



Music Curriculum Map - Year1 to year 6

Year 1

Unit of work	Intended learning (knowledge)
<p>Musical vocabulary (Under the sea) This unit sees children journey under the ocean to explore key musical vocabulary</p>	<p>Knowledge</p> <ul style="list-style-type: none"> 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’. <p>Skills</p> <ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit. 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 pieces of music. 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.
<p>Pulse and rhythm (Theme: All about me) This introductory unit includes lots of activities for getting to know one another. Through listening to a range of different</p>	<p>Knowledge</p> <ul style="list-style-type: none"> 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. <p>Skills</p> <ul style="list-style-type: none"> Clap the rhythm of their name.

<p>music and playing games, children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities</p>	<ul style="list-style-type: none"> • Clap in time to music. • Sing the overall shape of a melody. • Play in time to music. • Copy and create rhythms based on word patterns. • Play on the pulse. • Recognising and understanding the difference between pulse and rhythm. • Describing the character, mood, or 'story' of the music they listen to (verbally or through movement). • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Combining instrumental and vocal sounds within a given structure. • 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.
<p>Classic music, dynamics and tempo (Theme: Animals) Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. • To know that sounds can help tell a story. • To know that tempo is the speed of the music. • To know that dynamics means how loud or soft a sound is. <p>Skills</p> <ul style="list-style-type: none"> • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Observe others and try to play appropriately. • Sing in time from memory, with some accuracy. • Play either a call and/or a response role in time with another pupil. • Keep a steady pulse. • Improvise, using their instrument, to a given stimulus. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). • Listening to and repeating short, simple rhythmic patterns. • 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. • Beginning to make improvements to their work as suggested by the teacher. • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

<p>Timbre and rhythmic patterns (Theme: Fairytales) Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • 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. <p>Skills</p> <ul style="list-style-type: none"> • Chant the well-known phrase, “I’ll huff...” • Make changes to their voices to represent a character. • Choose a suitable sound to represent a specific point in a story. • Play a rhythmic pattern along with their spoken words. • Identify and hold up the correct sign to correspond to some music. • Play/chant along with the elements of a story with prompting from the teacher. • Recognising and understanding the difference between pulse and rhythm. • 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 pieces of music. • Listening to and repeating short, simple rhythmic patterns. • 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. • 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.
<p>Pitch and tempo (Theme: Superheroes) This unit hub can be used to inform your medium term plan and to navigate to related resources.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • 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. <p>Skills</p> <ul style="list-style-type: none"> • Recognising basic tempo, dynamic and pitch changes. • Explain what pitch means. • Identify whether a note is higher or lower. • Create a pattern using two pitches, then play or sing it. • Explain what tempo means. • Identify simple tempo changes in music. • Perform a pattern that gradually gets faster (accelerando). • Contribute to a group composition and performance by creating, selecting, combining and performing sounds. • Suggest improvements to their work. • Describing the character, mood, or ‘story’ 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).

	<ul style="list-style-type: none"> • 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 of a class performance.
<p>Vocal and body sounds (Theme: By the sea) This unit hub can be used to inform your medium term plan and to navigate to related resources.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • 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. <p>Skills</p> <ul style="list-style-type: none"> • Create movements that match the music, explaining why they are moving in that way. • Identify descriptive sounds within the music. • Recreate and then adapt descriptive sounds heard using their voice or body. • Make appropriate instrument choices to represent a descriptive sound. • Control instruments and voices to make both quiet and loud sounds. • Follow simple instructions during a group performance. • Create their own graphic score and play from it. • Make more than one sound on their instrument and with their voice. • • 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 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. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation

Year 2

Blue – End of unit assessment outcomes

Unit of work in red – does not need to be taught as part of condensed curriculum (Recorders)

Unit of work	Intended learning (knowledge)
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West African call and response song (Theme: Animals)

(5 Lessons)

Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms

Knowledge

- 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 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.

Skills

- 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 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.
- 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.
- Use tempo, dynamics and timbre in their piece.
- Play in time with their group.
- Use instruments appropriately.
- Successfully sing back the melody line in time and at the correct pitch.
- Play either a call and/or response role in time with another pupil.
- Perform their composition.

Orchestral instruments
(Theme: Western stories)

(5 Lessons)

Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.

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.

Skills

- Recognising timbre changes and structural features in music they listen to.
- 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.
- [Make plausible descriptions of the music.](#)
- [Identify a few instruments and the sounds of different sections of the orchestra.](#)
- [Explain what is happening in the music using language relating to emotion.](#)
- [Create a piece of music with some appropriate tempo, dynamic and timbre changes.](#)
- [Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.](#)
- [Perform confidently using appropriate instrumental sounds.](#)

Musical me

(5 Lessons)

In this topic children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody

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.

Skills

- Recognising timbre changes and structural features in music they listen to.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple melody by ear.
- 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.
- 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.
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Pupils who are **secure** will be able to:

- Clap the rhythm of their name.
- Sing the melody accurately while playing their instrument in time.
- Show a range of emotions using their voices.
- Describe the dynamics and timbre of their pieces.
- Play a known melody from letter notation in the right order, if not with the right rhythms.
- Play a new melody from letter notation in the right order, if not in time.
- Invent a melody, write it down and play it back.
- Select instruments with different timbres.
- Compose and perform a piece using different dynamic levels.

Dynamics, timbre, tempo and motifs (Theme: Space) (5 Lessons)

In this topic pupils develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. They visually represent music in creative and more formal ways and learn to pla

Knowledge

- To know that a 'soundscape' is a landscape created using only sounds.
- To know that a composer is someone who creates music and writes it down.
- To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.

Skills

- 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.
- 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.
- 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.
- Beginning to suggest improvements to their own work.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Pupils who are secure will be able to:

- Use their voice to create a variety of sounds.
- Use dynamics to create atmosphere.
- Correctly identify some instruments and changes in dynamics in a piece.
- Explain how the same instrument can have many different sounds.
- Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.
- Successfully create and play a motif.
- Notate and write down their motif in some form.

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.

Skills

- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- 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.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Pupils who are **secure** will be able to:

- Sing, play and follow instructions to perform as a group.
- Describe music using simple musical vocabulary.
- Explore multiple ways of making the same sound.
- Represent the same sound in different ways.
- Describe how they have adapted a sound using musical vocabulary.
- Contribute musically to a final performance.
- Create a piece that clearly represents a particular environment.
- Extend a piece of music so that it represents three distinct environments.

Myths and legends
(5 Lessons)

This unit hub can be used to inform your medium-term plan and to navigate to related resources.

Knowledge

- I 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.

Skills

- 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.
 - 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
 - Successfully combining and layering several instrumental and vocal patterns 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.
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- Create rhythms and arrange them in a particular order or structure.
 - Identify the structure of a piece of music and write it down.
 - Describe whether a musical texture is thick or thin.
 - Explore ways of writing down different textural layers.
 - Follow a given structure for a composition.
 - Write a structure score accurately.
 - Compose music with several layers.
 - Perform their composition accurately, following the structure score.

Year 3

Blue – End of unit assessment outcomes

Unit of work	Intended learning (knowledge)
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Creating compositions in response to an animation
(5 Lessons)

Theme: Mountains. In this topic, pupils learn to tell stories through music. They begin this by first listening to music and considering the narrative it could represent by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. They then go on to create their own original compositions to match an animation, building up layers of texture.

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.

Skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Pupils who are secure will be able to:

- Verbalise how the music makes them feel.
- Create actions or movements appropriate to each section of a piece of music.
- Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- Play melodies and rhythms which represent the section of animation they are accompanying.

Developing singing technique (Theme: The Vikings)

(5 Lessons)

The children develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance of a song with actions.

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 you how long to play a note for.

Skills

- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Combining melodies and rhythms to compose a multi-layered composition in a given style.
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.

Pupils who are secure will be able to:

- Move and sing as a team, following the lyrics on the screen.
- Recognise minims, crotchets and quavers often by ear and reliably by sight.
- Perform rhythms accurately from notation and layer them to create a composition.
- Add appropriate sound effects to their performances using untuned percussion.
- Join in with the performances confidently, and reasonably in time and tune.
- Make suggestions for improving their performance.

Ballads

(5 Lessons)

Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.

Knowledge

- To know that a ballad tells a story through song.
- To know that lyrics are the words of a song.
- To know that in a ballad, a 'stanza' is a verse.

Skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Pupils who are **secure** will be able to:

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.

Pentatonic melodies and composition
(5 Lessons)

Theme: Chinese New Year. Using the story of Chinese New Year as a stimulus, pupils: revise key musical terminology, play and create pentatonic melodies, compose a piece of music in a group using layered melodies and finally perform their finished pieces.

Knowledge

- To know that the word 'crescendo' means a sound getting gradually louder.
- To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.
- To understand that a pentatonic melody uses only the five notes C D E G A.

Skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

Pupils who are **secure** will be able to:

- Match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- Play their part in a composition confidently.
- Work as a group to perform a piece of music.

Year 3 Jazz

(5 Lessons)

This unit hub can be used to inform your medium term plan and to navigate to related resources.

Knowledge

- To understand that 'syncopation' means a rhythm that is played off the natural beat.
- To know that Ragtime is piano music that uses syncopation and a fast tempo.
- To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.
- To know that 'scat singing' is using made-up words to create the sound of an instrument playing.

Skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology.

Pupils who are **secure** will be able to:

- Explain what ragtime music is.
- Play on the 'off beat' and sing a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.
- Compose and play a jazz motif fluently, using swung quavers.
- Play a swung rhythm using a tuned percussion instrument.

<p>Traditional instruments and improvisation (India) (5 Lessons)</p> <p>This unit hub can be used to inform your medium-term plan and to navigate to related resources.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music. - To know that a ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’. - To know that a ‘rag’ is the tune in traditional Indian music, and is often played on a stringed instrument called a ‘sitar’. - To know that a ‘drone’ in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. - To know that many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music. <p>Skills</p> <ul style="list-style-type: none"> - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. - Composing a piece of music in a given style with voices and instruments. - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. - Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology <ul style="list-style-type: none"> - Verbalise feelings about music and identify likes and dislikes. - Read musical notation and play the correct notes of the rag. - Improvise along to a drone and tal. - Play a rag and a tal accurately alongside a drone. - Sing accurately from musical notation and lyrics. - Sing and play in time with others with some degree of accuracy and awareness of each other’s parts.
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Year 4

Unit of work	Intended learning (knowledge)
<p>Body and tune procession - The rainforest</p> <p>A topic of discovery; children will explore the rainforest through music and be</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’. • To know that a ‘loop’ in music is a repeated melody or rhythm. • To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. <p>Skills</p> <ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music.

<p>introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer</p>	<ul style="list-style-type: none"> • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Suggesting improvements to others work, using musical vocabulary. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style.
<p>Rock and roll</p> <p>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before then performing a piece as a class</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. • To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. • To know that playing in time means all performers playing together at the same speed. • To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. <p>Skills</p> <ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
<p>Changes in pitch, tempo and dynamics (rivers)</p> <p>learning to listen to changes in</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • 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. <p>Skills</p> <ul style="list-style-type: none"> • Recognising the use and development of motifs in music.

<p>pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<ul style="list-style-type: none"> • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion and looping. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
<p>Haiku, music and performance (Hanami)</p> <p>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • To know that a glissando in music means a sliding effect played on instruments or made by your voice. • To know that expressive language (like a poem) can be used as inspiration for composing music. • To understand that both instruments and voices can create audio effects that describe something you can see. • To know that grouping instruments according to their timbre can create contrasting 'textures' in music. <p>Skills</p> <ul style="list-style-type: none"> • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

together before a final, group performance	
Samba and carnival sounds and instruments	<p>Knowledge</p> <ul style="list-style-type: none"> • 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 some of the instruments play a new rhythm before going back to the original rhythms. <p>Skills</p> <ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. <ul style="list-style-type: none"> • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Beginning to improvise musically within a given style. • Creating a piece of music with at least four different layers and a clear structure. • Suggesting improvements to others’ work, using musical vocabulary. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing syncopated rhythms with accuracy, control and fluency.
Adapting and transposing motifs (Romans)	<p>Knowledge</p> <ul style="list-style-type: none"> • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dah dum!). • To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched. • To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. <p>Skills</p> <ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music.

- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Suggesting improvements to others work, using musical vocabulary.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Year 5

Unit of work	Intended learning (knowledge)
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Composition notation (Theme: Ancient Egypt)

(5 Lessons)

Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation.

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.
- To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

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 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.
- 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.

Blues
(5 Lessons)

Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.

Knowledge

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

Skills

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Improvising coherently within a given style.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies

<p>South and West Africa (5 Lessons)</p> <p>Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. - To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. - To understand that major chords create a bright, happy sound. - To know that poly-rhythms means many rhythms played at once. <p>Skills</p> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. - Improvising coherently within a given style. - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Using staff notation to record rhythms and melodies.
<p>Composition to represent the festival of colour Children explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil. Holi celebrations include people throwing and</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - 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 adapted by using the voice in different ways. - To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. <p>Skills</p> <ul style="list-style-type: none"> - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - 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 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.

<p>smearing each other with vibrant, multi-coloured paints and powders</p>	
<p>Looping and remixing This unit hub can be used to inform your medium term plan and to navigate to related resources.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - 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. <p>Skills</p> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - Improvising coherently within a given style. - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Performing with accuracy and fluency from graphic and simple staff notation
<p>Musical theatre (5 Lessons) This unit hub can be used to inform your medium term plan and to navigate to related resources.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. - To know that choreography means the organisation of steps or moves in a dance. - To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action <p>Skills</p> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - 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.

Year 6

Unit of work	Intended learning (knowledge)
<p>Year 6 Advanced rhythms</p> <p>(5 Lessons)</p> <p>Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - 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’. - To know that Steve Reich is a composer who wrote the minimalist piece ‘Clapping Music’ in 1972. - To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. - To know that a quaver is worth half a beat. <p>Skills</p> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - 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. - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing by following a conductor’s cues and directions
<p>Dynamics, pitch and texture (Theme: Fingal’s Cave)</p> <p>(5 Lessons)</p> <p>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - To know that the conductor beats time to help the performers work well together. - To understand that improvisation means making 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 <p>Skills</p> <ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Using musical vocabulary correctly when describing and evaluating the features of a piece of music. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.

	<ul style="list-style-type: none"> - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Recording own composition using appropriate forms of notation and/or technology. - Constructively 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 and fluency from graphic and staff notation and from their own notation. - Performing by following a conductor's cues and directions
<p>Year 6 Songs of World War 2</p> <p>(5 Lessons) Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. - To know that the Solfa syllables represent the pitches in an octave. - A 'counter-subject' or 'counter-melody' provides contrast to the main melody. - To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. <p>Skills</p> <ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Art. - 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 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.
<p>Year 6: Film music</p> <p>(5 Lessons)</p> <p>This unit hub can be used to inform your medium term plan and to navigate to related resources.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - 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' <p>Skills</p> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

	<ul style="list-style-type: none"> - Improvising coherently and creatively within a given style, incorporating given features. - Recording own composition using appropriate forms of notation and/or technology. - Constructively critique their own and others' work, using musical vocabulary. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing with accuracy and fluency from graphic and staff notation and from their own notation
<p>Theme and variations (Theme: Pop Art)</p> <p>(5 Lessons)</p> <p>This unit hub can be used to inform your medium term plan and to navigate to related resources.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - 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. <p>Skills</p> <ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Constructively critique their own and others' work, using musical vocabulary. - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing with accuracy and fluency from graphic and staff notation and from their own notation
<p>Composing and performing a Leavers' song</p> <p>(6 Lessons)</p> <p>This unit hub can be used to inform your medium term plan and to navigate to related resources.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - 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. <p>Skills</p> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. - Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.

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| | <ul style="list-style-type: none">- Recording own composition using appropriate forms of notation and/or technology and incorporating.- Constructively critique their own and others' work, using musical vocabulary.- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.- Performing a solo or taking a leadership role within a performance.- Performing with accuracy and fluency from graphic and staff notation and from their own notation.- Performing by following a conductor's cues and direction |
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