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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Nursery** |  |  | **Exploring Sound** |  | **Musical Stories** |  |
| **Reception** |  | **Celebration Music** |  | **Music and Movement** |  | **Big Band** |
| **Year 1** | **Pulse and rhythm (Theme: All about me).** | **Classical music, dynamics and tempo (Theme: Animals)** | **Musical vocabulary (Under the Sea)** | **Timbre and rhythmic patterns (Theme: Fairytales)** | **Pitch and tempo (Theme: Superheroes)** | **Vocal and body sounds (Theme: By the sea)** |
| **Year 2** | **Musical me** | **Orchestral instruments (Theme: Western stories)** | **African call and response song (Theme: Animals** | **Dynamics, timbre, tempo and motifs (Theme: Space)** | **Myths and Legends** | **On this island: British songs and sounds** |
| **Year 3** | **Ballads** | **Creating compositions in response to an animation. (Theme: Mountains)** | **Developing singing technique (Theme: The Vikings)** | **Pentatonic melodies and composition (Theme: Chinese New Year)** | **Jazz** | **Traditional instruments and improvisation (India)** |
| **Year 4** | **Body and tuned percussion (Theme: Rainforests)** | **Rock and Roll** | **Changes in pitch, tempo and dynamics (Theme: Rivers)** | **Haiku, music and performance (Theme: Hanami festival)** | **Samba and carnival sounds and instruments (Theme: South America)** | **Adapting and transposing motifs (Theme: Romans)** |
| **Year 5** | **Composition notation (Theme: Ancient Egypt)** | **Blues** | **South and West Africa** | **Composition to represent the festival of colour**  **(Theme: Holi festival)** | **Ukelele Wider opportunities** | **Ukelele Wider opportunities** |
| **Year 6** | **Advanced rhythms** | **Dynamics, pitch and texture** | **Songs of World War 2** | **Film music** | **Theme and variations (Theme: Pop Art)** | **Composing and performing a Leavers’ song** |

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| **Nur** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Spring Term** | | | |
| Unit: Exploring sound | **Communication and language**  •Understand how to listen carefully and why listening is important.  **Expressive arts and design**  •Explore and engage in music making and dance, performing solo or in groups.  **Characteristics of Effective Learning**  Playing and exploring | 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  1.To explore using our voices to make a variety of sounds.  2.To explore how to use our bodies to make sounds  To explore different sounds and think about tempo  3.To explore the sounds of different instruments  To experiment with tempo and dynamic when playing instruments  4.To identify sounds in the environment and differentiate between them.  To use musical vocabulary when describing environmental sounds.  5.To identify and describe familiar nature sounds and differentiate between them  To use voices to imitate natural sounds | voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body  percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds |
| **Summer Term** | | | |
| Unit: Musical stories | **Communication and language**  •Learn new vocabulary.  •Listen carefully to rhymes and songs, paying attention to how they sound.  •Learn rhymes, poems and songs.  Expressive arts and design  •Listen attentively, move to and talk about music, expressing their feelings and responses.  •Explore and engage in music making and dance, performing solo or in groups.  **Being imaginative and expressive**  •Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  **Characteristics of Effective Learning**  •Playing and exploring  •Creating and thinking critically | A unit based on traditional children’s' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.  1.To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.  To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.  To talk about how a piece of music makes you feel.  2.To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.  To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.  To talk about how a piece of music makes you feel.  3.To use actions to retell a story to music  To sing and perform a group song  4.To learn how instruments can represent a certain mood, character or action  To experiment with the sounds of different instruments  5.To create a musical story based on a familiar routine  To use instruments to represent moods or actions  To play an instrument as part of a group story  6.To create a musical story based on a familiar routine  To use instruments to represent moods or actions within a musical story  To play an instrument as part of a musical story and perform as a group | classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance |

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| **Reception** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: **Celebration music** | Understanding the world   * Recognise that people have different beliefs and celebrate special times in different ways.   Expressive arts and design   * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses. * Explore and engage in music making and dance, performing solo or in groups. * ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas   1. To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement 2. To learn about music from another culture, particularly when related to the festival of Hanukkah.   To learn the names of some traditional Jewish musical instruments.  To play and move to traditional Jewish Hanukkah music.   1. To learn about music from another culture, particularly when related to the festival of Kwanzaa   To take part in a traditional call and response song  To find classroom objects to use as drums and play in response to African music   1. To learn about traditional Christmas music   To take part in a group song involving singing, voice sounds and playing instruments  To sing and move to a Christmas song   1. To suggest appropriate actions to match song lyrics   To sing and move to Christmas songs | music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish,  trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat,  instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion |
| **Spring Term** | | | |
| Unit**: Music and Movement** | **Personal, social and emotional development**  •Think about the perspectives of others.  **Expressive arts and design**  •Listen attentively, move to and talk about music, expressing their feelings and responses.  •Sing in a group or on their own, increasingly matching the pitch and following the melody.  •Explore and engage in music making and dance, performing solo or in groups.  **Being imaginative and expressive**  •Sing a range of well-known nursery rhymes and songs.  Being imaginative and expressive  •Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  **Characteristics of Effective Learning**  •Playing and exploring  •Active learning | Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music  1.To identify and describe familiar nature sounds and differentiate between them  To use voices to imitate natural sounds  2.To explore beat through body movement  To express feelings and emotions through movement to music  3.To explore beat through body movement  To express feelings and emotions through movement to music  4.To explore beat through body movement  To express feelings and emotions through movement to music  5.To perform action songs to a small audience | actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics,  verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast,  moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform,  performance, audience |
| **Summer Term** | | | |
| Unit: **Big Band** | **Expressive arts and design**  •Listen attentively, move to and talk about music, expressing their feelings and responses.  •Explore and engage in music making and dance, performing solo or in groups.  Being imaginative and expressive  •Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  **Characteristics of Effective Learning**  •Playing and exploring  •Active learning  •Creating and thinking critically | Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience  1.To discuss what makes a musical instrument  To use recyclable materials to create a simple representation of a musical instrument  2.To learn what an orchestra is  To learn about the four different groups of musical instruments  3.To copy and follow a beat  To follow a beat using an untuned instrument  4.To experiment with playing tuned and untuned instruments  To play in time to familiar songs  5.To choose appropriate instruments to represent different parts of a song.  To perform a practised song to a small audience. | music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat,  orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass |

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| **Year 1** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| **Unit: Pulse and rhythm (Theme: All about me**) | * Listen with concentration and understanding to a range of high-quality live and recorded music * Use their voices expressively and creatively by singing songs and speaking chants and rhymes | This introductory unit includes lots of activities for getting to know one another. Through listening to a range of different 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.   1. To use my voice and hands to make music 2. To clap and play in time to the music 3. To play simple rhythms on an instrument 4. To listen to and repeat short rhythmic patterns 5. To understand the difference between pulse and rhythm | body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument,  perform, play, pulse, rhythm, sing, syllables |
| Unit: **Classical music, dynamics and tempo (Theme: Animals)** | * Experiment with, create, select and combine sounds using the inter-related dimensions of music * Use their voices expressively and creatively by singing songs and speaking chants and rhymes * Experiment with, create, select and combine sounds using the inter-related dimensions of music * Play tuned and untuned instruments musically | 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.   1. To use percussion and my body expressively in response to music 2. To sing a song in sections 3. To perform a song 4. To use instruments to create different sounds 5. To create and choose sounds | accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time,  loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence,  sing, slow |
| **Spring Term** | | | |
| Unit: **Musical vocabulary (Under the Sea)** | * Experiment with, create, select and combine sounds using the inter-related dimensions of music * Play tuned and untuned instruments musically. * Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.   1. Learning to understand the musical vocabulary: pulse and tempo 2. To explain what dynamics and timbre are 3. To explain what pitch and rhythm are 4. To explain what texture and structure are 5. To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre | actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch,  Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse |
| Unit: **Timbre and rhythmic patterns (Theme: Fairytales)** | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes * Experiment with, create, select and combine sounds using the interrelated dimensions of music * Play tuned and untuned instruments musically * Listen with concentration and understanding to a range of high-quality live and recorded music | 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.   1. To use voices expressively to speak and chant 2. To select suitable instrumental sounds to represent a character 3. To compose and play a rhythm 4. To recognise how timbre is used to represent characters in a piece of music 5. To keep the pulse using untuned instruments | bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe,  orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic  pattern, sound, strings, syllables, timbre, timpani, voice |
| **Summer Term** | | | |
| Unit: **Pitch and tempo (Theme: Superheroes)** | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes * Play tuned (and untuned) instruments musically * Listen with concentration and understanding to a range of high quality (live) and recorded music * Experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch) | Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.   1. To understand the concept of pitch 2. To create a pattern using two pitches 3. To understand the concept of tempo 4. To create a superhero theme tune 5. To perform confidently as part of a group | accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play,  rallentando, slow, sing, tempo, theme tune |
| Unit: **Vocal and body sounds (Theme: By the sea)** | * Listen with concentration and understanding to a range of high-quality live and recorded music * Use their voices expressively and creatively * Play tuned and untuned instruments musically * Experiment with, create, select and combine sounds. * Experiment with, create, select and combine sounds using the inter-related dimensions of music | Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.   1. To understand that music can be used to represent an environment 2. To understand how music can represent changes in an environment 3. I can select instruments to match seaside sounds 4. I can recognise and use dynamics and tempo 5. To write music down and perform from a graphic score | body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion,  performance, pitch, quiet, represent, slow, sounds, speed,strings, vocal sounds, volume, woodwind |

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| **Year 2** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: **Musical me** | * Use their voices expressively and creatively by singing songs speaking chants and rhymes * Play tuned and untuned instruments musically * Experiment with, create, select and combine sounds using the interrelated dimensions of music * Use and understand staff and other musical notations | 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   1. To sing and play an instrument at the same time 2. To choose and play appropriate dynamics and timbres for a piece of music 3. To use musical notation to play melodies 4. To use letter notation to write my own melody 5. To use timbre and dynamics in musical composition | beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes,  pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume |
| Unit: **Orchestral instruments (Theme: Western stories)** | * Listen with concentration and understanding to a range of high-quality live and recorded music * Experiment with, create, select and combine sounds using the interrelated dimensions of music * Play tuned and untuned instruments musically * use their voices expressively and creatively by singing songs and speaking chants and rhymes | 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.   1. To listen to and analyse an orchestral version of a traditional story 2. To listen to and analyse a film musical version of a traditional story 3. To select appropriate sounds to match events, characters and feelings in a story 4. To write a play script and select appropriate musical sounds to accompany it 5. To perform a story script with accompanying music | actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn,  instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string,  sound effect, tempo, timbre, trombone, tuba, vocals, woodwind |
| **Spring Term** | | | |
| Unit: **African call and response song (Theme: Animals)** | * Play tuned and untuned instruments musically * Experiment with, create, select and combine sounds using the inter-related dimensions of music * Use their voices expressively and creatively by singing songs and speaking chants and rhymes | Children go on a musical safari; using instruments to represent animals, copying rhythms, learning a traditional African call and response song and to recognise simple notation, progressing to creating their own animal-based call and response rhythms   1. To create short sequences of sound 2. To copy a short rhythm and recognise simple notation 3. To learn a traditional song from Africa 4. To create rhythms based on ‘call and response’ 5. To add dynamics (volume) to a structure of rhythms | actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time,  performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary,  volume |
| Unit: **Dynamics, timbre, tempo and motifs (Theme: Space)** | * Create short sequences of sound after a given starting point or stimulus * Begin to use musical vocabulary to describe music * Listen for and recognise some of the inter-related dimensions of music (dynamics, pitch and timbre) * Play tuned and untuned instruments creating and using simple representations to play short pieces in groups or individually using basic combinations of instruments. | 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 play and compose motifs.   1. To create a simple soundscape for effect 2. To listen for and recognise some basic elements of music 3. To compare two pieces of music 4. To be able to create short sequences of sound 5. To be able to create short sequences of sound and perform with accuracy | Accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion,  improvise, inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence,  soundscape, strings, symbols, timbre, visual interpretation, woodwind |
| **Summer Term** | | | |
| Unit: **Myths and Legends** | * To listen with concentration and understanding to a range of high-quality live and recorded music * Experiment, create, select and combine sounds * Listen with concentration and understanding to a range of high-quality live and recorded music * Play tuned and untuned instruments musically * Experiment with, create, select and combine sounds using the interrelated dimensions of music | Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.   1. To create a rhythm 2. To show structure on a graphic score 3. To write a graphic score to show texture 4. To compose a piece of music with a given structure 5. To perform a group composition | beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental,  layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure,  tempo, texture, thick, thin, timbre, verse, violin, viola |
| Unit: : **On this island: British songs and sounds** | * Use their voices expressively and creatively by singing songs * Play tuned and untuned instruments musically * Experiment with, create, select and combine sounds using the interrelated dimensions of music * Listen with concentration and understanding to a range of high-quality recorded music | Creating sounds to represent three contrasting landscapes: seaside, countryside and city.   1. To learn about the music of the British Isles 2. To learn about the music of the British Isles and create music of our own 3. To learn about the music of the British Isles and create music of our own 4. To compose a piece of music as part of a group 5. To evaluate and improve a group composition | accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired,  inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing,  soundscape, structure, tempo, texture, timbre, voice percussion |

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| **Year 3** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: **Ballads** | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Develop an understanding of the history of music | 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.   1. To sing a ballad and explain what it is 2. To be able to perform a ballad with an understanding of style 3. To write the lyrics for a ballad 4. To be able to write lyrics for a ballad 5. To write lyrics for a ballad | Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco |
| Unit: **Creating compositions in response to an animation. (Theme: Mountains)** | * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Use and understand staff and other musical notations | 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   1. To tell a story from a piece of music through movement 2. To create a soundscape using percussion instruments 3. To create a range of sounds to accompany a story 4. To compose and perform a rhythm to accompany a story 5. To compose and perform a rhythm to accompany a story | atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation,  melodic pattern, melody, opinion, notation, pitch, repeated rhythm, represent, sound effect,  soundscape, story, tempo, timbre, tuned percussion, untuned percussion, |
| **Spring Term** | | | |
| Unit: **Developing singing technique (Theme: The Vikings)** | * Listen with attention to detail and recall sounds with increasing aural memory * Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression * Use and understand staff (and other musical notations) * Improvise and compose music for a range of purposes using the interrelated dimensions of music | 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.   1. To sing in time with others 2. To sing in time with others 3. To recognise simple rhythmic notation by ear and by sight 4. To use simple rhythmic notation to compose a Viking battle song 5. I can perform music with confidence and discipline | accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline,  duration, dynamics, in-time,in-tune, layer, lyrics, key change, major key, minim, minor key, notation,  part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo,  tension, tune, vocal warm-up, |
| Unit: **Pentatonic melodies and composition (Theme: Chinese New Year)** | * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Use and understand staff and other musical notations * Improvise and compose music for a range of purposes using the inter-related dimensions of music | 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.   1. To learn about the music used to celebrate the Chinese New Year festival 2. To play a pentatonic melody 3. To write and perform a pentatonic melody 4. To perform a group composition 5. To perform a piece of music as a group | accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk  music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical  terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre,  tempo, untuned percussion, |
| **Summer Term** | | | |
| Unit; **Jazz** | * Listen with attention to detail and recall sounds with increasing aural memory * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Use and understand staff and other musical notations * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music | Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.   1. To sing and clap a syncopated rhythm for a ragtime style song 2. To improvise a call and response 3. To be able to scat sing using the call and response format 4. To create a jazz motif 5. To create a jazz motif | call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing,  straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune, |
| Unit: **Traditional instruments and improvisation (India)** | * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Use and understand stave and other musical notations | Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.   1. To explain an opinion of Indian music 2. To be able to improvise using given notes 3. To be able to improvise using given notes 4. To create a piece of music using a drone, rag and tal 5. To perform a piece of music using musical notation | Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line,  notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo, |

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| **Year 4** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: **Body and tuned percussion (Theme: Rainforests)** | * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Use and understand staff and other musical notations | A topic of discovery; children will explore the rainforest through music and be 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   1. To identify structure and texture in music 2. To use body percussion 3. To create musical rhythms using body percussion 4. To create simple tunes 5. To build and improve a composition | body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop,  organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo,  texture, tune, tuned percussion |
| Unit: **Rock and roll** | * Develop an understanding of the history of music. * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. * Listen with attention to detail and recall sounds with increasing aural memory. * Use and understand staff and other musical notations | 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   1. To understand the history of rock and roll music   To be able to stay in time to a piece of rock and roll music   1. To be able to perform with a sense of style 2. To play a walking bass line on tuned percussion 3. To be able to play a rock and roll bass line 4. To be able to play a rock and roll piece of music | bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch,  rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned  percussion, verse, vocals, walking bass line |
| **Spring Term** | | | |
| Unit: **Changes in pitch, tempo & dynamics (Theme: Rivers)** | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations * Use and understand staff and other musical notations | Learning to listen to changes in 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.   1. To sing in two parts using expression and dynamics 2. To recognise key elements of music 3. To perform a vocal ostinato 4. To create and perform an ostinato 5. To improve and perform a piece of music based around ostinatos | a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody,  mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo,  texture, vocal ostinato |
| Unit:  **Haiku, music and performance (Theme: Hanami festival)** | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Improvise and compose music for a range of purposes using the interrelated dimensions of music | 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 together before a final, group performance   1. To describe the festival of Hanami using words and sounds 2. To represent a blossom tree using sounds 3. To identify different musical features   To use descriptive vocabulary   1. To work as a group to create a piece of music to celebrate Hanami 2. To perform a piece of music to celebrate Hanami | composing, col legno, descriptive, dynamics, duration, effect, forte, glissando, haiku, inspiration,  inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch,  sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary |
| **Summer Term** | | | |
| Unit: **Samba and carnival sounds and instruments (Theme: South America)** | * Listen with attention to and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music | Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.   1. To recognise and identify the main features of samba music 2. To understand and play syncopated rhythms 3. To play syncopated rhythms as part of a group 4. To compose a basic rhythmic break 5. To perform rhythmic breaks within the samba piece | agogo, bateria, caixa, carnival, chocalho, composition, 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 |
| Unit: **Adapting and transposing motifs (Theme: Romans)** | * Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Improvise and compose music for a range of purposes using the interrelated dimensions of music * Understand and use staff and other musical notations | Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.   1. To sing in tune and in time 2. To understand what a musical motif is 3. To compose and notate a motif 4. To develop and transpose a musical motif 5. To combine and perform different versions of a musical motif | backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic  notation, 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 |

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| **Year 5** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: Composition notation (Theme: Here come the Egyptians) | * Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Improvise and compose music for a range of purposes using the interrelated dimensions of music | 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.   1. To sing with accuracy, fluency, control, and expression 2. To explore and use different forms of notation 3. To understand note length 4. To read simple pitch notation 5. To use hieroglyphs and stave notation to write a piece of music | accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups |
| Unit: Blues | * Develop an understanding of the history of music * Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression * Learn to sing and to use their voices, to create and compose music on their own and with others * Use and understand staff and other musical notations * Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations * Listen with attention to detail and recall sounds with increasing aural memory * Improvise and compose music for a range of purposes using the inter-related dimensions of music | 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.   1. To know the key features of Blues music 2. To play the first line of the 12-bar Blues 3. To be able to play the 12-bar Blues 4. To be able to play the Blues scale 5. To be able to improvise with notes from the Blues scale | 12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey,  descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff  notation |
| **Spring Term** | | | |
| Unit: South and West Africa | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Use and understand staff and other musical notations | 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   1. To sing a traditional African song unaccompanied 2. To use tuned percussion to play a chord progression 3. To use vocals or tuned percussion to perform a piece of music as an ensemble 4. To play call and response rhythms using percussion instruments 5. To create an eight beat break to play within a performance | a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics,  eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome,  performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo,  tuned percussion, unaccompanied, vocals |
| Unit: Composition to represent the festival of colour (Theme: Holi festival) | * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Use and understand staff and other musical notations * Improvise and compose music for a range of purposes using the interrelated dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | 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 smearing each other with vibrant, multi-coloured paints and powders.   1. To understand that music can be represented with colours 2. To represent a piece of music as a graphic score 3. To create a vocal composition based on a picture 4. To create a piece of music inspired by a single colour 5. To work as a group to perform a piece of music | dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo,  texture, timbre, visual representation, vocal sounds |
| **Summer Term** | | | |
| Unit: | Ukulele Wider Opportunities |  |  |
| Unit | Ukulele Wider Opportunities |  |  |

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| **Year 6** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: **Advanced rhythms** | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Improvise and compose music for a range of purposes using the inter-related dimensions of music | Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.   1. To develop an understanding of the Kodaly music method 2. To strengthen the feeling of pulse when working with rhythmic patterns 3. To explore rhythmic patterns in order to build the sense of pulse 4. To use knowledge of rhythm to create own composition 5. To use knowledge of rhythmic notation to notate own composition | bar, beats, chant, crotchet, crotchet rest, inter-related dimensions of music, Kodaly, minim, music critic,  notate, pulse, quaver, rhythm, rhythmic canon, rhythmic elements, rhythmic notation, rhythmic  patterns, SH, syllable, Ta, TiTi, unison |
| Unit: **Dynamics, pitch and texture (Theme: Coast - Fingal’s Cave by Mendelssohn)** | * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.   1. To appraise the work of a classical composer (Felix Mendelssohn) 2. To improvise as a group, using dynamics and pitch 3. To improvise as a group, using texture 4. To use knowledge of dynamics, texture and pitch to create a group composition 5. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch | classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score,  improvisation, notation, orchestra, pitch, texture |
| **Spring Term** | | | |
| Unit: **Songs of World War 2** | * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music * Listen with attention to detail and recall sounds with increasing aural memory * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Use and understand staff and other musical notations | 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   1. To use musical vocabulary to identify features of different eras of music 2. To improve accuracy in pitch and control, singing with expression and dynamics 3. To identify pitches within an octave when singing 4. To use knowledge of pitch to develop confidence when singing in parts 5. To be able to notate a melody using pitches up to an octave | accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm,  dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line,  morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa,  Solfa ladder, tempo |
| Unit: **Film music** | * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film   1. To appraise different musical features in a variety of film contexts 2. To identify and understand some composing techniques in film music 3. To use graphic scores to interpret different emotions in film music 4. To create and notate musical ideas and relate them to film music 5. To play a sequence of musical ideas to convey emotion | accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition,  conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise,  interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch,  polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency |
| **Summer Term** | | | |
| Unit: **Theme and variations (Theme: Pop Art)** | * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations | Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments.   1. To explore the musical concept of theme and variations 2. To compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra’ 3. To use complex rhythms to be able to perform a theme 4. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time 5. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. | 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 |
| Unit: **Composing and performing a Leavers’ song** | * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Improvise and compose music for a range of purposes using the interrelated dimensions of music * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Children spend the topic creating their very own leavers’ song personal to their experiences as a class   1. To listen to and describe music 2. To write lyrics for a song 3. To organise lyrics into a song structure 4. To use vocal improvisation and known melodies against a backing track 5. To compose a melody 6. To compose a verse melody | allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo,  dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic  structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse |