing or adapting a key	This unit prepares children	
		or pitch.	for exploring other musical	
			genres and styles.	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	• .	Myths and legends	Pentatonic melodies and	Changes in pitch, temp and	Blues	Dynamics, pitch and
half term 1	Musical vocabulary (Ther	Key skills:	<u>composition</u>	<u>dynamics</u>	Key skills:	<u>tempo</u>
	Key Skills:	 Recognising 	(Theme: Chinese New	(Theme: Rivers)	 Recognising and 	(Theme: Fingal's
	 Recognising and 	timbre changes in	Year)	Key skills:	confidently	Cave)
BBC TENS	 Understanding tl 	music they listen	Key skills:	 Recognising the use 	discussing the	<u>Key skills:</u>
PIECE	 Recognising basi 	to.	 Discussing the 	and development	stylistic features	 Discussing
INSTEAD	 Describing the 	 Recognising 	stylistic features	of motifs in music.	of different	musical eras
CHANGED	character, mood	structural	of different	 Identifying gradual 	genres, styles and	in context,
UNITS	 Describing the di 	features in music	genres, styles and	dynamic and	traditions of	identifying
ROUND	 Selecting and cre 		traditions of	tempo changes	music using	how they
	 Combining instru 	 Listening to and 	music using	within a piece of	musical	have
	Creating simple i	recognising	musical	music.	vocabulary.	influenced
	Choosing dynam	instrumentation.	vocabulary.	 Recognising and 	 Representing the 	each other,
	Copying back sho	 Beginning to use 	 Understanding 	discussing the	features of a	and
	 Responding to si 	musical	that music from	stylistic features of	piece of music	discussing
		vocabulary to	different parts of	different genres,	using graphic	the impact of
	•	describe music.	the world, and	styles and	notation, and	different
	Key Knowledge:	 Suggesting 	different times,	traditions of music	colours, justifying	composers on the
	To understand	improvements to	has different	using musical	their choices with	development
	that pitch	their own and	features.	vocabulary.	reference to musical	of musical
	means how high	others' work.	Recognising and evaluining the	Recognising,	vocabulary.	styles.
	or low a note	Selecting and	explaining the changes within a	naming and	Comparing,	Representing
	sounds.	creating longer	piece of music	explaining the effect of the	discussing and	changes in
	 To know that 	sequences of	using musical	interrelated	evaluating music	pitch,
	'timbre' means	appropriate sounds with	vocabulary.	dimensions of	using detailed	dynamics and
	the quality of a	voices or	Describing the	music.	musical	texture using
	sound; e.g. that	instruments to	timbre, dynamic	Identifying scaled	vocabulary.	graphic
	different	represent a given	and textural	dynamics	Improvising	notation,
	instruments	idea or character.	details of a piece	(crescendo/decresc	coherently within	justifying
	would sound	Successfully	of music, both	endo) within a	a given style.	their choices
	different playing	combining and	verbally and	piece of music.	 Selecting, 	with
	a note of the	layering several	through	Using musical	discussing and	reference to
	same pitch.	instrumental and	movement.	vocabulary to	refining musical	musical
	 To know that 	vocal patterns	 Beginning to 	discuss the purpose	choices both	vocabulary.
	music has layers	within a given	show an	of a piece of music.	alone and with	 Using musical
	called 'texture'.	structure.	awareness of	Using musical	others, using	vocabulary
		 Choosing 	metre.	vocabulary when	musical	correctly
		appropriate	 Beginning to use 	discussing	vocabulary with	when
		dynamics, tempo	musical	improvements to	confidence.	describing
		·	vocabulary			and

- and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

- Know that a graphic score can show a picture of the structure of music.
- To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
- To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

- (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Combining melodies and rhythms to compose a multilayered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation,

- their own and others' work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion and looping.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

- Suggesting and demonstrating improvements to own and others' work.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.

Key knowledge:

 To understand that a chord is the layering of

- evaluating the features of a piece of music.
- Confidently using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- Developing melodies using rhythmic variation, transposition

		incorporating	Key knowl
		rhythm and pitch	• To
		and being able to	yo
		identify these	ac
		symbols using	is
		musical	Ca
		terminology	• To
		Key knowledge:	ha
		 To know that the 	pl
		word 'crescendo'	at
		means a sound	th
		getting gradually	go
		louder.	• To
		 To know that 	09
		some traditional	m
		music around the	th
		world is based on	01
		five notes called a	V
		'pentatonic' scale.	pa
		To understand	W
		that a pentatonic	• To
		melody uses only the five notes C D	ʻp
		E G A.	di
		LGA.	W
			m te
			h
			110

- To know that when you sing without accompaniment it is called 'A Cappella'.
- To know that harmony means playing two notes at the same time that usually sound good together.
- To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice
- To know that 'performance directions' are words added to musical notation to tell the performers how to play.

- several pitches played at the same time.
- To know that 12bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.
- To understand that a chord is the layering of several pitches played at the same time.

- and changes in dynamics, pitch and texture.
- Recording own composition using appropriate forms of notation and/or technology.
- Constructivel y critiquing their own and others' work, using musical vocabulary.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing a solo or taking a leadership role within a performance
- Performing with accuracy

	1			1	
					and fluency
					from graphic
					and staff
					notation and
					from their
					own
					notation.
				•	Performing
					by following
					a conductor's
					cues and
					directions.
				Kev kno	wledge:
				•	To know that
					the
					conductor
					beats time to
					help the
					performers
					work well
					together.
				•	То
					understand
					that
					improvisation
					means
					making up
					music 'on the
					spot'.
				•	То
					understand
					that texture
					can be
					created by
					adding or
					removing
					instruments
					in a piece and
					can create
					the effect of
					dynamic
					change.
1	1		l	<u> </u>	on an Ber

						To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.
NC mappin g						
Vocabulary	pulse dynamics tempo celeste	beat compose composition dynamics graphic score legend melody myth notation pitch	tempo crescendo dynamics timbre duration	a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer	Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation	audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition

	timbre	rhythm				practising
		stave notation				group work
	pitch	structure				ensemble
		tempo				
	rhythm	texture				
		timbre				
	structure					
	texture					
	graphic score					
Link						
Links (wid						
curricului	n)					
Comment	ar This unit builds on	This unit builds on	This unit builds on	This unit builds pitch, tempo	This unit builds on	This unit builds on
У	children's learning about	children's experiences	children's experiences	and dynamics from KS1 and	children's experiences of	children's knowledge
	beat in a piece of music	from exploration of songs	from KS1 where they use	Year 3 units.	discussing different	of pitch, dynamics and
	and how it can tell a	and instruments in EYFS.	traditional tales to deepen		genres, styles and	tempo across KS1 and
	story which EYFS cover.		understanding of rhythm		traditions of music using	more so in KS2.
		This unit prepares children	and pulse.		musical vocabulary.	
	It prepares children for	for melodies and				
	learning about keeping a	composition in Year 3.	This unit prepares children		This unit prepares children	This unit prepares
	steady pulse and melody		for further development of		for	children for Secondary
	in Year 2.		compositions in Year 4 and			school music.
			5.			

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	Pitch and temp	Orchestral instruments	Whole class brass	Developing singing	Composition to represent	Film Music
half term 2	(Theme: Superheroes)	(Theme: Traditional	lessons	<u>technique</u>	the festival of colour	Key skills:
	Key skills:	stories)		(Theme: The Vikings)	(Theme: Holi festival)	 Recognising
	 Recognising 	<u>Key skills:</u>		Key skills:	Key skills:	and
	basic tempo,	 Recognising 		 Understanding that 	 Representing the 	confidently
	dynamic and	timbre changes		music from	features of a	discussing the
	pitch changes.	and structural		different parts of	piece of music	stylistic
	 Describing the 	features in music		the world, and	using graphic	features of
	character,	they listen to.		different times, has	notation, and	music and
	mood, or 'story'			different features.	colours, justifying	relating it to

- of music they listen to (verbally or through movement).
- Describing the differences between two pieces of music.
- Expressing a basic opinion about music (like/dislike).
- Listening and responding to other performers by playing as part of a group.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- Responding to simple musical instructions such as tempo and dynamic changes as part

- Listening to and recognising instrumentation
- Beginning to use musical vocabulary to describe music.
- Suggesting improvements to their own and others' work.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

- To know that musical instruments can be used to create 'real life' sound effects.
- To know that woodwind instruments, like flutes, are played

- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Combining melodies and rhythms to compose a multilayered composition in a given style.
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating

- their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).
- Selecting,
 discussing and
 refining musical
 choices both
 alone and with
 others, using
 musical
 vocabulary with
 confidence.
- Working as a group to perform

- other aspects of the Arts.
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- ldentifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently using detailed

of a class performance.

Key knowledge:

- To understand that tempo can be used to represent mood or help tell a story.
- To understand that 'tuned' instruments play more than one pitch of notes.
- To know that following a leader when we perform helps everyone play together accurately.

- by blowing air into or across a mouthpiece.
- To know that stringed instruments, like violins, make a sound when their strings vibrate.
- To know that a brass instrument is played by vibrating your lips against the mouthpiece.
- To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.

- developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.

Key knowledge:

- To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- To know that different notes have different durations, and that crotchets are worth one whole beat.
- To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.
- To know that written music tells

- a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.

- To know that a vocal composition is a piece of music created only using voices.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
- To understand that human voices have their own individual timbre, and that this can be

- musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Recording own composition using appropriate forms of notation and/or technology.
- Constructively critique their own and others' work, using musical vocabulary.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as

	Т	<u></u>			-
			you how long to	adapted by using	required,
			play a note for.	the voice in	keeping in
				different ways.	time and
				 To know that the 	communicatin
				duration of a	g with the
				note or phrase in	group.
				music can be	 Performing
				shown using a	with accuracy
				repeated symbol	and fluency
				or the size of a	from graphic
				symbol on a	and staff
				graphic score.	notation and
				5 ,	from their
					own notation.
					Key knowledge:
					To know that
					a film
					soundtrack
					includes the
					background
					music and any
					songs in a
					film.
					To understand
					that 'major'
					key signatures
					use note
					pitches that
					sound
					cheerful and
					upbeat
					To understand
					that 'minor'
					key signatures
					use note
					pitches that
					can suggest
					sadness and
					tension.
					 To know that
					'graphic
					notation'

					means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
NC mapping					
Vocabulary	accelerando high pitched low pitch perform performance pitch pitch pattern tempo	orchestra instruments strings woodwind brass percussion vocals sound effect timbre dynamics tempo	composition melody notation tempo minim crotchet quaver coordinated disciplined	synesthesia dynamics Holi graphic score vocal composition performance	accelerando body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery improvise interpret interval major melodic minor modulate orchestral

Link						pitch sequence solo soundtrack symbol
Links (wider						Year 6 Geography:
curriculum)						North America
commentar	This unit builds on	This unit builds on	This unit builds on	This unit builds on children's	This unit builds on	This unit builds on
У	children's learning about	children's experiences	children's experiences	experiences from KS1 where	children's experiences	children's experiences
	understanding the	from Year 1 where they	from EYFS where they	the children sing together	from composing in Year 3	from across KS1 where
	difference between	explored pitch and tempo.	freely explored music	for Harvest and Christmas	and Year 4.	they explored music
	creating a rhythm		independently and within	productions.		through traditional
	pattern and a pitch	This unit prepares children	a group.		This unit prepares children	tales and local areas. It
	pattern.	for developing knowledge		This unit prepares children	for using key musical	also builds on
		of orchestral instruments	This unit links to Band and	for their 'WW2 songs' in	vocabulary in Year 6 such	knowledge of changes
	It prepares children for	and their features in KS2.	choir for KS2.	Autumn tern Year 5 and also	as notation, tempo,	in pitch, dynamics and
	learning more about		This unit prepares children	end of Year 6 productions.	crotchet etc	musical vocabulary.
	musical styles in Year 3.		for playing within a band			
			or choir.			This unit prepares
						children for secondary
						school music.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	Musical vocabulary	Own unit: create music	Whole class brass	Haiku music and	South and West Africa	• <u>Baroque</u>
half term 1	(Theme: Under the	in response to a non-	lessons	<u>performance</u>	Key skills:	Exploring music of the
	sea)	musical stimulus		(Theme: Hanami)	 Recognising and 	Baroque Period (from 1600-
	Key skills:	(picture of the Titanic)		Key skills:	confidently	1750). Looking at the great
	 Recognising 	Use music		 Recognising, 	discussing the	Baroque composers and musicians and at the structural
	and			naming and	stylistic features of	and stylistic features of the
	understanding	technology, if		explaining the	different genres,	music that they wrote and
	the difference	available, to		effect of the	styles and	performed.
		capture, change		interrelated	traditions of music	•

between pulse and combine	dimensions of using musical
and rhythm. sounds	music. vocabulary.
Understanding Use graphic	Using musical Comparing,
that different symbols, dot	vocabulary to discussing and
types of	discuss the purpose evaluating music
sounds are notation and	of a piece of music. using detailed
called timbres. stick notation, as	Using musical musical vocabulary.
Recognising appropriate, to	vocabulary when • Developing
basic tempo, keep a record of	discussing confidence in using
dynamic and composed	improvements to detailed musical
pitch changes. pieces.	their own and vocabulary (related
Describing the	others' work. to the inter-related
character,	Composing a dimensions of
mood, or	coherent piece of music) to discuss
'story' of	music in a given and evaluate their
music they	style with voices, own and others'
listen to	bodies and work.
(verbally or	instruments. • Improvising
through	Beginning to coherently within a
movement).	improvise musically given style.
Describing the	within a given style. • Combining
differences	Developing rhythmic patterns
between two	melodies using (ostinato) into a
pieces of	rhythmic variation, multi-layered
music.	transposition, composition using
Listening and	inversion and all the inter-related
responding to	looping. dimensions of
other	Creating a piece of music to add
performers by	music with at least musical interest.
playing as part	four different • Singing songs in
of a group.	layers and a clear two or more parts,
Selecting and	structure. in a variety of
creating short	Using letter name, musical styles from
sequences of	graphic and memory, with
sound with	rhythmic notation accuracy, fluency,
voices or	and musical control and
instruments to	vocabulary to label expression.
represent a	and record their • Working as a group
given idea or	compositions. to perform a piece
character.	Singing and playing of music, adjusting
Combining	in time with peers dynamics and pitch
instrumental	with accuracy and according to a

and vocal	awareness of their graphic score,
sounds within	part in the group keeping in time
a given	performance. with others and
structure.	Playing melody communicating
Creating	parts on tuned with the group.
simple	instruments with • Using staff notation
melodies	accuracy and to record rhythms
using a few	control and and melodies
notes.	developing Key knowledge:
Choosing	instrumental • To know that songs
dynamics,	technique. sung in other
tempo and	Key knowledge: languages can
timbre for a	To know that a contain sounds that
piece of	glissando in music are unfamiliar to
music.	means a sliding us, like the clicks of
Copying back	effect played on the Xhosa
short rhythmic	instruments or language.
and melodic	made by your To know that 'The
phrases on	voice. Click Song' is a
percussion	To know that traditional song
instruments.	expressive sung in the Xhosa
Responding to	language (like a language and is
simple musical	poem) can be used believed to bring
instructions	as inspiration for good luck at
such as tempo	composing music. weddings.
and dynamic	To understand that To understand that
changes as	both instruments major chords
part of a class	and voices can create a bright,
performance.	create audio effects happy sound.
Key knowledge:	that describe • To know that poly-
To understand	something you can rhythms means
that pitch	see. many rhythms
means how	To know that played at once.
high or low a	grouping
note sounds.	instruments
To know that	according to their
'timbre'	timbre can create
means the	contrasting
quality of a	'textures' in music.
sound; e.g.	
that different	
instruments	

NC mapping	would sound different playing a note of the same pitch. To know that music has layers called 'texture'.					
Vocabulary	pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score			Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables melody dynamics tempo	a cappella call and response dynamics performance chord improvisation ostinato break poly-rhythms master drummer syncopation metronome	
Link					Year 5 Geography: South America	
Links (wider curriculum)					Accelerando Crescendo Motif Off-beat Ostinato Pitched percussion Programme music Tempo Unpitched percussion	
Commentary	This unit builds on children's	This unit builds on children's experiences from	SEE Spring 2 as the same	This unit builds on children's experiences from KS1 where	This unit builds on children's experiences of recognising	This unit builds on children's experiences from

understanding of pitch	EYFS and Year 1 where they	they explored music	and confidently discussing	KS1 where the explored
and rhythm in EYFS	explore music to create	through stories and local	the stylistic features of	pitch / rhythm for through
through play.	their own pieces.	area.	different genres, styles and	traditional tales. It also
		This unit prepares children	traditions of music using	builds on units in Y
	This unit prepares children	for exploring orchestral	musical vocabulary from KS1	
	for own composition in KS2.	instruments higher up	and LKS2.	
		school.		
			This unit prepares children	
			for creating exploring 'Film	
			music' in Year 6 and	
			continuing to use musical	
			vocabulary.	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	Vocal and body sounds	West African call and response	Whole class brass	Composition notation	Musical theatre	Composing and performing
half term 2	(Theme: By the sea)	song	lessons	(Theme: Egypt)	Key skills:	a Leavers' song
	Key skills:	(Theme: Animals)		Year 5 Aut 1 unit	 Representing 	Key skills:
	 Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two 	 Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. Selecting and creating 		 Key skills: Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of 	the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and	 Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music.

- pieces of music.
- Expressing a basic opinion about music (like/dislike)
- Listening and responding to other performers by playing as part of a group.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Choosing dynamics, tempo and timbre for a piece of music.
- Creating a simple graphic score to represent a composition.
- Using their voices expressively to speak and chant.

- appropriate sounds with voices or instruments to represent a given idea or character.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

- To know that dynamics can change the effect a sound has on the audience.
- To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
- To understand that structure means the organisation of sounds within music, e.g. a

- music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- Using staff notation to record rhythms and melodies.
- Selecting,
 discussing and
 refining
 musical
 choices both
 alone and with
 others, using
 musical
 vocabulary
 with
 confidence.
- Suggesting and demonstrating improvements to own and others' work.

- own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- Using staff notation to record rhythms and melodies.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.

- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.
- Constructively critique their own and others' work, using musical vocabulary.
- Singing songs in two or more secure parts from

- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Performing from graphic notation.

- To know that dynamics can change how someone listening feels about music.
- To know that your voice can be used as a musical instrument.
- To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
- To understand that music can be represented by pictures or symbols.

- chorus and verse pattern in a song.
- To understand that the tempo of a musical phrase can be changed to achieve a different effect.
- To understand that an instrument can be matched to an animal noise based on its timbre.

- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Key knowledge:

 To know that simple pictures can be used to represent the structure

- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Key knowledge:

- To know that simple pictures can be used to represent the structure (organisation) of music.
- To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.

- memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.

- To know that a chord progression is a sequence of chords that repeats throughout a song.
- To know that a melody can be adapted by

NC mapping			(organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.
Vocabulary	body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre	timbre dynamics tempo call and response rhythm structure	features notation repeating unison composition structure repetition melody tempo compose ensemble minor key	features notation repeating unison composition structure repetition melody tempo compose ensemble minor key	allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation

Link inks (wider						piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse
urriculum) ommentary	This unit builds on	This unit builds on children's	See Spring 2 as the	This unit builds on	This unit builds on	This unit builds on
	children's learning throughout Year 1. It prepares children for 'Body percussion' in Year 4.	experiences from Year 1 where they explore timbre and pitch and tempo through traditional tales and seaside links. This unit prepares children higher up school to know that dynamics can change the effect a sound has on the audience.	same.	children's experiences from Year 3 where they improvise and compose using notation. This unit prepares children for more composition in Year 5 and 6 using more specific musical vocabulary.	children's experiences from KS1 and LKS2 where children used dynamics, pitch and tempo to change a piece of music and its mood. This unit prepares children for independent composing work in Year 6, notably end of year performance and 'Film' work unit.	children's experiences from Year 3, 4 and Year 5 units where they listen, compose and perfrom. This unit links to end of Year 6 work for their end of year assembly and work on moving on. This unit prepares children for the next step in their musical studies at secondary school.