Christ Church Upper Armley Primary Academy



Music Curriculum Intent and Overview

A member of



The Music Curriculum at Christ Church Upper Armley Primary Academy

At Christ Church Upper Armley, we strive to deliver a rich and varied curriculum, enabling all children to be the best they can be.

Our curriculum aims to ensure that all pupils will develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. Pupils will listen and appraise, perform, review and evaluate music across a range of styles, genres and traditions. Pupils will also understand and explore how music is created and produced, through work on pitch, duration, dynamics, tempo and structure. Musical performances are actively encouraged, providing the chance to promote individual talents and personal confidence. Pupils will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Aims

- Perform, listen to, review and evaluate music across different genres
- Learn about the works of the great composers and musicians
- Create and compose music on their own and with others
- Begin to learn how to play a musical instrument
- Understand and explore how music is created
- Begin to read musical notations

Digging Deeper

We encourage children to reach their full potential across the curriculum. We encourage them to deepen their understanding in Music by:

- Our use of deeper questioning when listening and appraising music.
- Giving children the opportunity to reflect and evaluate their own work.
- Challenging them in their understanding of musical notation when applying this to their own improvisation and composition.
- Encouraging children to consider their use of features (rhythm, structure, texture etc.) when composing.

Key Curriculum Principles

1. The Bigger Picture: Progression should be clear

The skills that children will learn through each music unit is clear and develops a range of skills in singing, playing, listening, composing, improvising and exploring notation.

- 2. Enrichment: It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so ensure that children:
 - Revisit songs and musical activities throughout the week
 - Perform songs to other classes or in assemblies each term.
 - Have the opportunity to perform at events locally (e.g. Young Voices, Christmas Fair)

3. Deliberate Practice:

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. Pupils will be encouraged to:

- Explore and perform a widening range of appropriate songs as a class
- Work collaboratively as a class and in small groups, trying out musical ideas
- Suggest improvements for own and others work
- Explore different musical roles
- Talk about music, expressing preferences
- **4. Oracy:** Through our work with Voice 21 and participation in the 'Narrowing the Word Gap' project, pupils regularly experience different types of talk, such as exploratory talk and presentational talk. Strategies for talk in order to 'learn to talk' and 'learn through' talk are spread throughout the music curriculum, so that learners can further develop ideas; and articulate them to their peers.

National Curriculum: Purpose of study for Music:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

<u>Aims</u>

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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.

Implementation

Attainment Targets

Early Years

Listen to/sing rhymes and songs

- Move with the pulse of the music.
- Know that the words of songs can tell stories and paint pictures.
- Combine different movements to music.

Key Stage 1

- 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 inter-related dimensions of music.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and

manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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
- listen with attention to detail and recall sounds with increasing aural memory
- 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.

MUSIC CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Tap! Ding! Clap! Sing!	Tap! Ding! Clap! Sing!	Tap! Ding! Clap! Sing!	Tap! Ding! Clap! Sing!	Tap! Ding! Clap! Sing!	Tap! Ding! Clap! Sing!
Year 1	My Musical Heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together!
Year 2	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Year 3	Writing Music Down	Playing in a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
Year 4	Musical Structures	Exploring Feelings When You Play	Compose With Your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go On!
Year 5	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands!
Year 6	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour

MUSIC LONG TERM PLANNING

LINKS TO PRIOR LEARNING

Children may have responded to music by moving/drawing/painting.

Children may have listened to and sung songs at nursery/childcare setting/nursery rhymes at h

Children r	Children may have listened to and sung songs at nursery/childcare setting/nursery rhymes at home.							
Sub	stantive Knowledge	Disciplinary Knowledge						
		Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing	Vocabulary		
Receptio	n Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Play a range of untuned instruments appropriately.	Differentiate between fast/slow and loud/quiet when listening or playing Remain quiet when waiting my turn Listen to instructions within a song and react accordingly	Find my singing voice on my own and with others. Sing a repertoire of chants and 2/3 tone songs from memory Use my voice in different ways, e.g. whispering, speaking, sinign, thinking	Respond to music with movement, e.g. stomp, tiptoe, walk, run, and show awareness of pulse. Listen to instructions within a song and react accordingly	Differentiate between fast/slow and loud/quiet when listening or playing Start and stop when playing with others Play my instruments safely and pick them up and put them down quietly Different instruments produce different sounds and	Loud Quiet Fast Slow Pulse Shape Tap Scrape Bang Clap Sing Ding		

Listen to a variety of sounds, talking about	Remain quiet when waiting my turn	can classify sound makers, e.g. shake, tap, scrape	
favourite sounds, songs			
and music.	Listen to instructions within a song and react	Choose sounds to accompany a song or story	
Follow the leader's signal when playing or singing	accordingly	accompany a song or story	
	Understand that different voices produce different sounds and can identify the sound of my classmates voices.		

In Reception, children regularly listen to nursery rhymes and do daily singing in various areas of the curriculum. Children moved to the pulse when listening to songs.
Call and response used in response to the teacher when learning songs.

Substa	ntive Knowledge	Disciplinary Knowledge						
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary		
Year 1 Autumn Term My Musical Heartbeat Dance, Sing and Play	Understand that the pulse or beat of the music is like a heartbeat that doesn't stop. Be able to move in time to a steady beat and find the pulse of the music. Listen to, copy and repeat a simple melody with the voice. Understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.	Sing simple songs, chants and rhymes as a class. Copy simple pitch patterns accurately (e.g. singing call and response songs). Respond to visual performance directions (e.g. start, stop, loud, quiet). Walk, move or clap a steady beat with others, changing the speed of	Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music. Listen to, copy and repeat a simple rhythm through call and response. Respond to music through movement and dance, identifying a steady beat, changing the speed of the beat as the tempo of music changes.	Keep a steady beat when improvising. To improvise simple vocal patterns using question-and-answer phrases. Explore the voice using a variety of vocal sounds. Improvise using one, two or three notes (C, D, E).	Follow pictures and symbols to guide singing and playing. Use graphic notation to present a composition of two, three, four or five notes.	dynamics pulse tempo action copy echo rhythm pattern syllable call and response louder quieter soft spiky smooth short speed		

	the beat as the tempo	Listen and describe	Begin to	faster
Begin to understand where	of the music changes.	musical patterns using	understand that	slower
the music fits in the world.		appropriate vocabulary	composing is like	timbre
Begin to understand	Perform short copycat	(high, low, loud, soft, fast,	writing a story	texture
different styles of music.	rhythms patterns accurately e,g, word	slow, spiky, smooth, long, short.	with music.	structure
Digging Deeper:	pattern chants.		Clap 4-beat	
Identify texture - listening		Describe thoughts and	rhythms, creating	
for whether there is more	Play simple rhythmic	feelings in response to	long and short	
than one sound at the same	accompaniments to	music.	sounds.	
time.	songs to a steady pulse			
	(e.g. short, repeated	Talk about instruments		
	rhythms).	heard in a piece of music.		
	Sing high or low sounds	To identify loud and quiet		
	demonstrating an	sounds as an introduction		
	understanding of pitch.	to understanding		
		dynamics.		
	To begin to play on a	,		
	tuned/untuned			
	instruments.			

In Reception, children regularly listen to nursery rhymes and do daily singing in various areas of the curriculum.
Children moved to the pulse when listening to songs.
Call and response used in response to the teacher when learning songs.

Call and respoi	Call and response used in response to the teacher when learning songs.							
Su	ıbstantive Knowledge	Disciplinary Knowledge						
		Singing and Playing	Listening	Composition and Improvisatio n	Notation	Vocabulary		
Year 1	Understand and can demonstrate	Sing simple	Listen with	Keep a steady	Follow pictures	dynamics		
	that rhythm is a pattern of long and	songs, chants	understanding to	beat when	and symbols to	pulse		
Spring Term	short sounds which are performed	and rhymes as a	music from a	improvising.	guide singing	tempo		
1 3	over the pulse of the music.	class	range of different		and playing.	action		
Exploring			periods, styles	To improvise		сору		
Sounds.	Begin to understand where the music	Copy simple pitch	and share ideas	simple vocal	Use graphic	echo		
Sourius.	fits in the world. Begin to understand	patterns	and opinions	patterns using	notation to	rhythm		
	different styles of music.	accurately (e.g.	about the music.	question-and-	present a	pattern		

		singing call and		answer	composition of	syllable
Learning to	Understand and demonstrate the	response songs)	Listen to, copy	phrases.	two, three, four	call and
	difference between pulse, rhythm	163porise 3011gs)	and repeat a	prirases.	or five notes.	response
Listen.	and pitch.	Respond to visual	simple rhythm	Improvise	of five flotes.	louder
	and pitch.	performance	through call and	using one, two	Write a melody	quieter
	Digging Deeper:	directions (e.g.	response.	or three notes	using	soft
	Identify texture - listening for whether	start, stop, loud,	response.	(C, D, E)	manuscript/onlin	spiky
	there is more than one sound at the	quiet)	Doon and to mousis	(C, D, E)	e resources	smooth
	same time.	quiet)	Respond to music	D : - + -		short
	same time.	\	through	Begin to	and/or graphic	
		Walk, move or	movement and	understand	scores.	speed
		clap a steady beat	dance, identifying	that 		faster
		with others,	a steady beat,	composing is		slower
		changing the	changing the	like writing a		timbre
		speed of the beat	speed of the beat	story with		texture
		as the tempo of	as the tempo of	music.		structure
		the music	music			
		changes.	changes.	Compose a		
				melodic line		
		Perform short	Listen and	with direction,		
		copycat rhythms	describe musical	creating a		
		patterns	patterns using	beginning and		
		accurately e,g,	appropriate	an end using		
		word pattern	vocabulary (high,	the home key.		
		chants	low, loud, soft,			
			fast, slow, spiky,	Explore pitch		
		Play simple	smooth, long,	and rhythm		
		rhythmic	short.	when		
		accompaniments		composing.		
		to songs to a	To identify loud			
		steady pulse (e.g.	and quiet sounds	Recognise		
		short, repeated	as an introduction	signs and		
		rhythms).	to understanding	symbols that		
		Sing high or low	dynamics.	equate to the		
		sounds		note value of		
		demonstrating an		one and two		
		understanding of		beats.		
		pitch.				
		•				

		Talk about instruments heard in a piece of music. To begin to play on a tuned/untuned instruments.				
			L FADAUNIC			
		LINKS TO PRIOR	CLEARNING			
Children move Call and respor	hildren regularly listen to nursery rh d to the pulse when listening to sor nse used in response to the teacher	ngs.	ngs.			
Su	ıbstantive Knowledge	Singing and	Discipl Listening	inary Knowledge Composition	Notation	Vocabulary
		Playing	Listeriirig	and Improvisatio	Notation	Vocabulary

Year 1	Begin to understand where the music	Sing simple	Listen to, copy	Keep a steady	Follow pictures	dynamics
Summer	fits in the world. Begin to understand	songs, chants	and repeat a	beat when	and symbols to	pulse
Term	different styles of music.	and rhymes as a	simple rhythm	improvising.	guide singing	tempo
1 61111	•	class	through call and		and playing.	action
Having fun	Explore and begin to create personal		response.	To improvise	. , ,	сору
Having fun	musical ideas using the given notes	Copy simple pitch		simple vocal	Use graphic	echo
with	for the unit.	patterns	Respond to music	patterns using	notation to	rhythm
improvisatio		accurately (e.g.	through	question-and-	present a	pattern
n.	Understand that improvisation is	singing call and	movement and	answer	composition of	syllable
	about making up your own very	response songs)	dance, identifying	phrases.	two, three, four	call and
Let's Perform	simple tunes on the spot.		a steady beat,		or five notes.	response
Together!		Respond to visual	changing the	Improvise		louder
J	Understand the difference between	performance	speed of the beat	using one, two	Write a melody	quieter
	creating a rhythm pattern and a pitch	directions (e.g.	as the tempo of	or three notes	using online	soft
	pattern.	start, stop, loud,	music	(C, D, E)	resources and/or	spiky
		quiet)	changes.		graphic scores.	smooth
	Learn to sing an African song using			Begin to		short
	call and response.	Walk, move or	Listen and	understand	Use body	speed
		clap a steady beat	describe musical	that	percussion	faster
	Use body percussion to add a	with others,	patterns using	composing is	symbols to	slower
	rhythmic layer to the song.	changing the	appropriate	like writing a	record rhythmic	timbre
		speed of the beat	vocabulary (high,	story with	ideas.	texture
	Digging Deeper:	as the tempo of	low, loud, soft,	music.		structure
	Identify texture - listening for whether	the music	fast, slow, spiky,			improvise
	there is more than one sound at the	changes.	smooth, long,	Compose a		improvisatio
	same time.		short.	melodic line		n
		Perform short		with direction,		
		copycat rhythms	To identify loud	creating a		
		patterns	and quiet sounds	beginning and		
		accurately e,g,	as an introduction	an end using		
		word pattern	to understanding	the home key.		
		chants	dynamics.			
				Explore pitch		
		Play simple		and rhythm		
		rhythmic		when		
		accompaniments		composing.		
		to songs to a				
		steady pulse (e.g.				

short, repeated rhythms). Sing high or low sounds demonstrating an understanding of pitch. Talk about instruments heard in a piece of music. To begin to play on a tuned/untuned instruments.	Recognise signs and symbols that equate to the note value of one and two beats.	
LINKS TO PRIOR LEARNING		

During Year 1, children should have become more confident with finding the pulse of the music.

They will have sung a range of songs throughout the year.

They will have explored rhythm and should be able to demonstrate a variety of rhythms (using their hands, body or using phrases).

Sı	ubstantive Knowledge	Disciplinary Knowledge					
		Singing and Playing	Listening	Composition and Improvisatio n	Notation	Vocabulary	
Year 2 Autumn Term Pulse, Rhythm and Pitch. Playing in an Orchestra.	Develop ensemble skills through singing a range of songs. Learn to recognise the difference between pulse, rhythm and pitch. Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo). Begin to understand the concept of there being different styles of music. Create simple four-beat rhythms and represent using graphic notation. Describe differences in tempo and dynamics with more confidence. To recognise some band and orchestral instruments. Digging Deeper: Describe whether a change (e.g. pitch, tempo, dynamic, texture) is gradual or sudden and describe its effect.	Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control. Sing songs and play singing games, copying pitch patterns accurately. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >) Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion	Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music Listen with concentration to a range of music, recognising rhythmic features. To mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.	Begin to create personal musical ideas using the given notes. Follow a steady beat and stay 'in time'. Understand that improvisation is about making up your own very simple tunes on the spot. Create a sound using tuned and untuned percussion instruments in response to a stimulus. Compose using two, three, four or five notes.	Follow pictures and symbols to guide singing and playing. Use graphic notation to present a composition of two, three, four or five notes. Compose simple rhythms using basic stick notation.	pulse copy echo action sequence tempo mood style melody beats syllable rhythm pattern piano forte dynamics timbre crescendo diminuendo rest ostinato texture layers verse chorus	

Play simple repeated rhythms or melody (ostinato) Explore word rhythms when singing songs,	Compose a melodic line with direction, creating a beginning and an end using the home key.
transferring rhythms to instruments or body percussion	Create a simple melody using crotchets and minims.

During Year 1, children should have become more confident with finding the pulse of the music.
They will have sung a range of songs throughout the year.
They will have explored rhythm and should be able to demonstrate a variety of rhythms (using their hands, body or using phrases).

Substantive Knowledge		Disciplinary Knowledge						
		Singing and Playing	Listening	Composition and Improvisatio n	Notation	Vocabulary		
Year 2	Develop ensemble skills through	Sing songs,	Listen with	Begin to	Follow pictures	pulse		
Spring Term	singing a range of songs.	chants and	understanding to	create	and symbols to	сору		
Inventing a Musical Story. Recognising Different Sounds.	Learn to recognise the difference between pulse and rhythm and pitch. Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).	rhymes regularly with a good sense of pulse and rhythm and increasing vocal control. Sing songs and play singing	music from a range of different periods, styles and share ideas and opinions about the music. Listen to and describe simple	personal musical ideas using the given notes. Follow a steady beat and stay 'in time'.	guide singing and playing. Use graphic notation to present a composition of two, three, four or five notes.	echo action sequence tempo mood style melody beats syllable		

there being different styles of music. Create simple four-beat rhythms and represent using graphic notation. Describe differences in tempo and dynamics with more confidence. Digging Deeper: Describe whether a change (e.g. pitch, tempo, dynamic, texture) is gradual or sudden and describe its effect. Perfipatt accurinve for connumer or more direction on uperconnumer or more direction of the	changes in dynamics, tempitch and articulation usi appropriate musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow, spiky, smooth, loud, soft, getting louder/quieter, and say how it effects the musical vocabulary (fassiow) (fass	that improvisation is about making up your own very simple tunes on the spot. Create a sound using tuned and sic. untuned percussion instruments in response to a stimulus. res. Compose using two, three, four or five notes.	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	rhythm pattern piano forte dynamics timbre crescendo diminuendo rest ostinato texture layers verse chorus
---	--	---	--	---

During Year 1, children should have become more confident with finding the pulse of the music.

They will have explored rhythm and should be able to demonstrate a variety of rhythms (using their hands, body or using phrases).

Su	ıbstantive Knowledge		Discipl	inary Knowledg	je	
		Singing and Playing	Listening	Composition and Improvisatio n	Notation	Vocabulary
Year 2 Summer Term Exploring Improvisatio n. Our Big Concert	Develop ensemble skills through singing a range of songs. Learn to recognise the difference between pulse and rhythm and pitch. Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo). Create simple four-beat rhythms and represent using graphic notation. Describe differences in tempo and dynamics with more confidence. Begin to create personal musical ideas using the given notes. Make comparisons between Western and Classical Music. Use rhythms and call and response to compose a drumming piece. Digging Deeper:	Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control. Sing songs and play singing games, copying pitch patterns accurately. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >) Perform rhythmic patterns accurately and	Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music. Listen with concentration to a	Begin to create personal musical ideas using the given notes. Follow a steady beat and stay 'in time'. Understand that improvisation is about making up your own very simple tunes on the spot. Create a sound using tuned and untuned percussion instruments in	Follow pictures and symbols to guide singing and playing. Use graphic notation to present a composition of two, three, four or five notes. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	pulse copy echo action sequence tempo mood style melody beats syllable rhythm pattern piano forte dynamics timbre crescendo diminuendo rest ostinato texture layers verse chorus

 B 21	invant rhythms	range of music	rocponco to s	
Describe whether a change (e.g. pitch,	invent rhythms	range of music,	response to a	
tempo, dynamic, texture and timbre)	for others to copy	recognising	stimulus.	
is gradual or sudden and describe its	on untuned	rhythmic features.		
effect?	percussion or		Compose	
enect:	body percussion	Tap the pulse of a	using two,	
		piece of music	three, four or	
	Play simple	and recognise	five notes.	
	repeated rhythms	changes/fluctuati		
	or melody	ons in tempo.	Compose a	
	(ostinato)	ons in tempo.	melodic line	
	(Ostinato)		with direction,	
	Explore word		creating a	
			9	
	rhythms when		beginning and	
	singing songs,		an end using	
	transferring		the home key.	
	rhythms to			
	instruments or		Create a	
	body percussion		simple melody	
			using crotchets	
			and minims.	

In Year 2, children should have become more confident with finding the pulse, copying rhythms and should recognise some simple musical notation.

Children will be more familiar with the concept of improvising with the voice and a tuned/untuned instrument.

S	Substantive Knowledge		Disciplinary Knowledge						
		Singing and Playing	Listening	Composition and Improvisatio n	Notation	Vocabulary			
Year 3 Term	Know where a Djembe drum comes from Knows who plays a Djembe drum	Maintain a pulse while someone plays a rhythm pattern	Listen to a short piece played in my group	Make up an interesting fill Maintain a pattern in time	Read and play at least two rhythms	Djembe Beat Pulse Rhythm Fill			

	Knows when a Djembe drum is	Cit or stand at me	Echo a short	for sixteen	Pattern
D. 1		Sit or stand at my			
Djembe	played	instrument in a	rhythm or pattern	repetitions	Accent
Drums		way that allows	Understand and		Call &
	Knows songs that are performed with	me to play it	play loud and soft	Make up a fill	respond
Artforms Red	a Djembe accompaniment			using at least	
and Orange		Echo a short	Read and play	two different	
and Orange	Knows how to hold a Djembe drum	pattern	four different	rhythms	
	Knows		rhythms with		
		Accent the first	rests keeping a		
		beat of the	steady pulse		
		pattern			
		,	Choose some		
		Read and play at	good dynamics		
		least two	for a piece that I		
		rhythms	can play		
		,	J		
		Perform a short			
		piece for my			
		group			
		group			
		Perform a tune			
		with my friends			
		for a small			
		audience			
		audience			
		Dlace a who who are a m			
		Play a rhythm or			
		pattern with			
		accompaniment			
		from my teacher			
		Maintain good			
		posture			
		Sing a song whilst			
		playing the			
		Djembe			

In Year 3, children will have learnt to play the Djembe drum. They will have built upon their improvising and composing skills, thinking about melody and rhythm and a variety of note values.

Substantive	Knowledge		Disci	plinary Knowledge		
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 4 Autumn Term	Develop ensemble skills, learning to	Continue to sing a wide range of unison and simple part songs in	Listen to music with an understanding or stories, origins and	Compose and represent melodies using appropriate	Understand some formal, written notation which includes	Beat pulse leader
Musical Structures.	perform together rhythmically.	different styles and structures, pitching the voice accurately.	traditions, history and social context of the music they	notations (e.g. graphic scores, combination of	crotchets, minims and paired quavers and their equivalent rests	conductor bar time
Exploring Feelings When You Play.	Develop their knowledge of rhythmic notations	Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	listen to, sing and play. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4	rhythm notation and letter names) Compose layers of rhythm (ostinato phrases)	(on a stave). Identify the names of some pitched notes on a stave. Play from rhythmic	signature lento adagio andante moderato presto accelerando
	of rhythmic notations, performing as a class and in small groups	Perform rhythms accurately, recognizing and defining note values and rests	metre. Identify the tempo as fast, slow or steady.	Make decisions about the overall structure of compositions and improvisations.	notation and understand the value of semibreves, minims, crotchets and quavers Follow and perform	rallentando semibreve minim crotchet quavers articulation
	Sing a range of songs and learn how music can be built by combining layers of rhythm	Rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G.	Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	Explore improvisation within a major scale, using more notes. Improvise on a	simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of Ensemble.	legato staccato tonality ostinato polyrhythmic triad motif
	(ostinato)	major and D major. Maintain an ostinato (rhythmic or melodic),	Listen and describe direction and shape of melodies.	limited range of pitches on the instrument they are	LIISCITIOIC.	structure texture timbre

Understand what a musical introduction is and its purpose. Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs. Sing as part of a choir with awareness of size: the larger the ensemble, the thicker and richer the musical texture. Digging Deeper: Can they explain why silence is used in a piece of music and say what effect it has?	performing accurately and in time as an ensemble Control changes in dynamics, tempo and articulation when singing and playing. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	Listen and compare music, discussing similarities and differences and expressing preferences. Identify major and minor tonalities. Identify what a main them is and when it is repeated. Copy increasingly challenging rhythms using body percussion and untuned instruments. Recognise the sound and notes of the pentatonic scale, by ear and from notation.	learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression. Begin to understand the structure of the composition. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values Use simple dynamics and tempo instruction. Evaluate performances, making improvements where needed.	Use graphic notations to represent layers of rhythm.	
what effect it			improvements		

In Year 3, children will have sung a wide range of songs.
They will have built upon their improvising and composing skills, thinking about melody and rhythm and a variety of note values.
Children will have begun to use formal notation to record musical ideas.

Knowledge		Disci	plinary Knowledge		
	Singing and Playing	Listening	Composition and	Notation	Vocabulary
			•		Beat
· ·			•		pulse
9			9 1 1 1		leader
!	,			•	conductor instrumental
9					families.
mytimmeany.	voice accurately.	,		•	bar
Develop their	Follow and lead		,	(Orra stave).	time
		ριαγ.	and letter names)	Identify the names of	signature
	•	Find and	Compose lavers of		lento
notations		demonstrate the		a stave.	adagio
	(crescendo) and quieter	steady beat. Identify	phrases)		andante
Play from range	(diminuendo)	2/4, 3/4, and 4/4	. ,	Play from rhythmic	moderato
of rhythmic		metre.	Make decisions	notation and	presto
notations,	Perform rhythms				accelerando
					rallentando
				crotchets and quavers	semibreve
small groups	values and rests	steady.	improvisations.		minim
C: (D 1	1:1		•	crotchet
		,		· · · · · · · · · · · · · · · · · · ·	quavers
9			•		articulation
			,		legato staccato
,			•	, ,	tonality
5	Ciriajor, i iriajor, d.	•	HOLES.		ostinato
,	major and D major	13111)	Improvise on a		polyrhythmic
,					triad
, ,			pitches on the		motif
	Develop ensemble skills, learning to perform together rhythmically. Develop their knowledge of rhythmic notations Play from range of rhythmic	Develop ensemble skills, learning to perform together rhythmically. Develop their knowledge of rhythmic notations Play from range of rhythmic notations, performing as a class and in small groups Singing and Playing Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo) Perform rhythms accurately, recognizing and defining note values and rests Sing a range of songs and learn how music can be built by combining layers of rhythm major and D major.	Develop ensemble skills, learning to perform together rhythmically. Develop their knowledge of rhythmic notations performing as a class and in small groups Singing and Playing Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo) Perform rhythms accurately, recognizing and defining note values and rests Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) Singing and Playing Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Perform rhythms accurately, recognizing and defining note values and rests Rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G. major and D major. Maintain an ostinato	Develop ensemble skills, learning to perform different styles and structures, pitching the voice accurately. Develop their knowledge of rhythmic notations Play from range of frhythmic notations, performing as a class and in small groups Singing and Playing Composition and Improvisation Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo) Perform rhythmic notations, performing as a class and in small groups Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) Rehearse and play a simple melodic instrumental part, by ear or from notation, in Combining layers of rhythm (ostinato) Make decisions and itraditions, history and social context of the music they listen to, sing and play. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Make decisions about the overall structure of compositions and improvisation. Make decisions about the overall structure of compositions and improvisation within a major scale, using more notes. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form) Improvise on a limited range of	Develop censemble skills, learning to getting louder (crescendo) and lead performance directions including those for notations, performing as a class and in small groups Singing and Playing Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately. Follow and lead performance directions including those for notations Play from range of frhythmic notations, performing as a class and in small groups Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) Singing and Playing Listen ion music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and traditions, history and social context of the music they listen to, sing and play. Follow and lead performance directions including those for demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Make decisions and letter names) Identify the names of some pitched notes on a stave. Play from rhythms accurately, recognizing and defining note values and rests Sing a range of songs and learn how music can be built by combining (approvise of rhythm (ostinato) Rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G. Rayers of rhythm (ostinato) Rajor and D major. Maintain an ostinato

Understa		performing accurately	Listen and describe	instrument they are	Use graphic notations	structure
what a m		and in time as an	direction and shape	learning, making	to represent layers of	texture
introduc	tion is	ensemble.	of melodies.	use of musical	rhythm.	timbre
and its p	ourpose.			features, including		
		Control changes in	Listen and compare	smooth (legato)		
Compos		dynamics, tempo and	music, discussing	and detached		
rhythmic	_	articulation when	similarities and	(staccato)		
framewo writing ly	(singing and playing.	differences and expressing	articulation.		
fit a melo		Show understanding of	preferences.	Improvise over a		
creating	/ /	different musical roles	F	simple chord		
grids or	1117 (11111	(e.g. conductor,	Identify major and	progression.		
exploring		performer, audience	minor tonalities.			
rhythmic	9	ensemble)		Begin to		
motifs.	-	,	Identify what a main	understand the		
			them is and when it	structure of the		
Sing as p	part of a		is repeated.	composition.		
choir wit				'		
awarene	ess of		Copy increasingly	Compose song		
size: the	larger		challenging rhythms	accompaniments		
the ense	emble,		using body	on tuned and		
the thick	ker and		percussion and	untuned		
richer the	e		untuned	percussion, using		
musical t	texture.		instruments.	known rhythms and		
				note values		
			Recognise the			
Digging			sound and notes of	Use simple		
Deeper:			the pentatonic	dynamics and		
Can they			scale, by ear and	tempo instruction.		
explain v			from notation.	,		
silence is	s used			Evaluate		
in a piece	e of			performances,		
music ar				making		
what effe	ect it			improvements		
has?				where needed.		

In Year 3, children will have sung a wide range of songs.
They will have built upon their improvising and composing skills, thinking about melody and rhythm and a variety of note values.
Children will have begun to use formal notation to record musical ideas.

Substantive	Knowledge					
		Singing and Playing	Listening	Composition and	Notation	Vocabulary
				Improvisation		
Year 4	Identify musical	Continue to sing a wide	Listen to music with	Compose and	Understand some formal,	Beat
Summer	instruments in	range of unison and	an understanding or	represent melodies	written notation which	pulse
Term.	the orchestra.	simple part songs in	stories, origins and	using appropriate	includes crotchets,	leader
TCITII.		different styles and	traditions, history and	notations (e.g.	minims and paired	conductor
	Use body	structures, pitching the	social context of the	graphic scores,	quavers and their	instrumental
Expression	percussion to	voice accurately.	music they listen to,	combination of	equivalent rests (on a	families.
and	emphasise strong		sing and play.	rhythm notation and	stave).	bar
Improvisation.	and weak beats.	Follow and lead		letter names)		time signature
	D. I.	performance directions	Find and demonstrate	Comment	Identify the names of	lento
The Show	Develop	including those for getting	the steady beat.	Compose layers of	some pitched notes on a	adagio
	ensemble skills,	louder (crescendo) and	Identify 2/4, 3/4, and	rhythm (ostinato	stave.	andante
Must Go On!	learning to	quieter (diminuendo)	4/4 metre.	phrases) Make decisions about	Dlay frama rhy themaia	moderato
	perform together rhythmically.	Perform rhythms	Identify the tempo as	the overall structure	Play from rhythmic notation and understand	presto accelerando
	mythinically.	accurately, recognizing	fast, slow or steady.	of compositions and	the value of semibreves,	rallentando
	Develop their	and defining note values	last, slow of steady.	improvisations.	minims, crotchets and	semibreve
	knowledge of	and rests.	Listen and identify	improvisations.	quavers	minim
	rhythmic	and rests.	structures used to	Explore improvisation	quavers	crotchet
	notations	Rehearse and play a	shape songs and	within a major scale,	Follow and perform simple	guavers
	Hotations	simple melodic	music (e.g. call and	using more notes.	rhythmic scores to a	articulation
	Play from a range	instrumental part, by ear	response, rondo form)	daning more notes.	steady beat, maintain	legato
	of rhythmic	or from notation, in C		Improvise on a limited	individual parts accurately	staccato
	notations,	major, F major and G	Listen and describe	range of pitches on	within the rhythmic	tonality
	performing as a	major.	direction and shape of	the instrument they	texture, achieving a sense	ostinato
	class and in small		melodies.	are learning, making	of	polyrhythmic
	groups.	Maintain an ostinato		use of musical	Ensemble.	triad
		(rhythmic or melodic),	Listen and compare	features, including		motif
	Sing a range of	performing accurately and	music, discussing	smooth (legato) and		structure
	songs and learn	in time as an ensemble.	similarities and	detached (staccato)	Use graphic notations to	texture
	how music can		differences and	articulation.	represent layers of	timbre
	be built by	Control changes in	expressing		rhythm.	
	combining layers	dynamics, tempo and	preferences.	Improvise over a		
	of rhythm.	articulation when singing		simple chord		
	(ostinato)	and playing.		progression.		

		Identify major and		
Understand what	Show understanding of	minor tonalities.	Begin to understand	
a musical	different musical roles		the structure of the	
introduction is	(e.g. conductor,	Identify what a main	composition.	
and its purpose.	performer, audience	theme is and when it		
	ensemble)	is repeated.	Compose song	
Compose in a	,		accompaniments on	
rhythmic		Copy increasingly	tuned and untuned	
framework (e.g.		challenging rhythms	percussion, using	
writing lyrics to fit		using body percussion	known rhythms and	
a melody,		and untuned	note values.	
creating rhythm		instruments.	Hote values.	
grids or exploring		Recognise the sound	Use simple dynamics	
rhythmic		and notes of the		
motifs.		pentatonic scale, by	and tempo	
MOUTS.		ear and from notation.	instruction.	
C:		ear and norm notation.	F. valousts	
Sing as part of a			Evaluate	
choir with			performances,	
awareness of			making	
size: the larger			improvements where	
the ensemble,			needed.	
the thicker and				
richer the musical				
texture.				
In a group,				
perform a class				
piece based on				
'In the Hall of the				
Mountain King',				
using alternating				
motifs and body				
percussion.				
F 2. 3000.0				
Digging Deeper:				
Can they explain				
why silence is				
used in a piece of				
music and say				
what effect it				
has?				

Children in Year 4 will have been singing a variety of songs with accurate pitching. They will continue to improvise and compose using more complex layers of rhythm. Children in Year 5 will continue to use some formal music notation.

Substantive	Knowledge					
		Singing and Playing	Listening	Composition and	Notation	Vocabulary
Year 5 Autumn Term Melody and Harmony in Music. Sing and Play in Different Styles.	To explain the role of a main theme in a musical structure. Explore and explain rapping. Understand what a musical introduction is and its purpose. Identify instruments by ear and through a range of media. Talk about the different styles of singing used for different styles of song. Play a part on a tuned instrument (by ear or from notation. Become more skilled in improvising, trying more notes and	Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately. Play rhythmic patterns accurately and expressively using instruments or body percussion. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and in parts, and as part of a smaller group. Sing expressively with attention to breathing, phrasing, dynamics and articulation. Play a tuned instrument: • right notes with secure rhythms • rehearse and perform parts	Listen, compare and evaluate music from a diverse range of genres, styles and musical periods. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation. To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form. Listen and identify structures used to shape songs and music (e.g., call and response.	Improvisation Compose and notate short melodies using: staff and informal notation Compose music with contrasting sections. Explore improvisation within major and minor scales, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, F, G C, D, E, F, G, A Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions	Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver) Develop understanding of time signatures (3/4 and 4/4) Read and perform pitch notation within an octave. Represent compositions using a combination of graphic and standard notations	time signature crotchet quaver minim semibreve rest metre structure texture timbre dynamics pitch melody measure motif unison polyrhythmic dense sparse syncopated offbeat time signature key signature major minor pentatonic
	Play a part on a tuned instrument (by ear or from notation. Become more skilled in improvising, trying	attention to breathing, phrasing, dynamics and articulation. Play a tuned instrument: • right notes with secure rhythms • rehearse and	reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form. Listen and identify structures used to	(mezzo forte) and moderately quiet (mezzo piano). Use music technology, if available, to capture, change and combine sounds.		key signature major minor

الممامين	c jumps	within contact of		eg introductions,	
		within context of	listan and same		
	et higher	the unit song	listen and copy	multiple verse and	
and low	wer. •	keep the beat	rhythmic patterns made	chorus sections, AB	
	•	follow instructions	of dotted minims,	form or ABA form	
Think a		from a leader	minims, dotted	(ternary form).	
	g music	rehearse a piece in	crotchets, crotchets,		
with 'ph	hrases'	order to improve.	dotted quavers, triplet	Use chords to compose	
	up of notes,		quavers, quavers,	music that evokes a	
rather t	than simply		semiquavers and their	specific atmosphere,	
lots of r	notes		rests, by ear or from	mood or environment.	
played	one after		notation.		
the other	ner.			Use simple dynamics in	
			To find and	composition and use	
Explore	e rhythm		demonstrate a steady	rhythmic variety.	
	ns created		beat. To identify 2/4,	·	
from qu			3/4, 6/8 and 5/4 metre.	Compose song	
crotche				accompaniments using	
semiqu			Recall (by ear)	basic chords.	
	s and their		memorable phrases		
	To include		heard in the music.	Use full scales in	
rests or	r silent			different keys.	
beats.			Identify major and		
s satis.			minor tonalities.	Evaluate own and	
Create	a melody		Timior conductos.	others' work,	
	crotchets,		To recognise the sound	explaining ideas using	
	rs, minims		and notes of the	musical vocabulary and	
and per			pentatonic and Blues	making necessary	
	reves and		scales, by ear and from	adjustments	
	uavers, plus		notation.	adjustificitis	
all equiv			notation.		
rests.	ivaiciit		Improvise using		
To use	a		articulation		
	onic and a		(legato/staccato and a		
	le, as well		use of extended		
as majo			dynamics.		
	tonalities.		dynanics.		
minor u	ionandes.				
Digging	g Deeper:				
	ey identify				
	change in				
	change in can change				
the effe					
piece of	of music?				

Children in Year 4 will have been singing a variety of songs with accurate pitching. They will continue to improvise and compose using more complex layers of rhythm. Children in Year 5 will continue to use some formal music notation.

Substantive		to use some formarmu		plinary Knowledge		
	J	Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 5 Spring Term. Composing and Chords. Enjoying Musical Styles.	To explain the role of a main theme in a musical structure. Explore and explain rapping. Understand what a musical introduction is and its purpose. Identify instruments by ear and through a range of media. Talk about the different styles of singing used for different styles of song. Play a part on a tuned instrument (by ear or from notation. Become more skilled in improvising, trying more notes and rhythms and using melodic jumps	Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately. Play rhythmic patterns accurately and expressively using instruments or body percussion. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and in parts, and as part of a smaller group. Sing expressively with attention to breathing, phrasing, dynamics and articulation. Play a rued instrument: • right notes with secure rhythms • rehearse and perform parts within context of the unit song • keep the beat	Listen, compare and evaluate music from a diverse range of genres, styles and musical periods. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation. To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form).	Compose and notate short melodies using: staff and informal notation Compose music with contrasting sections. Explore improvisation within major and minor scales, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, F, G C, D, E, F, G, A Bb, C D, E, F, G, A Bb, C D, E, F, G, A Bb, C D, E, F, G, A Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB	Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver) Develop understanding of time signatures (3/4 and 4/4) Read and perform pitch notation within an octave. Represent compositions using a combination of graphic and standard notations	time signature crotchet quaver minim semibreve rest metre structure texture timbre dynamics pitch melody measure motif unison polyrhythmic dense sparse syncopated offbeat time signature key signature major minor pentatonic

 that get higher	•	follow instructions	listen and copy	form or ABA form	
and lower.		from a leader	rhythmic patterns made	(ternary form).	
	•	rehearse a piece in	of dotted minims,		
Think about		order to improve.	minims, dotted	Use chords to compose	
creating music			crotchets, crotchets,	music that evokes a	
with 'phrases' made up of notes,			dotted quavers, triplet	specific atmosphere, mood or environment.	
rather than simply			quavers, quavers, semiguavers and their	mood or environment.	
lots of notes			rests, by ear or from	Use simple dynamics in	
played one after			notation.	composition and use	
the other.			Trotation.	rhythmic variety.	
			To find and	,	
Explore rhythm			demonstrate a steady	Compose song	
patterns created			beat. To identify 2/4,	accompaniments using	
from quavers,			3/4, 6/8 and 5/4 metre.	basic chords.	
crotchets,					
semiquavers,			Recall (by ear)	Use full scales in	
minims and their			memorable phrases	different keys.	
rests. To include			heard in the music.		
rests or silent			Idansifi.a	Evaluate own and	
beats.			Identify major and minor tonalities.	others' work, explaining ideas using	
Create a melody			Thirtor torialities.	musical vocabulary and	
using crotchets,			To recognise the sound	making necessary	
quavers, minims			and notes of the	adjustments	
and perhaps			pentatonic and Blues		
semibreves and			scales, by ear and from		
semiquavers, plus			notation.		
all equivalent					
rests.			Improvise using		
_			articulation		
To use a			(legato/staccato and a		
pentatonic and a			use of extended		
full scale, as well			dynamics.		
as major and minor tonalities.					
minor tonanties.					
Digging Deeper:					
Can they identify					
how a change in					
timbre can change					
the effect of a					
piece of music?					

Children in Year 4 will have been singing a variety of songs with accurate pitching. They will continue to improvise and compose using more complex layers of rhythm. Children in Year 5 will continue to use some formal music notation.

Substantive	Knowledge		Disci	plinary Knowledge		
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 5 Summer Term	To explain the role of a main theme in a	Use dynamics, tempo, articulation when singing and playing,	Listen, compare and evaluate music from a diverse range of	Compose and notate short melodies using:	Use and perform a range of rhythmic notations and develop	rock pop blues
Freedom to Improvise.	musical structure.	responding to musical symbols and vocabulary accurately.	genres, styles and musical periods.	staff and informal notation	understanding of note durations (semibreve, minim, crochet, quaver)	ostinato Beethoven chord
Battle of the Bands!	Explore and explain rapping. Understand what a musical	Play rhythmic patterns accurately and expressively using	Develop understanding of a particular musical style or genre, identifying key	Compose music with contrasting sections. Explore	Develop understanding of time signatures (3/4 and 4/4)	progression hook time signature crotchet
	introduction is and its purpose.	instruments or body percussion. Maintain a rhythmic or melodic part as part of	influences and shared characteristics.	improvisation within major and minor scales, using the following notes:	Read and perform pitch notation within an octave.	quaver minim semibreve rest
	instruments by ear and through a range of media.	a multi-layered piece, performing accurately. Sing in 2/4, 3/4, 4/4 and 6/8 time.	Use a range of musical vocabulary to describe musical features such as instruments, time	C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A	Represent compositions using a combination of graphic and standard notations	metre structure texture timbre dynamics
	Talk about the different styles of singing used for different styles of song.	Sing in unison and in parts, and as part of a smaller group. Sing expressively with attention to breathing,	signature, dynamics, tempo, timbre, articulation. To discuss the structure of the	Experiment with using a wider range of dynamics, including very loud (fortissimo), very		pitch melody measure motif unison polyrhythmic
	for different	Sing expressively with	To discuss the	including very loud		motif unison

Play a part on a tuned instrument (by ear or from notation. Become more skilled in improvising, trying more notes and rhythms and using melodic jumps that get higher and lower. Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other. Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. To include rests or silent beats.	phrasing, dynamics and articulation. Play a rued instrument: • right notes with secure rhythms • rehearse and perform parts within context of the unit song • keep the beat • follow instructions from a leader • rehearse a piece in order to improve.	reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form). listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. To find and demonstrate a steady beat. To identify 2/4, 3/4, 6/8 and 5/4 metre. Recall (by ear) memorable phrases heard in the music.	(mezzo forte) and moderately quiet (mezzo piano). Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music that evokes a specific atmosphere, mood or environment. Use simple dynamics in composition and use rhythmic variety. Compose song accompaniments using basic chords.		sparse syncopated offbeat time signature key signature major minor pentatonic
--	---	--	---	--	---

Create a	Identify major and	Use full scales in	
melody using	minor tonalities.	different keys.	
crotchets,			
quavers,	To recognise the	Evaluate own and	
minims and	sound and notes of	others' work,	
perhaps	the pentatonic and	explaining ideas	
semibreves and	Blues scales, by ear	using musical	
semiquavers,	and from notation.	vocabulary and	
plus all	and nominotation.	making necessary	
equivalent	Improvise using	adjustments	
rests.	articulation	adjustifierits	
To use a	(legato/staccato		
pentatonic and	and a use of		
a full scale, as	extended dynamics.		
well as major			
and minor			
tonalities.			
In a group,			
perform a song			
based on			
'Hound Dog'.			
Use a repeating			
ostinato			
following the			
chord			
progression.			
<u> </u>			
Digging			
Deeper:			
Can they			
identify how a			
change in			
timbre can			
change the			
effect of a piece			
of music?			
or masic.			

Children in Year 6 will build upon their singing skills from the previous year, pitching accurately and observing rhythms. They will build upon their use of improvisation, using a wider selection of notes within a major key. Children will build on their notation from Year 5, using a wider selection of note values.

Substantive	Knowledge		Disc	iplinary Knowledge		
	J	Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 6 Autumn Term Music and Technology.	Learn about the keys of C major, G major, D major, A minor and D minor.	To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of	Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song, using some musical	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A,	Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim,	pulse/beat rhythm dynamics articulation timbre texture
Developing Ensemble Skills.	Learn the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, triplet quavers, semiquavers and their rests, by ear or from notation.	ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing.	vocabulary to discuss its musical elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.	Improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation. To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest Create a simple	Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions. Use music software/technology to capture, change, combine and record sounds. Compose a 'standalone' piece of music which includes: A time signature A treble clef. Four, six, eight or 12 bars.	structure bar compound time signature expression accent quaver semiquaver crotchet minim semibreve triplet rap hip-hop diction syncopated straight rhythm
	Discuss the structure of the music with	Talk about the different styles of singing used in	Identify major and minor tonalities, chord triads I, IV and	chord progression.	• The right notes for the scale and key signature.	

reference to verse, chorus, bridge and an instrumental break

Digging
Deeper: Can
they show how
a small change
of tempo can
make a piece of
music more
effective?

the different songs sung throughout this year.

Discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world.

Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E major, D minor and F minor.

Play a melody, following staff notation written on one stave and using notes within an octave range (dodo); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

V, and intervals within a major scale.

Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group.

Recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz: Swing; Rock; Disco; Romantic; Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music.

Create music in response to music and video stimuli.

Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form)

Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).

Create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests. To use a pentatonic and a full scale as well as major and minor tonalities.

Explain a composition's musical shape,

- Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests.
- Expression/dynamics.
- Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end.
- A melody that starts and ends on note one.

Play a part on a tuned	identifying melodic	
instrument, by ear or	intervals (a melody	
from notation:	that leaps) and	
 Playing the right 	melodic steps (a	
notes with secure	melody that moves	
rhythms.	to the next note).	
 Rehearsing and 		
performing their parts	Digging Deeper:	
within the context of	Become more	
the unit song.	skilled in	
Playing together with	improvising;	
everybody while	perhaps trying	
keeping the beat.	more notes and	
• Listening to and	rhythms. To include	
following musical	rests or silent beats.	
instructions from a		
leader.		
Treating instruments		
carefully and with		
respect.		
• Playing their		
instruments with good		
posture.		
l l		
Understanding how		
to rehearse a piece of		
music in order to		
improve.		
Playing a more		
complex part.		

Children in Year 6 will build upon their singing skills from the previous year, pitching accurately and observing rhythms. They will build upon their use of improvisation, using a wider selection of notes within a major key. Children will build on their notation from Year 5, using a wider selection of note values.

Substantive	e Knowledge		Disc	iplinary Knowledge		
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 6 Spring Term Creative Composition. Musical Styles Connect Us.	Learn about the keys of C major, G major, D major, A minor and D minor Learn the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, triplet quavers, semiquavers and their rests, by ear or from notation. Discuss the structure of the	To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Talk about the different	Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D F, G, A, B, C, D F, G, A, C, D Improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation. To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest	Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver) Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions. Use music software/technology to capture, change, combine and record sounds. Compose a 'stand-alone' piece of music which includes: A time signature A treble clef. Four, six, eight or 12 bars. The right notes for the scale and key signature.	bar pulse/beat rhythm dynamics articulation timbre texture structure bar compound time signature expression accent quaver semiquaver crotchet minim semibreve triplet rap hip-hop diction syncopated straight rhythm
	music with reference to	styles of singing used in the different songs	Discuss the structure of the	Create a simple chord progression.	Rhythmic combinations of	

	T				
verse, chorus,	sung throughout this	music with	Create music in	semibreves, minims,	
bridge and an	year.	reference to verse,	response to music	crotchets, paired	
instrumental		chorus, bridge and	and video stimuli.	quavers, semiquavers	
break	Discuss with others	an instrumental		and their rests.	
	how connected they are	break.	Start to use	• Expression/dynamics.	
Digging Deeper:	to the music/songs,		structures within	Structured musical	
Can they show	and how the songs and	Identify major and	compositions, eg	ideas (eg using echo or	
how a small	styles are connected to	minor tonalities,	introductions,	question-and-answer	
change of	the world.	chord triads I, IV	multiple verse and	phrases) to create music	
tempo can make		and V, and intervals	chorus sections, AB	that has a beginning,	
a piece of music	Rehearse and learn to	within a major	form or ABA form	middle and end.	
more effective?	play one of four	scale.	(ternary form)	 A melody that starts 	
	differentiated			and ends on note one.	
	instrumental parts, by	Identify the sound	Use a wider range		
	ear or from notation, in	of a Gospel choir	of dynamics,		
	the tonal centres of C	and soloist, a Rock	including fortissimo		
	major, F major, G major,	band, a symphony	(very loud),		
	D major, E major, A	orchestra and an A	pianissimo (very		
	major, El major, D	cappella group.	quiet), mezzo forte		
	minor and F minor.		(moderately loud)		
		Recognise the	and mezzo piano		
	Play a melody,	following styles	(moderately quiet).		
	following staff notation	and any key	, , 9 , .		
	written on one stave	musical features	Create a melody		
	and using notes within	that distinguish	using crotchets,		
	an octave range (do-	them: 20th and	quavers, minims,		
	do); to make decisions	21st Century	perhaps semibreves		
	about dynamic range,	Orchestral; Soul;	and semiquavers,		
	including very loud	Pop; Hip Hop; Jazz:	and all equivalent		
	(fortissimo), very quiet	Swing; Rock; Disco;	rests. To use a		
		Romantic;	pentatonic and a		
	(pianissimo),	Zimbabwean Pop;	full scale as well as		
	moderately loud	RnB; Folk; Gospel;	major and minor		
	(mezzo forte) and	Salsa; Reggae;	tonalities.		
	moderately quiet	Musicals and Film	torialities.		
	(mezzo piano).	Musicals and Film	Explain a		
		ITIUSIC.			
			composition's		
			musical shape,		

Play a part on a tuned identifying melodic	
instrument, by ear or intervals (a melody	
from notation: that leaps) and	
Playing the right melodic steps (a	
notes with secure melody that moves	
rhythms. to the next note).	
• Rehearsing and	
performing their parts Digging Deeper:	
within the context of Become more	
the unit song. skilled in	
● Playing together with improvising;	
everybody while perhaps trying	
keeping the beat. more notes and	
Listening to and rhythms. To include	
following musical rests or silent beats.	
instructions from a	
leader.	
• Treating instruments	
carefully and with	
respect.	
Playing their	
instruments with good	
posture.	
• Understanding how to	
rehearse a piece of	
music in order to	
improve.	
● Playing a more	
complex part.	
соттрых раги.	

Children in Year 6 will build upon their singing skills from the previous year, pitching accurately and observing rhythms. They will build upon their use of improvisation, using a wider selection of notes within a major key. Children will build on their notation from Year 5, using a wider selection of note values.

Substantive Knowledge		Disciplinary Knowledge					
		Singing and Playing	Listening	Composition and	Notation	Vocabulary	
	T			Improvisation		·	
Year 6	Learn about the	To sing a broad range of	Identify 2/4, 4/4,	Explore	Use and perform a range	bar "	
Summer	keys of C major,	songs as part of a choir,	3/4, 6/8 and 5/4.	improvisation	of rhythmic notations	pulse/beat	
Term	G major, D	including those that	I de a l'Écule a accessaria el	within a major	and further develop	rhythm	
	major, A minor	involve syncopated	Identify the musical	scale, using the	understanding of note	dynamics	
Improvising	and D minor	rhythms, with a good sense of ensemble and	style of a song, using some	notes: C, D, E, F, G	durations (semibreve,	articulation timbre	
with	Learn the time	performance. This	musical vocabulary	G, A, Bb, C, DG, A,	minim, crochet, quaver	texture	
Confidence.	signatures of	should include	to discuss its	B, C, D F, G, A, C, D	Use and understand a	structure	
	2/4, 3/4, 4/4,	observing rhythm,	musical elements.	Improvise over a	range of musical	bar	
Farewell Tour	5/4 and 6/8.	phrasing, accurate		groove, responding	symbols (e.g. pp, p mp,	compound	
		pitching and	Identify the	to the beat and	mf, f, ff, <, >) and apply	time	
	Listen and copy	appropriate style.	following	creating a satisfying	them to compositions.	signature	
	rhythmic		instruments by ear	melodic shape with		expression	
	patterns made	Sing in 2/4, 4/4, 3/4,	and through a	varied dynamics	Use music	accent	
	of minims,	5/4 and 6/8.	range of media:	and articulation.	software/technology to	quaver	
	dotted	6	bass guitar, electric		capture, change,	semiquaver	
	crotchets,	Sing with and without	guitar, percussion,	To plan and	combine and record	crotchet · ·	
	crotchets, dotted quavers,	an accompaniment.	sections of the orchestra such as	compose an eight	sounds.	minim semibreve	
	triplet quavers,	Sing syncopated	brass, woodwind	or 16-beat melodic	Compose a 'stand-alone'	triplet	
	quavers,	melodic patterns.	and strings, electric	phrase using the pentatonic scale (eg	piece of music which	rap	
	semiquavers	more patterns.	organ, congas,	C, D, E, G, A) and	includes:	hip-hop	
	and their rests,	Demonstrate and	pianos and	incorporate	• A time signature	diction	
	by ear or from	maintain good posture	synthesisers, and	rhythmic variety	• A treble clef.	syncopated	
	notation.	and breath control	vocal techniques	and interest	• Four, six, eight or 12	straight	
		whilst singing.	such as scat		bars.	rhythm	
	Discuss the		singing.		• The right notes for the		
	structure of the				scale and key signature.		

music with reference to verse, chorus, bridge and an instrumental break.

In a group, perform a sea shanty using their own lyrics with added body percussion and rhythmic layers.

Digging Deeper: Can they show how a small change of tempo can make a piece of music more effective? Talk about the different styles of singing used in the different songs sung throughout this year.

Discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world.

Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor.

Play a melody, following staff notation written on one stave and using notes within an octave range (dodo); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.

Identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale.

Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group.

Recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral: Soul: Pop; Hip Hop; Jazz: Swing; Rock; Disco; Romantic: Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music.

Create a simple chord progression.

Create music in response to music and video stimuli.

Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form)

Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).

Create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests. To use a pentatonic and a full scale as well as major and minor tonalities.

- Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests.
- Expression/dynamics.
- Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end.
- A melody that starts and ends on note one.

Play a part on a tuned instrument, by ear or from notation: Playing the right notes with secure rhythms. Rehearsing and performing their parts within the context of the unit song. Playing together with everybody while keeping the beat. Listening to and following musical instructions from a leader. Treating instruments carefully and with respect. Playing their instruments with good posture. Understanding how to	Explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Digging Deeper: Become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats.	
 Playing their instruments with good posture. 		