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 and rhythm | 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 | changes and | Key skills: | Identifying gradual | Discussing | Key skills: |
| | and | structural features in | Understanding that | dynamic and | musical eras in | Recognising |
| | understanding | music they listen to. | music from | tempo changes | context, | and |
| | the difference | Beginning to use | different parts of | within a piece of | identifying how | confidently |
| | between | musical vocabulary | the world, and | music. | they have | discussing |
| | pulse and | to describe music. | different times, has | Recognising, | influenced each | the stylistic |
| | rhythm. | Identifying melodies | different features. | naming and | other, and | features of |
| | Describing the | that move in steps. | Recognising and | explaining the | discussing the | different |
| | character, | Listening to and | explaining the | effect of the | impact of | genres, |
| | mood, or | repeating a short, | changes within a | interrelated | different | styles and |
| | 'story' of the | simple melody by | piece of music | dimensions of | composers on the | traditions of |
| | music they | ear. | using musical | music. | development of | music using |
| | listen to | Suggesting | vocabulary. | Identifying scaled | musical styles. | musical |
| | (verbally or | improvements to | Describing the | dynamics | Recognising and | vocabulary. |
| | through | their own and | timbre, dynamic, | (crescendo/decresc | confidently | Comparing, |
| | movement). | others' work. | and textural details | endo) within a | discussing the | discussing |
| | Listening to | Selecting and | of a piece of music, | piece of music. | stylistic features | and |
| | and repeating | creating longer | both verbally and | Using musical | of music and | evaluating |
| | short, simple | sequences of | through | vocabulary to | relating it to | music using |
| | rhythmic | appropriate sounds | movement. | discuss the purpose | other aspects of | detailed |
| | patterns. | with voices or | | of a piece of music. | the Arts. | |

- Listening and responding to other performers by playing as part of a group.
- 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.

- 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.

- 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

- 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

Key knowledge:

- 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 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.

Key knowledge:

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

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

- 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

- 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

| | | | | | harmony because 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. |
| Vocabulary | Rhythm Pulse | rhythm pulse dynamics timbre beat | influence listen dynamics timbre pitch | pitter patter raindrop clapping clicking | music morale Britain troops frontline | accuracy backbeat body percussion fragment layers |

| | | melody | repeated rhythm | body percussion | Vera Lynn | loop |
|------------|-------------------------|---------------------------------|--------------------------------|--------------------------------|-----------------------------|----------------------|
| | | notation | pattern | tempo | contrast | looped rhythm |
| | | | 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 | | |
| Commentary | 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 |
| | 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 | pulse and learnt what rhythm | rhythm, melody and singing | well as their work in Y3 | developed singing as part | LKS2 pitch / tempo / |
| | the 'Being Imaginative' | is. | in unison as a group. | where pulse and rhythm are | of an ensemble and also | rhythm work . |
| | strand. This unit links | This unit links to preparations | | further explored | explored pitch and rhythm | |
| | to 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'. | | | | |



Menston Primary School Music Long-Term Overview

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|--|--|-------------------------------------|---|-------------------------------------|----------------------------------|
| Autumr | Timbre and rhythmic | On this island: British | <u>Traditional instruments</u> | 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 | features of |
| | simple rhythmic | structure. | timbre, dynamic, | Identifying scaled | dimensions of | music and |
| | patterns. | Choosing | and textural | dynamics | music. | relating it to |
| | Listening and | appropriate | details of a piece | (crescendo/decres | Using musical | other aspects |
| | responding to other | dynamics, tempo | of music, both | cendo) within a | vocabulary to | of the Arts. |
| | performers by | and timbre for a | verbally, and | piece of music. | discuss the | Representing |
| | playing as part of a | piece of music. | through | Using musical | purpose of a | changes in |
| | group. | Using their voices | movement. | vocabulary to | piece of music. | pitch, |
| | Selecting and | expressively | Beginning to use | discuss the | Beginning to | dynamics and |
| | creating short | when singing, | musical | purpose of a piece | improvise | texture using |
| | sequences of sound | including the use | vocabulary | of music. | musically within a | graphic |
| | 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 |
| | | | of music) when | music in a given | of music with at | choices with |
| | | | discussing | | 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.

Kev knowledge:

- 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

- 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

| _ | , | | | | |
|---|---|------------------------------------|--|-------------------|------------------------------------|
| | | are used to in | of subtle dynamic | the music where | piece of music |
| | | western music. | changes. | some of the | from a given |
| | | To know that a | Playing melody | instruments play | stimulus with |
| | | 'tala' is a set | parts on tuned | a new rhythm | voices, bodies |
| | | rhythm that is | instruments with | before going back | and |
| | | repeated over and | accuracy and | to the original | Instruments. |
| | | over, usually on | control and | rhythms. | Developing |
| | | the drums called | developing | | melodies |
| | | 'tabla'. | instrumental | | using |
| | | To know that a | technique. | | rhythmic |
| | | 'rag' is the tune in | | | variation, |
| | | traditional Indian | Key knowledge: | | transposition |
| | | music, and is | To understand that | | and changes |
| | | often played on a | musical motifs | | in dynamics, |
| | | stringed | (repeating | | pitch and |
| | | instrument called | patterns) are used | | texture. |
| | | a 'sitar'. | as a building block | | Constructively |
| | | To know that a | in many well- | | critique their |
| | | 'drone' in music is | known pieces of | | own and |
| | | a note that goes | music for example, | | others' work, |
| | | on and on, staying | Beethoven's fifth | | using musical |
| | | the same, a bit | symphony (dah | | vocabulary. |
| | | like someone | dah dah dum!). | | Singing songs |
| | | humming a long- | To know that | | in two or |
| | | held note. | 'transposing' a | | more secure |
| | | To know that | melody means | | parts from |
| | | many types of | changing its key, | | memory, with |
| | | music from | making it higher or | | accuracy, |
| | | around the world | lower pitched. | | fluency, |
| | | consist of more | To know that a | | control and |
| | | than one layer of | motif can be | | expression. |
| | | sound; for | adapted by | | Working as a |
| | | example a 'tala' | changing the | | group to |
| | | and 'rag' in | notes, the rhythm | | perform a |
| | | traditional Indian | or the order of | | piece of |
| | | music. | notes. | | 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 play rhythms correctly. |
|------------|--|--|--|--|--|---|
| Vocabulary | timbre pulse rhythm syllables strings timpani oboe clarinet bassoon french horn flute | composition duration dynamics inspiration pitch structure tempo texture timbre | Bollywood drone dynamics notation rag sitar tabla tanpura tala tempo | in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups | Crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion | 3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver rhythm rhythmic elements section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations |
| | | | | | | vocal line woodwind |
| Commentary | This unit builds on children's experience of finding the beat / rhythm and pulse in Autumn 1. This unit prepares children for developing their knowledge of timbre and pulse in Year 2. | This unit builds on children's experiences from across EYFS and Year 1 where they developed understanding of beat, pulse and tempo. This unit prepares children for further development | This unit builds on children's experiences from EYFS and year 2 'dynamics and tempo'. This unit prepares children for 'Adapting and transposing' unit in Year 4 where they learn that | This unit builds on children's experiences from Year 1 exploring musical notes, Year 2 exploring feelings through music and Year 3 exploring traditional instruments and music from across cultures. | This unit builds on children's experiences from Year 3 ' traditional instruments and improvisation'. | This unit builds on children's experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in Y |

| | of dynamics, tempo and pitch in Year 3 and 4. | transposing a melody is changing or adapting a key or pitch. | This unit prepares children for exploring other musical genres and styles. | |
|--|---|--|--|--|
| | | | | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--|--------------------------------------|--|-------------------------------------|--------------------------------------|-----------------------------------|
| Spring | Musical vocabulary (Theme: | Myths and legends | Pentatonic melodies and | Changes in pitch, temp | Blues | Dynamics, pitch and |
| half term 1 | Snail and mouse) | Key skills: | composition | and dynamics | Key skills: | tempo |
| | Key Skills: | Recognising | (Theme: Chinese New Year) | (Theme: Rivers) | Recognising and | (Theme: Fingal's Cave) |
| | Recognising and | timbre changes in | Key skills: | Key skills: | confidently | Key skills: |
| BBC TENS | understanding the | music they listen | Discussing the | Recognising the | discussing the | Discussing |
| PIECE | difference between | to. | stylistic features of | use and | stylistic features | musical eras |
| INSTEAD | pulse and rhythm. | Recognising | different genres, | development of | of different | in context, |
| CHANGED | Understanding that | structural | styles and | motifs in music. | genres, styles and | identifying |
| UNITS ROUND | different types of | features in music | traditions of music | Identifying | traditions of | how they |
| | sounds are called | they listen to. | using musical | gradual dynamic | music using | have |
| | timbres. | Listening to and | vocabulary. | and tempo | musical | influenced |
| | Recognising basic | recognising | Understanding that | changes within a | vocabulary. | each other, |
| | tempo, dynamic | instrumentation. | music from | piece of music. | Representing the | and discussing |
| | and pitch changes. | Beginning to use | different parts of | Recognising and | features of a | the impact of |
| | Describing the | musical | the world, and | discussing the | piece of music | different |
| | character, mood, or | vocabulary to | different times, has | stylistic features | using graphic | composers on |
| | 'story' of music | describe music. | different features. | of different | notation, and | the |
| | they listen to | Suggesting | Recognising and | genres, styles and | colours, justifying | development |
| | (verbally or | improvements to | explaining the | traditions of | their choices with | of musical |
| | through | their own and | changes within a | music using | reference to | styles. |
| | movement). | others' work. | piece of music | musical | musical | Representing |
| | Describing the | Selecting and | using musical | vocabulary. | vocabulary. | changes in |
| | differences | creating longer | vocabulary. | Recognising, | Comparing, | pitch, |
| | between two | sequences of | Describing the | naming and | discussing and | dynamics and |
| | pieces of music. | appropriate | timbre, dynamic | explaining the | evaluating music | texture using |
| | Listening and | sounds with | and textural details | effect of the | using detailed | graphic |
| | responding to | voices or | of a piece of music, | interrelated | musical | notation, justifying their |
| | other performers | instruments to | both verbally and | dimensions of | vocabulary. | choices with |
| | by playing as part | represent a given | through | music. | Improvising | reference to |
| | of a group. | idea or character. | movement. | Identifying scaled | coherently within | musical |
| | Selecting and | Successfully | Beginning to show | dynamics | a given style. | vocabulary. |
| | creating short | combining and | an awareness of | (crescendo/decre | Selecting, discussing and | Using musical |
| | sequences of sound | layering several | metre. | scendo) within a | discussing and | vocabulary |
| | with voices or | instrumental and | Beginning to use | piece of music. | refining musical choices both | correctly |
| | instruments to | vocal patterns | musical vocabulary | | choices both | correctly |

- represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- 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.

Key Knowledge:

- To understand that pitch means how high or low a note sounds.
- To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.
- To know that music has layers called 'texture'.

- within a given structure.
- Choosing appropriate dynamics, tempo 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

- (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, incorporating rhythm and pitch and being able to identify these symbols using

- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion and looping.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Singing longer songs in a variety of musical styles from memory, with accuracy,

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

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

| poem' written by Arthur Bax in 1917. Note that Bax in 1917. Note that the word 'crescendo' means a sound getting gradually louder. | | , , , | | | 1 1 .1 | |
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| | up music 'on |
| | the spot'. |
| | To understand |
| | that texture |
| | can be |
| | created by |
| | adding or |
| | removing |
| | instruments in |
| | a piece and |
| | can create the |
| | |
| | effect of |
| | dynamic |
| | change. |
| | 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. |
|------------|--|--|---|--|--|---|
| Vocabulary | Pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score | beat compose composition dynamics graphic score legend melody myth notation pitch rhythm stave notation structure tempo texture timbre | 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 practising group work ensemble |
| Commentary | This unit builds on children's learning about beat in a piece of music and how it can tell a story which EYFS cover. It prepares children for learning about keeping a steady pulse and melody in Year 2. | This unit builds on children's experiences from exploration of songs and instruments in EYFS. This unit prepares children for melodies and composition in Year 3. | This unit builds on children's experiences from KS1 where they use traditional tales to deepen understanding of rhythm and pulse. This unit prepares children for further development of compositions in Year 4 and 5. | This unit builds pitch, tempo and dynamics from KS1 and Year 3 units. | This unit builds on children's experiences of discussing different genres, styles and traditions of music using musical vocabulary. This unit prepares children for | This unit builds on children's knowledge of pitch, dynamics and tempo across KS1 and more so in KS2. This unit prepares children for Secondary school music. |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--|--------------------------------------|---------------------------|--------------------------------------|--------------------------------------|-------------------------------------|
| Spring | Pitch and temp | Orchestral instruments | Whole class brass lessons | Developing singing | Composition to represent | Film Music |
| Half Term 2 | (Theme: Superheroes) | (Theme: Traditional | | <u>technique</u> | the festival of colour | Key skills: |
| | Key skills: | stories) | | (Theme: The Vikings) | (Theme: Holi festival) | Recognising and |
| | Recognising basic | Key skills: | | Key skills: | Key skills: | confidently |
| | tempo, dynamic | Recognising | | Understanding | Representing the | discussing the |
| | and pitch | timbre changes | | that music from | features of a piece | stylistic features |
| | changes. | and structural | | different parts of | of music using | of music and |
| | Describing the | features in | | the world, and | graphic notation, | relating it to |
| | character, mood, | music they | | different times, | and colours, | other aspects of |
| | or 'story' of music | listen to. | | has different | justifying their | the Arts. |
| | they listen to | Listening to and | | features. | choices with | Representing |
| | (verbally or | recognising | | Recognising and | reference to | changes in |
| | through | instrumentation | | explaining the | musical vocabulary. | pitch, dynamics |
| | movement). | Beginning to | | changes within a | Comparing, | and texture |
| | Describing the | use musical | | piece of music | discussing and | using graphic |
| | differences | vocabulary to | | using musical | evaluating music | notation, |
| | between two | describe music. | | vocabulary. | using detailed | justifying their |
| | pieces of music. | Suggesting | | Beginning to | musical vocabulary. | choices with |
| | Expressing a basic | improvements | | show an | Developing | reference to |
| | opinion about | to their own | | awareness of | confidence in using | musical |
| | music | and others' | | metre. | detailed musical | vocabulary. |
| | (like/dislike). | work. | | Beginning to use | vocabulary (related | Identifying the |
| | Listening and | Selecting and | | musical | to the interrelated | way that |
| | responding to | creating longer | | vocabulary | dimensions of | features of a |
| | other performers | sequences of | | (related to the | music) to discuss | song can |
| | by playing as part | appropriate | | inter-dimensions | and evaluate their | complement |
| | of a group. | sounds with | | of music) when | own and others' | one another to |
| | Selecting and | voices or | | discussing | work. | create a |
| | creating short | instruments to | | improvements to | Composing a | coherent |
| | sequences of | represent a | | their own and | detailed piece of | overall effect. |
| | sound with voices | given idea or | | others' work. | music from a given | Use musical |
| | or instruments to | character. | | Composing a | stimulus with | vocabulary |
| | represent a given | Choosing | | piece of music in | voices, bodies and | correctly when |
| | idea or character. | appropriate | | a given style with | instruments (e.g. | describing and |
| | Creating simple | dynamics, | | voices and | remix, colours, | evaluating the |
| | melodies using a | tempo and | | instruments. | stories, drama). | features of a |
| | few notes. | timbre for a | | Combining | Selecting, discussing and | piece of music. |
| | • Choosing | piece of music. | | melodies and | discussing and | Evaluating how |
| | dynamics, tempo | Performing | | rhythms to | refining musical | the venue, |
| | and timbre for a | expressively | | compose a multi- | choices both alone | occasion and |
| | piece of music. | using dynamics | | layered | and with others, | purpose affects |

 Responding to simple musical instructions such as tempo and dynamic changes as part 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.

and timbre to alter sounds as appropriate.

Key knowledge:

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

- composition in a given style.
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.

Key knowledge:

 To know that the group of pitches in a song is called

- using musical vocabulary with confidence.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- 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

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

| | its 'key' and that | adapted by using | music as |
|--|-----------------------------------|--------------------|-------------------------------------|
| | | adapted by using | |
| | a key decides | the voice in | required, |
| | whether a song | different ways. | keeping in time |
| | sounds happy or | To know that the | and |
| | sad. | duration of a note | communicating |
| | To know that | or phrase in music | with the group. |
| | different notes | can be shown using | Performing with |
| | have different | a repeated symbol | accuracy and |
| | durations, and | or the size of a | fluency from |
| | that crotchets are | symbol on a | graphic and |
| | worth one whole | graphic score. | staff notation |
| | beat. | | and from their |
| | To understand | | own notation. |
| | that 'reading' | | |
| | music means | | Key knowledge: |
| | using how the | | To know that a |
| | written note | | film soundtrack |
| | symbols look and | | includes the |
| | their position to | | background |
| | know what notes | | music and any |
| | to play. | | songs in a film. |
| | To know that | | To understand |
| | written music | | that 'major' key |
| | tells you how | | signatures use |
| | long to play a | | note pitches |
| | note for. | | 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'. |
|------------|---|---|---|---|--|--|
| 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 pitch sequence solo soundtrack symbol |
| Commentary | This unit builds on children's learning about understanding the difference between creating a rhythm pattern and a pitch pattern. | This unit builds on children's experiences from Year 1 where they explored pitch and tempo. | This unit builds on children's experiences from EYFS where they freely explored music independently and within a group. | This unit builds on children's experiences from KS1 where the children sing together for Harvest and Christmas productions. | This unit builds on children's experiences from composing in Year 3 and Year 4. | This unit builds on children's experiences from across KS1 where they explored music through traditional tales and local areas. It also |

| | | This unit prepares | This unit links to Band and | | This unit prepares children | builds on knowledge of |
|--|---------------------------|-------------------------|------------------------------|-----------------------------|------------------------------|------------------------|
| | It prepares children for | children for developing | choir for KS2. | This unit prepares children | for using key musical | changes in pitch, |
| | learning more about | knowledge of orchestral | This unit prepares children | for their 'WW2 songs' in | vocabulary in Year 6 such as | dynamics and musical |
| | musical styles in Year 3. | instruments and their | for playing within a band or | Autumn tern Year 5 and | notation, tempo, crotchet | vocabulary. |
| | | features in KS2. | choir. | also end of Year 6 | etc | |
| | | | | productions. | | 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 lessons | Haiku music and | South and West Africa | • <u>Baroque</u> |
| Summer Half Term 1 Musical vocabulary (Theme: Under the sea) Key skills: Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds | in response to a non- musical stimulus (picture of the Titanic) • Use music technology, if available, to capture, change and combine | Whole class brass lessons | Haiku music and performance (Theme: Hanami) Key skills: Recognising, naming and explaining the effect of the interrelated dimensions of music. | South and West Africa Key skills: Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, | • Baroque Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed. |
| 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 | sounds Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. | | Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a | discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently within a | |

- 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.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- 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.

Key knowledge:

 To understand that pitch means

- voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion and looping.
- creating a piece of music with at least four different layers and a clear structure.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy

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

- To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
- To know that 'The Click Song' is a traditional song sung in the Xhosa

| how high or low a | and control and language and is |
|---------------------|------------------------------------|
| note sounds. | developing believed to bring |
| To know that | instrumental good luck at |
| 'timbre' means | technique. weddings. |
| the quality of a | To understand that |
| sound; e.g. that | Key knowledge: major chords create |
| different | To know that a |
| instruments | glissando in sound. |
| would sound | music means a ● To know that poly- |
| different playing a | sliding effect rhythms means |
| note of the same | played on many rhythms |
| pitch. | instruments or played at once. |
| To know that | made by your |
| music has layers | voice. |
| called 'texture'. | To know that |
| | expressive |
| | language (like a |
| | poem) can be |
| | used as |
| | inspiration for |
| | composing |
| | music. |
| | To understand |
| | that both |
| | instruments |
| | and voices can |
| | create audio |
| | effects that |
| | describe |
| | something you |
| | can see. |
| | To know that |
| | grouping |
| | instruments |
| | according to |
| | their timbre |
| | can create |
| | contrasting |
| | 'textures' in |
| | music. |
| | |
| | |
| | |

| Vocabulary | pulse | | | Hanami | a cappella | |
|-------------|---|---|--------------------------|--|---|--|
| Total and y | dynamics | | | cherry blossom | call and response | |
| | tempo | | | pitch | dynamics | |
| | celeste | | | sound | performance | |
| | timbre | | | glissando | chord | |
| | pitch | | | pizzicato | improvisation | |
| | rhythm | | | composer | ostinato | |
| | structure | | | composition | break | |
| | texture | | | col legno | poly-rhythms | |
| | graphic score | | | haiku | master drummer | |
| | | | | syllables | syncopation | |
| | | | | melody | metronome | |
| | | | | dynamics | | |
| | | | | tempo | | |
| | | | | | | |
| | | | | | | |
| Commentary | This unit builds on | This unit builds on | SEE Spring 2 as the same | This unit builds on | This unit builds on children's | This unit builds on children's |
| Commentary | This unit builds on children's understanding | This unit builds on children's experiences | SEE Spring 2 as the same | This unit builds on children's experiences | This unit builds on children's experiences of recognising | This unit builds on children's experiences from KS1 where |
| Commentary | children's understanding of pitch and rhythm in | | SEE Spring 2 as the same | | experiences of recognising and confidently discussing | experiences from KS1 where the explored pitch / rhythm |
| Commentary | children's understanding | children's experiences | SEE Spring 2 as the same | children's experiences | experiences of recognising | experiences from KS1 where |
| Commentary | children's understanding of pitch and rhythm in | children's experiences from EYFS and Year 1 | SEE Spring 2 as the same | children's experiences from KS1 where they explored music through stories and local area. | experiences of recognising and confidently discussing the stylistic features of different genres, styles and | experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in |
| Commentary | children's understanding of pitch and rhythm in | children's experiences from EYFS and Year 1 where they explore | SEE Spring 2 as the same | children's experiences from KS1 where they explored music through stories and local area. This unit prepares | experiences of recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using | experiences from KS1 where the explored pitch / rhythm for through traditional tales. |
| Commentary | children's understanding of pitch and rhythm in | children's experiences from EYFS and Year 1 where they explore music to create their own pieces. | SEE Spring 2 as the same | children's experiences from KS1 where they explored music through stories and local area. This unit prepares children for exploring | experiences of recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary from KS1 | experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in |
| Commentary | children's understanding of pitch and rhythm in | children's experiences from EYFS and Year 1 where they explore music to create their own pieces. This unit prepares | SEE Spring 2 as the same | children's experiences from KS1 where they explored music through stories and local area. This unit prepares children for exploring orchestral instruments | experiences of recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using | experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in |
| Commentary | children's understanding of pitch and rhythm in | children's experiences from EYFS and Year 1 where they explore music to create their own pieces. This unit prepares children for own | SEE Spring 2 as the same | children's experiences from KS1 where they explored music through stories and local area. This unit prepares children for exploring | experiences of recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary from KS1 and LKS2. | experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in |
| Commentary | children's understanding of pitch and rhythm in | children's experiences from EYFS and Year 1 where they explore music to create their own pieces. This unit prepares | SEE Spring 2 as the same | children's experiences from KS1 where they explored music through stories and local area. This unit prepares children for exploring orchestral instruments | experiences of recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary from KS1 and LKS2. This unit prepares children | experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in |
| Commentary | children's understanding of pitch and rhythm in | children's experiences from EYFS and Year 1 where they explore music to create their own pieces. This unit prepares children for own | SEE Spring 2 as the same | children's experiences from KS1 where they explored music through stories and local area. This unit prepares children for exploring orchestral instruments | experiences of recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary from KS1 and LKS2. This unit prepares children for creating exploring 'Film | experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in |
| Commentary | children's understanding of pitch and rhythm in | children's experiences from EYFS and Year 1 where they explore music to create their own pieces. This unit prepares children for own | SEE Spring 2 as the same | children's experiences from KS1 where they explored music through stories and local area. This unit prepares children for exploring orchestral instruments | experiences of recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary from KS1 and LKS2. This unit prepares children for creating exploring 'Film music' in Year 6 and | experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in |
| Commentary | children's understanding of pitch and rhythm in | children's experiences from EYFS and Year 1 where they explore music to create their own pieces. This unit prepares children for own | SEE Spring 2 as the same | children's experiences from KS1 where they explored music through stories and local area. This unit prepares children for exploring orchestral instruments | experiences of recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary from KS1 and LKS2. This unit prepares children for creating exploring 'Film music' in Year 6 and continuing to use musical | experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in |
| Commentary | children's understanding of pitch and rhythm in | children's experiences from EYFS and Year 1 where they explore music to create their own pieces. This unit prepares children for own | SEE Spring 2 as the same | children's experiences from KS1 where they explored music through stories and local area. This unit prepares children for exploring orchestral instruments | experiences of recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary from KS1 and LKS2. This unit prepares children for creating exploring 'Film music' in Year 6 and | experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--|---|---------------------------|--------------------------------------|--------------------------------------|---|
| Summer | Vocal and body sounds | West African call and | Whole class brass lessons | Composition notation | Musical theatre | Composing and performing |
| Half Term 2 | (Theme: By the sea) | response song | | (Theme: Egypt) | Key skills: | a Leavers' song |
| | Key skills: | (Theme: Animals) | | Year 5 Aut 1 unit | Representing the | Key skills: |
| | Understanding | Key skills: | | Key skills: | features of a piece | Recognising and |
| | that different | Recognising | | Representing | of music using | confidently |
| | types of sounds | timbre changes | | the features of a | graphic notation, | discussing the |
| | are called | in music they | | piece of music | and colours, | stylistic features of |
| | timbres. | listen to. | | using graphic | justifying their | music and relating |
| | Recognising basic | Recognising | | notation, and | choices with | it to other aspects |
| | tempo, dynamic | structural | | colours, | reference to | of the Arts. |
| | and pitch | features in | | justifying their | musical | Identifying the way |
| | changes. | music they listen | | choices with | vocabulary. | that features of a |
| | Describing the | to. | | reference to | Developing | song can |
| | character, mood, | Listening to and | | musical | confidence in | complement one |
| | or 'story' of music | recognising | | vocabulary. | using detailed | another to create a |
| | they listen to | instrumentation. | | Developing | musical | coherent overall |
| | (verbally or | Beginning to use | | confidence in | vocabulary | effect. |
| | through | musical | | using detailed | (related to the | Use musical |
| | movement). | vocabulary to | | musical | inter-related | vocabulary |
| | Describing the | describe music. | | vocabulary | dimensions of | correctly when |
| | differences | Listening to and | | (related to the | music) to discuss | describing and |
| | between two | repeating a | | inter-related | and evaluate their | evaluating the |
| | pieces of music. | short, simple | | dimensions of | own and others' | features of a piece |
| | Expressing a basic | melody by ear. | | music) to discuss | work. | of music. |
| | opinion about | Suggesting | | and evaluate | Composing a | Evaluating how the |
| | music | improvements | | their own and | detailed piece of | venue, occasion |
| | (like/dislike) | to their own and | | others' work. | music from a | and purpose affects |
| | Listening and | others' work. | | Composing a | given stimulus | the way a piece of |
| | responding to | Selecting and | | detailed piece of | with voices, | music sounds. |
| | other performers | creating longer | | music from a | bodies and | Improvising |
| | by playing as part | sequences of | | given stimulus | instruments | coherently and |
| | of a group. | appropriate | | with voices, bodies and | (Remix, Colours, | creatively within a |
| | Selecting and | sounds with | | instruments | Stories, Drama). | given style, |
| | creating short | voices or | | | Improvising | incorporating given |
| | sequences of | instruments to | | (Remix, Colours, Stories, Drama). | coherently within | features. |
| | sound with voices | represent a | | | a given style. | Composing a multi- |
| | or instruments to | given idea or | | Improvising coherently | Using staff | layered piece of |
| | represent a given | character. | | within a given | notation to record | music from a given |
| | idea or character. | Choosing . | | style. | rhythms and | stimulus with |
| | Combining | appropriate | | Style. | melodies. | voices, bodies and |
| | instrumental and | dynamics, | | | | instruments. |

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

Kev knowledge:

- 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.

- 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.

Kev knowledge:

 To know that dynamics can change the

- Using staff notation to record rhythms and melodies.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic

- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.

Working as a

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

- 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 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.

| Vocabulary body p | percussion | To understand that structure means the organisation of sounds within music, e.g. a 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. | To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. | music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. | To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals. |
|-------------------|------------|---|--|--|---|
| dynam | nics | dynamics | notation | notation | arrangement |
| graphi | ic score | tempo | repeating | repeating | backing track |
| instru | ments | call and response | unison | unison | chorus |
| | | - | | | |
| seasid | lo. | structure | structure | structure | compose |
| pitch | | rhythm | composition | composition | chord progression |

| | sounds tempo timbre | | | repetition melody tempo compose ensemble minor key | repetition melody tempo compose ensemble minor key | crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse |
|------------|---|--|---|---|--|--|
| Commentary | This unit builds on children's learning throughout Year 1. It prepares children for 'Body percussion' in Year 4. | This unit builds on children's 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. | This unit builds on children's experiences from EYFS where they freely explored music independently and within a group. This unit links to Band and choir for KS2. This unit prepares children for playing within a band or choir. | This unit builds on 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. | This unit builds on 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. | This unit builds on children's experiences from Year 3, 4 and Year 5 units where they listen, compose and perform. 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. |