



Aiskew, Leeming Bar
Church of England Primary School

*Rooted in love and growing together
to become lifelong learners*

Music Progression and Key Learning

Our overall intent is that pupils when they leave Y6 are competent in being able to sing and play the glockenspiel, read and compose using staff notation, know about and use a wide range of musical concepts such as scales and keys and be able to identify and use language to describe musical elements. In addition to this they will know and understand how musical elements interlink to create a piece of music and be able to talk about the provenance of a range of pieces.

Our golden threads are: **songs with a theme:** 'Music is a Peacebuilder and Friendmaker'; 'Music Is a Storyteller and Time Traveller'; 'Music Is a Change maker'; 'Music Is a Builder of Community and Guardian of Cultural Identity'; 'Music Is a Friend, Guide and Support'; and 'Music is a Nature Lover and Guardian of the Earth'; **composing; listening; and improvising.** Within 'Music is a Peacebuilder and Friendmaker' and 'Music is a Nature Lover and Guardian of the Earth', these fit with our cross-curricular Golden Threads of **We are the caretakers of the world** and our **8 Christian values, in particular 'Forgiveness'**.

We teach our units using a cyclic curriculum. This grid shows how we build progression into our learning and provide further opportunities to build upon knowledge gained. EYFS are on a 1 year programme. Their learning is taken from the original Charanga scheme of learning. KS1 and KS2 pupils follow the new Charanga scheme of learning which is based around the New Model Music Curriculum. This has been chosen because of its challenge. KS1 pupils enter a 2-year rolling programme at different points and KS2 pupils enter the 4-year rolling programme at different points; it is important that children have the opportunity to revisit learning in order to help it become 'sticky knowledge', to further develop skills when using this knowledge and purposefully recap on learning. Not only does this ensure our curriculum fulfils the distinct needs of our learners, it also supports children in being able to remember more because revisiting learning helps it transfer to the long-term memory. In order to do this effectively, we use the Bloom's rainbow steps to success to ensure children can use knowledge in a variety of higher order ways appropriate to their stage of learning. This way of working is successful for our mixed-aged classes.

Progress in music requires development across three 'pillars':

- technical: translating intentions into sound
- constructive: knowledge of how components come together
- expressive: quality, meaning and creativity

The types of musical knowledge required are: substantive (which refers to facts and information e.g. styles, composers, notation, keys, chords, works and songs) and disciplinary (how to sing, play, compose and evaluate, drawing on a wide range of knowledge and skills).

Technical includes:

- The technique of singing (posture, projection, control) and playing instruments (hand and body, control over the instrument) and the overall manipulation of sound.
- Knowledge of technical systems for notation, including competency with staff notation by the end of KS2.
- Technical knowledge of music technology - understanding the music and the technology.

Constructive includes:

- Knowing how music works - concepts such as scales, chords, keys, systems, forms and structure.
- Both deconstructing and constructing music - analysis and creation.
- Musical elements include pitch, texture, tempo, structure, timbre, dynamics and duration.
- Composition

Expressive includes:

- Knowing music's provenance - its history, culture, social context, geography, purpose and meaning
- Knowing how musical elements work together in an inter-related way to give musical expression
- Applying technical and constructive knowledge to give music a personal meaning

The Characteristics of Effective Learning are the bedrock of children's experiences within EYFS in all areas of learning. They include:

Playing and exploring

- finding out and exploring
- using what they know in their play
- being willing to have a go

Active learning

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

These characteristics form the first steps in preparing our youngest children in their learning about our Building Learning Power skills and link EYFS learning to that which follows in Key Stage 1 and Key Stage 2 where we continue to develop these skills further. The chart below shows how these link.

We believe that in order to help children to be effective learners and remember more, we use Bloom's Taxonomy throughout school as a way of effectively deepening children's understanding. Children are introduced to this in EYFS through the Characteristics of Effective Learning. This hierarchical structure links well with the Characteristics of Effective Learning and therefore links the EYFS curriculum to the curriculums taught in Key Stage 1 and 2. The table below shows how Bloom's Taxonomy links to these characteristics.

Characteristics of Effective Learning	Building Learning Power	Bloom's Taxonomy
Finding out and exploring	This links to the Cognitive and Emotional Mind Noticing: really sensing what's out there Questioning: playing with situations Imagining: using the mind's eye as a learning theatre Capitalising: making good use of resources Making links: seeking coherence, relevance and meaning	Remember: Can the student recall or remember the information?
Using what they know in their play	This links to the Cognitive Mind Making links: seeking coherence, relevance and meaning Capitalising: making good use of resources Reasoning: thinking rigorously and methodically	Remember: Can the student recall or remember the information? Understand: Can the student explain ideas or concepts? Apply: Can the student use the information in a new way?
Being willing to have a go	This links to the Emotional Mind Perseverance: stickability; tolerating the feeling of learning	
Being involved and concentrating	This links to the Emotional and Social Mind Absorption: flow; the pleasure of being rapt in learning Managing distractions: recognising and reducing interruptions Collaboration: the skills of learning with others	
Keeping on trying	This links to the Emotional and Social Mind Perseverance: stickability; tolerating the feeling of learning Interdependence: balancing self-reliance and sociability	
Enjoying achieving what they set out to do	This links to the Strategic Mind Planning: working learning out in advance Revising: monitoring and adapting along the way	Apply: Can the student use the information in a new way?
Having their own ideas	This links to the Strategic Mind Planning: working learning out in advance Revising: monitoring and adapting along the way	Apply: Can the student use the information in a new way? Create: Can the student create a new product or point of view?
Using what they already know to learn new things	This links to the Strategic and Cognitive Mind Distilling: drawing out the lessons from experience Capitalising: making good use of resources	Apply: Can the student use the information in a new way?
Choosing ways to do things and finding new ways	This links to the Strategic and Cognitive Mind Distilling: drawing out the lessons from experience Capitalising: making good use of resources Planning: working learning out in advance Revising: monitoring and adapting along the way	Analyse: Can the student distinguish between the different parts? Create: Can the student create a new product or point of view?

Reception Development Matters 2020 (Children in Reception)	<p>Expressive Arts and Design Being Imaginative and Expressive 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.</p>
Early Learning Goals	<p>Expressive Arts and Design Being Imaginative and Expressive Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 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.</p>

Charanga Unit of Learning EYFS	KS1/2 Units of Learning which extend this learning	How EYFS units revisit key learning	How music will help in life.	Key substantive knowledge	Key disciplinary knowledge	Key learning opportunities with other curriculum areas
Me!	<p>Y1 Introducing Beat (Pulse and simple melodic patterns) Y1 Combining pulse, rhythm and pitch (Pulse and simple melodic patterns) Y2 Exploring feelings through music (Pulse, high and low and simple melodic patterns) Y2 Music that makes you dance (Pulse and high and low) Y2 Exploring improvisation (Pulse, simple melodic patterns and high and low) Y1 Adding rhythm and pitch (Pulse, simple melodic patterns and high and low) Y1 Having fun with improvisation (Pulse, simple melodic patterns and high and low) Y1 Explore sound and create a story (Pulse, simple melodic patterns and high and low) Y2 Exploring simple patterns (Pulse, simple melodic patterns and high and low) Y2 Focus on dynamics and tempo (Pulse, simple melodic patterns and high and low) Y2 Having fun with improvisation (Pulse, simple melodic patterns and high and low) Y2 Inventing a musical story (Pulse, simple melodic patterns and high and low) Y5 Exploring key and time signatures – Pharell Williams</p>	<p>My Stories (Copy back rhythms of phrases/high and low pitches in songs) Everyone! (Exploring simple melodic patterns) Bear Funk (Stevie Wonder)</p>	<p>Passing on rhymes in the oral tradition to future generations. Knowing about famous pop artists and their songs.</p>	<p>Understanding Music: Pulse Copy back rhythms of names High and low sounds from voices and glockenspiels</p> <p>Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Music to listen to: Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness</p>		<p>Maths – counting/patterns English - rhyme</p>
My Stories	<p>Y1 Introducing Beat (Pulse and simple melodic patterns) Y3 Enjoying improvisation – Earth wind and fire Y5 Words, Meaning and Expression – Ella Fitzgerald Y3 Learning More about Musical Styles – Ella Fitzgerald</p>	<p>Me! (Pulse) Everyone! (Exploring simple melodic patterns) Our world – Bellowhead Big bear funk – Earth, Wind and Fire</p>	<p>Passing on rhymes in the oral tradition to future generations. Knowing about famous pop artists and their songs.</p>	<p>Understanding Music: Pulse Copy back rhythms of small phrases from songs High and low pitches in songs Invent a pattern to go with a song using 1 note</p>	<p>Instrumental notes: I'm A Little Teapot C, C+D The Grand Old C, C+D Duke Of York Ring O' Roses C, C+D Hickory Dickory Dock C, C+D The ABC Song C, C+D</p>	<p>Maths – counting/patterns English – rhyme History – why we have these nursery rhymes e.g. The Grand Old Duke of York and Ring o' Roses.</p>

				<p>Songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Music to listen to: Roll Alabama by Bellowhead Boogie Wonderland by Earth Wind And Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bublé</p>		
Everyone!	<p>Y1 Introducing Beat (Pulse and simple melodic patterns) Y1 Introducing Beat (Mozart piano sonata)</p>	<p>Me! (Pulse) My Stories (Copy back rhythms of phrases/high and low pitches in songs) Everyone! (Exploring simple melodic patterns)</p>	<p>Passing on rhymes in the oral tradition to future generations.</p> <p>Knowing about famous pop artists and their songs and their influences.</p> <p>Cultural capital – learning about famous classical composers.</p>	<p>Understanding Music: Pulse Copy back rhythms of phrases from songs High and low pitches in songs Use the starting note to explore melodic patterns using 1 or 2 notes</p> <p>Songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <p>Music to listen to: We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart</p>	<p>Wind The Bobbin Up D, D+E Rock-a-bye Baby D, D+E If You're Happy And You Know It D, D+E</p>	<p>Maths – counting/patterns English – rhyme Science – body parts</p>
Our world	<p>Y1 Introducing Beat (Pulse and simple melodic patterns) Y2 Inventing a Musical Story (Bill Withers)</p>	<p>Me! (Pulse) My Stories (Copy back rhythms of phrases/high and low pitches in songs) Everyone! (Exploring simple melodic patterns)</p>	<p>Passing on rhymes in the oral tradition to future generations.</p> <p>Knowing about famous pop artists and their songs and their influences.</p>	<p>Understanding Music: Pulse Copy back rhythms of phrases from songs High and low pitches in songs</p>	<p>Old Macdonald G, G+A Incy Wincy Spider G, G+A Baa Baa Black Sheep D, D+E Row, Row, Row Your Boat C, C+D The Wheels On The Bus C, C+D</p>	<p>Maths – counting/patterns English - rhyme</p>

	Y1 Combining Pulse, Rhythm and Pitch (Mars – Holst)	Reflect, rewind and Replay (Jupiter - Holst)	Cultural capital – learning about famous classical composers.	Use the starting note to explore melodic patterns using 1 or 2 notes Songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Music to listen to: Lovely Day by Bill Withers Beyond The Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog's Legs And Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing In The Rain performed by Gene Kelly	The Hokey Cokey F, F+G	
Big Bear Funk	Y1 Introducing Beat (Pulse and simple melodic patterns) Y3 Enjoying improvisation – Earth wind and fire	Me! (Pulse and Stevie Wonder) My Stories (Copy back rhythms of phrases/high and low pitches in songs) Everyone! (Exploring simple melodic patterns) My Stories (Earth, Wind and Fire)	Knowing about famous pop artists and their songs and their influences.	Understanding Music: Pulse Copy back 3 or 4 word phrases from songs Keep the beat of the song with a pitched note Add pitched notes to the rhythm of the words or phrases in the song Improvise any combination of 3 notes: C D and E Songs: Big Bear Funk Music to listen to: I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band	Big Bear Funk D, D+E, D+C	English - rhyme
Reflect, Rewind and Replay	Y1 Combining Pulse, Rhythm and Pitch (Mars – Holst) Y6 Gaining confidence through performance (Tchaikovsky) Y1 Combining Pulse, Rhythm and Pitch (Vaughan Williams) Y5 Words, Meaning and Expression (Vaughan Williams) Y2 Music that Makes you Dance (John Williams)	Our world (Mars – Holst)	Passing on rhymes in the oral tradition to future generations. Cultural capital – learning about famous classical composers.	Songs: Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat Music to listen to: William Tell Overture by		English - rhyme

	Y6 Respecting each other through composition			Rossini Dance Of The Sugar Plum Fairy by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams		
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Key disciplinary and substantive knowledge for the whole year						
	Y1	Y2	Y3	Y4	Y5	Y6
	Musical Elements					
Pulse / Beat / Metre	Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance.	Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4.	Recognise and move in time with a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'.	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8. Respond to the 'offbeat' or 'backbeat'.	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing
Rhythm	Recognise and clap long sounds and short sounds, and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns.	Recognise long sounds and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.	Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.	Recognise by ear and notation: semibreves, minims, crotchets, quavers and semiquavers; also dotted minims and dotted crotchets. Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers. Understand and explain the difference between beat and rhythm. Recall the most memorable rhythms in a song or piece of music.	Recognise by ear and notation: minims, dotted crotchets, crotchets, quavers and their rests. Recognise by ear and notation: 6/8 rhythm patterns, plus dotted crotchets, triplet quavers, dotted quavers, quavers and their rests. Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.	Recognise by ear and notation: minims, crotchets, quavers, semiquavers and their rests. Recognise by ear and notation: 6/8 rhythm patterns plus dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rest. Recognise by ear and notation: 9/8 rhythm patterns and dotted crotchets, triplet quavers and quaver notes and their rests. Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.
Pitch: Melody	Recognise, sing and play high and low pitched notes. Explore singing and playing C D E from the C major scale. Explore singing and playing F G A from the F major scale.	Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.	Show the shape of a melody as rising and falling in pitch. Learn to sing a melody by ear or from notation. Learn to rehearse and play a melodic instrumental part by ear or from notation. Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C. Identify the scales of: C major G major F major Identify if a scale is major or minor.	Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.	Identify and explain steps, jumps and leaps in the pitch of a melody. Learn to sing and follow a melody by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D Identify the following scales by ear or from notation: C major, F	Identify major and minor tonality by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D Identify the following scales by ear or from notation: A minor, G major, D major, D minor and F major. Identify an interval of a major triad: 3rd, 5th.

			Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Explore and play by ear or from notation: <ul style="list-style-type: none"> • 5-note scale • Pentatonic scale 	Identify and play by ear or notation notes in the tonality of C major.	major, D minor, G major, E \flat major and C minor. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Add new chords II and VI from a given tonality. Identify tone by ear or from notation. Identify intervals 3rd, 5th and 7th. Identify the tonal centres of: C major and C minor, F major, D minor and D major, and E \flat major. Identify and demonstrate the following scales by ear and from notation: major scale, minor scale and the pentatonic scale	Identify an octave by ear or notation. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Use chords C, F, G and A minor by ear or from notation. Identify the tonal centres of: A minor, G major, D major, D minor and F major. Identify and demonstrate the following scales by ear and from notation: major scale, minor scale, the pentatonic scale and the blues scale.
Tempo	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles. Recognise an effective use of tempo at the end of a song.
Dynamics	Talk about loud sounds and quiet sounds and give some examples.	Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).	Listen out and respond to forte (loud) section of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.	Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.
Timbre	Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. Identify some of the sounds of the instruments heard when listening to music.	Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voice.	Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instruments.	Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion,	Recognise the following ensembles: Gospel choir and soloist, Rock band, Symphony orchestra, A Cappella group. Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and	Recognise the following ensembles: Pop group, A Cappella group, Gospel choir. Identify instruments that add particular colour to a song or piece of music. Identify the following instruments by ear and through a range of media: Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass

				<p>steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.</p> <p>Recognise the difference between the sound of male and female voices.</p> <p>Understand the importance of the vocal warm-up and its impact on the tone of the voice.</p>	<p>instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.</p> <p>Recognise the difference between the sound of male and female voices.</p> <p>Recognise tone colour and rapping.</p>	<p>guitar, drum kit, vocals, drum machine and synthesizer.</p> <p>Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano.</p> <p>Other instruments such as steel pans, harmonica, banjo and accordion</p>
Texture	<p>Sing together. Listen out for combinations of instruments together.</p>	<p>Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.</p>	<p>Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.</p> <p>Listen to the accompaniment to a song.</p> <p>Identify large numbers of people playing and singing.</p> <p>Listen out for solo players.</p>	<p>Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.</p> <p>Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.</p> <p>Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.</p> <p>Explain the term 'unison' and the difference between unison and solo.</p>	<p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Identify changes in texture.</p> <p>Talk about the different textures created by intervals and chords.</p>	<p>Sing and play instruments in different-sized groups.</p> <p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Refer to repeated rhythmic or melodic patterns as riffs/ostinati.</p> <p>Talk about the different textures created by intervals and chords.</p> <p>Understand how texture builds throughout a piece as voices are layered.</p>
Structure (Form)	<p>Add movement to key sections of a song.</p> <p>Understand when to sing in a verse and a chorus.</p>	<p>Join in with a repeated section of a song: the chorus, the response.</p> <p>Join in with the main tune when it is repeated.</p>	<p>Show the different sections of a song structure or piece of music through actions.</p>	<p>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>	<p>Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>	<p>Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p> <p>Talk about the purpose of musical structures.</p> <p>Identify where changes in texture and tonality help emphasize the contrasting sections in a song.</p> <p>Recognise that changing the tonality at different points within the song creates different sections to the structure.</p>
Musicianship: Understanding Music						
Disciplinary	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major and A minor.</p> <p>Sing short phrases independently.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, F major and A minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, A minor and D minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p>
Substantive	<p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Find and keep a steady beat together.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p>	<p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p>	<p>Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes:</p>	<p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p>	<p>Find and keep a steady beat.</p> <p>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.</p>	<p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>

	Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low.		C, D, E G, A, B F, G, A A, B, C	Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G	Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#	Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G
Listening						
Disciplinary	Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Join in sections of the song, eg chorus.	Move and dance with the music confidently. Talk about how the music makes you feel. Join in sections of the song, eg call and response.	Share your thoughts and feelings about the music together. Invent different actions to move in time with the music. Talk about what the song or piece of music means.	Talk about the words of a song. Think about why the song or piece of music was written. Explain what a main theme is and identify when it is repeated. Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music.	Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure.	Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Explain a bridge passage and its position in a song. Explain the role of a main theme in musical structure.
Substantive	Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Begin to understand where the music fits in the world. Begin to understand about different styles of music.	Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Recognise some band and orchestral instruments. Start to talk about the style of a piece of music. Start to talk about where music might fit into the world.	Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.	Discuss the structures of songs. Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Know and understand what a musical introduction is and its purpose. Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	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 synthesizers, and vocal techniques such as scat singing. Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Know and understand what a musical introduction and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
Singing						
Disciplinary	Sing, rap, rhyme, chant and use spoken word.	Sing as part of a choir. Demonstrate good singing posture.	Sing as part of a choir.	Rehearse and learn songs from memory and/or with notation.	Rehearse and learn songs from memory and/or with notation.	Rehearse and learn songs from memory and/or with notation.

	Demonstrate good singing posture. Sing songs from memory. Sing in unison.	Sing songs from memory and/or from notation. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Add actions to a song. Talk about feelings created by the music/song. Join in sections of the song, eg chorus.	Sing a widening range of unison songs, of varying styles and structures. Demonstrate good singing posture. Perform actions confidently and in time to a range of action songs. Sing songs from memory and/or from notation. Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words. Sing in unison. Understand and follow the leader or conductor.	Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Demonstrate good singing posture. Sing expressively, with attention to breathing and phrasing. Talk about how the songs and their styles connect to the world.	Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Sing a second part in a song. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist. Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor.	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. Continue to sing in parts where appropriate. 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. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Lead a singing rehearsal. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.
Substantive	Copy back intervals of an octave and fifth (high, low).	Move confidently to a steady beat. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).	Sing with awareness of following the beat.	Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song.	Talk about the different styles of singing used for different styles of song.	Talk about the different styles of singing used for the different styles of songs sung in this year.
Notation						
Disciplinary	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Apply spoken word to rhythms, understanding how to link each syllable to one musical note.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
Substantive	If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C	Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E Identify hand signals as notation, and recognise music notation on a staff of five lines.	Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B Read and respond to semibreves, minims, crotchets and paired quavers.	Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C Read and respond to semibreves, minims, dotted	Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db	Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E F, G, Ab, Bb, C, D, Eb G, A, Bb, C, D, E, F G, A, B, C, D, E, F#

			<p>Identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature • Lines and spaces on the stave <p>Identify and understand the differences between crotchets and paired quavers.</p>	<p>crotchets, crotchets, quavers and semiquavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature <p>Identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of Ensemble.</p>	<p>Identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (eg C–C'/do–do).</p>	<p>D, E, F, G, A</p> <p>D, E, F#, A, B, C#</p> <p>E, F#, G, G#, A, B, C, C#</p> <p>Eb, F, G, Ab, Bb, C, D</p> <p>Identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p>
Playing Instruments						
Disciplinary	Rehearse and learn to play a simple melodic instrumental part by ear, in C major, F major, D major and D minor.	Rehearse and learn to play a simple melodic instrumental part by ear, in C major, F major and G major.	Rehearse and learn to play a simple melodic instrumental part by ear, in C major, F major, G major and E major.	Rehearse and learn to play a simple melodic instrumental part by ear, in C major, F major, G major and D major.	Rehearse and learn to play a simple melodic instrumental part by ear, in C major, F major, G major, Eb major, C minor and D minor.	Rehearse and learn to play one of four differentiated instrumental parts by ear, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor.
Substantive	Rehearse and learn to play a simple melodic instrumental part from simple notation, in C major, F major, D major and D minor.	Rehearse and learn to play a simple melodic instrumental part from notation, in C major, F major and G major.	Rehearse and learn to play a simple melodic instrumental part from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.	Rehearse and learn to play a simple melodic instrumental part from notation, in C major, F major, G major and D major.	Rehearse and learn to play a simple melodic instrumental part from notation, in C major, F major, G major, Eb major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.	Rehearse and learn to play one of four differentiated instrumental parts 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 (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
Creating: Improvisation						
Disciplinary	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Question and Answer' phrases.	Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D Become more skilled in improvising (using voices, tuned and untuned percussion, and	Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.	Explore improvisation within a major scale, using the notes: 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 Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

			instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	Improvise over a simple chord progression. Improvise over a groove.	very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	
Substantive	Understand the difference between creating a rhythm pattern and a pitch pattern. Improvise simple vocal patterns using 'Question and Answer' phrases.	Improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.	Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
Creating: Composing						
Disciplinary	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds.	Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Use music technology, if available, to capture, change and combine sounds.	Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone.	Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds.	Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds.	Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps

						semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)
Substantive	Use simple notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D	Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D, E Start and end on the note G (Pentatonic on G) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)	Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, B _b F, G, A, B _b , C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Use simple dynamics. Compose over a simple chord progression. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A	Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: F, G F, G, A F, G, A, B _b F, G, A, B _b , C Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) G, A	Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.

				G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	
Performing						
Disciplinary	Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song.	Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.	Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.	Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.	Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.	Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it. Record the performance and compare it to a previous performance. Collect feedback from the audience and reflect how the audience believed in the performance. Discuss how the performance might change if it was repeated in a larger/smaller performance space.
Substantive	Play some simple instrumental parts.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.	Perform from memory or with notation, with confidence and accuracy.	Perform from memory or with notation.
Charanga Unit of Learning KS1	EYFS Units of Learning which form the basis of this learning	How KS1 units revisit key learning	How music will help in life.	Key substantive knowledge	Key disciplinary knowledge	Key learning opportunities with other curriculum areas
Y1 Introducing Beat		Y2 Exploring feelings through music: pop Y2 Exploring Improvisation: Pop Y1 Having Fun with Improvisation: Pop Y2 Exploring Simple Patterns Y2 Inventing a Musical Story: piano	'How Can We Make Friends When We Sing Together?' as an entry point for the broad Social Theme of 'Music Is a Peacebuilder and Friendmaker'	Musical elements: Dynamics Texture Articulation Tempo Pulse – the regular heartbeat of the music; the steady beat	Improvising: C D E Composing: C D E F G Graphic score Performing: C D / C D E / C D E F G	Golden thread: Christian values - Friendship

			<p>https://insidetheorchestra.org/musical-games/#strings</p> <p>https://www.dallassymphony.org/community-education/dso-kids/listen-watch/instruments/</p> <p>Cultural capital – Classical western composers.</p>	<p>Tempo: 100 bpm (beats per minute = tempo) Time signature: 4/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: C, G</p> <p>Simple rhythmic patterns using long and short Simple melodic patterns using high and low</p> <p>Improvising Time signature: 4/4 Key signature: C major Notes: C and D; or C, D and E</p> <p>Hip hop Pop Piano Sonata No. 11 - III. Rondo Alla Turca - Mozart</p> <p>Piano (solo)</p>		
Y1 Introducing Tempo & Dynamics	Everyone! (Mozart Horn concerto)	Y1 Adding Rhythm & Pitch: Waltz Y2 Music that makes you dance: Funk Y2 Exploring improvisation: Funk	<p>'How Does Music Make the World a Better Place?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'.</p> <p>Cultural capital – Classical western composers.</p>	<p>Musical elements: Tempo – essentially how 'fast' or 'slow' the music is played – plays an important part in the kind of 'energy' we sense the music has.</p> <p>Dynamics – mainly used to describe how loudly or softly music is played – are a powerful tool in conveying emotion and atmosphere.</p> <p>Waltz 3/4 Beat Articulation Texture Musical style</p> <p>Tempo: 98 bpm Time signature: 4/4 Key signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: G, D</p> <p>Improvising Time signature: 4/4 Key signature: F major The children can use the notes: F and G; or F, G and A/D F G</p> <p>Reggae Funk Cinderella, Op.87: 37. Waltz-Coda Prokofiev</p> <p>Instruments: violin, glockenspiel The orchestra</p>	<p>Improvising: F and G; or F, G and A/D F G Composing: F G A C D/D F G A C Graphic score Performing: F G/F G A/C D/C D A</p>	<p>Golden thread: Christian values – Friendship</p> <p>British Values – Respect and Tolerance</p>

<p>Y1 Combining Pulse, Rhythm and Pitch</p>	<p>Our World (Mars – Holst) Reflect, Rewind and Replay (Jupiter – Holst) Reflect, Rewind and Replay (Vaughan Williams)</p>		<p>'How Does Music Help Us to Understand Our Neighbours?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'.</p> <p>Cultural capital – Classical western composers.</p>	<p>Musical elements: Pulse – the regular heartbeat of the music, the steady beat Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat Pitch – high and low sounds Tempo Articulation Melody Texture Dynamics Structure and form</p> <p>Understanding Music Tempo: 98 bpm Time signature: 4/4 Key signature: A minor Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: A, E</p> <p>Improvising Time signature: 4/4 Key signature: F major The notes: F and G; or F, G and A</p> <p>The Planets, Op. 32 – I. Mars, The Bringer Of War by Gustav Holst Vaughan Williams – A Lark Ascending Caribbean steel pans</p> <p>Flute Drum kit</p>	<p>Improvising: F G/F G A Composing: F G A C D/G D E F G Graphic score Performing: C D/C D E</p>	<p>Gravity and Sir Isaac Newton Space</p>
<p>Y2 Exploring Feelings Through Music</p>		<p>Y1 Introducing Beat: piano Y2 Inventing a Musical Story: piano Y2 Exploring feelings through music: pop Y2 Exploring Improvisation: Pop Y1 Having Fun with Improvisation: Pop</p>	<p>'How Does Music Help Us to Understand Our Neighbours?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'.</p> <p>What is the pride flag and what does it mean?</p>	<p>Musical elements: Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low, rising and falling Tempo - fast, slow Dynamics - Loud (forte), quiet (piano) Timbre - different instrumental and vocal sounds Texture - layers of sound building, solo, unison Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo Rhythm – including syncopation Articulation – staccato (spiky) Instrumental/vocal Duration Expression Pitch</p> <p>Understanding Music Tempo: 98 bpm Time signature: 4/4</p>	<p>Improvising: A B C/C D E Composing: C D E Performing: C D E/C D E F G (5 note major scale) E F G A B C Graphic score</p>	<p>PSHE – Relationships KS1 and a world without judgement British Values – tolerance Science – Light KS2</p>

				<p>Key signature: A minor Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: A and E</p> <p>Improvising Time signature: 4/4 Key signature: A minor The notes: A and B or A, B and C</p> <p>Piano and a pianola Bass guitar</p> <p>Ragtime/jazz – Maple leaf rag – Scott Joplin Music inspired by the South African dance music called 'Kwela' Pop music</p>		
<p>Y2 Music that Makes you Dance</p>	<p>EYFS Reflect, Rewind and Replay</p>	<p>Y1 Introducing Tempo & Dynamics: Funk Y2 Exploring improvisation: Funk Y2 Exploring Improvisation: Calypso music Y1 Explore Sound and Create a Story: tuba Y2 Music that makes you dance: tuba Y1 Adding Rhythm & Pitch: tuba</p>	<p>'How Does Music Make Us Happy?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'.</p>	<p>Musical elements: Pulse/Beat - the heartbeat of the music Rhythm - long and short sounds over a steady beat or pulse Pitch (Melody) - high, low, rising, falling Tempo - fast, slow Dynamics - Loud (forte), quiet (piano) Texture - layers of sound building, solo, unison Articulation – spiky/smooth Instrumental/vocal</p> <p>Understanding Music Tempo: 97 bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns Minims, crotchets and quavers Melodic Patterns: G and D Improvising Time signature: 2/4 Key Signature: G major Notes: Time signature: Key signature: The children can use the notes: G, A and B or G, A, B, C and D</p> <p>Rock music Film music – ET - John Williams Funk Moon River – Henry Mancini – from the film Breakfast at Tiffany's Calypso music from Trinidad and Tobago – steel bands.</p> <p>A symphony orchestra https://www.eastridingmusic.co.uk/schools_and_parents/videos_and_resources/videos_and_resources.html Tuba</p>	<p>Improvising: G A B C D Composing: F G A/F G A C D (pentatonic) Performing: F C D E G A/D E G A</p>	<p>Golden threads – Christian values – Forgiveness PSHE/PE well-being – doing things to help you feel happy</p>

				Accordion		
Y2 Exploring Improvisation		<p>Y1 Introducing Beat: Pop</p> <p>Y2 Exploring Feelings Through Music: Pop</p> <p>Y2 Exploring Improvisation: Pop</p> <p>Y1 Having Fun with Improvisation: Pop</p> <p>Y1 Introducing Tempo & Dynamics: Reggae</p> <p>Y1 Adding Rhythm & Pitch: Reggae</p> <p>Y1 Introducing Tempo & Dynamics: Funk</p> <p>Y2 Music that Makes you Dance: Calypso music</p>	'How Does Music Teach Us About Looking After Our Planet?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'.	<p>Musical elements:</p> <p>Finding and keeping a steady beat</p> <p>Simple rhythmic patterns using long and short</p> <p>Simple melodic patterns using high and low</p> <p>Structure (form) Introduction, Verse 1, Chorus 1, Introduction, Verse 2, Chorus 2, Introduction, Instrumental Section, Final Chorus, Outro.</p> <p>Texture</p> <p>Instrumentation - Hammond organ, electric guitar, bass guitar, drum kit, trumpets, trombones, saxophones, strings, synthesizer, lead vocals and backing vocals.</p> <p>Tempo</p> <p>Articulation – smooth</p> <p>Dynamics</p> <p>Understanding Music</p> <p>Tempo: 100 bpm</p> <p>Time Signature: 3/4</p> <p>Key Signature: C major</p> <p>Rhythmic patterns: Minims, crotchets and quavers</p> <p>Melodic Patterns: C and G</p> <p>Improvising</p> <p>Time signature:2/4</p> <p>Key Signature: G major</p> <p>Notes: G, A and B or G, A, B, C and D</p> <p>Bass guitar</p> <p>Pop – Ariana Grande</p> <p>Calypso music from Trinidad and Tobago – steel bands.</p> <p>Funk</p> <p>Reggae</p>	<p>Improvising: G A B C D C D E</p> <p>Performing: C D E F G A B D E F#</p>	Golden Thread – Caretakers of the world
Y1 Adding Rhythm & Pitch		<p>Y1 Introducing Tempo & Dynamics: Waltz</p> <p>Y1 Introducing Tempo & Dynamics: Reggae</p> <p>Y2 Exploring Improvisation: Reggae</p> <p>Y1 Exploring sound and creating a story: reggae</p> <p>Y1 Explore Sound and Create a Story: tuba</p> <p>Y2 Music that makes you dance: tuba</p>	'How Does Music Tell Stories About the Past?' as an entry point for the broad Social Theme of 'Music Is a Storyteller and Time Traveller'.	<p>Musical elements:</p> <p>Pulse – the regular heartbeat of the music, the steady beat</p> <p>Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat</p> <p>Pitch – high and low sounds</p> <p>Articulation</p> <p>Musical style (waltz 3/4)</p> <p>Structure and form</p> <p>Texture</p> <p>Melody</p> <p>Understanding Music</p> <p>Tempo: 96 bpm</p> <p>Time signature: 4/4</p> <p>Key signature: F major</p>	<p>Improvising: C D/C D E/D E A</p> <p>Composing: Graphic score</p> <p>Performing: D F#/D E F#</p>	

				<p>Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: F, C</p> <p>Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low</p> <p>Improvising Time signature: 4/4 Key signature: C major The notes: C and D; or C, D and E/D E A</p> <p>Reggae Sleigh Ride – Leroy Anderson</p> <p>Introduction to the orchestra: octobass, tuba, marimba, celeste Singers, wind band and percussion</p>		
Y1 Having Fun with Improvisation		<p>Y1 Introducing Beat: pop Y2 Exploring Feelings Through Music: Pop Y2 Exploring Improvisation: Pop Y1 Having Fun with Improvisation: Pop Y1 Explore Sound and Create a Story: cymbals</p>	<p>'What Songs Can We Sing to Help Us Through the Day?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'.</p> <p>Cultural capital – Classical western composers.</p>	<p>Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low Articulation Tempo Texture</p> <p>Understanding Music Tempo: 100 bpm Time signature: 3/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: C, G Improvising Time signature: 3/4 Key signature: C major The notes: C and D; or C, D and E</p> <p>Electric guitar Maracas cymbals Sonata In C Major Hob. XVI:50 – 3rd Movement by Franz Joseph Haydn Big Band Swing – Duke Ellington Pop</p>	<p>Improvising: C D E Composing: C D E F G Performing: C D E/C D E F G A C D/C D E</p>	Science/PSHE - Brushing teeth
Y1 Explore Sound and Create a Story		<p>Y1 Introducing Tempo & Dynamics: Reggae Y2 Exploring Improvisation : Reggae Y1 Adding Rhythm & Pitch: Reggae Y1 Introducing Tempo & Dynamics: violin Y2 Inventing a musical story: violin Y1 Adding Rhythm & Pitch: tuba Y2 Music that makes you dance: tuba</p>	<p>'How Does Music Teach Us About Looking After Our Planet?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'</p>	<p>Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low Tempo Articulation</p>	<p>Improvising: C D E Composing: C D E F G Performing: C D/ C D E F C D E/C D E G D E/D E F#G</p>	

		Y1 Having Fun with Improvisation: cymbals Y2 Inventing a Musical Story: trumpet		Understanding Music Tempo: 100 bpm Time signature: 2/4 Key signature: G major Rhythmic patterns using: Crotchets and quavers Melodic patterns using: G, B, D Improvising Time signature: 3/4 Key signature: C major The notes: C and D; or C, D and E Violin Tuba Cymbals Trumpet Country music Reggae		
Y2 Exploring Simple Patterns		Y2 Inventing a Musical Story: soul	'How Does Music Help Us to Make Friends?' as an entry point for the broad Social Theme of 'Music Is a Peacebuilder and Friendmaker' Cultural capital – Classical western composers.	Musical elements Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low Tempo Articulation Beat Dynamics Melody Texture Understanding Music Tempo: 112 bpm Time signature: 4/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: C and G Improvising Time signature: 4/4 (four crotchet beats in every bar) Key signature: C major The notes: C and D; or C, D and E Diana Ross – Soul Bolero – Ravel Male vocals Jazz – 'scat' Rock – Eye of the Tiger by Survivor	Improvising: C D E Composing: C D E/C D E F G (5 note major scale) Graphic score Performing: C D/C D E G	
Y2 Focus on Dynamics & Tempo			'How Does Music Teach Us About the Past?' as an entry point for the broad Social Theme of 'Music Is a Storyteller and Time Traveller'.	Musical Elements Tempo – how 'fast' or 'slow' the music is played – plays an important part in the kind of 'energy' we sense the music has. Dynamics – mainly used to describe how loudly or softly	Improvising: C D E/GAB Composing: G A B/G A B D E (pentatonic scale) Graphic score Performing: GA/GAB C/G B flat C	British Values – Equality – Why we have trade unions.

			<p>Cultural capital – Classical western composers.</p>	<p>music is played – are a powerful tool in conveying emotion and atmosphere.</p> <p>Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low</p> <p>Texture Articulation Melody</p> <p>Understanding Music Tempo: 66 bpm Time signature: 2/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: C and G</p> <p>Improvising Time signature: 4/4 Key signature: C major The notes: C and D; or C, D and E.</p> <p>Jazz John Rutter – for the beauty of the earth Gershwin – Lady Be Good - Jazz</p> <p>Brass bands (plus percussion) An orchestra: brass, strings, woodwind and percussion</p>		
<p>Y2 Inventing a Musical Story</p>	<p>Our world (Bill Withers)</p>	<p>Y1 Introducing Beat: piano Y2 Exploring Feelings Through Music: Piano Y1 Introducing Tempo & Dynamics: violin Y1 Explore sound and create a story: violin Y1 Explore Sound and Create a Story: trumpet Y2 Exploring Simple Patterns: soul</p>	<p>'How Does Music Teach Us About Our Neighbourhood?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'</p> <p>Cultural capital – Classical western composers.</p>	<p>Musical elements: Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low Patterns Dynamics Tempo Structure and form Rhythm Articulation Texture</p> <p>Understanding Music Tempo: 114 bpm Time signature: 4/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: C and G</p> <p>Improvising Time signature: 4/4 Key signature: A minor The notes: A and B or A, B and C</p>	<p>Improvising: A B C/C D E Composing: F G A/F G A C D (Pentatonic scale) Performing: C E G/C D E G E F G A/E F G A C</p>	

				<p>Bill Withers – Lean on me – Soul (do Charanga search). Piano Trio In A Minor, Op. 150: I. Allegro – Amy Beach Gospel music</p> <p>Maracas Piano, violin and cello Snare drum Saxophone Trumpet Backing singers/vocals</p>		
Charanga Unit of Learning KS2	KS1 Units of Learning which form the basis of this learning	How KS2 units revisit key learning	How music will help in life.	Key substantive knowledge	Key disciplinary knowledge	Key learning opportunities with other curriculum areas
Y3 Developing Notation Skills	<p>Y1 Introducing Beat: pop Y2 Exploring Feelings Through Music: Pop Y2 Exploring Improvisation: Pop Y1 Having Fun with Improvisation: Pop</p>	<p>Y3 Enjoying improvisation; Andante Y3 Composing using your imagination: pop Y3 Sharing musical experiences: Andante / 4/4 Y3 Learning More about Musical Styles: Andante Y3 Recognising different sounds: Andante / pop Y4 Connecting Notes and Feelings: 4/4 Y4 Purpose, identity and expression in music: 4/4 Y4 Interesting Time Signatures: 4/4 Y4 Developing pulse and groove through improvisation: G major Y4 Combining elements to make music: Andante / pop Y4 Creating simple melodies together: G major / Andante Y5 Introducing chords: pop Y5 Words, Meaning and Expression: pop Y5 Getting Started with music tech: 4/4 Y5 Exploring key and time signatures: G major / pop Y5 Emotions and musical styles: pop Y6 Gaining confidence through performance: 4/4 Y6 Exploring notation further: G major / pop Y6 Using Chords and Structure: Andante Y6 Respecting each other through composition: pop Y6 Developing melodic phrases: pop</p>	<p>How Does Music Bring Us Closer Together?</p>	<p>Tempo: Andante — At a walking pace (100 bpm) Time Signature: 4/4 Key Signature: G major Melodic patterns: G, A and B Rhythmic patterns using: Minims, crotchets and quavers Songs/pieces Home is where the heart is. (Country) Time Signature: 4/4 Key Signature: C major Improvise: C D E F G Let's work it out together. (Pop) Time Signature: 4/4 Key Signature: C major Please be kind. (Pop) Time Signature: 4/4 Key Signature: C major Hallelujah Chorus – Handel (Baroque) The Loco-motion (Pop) Composer: The Beatles Handel</p>	<p>Improvising: C D E F G Composing: C D E F G/C D E G A C D E flat/C D E flat F G (5 note minor scale)/C D E flat F G A flat B flat C Graphic score Performing: C E D/D E F G A B C C D/ C D E F G C/ C E F G A/C D E F G A</p>	<p>PSHE: Growing and changing – Relationships British Values – mutual respect and tolerance Living out the school values and vision 'Rooted in love and growing together' / Value of Friendship</p>
Y4 Connecting Notes and Feelings		<p>Y3 Developing Notation Skills: 4/4 Y3 Sharing musical experiences: Romantic / 4/4 Y3 Learning More about Musical Styles Y3 Recognising different sounds: Romantic Y4 Purpose, identity and expression in music: 4/4 Y4 Interesting Time Signatures: 4/4 Y4 Combining elements to make music Y4 Developing pulse and groove through improvisation Y4 Creating simple melodies together:</p>	<p>How does music shape our way of life? How musical elements have an effect e.g. a fast tempo = upbeat or intervals in a melody = happy.</p>	<p>Understanding Music Tempo: Adagio — At a slow speed (68 bpm) Time Signature: 4/4 Key Signature: A minor Rhythmic patterns: Minims, crotchets, dotted quavers, quavers and semiquavers Melodic Patterns: A B C D E F and G Improvising Time signature: 4/4</p>	<p>Improvise: A, B, C, D and E or A, B, C, D, E, F and G Performing: C/ C D E G A/ A C D E G A</p>	<p>Value of friendship</p>

		<p>Romantic Y5 Identifying important musical elements: Romantic Y5 Words, Meaning and Expression: Adagio Y5 Getting Started with music tech: 4/4 Y5 Emotions and musical styles Y6 Using Chords and Structure Y6 Developing melodic phrases Y6 Gaining confidence through performance: Adagio / Romantic / 4/4 Y6 Exploring notation further Romantic Y6 Respecting each other through composition: Adagio</p>		<p>Key Signature: A minor Notes: A, B, C, D, E, F and G Songs/pieces Train is a-comin' (Gospel) Time signature: 4/4 Key Signature: C major O Euchari (Hildegard von Bingen – Choral) Oh happy day (Gospel) Time signature: 4/4 Key Signature: G major Romeo and Juliet, Overture (Tchaikovsky – Romantic) A world full of sound (20th/21st Century orchestral) Time signature: 4/4 Key Signature: B\flat major</p>		
<p>Y4 Purpose, identity and expression in music</p>	<p>Y1 Introducing Tempo & Dynamics: Funk Y2 Exploring improvisation: Funk Y2 Music that Makes you Dance: Funk</p>	<p>Y3 Developing Notation Skills: 4/4 Y3 Enjoying improvisation: Funk / C major Y3 Composing using your imagination Y3 Sharing musical experiences: 4/4 Y3 Learning More about Musical Styles: C major Y4 Connecting Notes and Feelings: 4/4 Y4 Developing pulse and groove through improvisation Y4 Interesting Time Signatures: C major / 4/4 Y5 Introducing chords: C major Y5 Words, Meaning and Expression: Funk Y5 Identifying important musical elements: C major Y5 Getting Started with music tech: 4/4 Y5 Emotions and musical styles Y6 Gaining confidence through performance: 4/4 Y6 Respecting each other through composition: C major Y6 Developing melodic phrases: C major</p>	<p>How does music connect us with the environment?</p>	<p>Understanding Music Tempo: Moderato — At a moderate speed (114 bpm) Time Signature: 4/4 Key Signature: C major Rhythmic patterns: Minims, dotted crotchets, crotchets and quavers Melodic Patterns: C, D, E, G and A Improvising Time signature: 4/4 Key Signature: A minor Notes: A, B, C, D, E, F, G Songs/pieces You Can See It Through Time signature: 4/4 Key Signature: D minor The octopus slide (Funk) Time signature: 4/4 Key Signature: c minor A Ceremony Of Carols (Benjamin Britten-Connect (electronic dance music) Time signature: 4/4 Key Signature: A major</p>	<p>Improvise: A, B, C, D and E or A, B, C, D, E, F and G Compose: D E F G A Performing: D/ D E/ C D E</p>	<p>RE – What does it mean if God is holy and loving? (use of worship)</p> <p>RE – being caretakers of the world.</p> <p>PSHE/PE mindfulness/positive mental health – connecting with nature</p>
<p>Y5 Introducing chords</p>	<p>Y1 Introducing Beat: pop Y2 Exploring Feelings Through Music: Pop Y2 Exploring Improvisation: Pop Y1 Having Fun with Improvisation: Pop Y1 Introducing Tempo & Dynamics: Reggae Y2 Exploring Improvisation : Reggae Y1 Adding Rhythm & Pitch: Reggae Y1 Explore Sound and Create a Story: Reggae</p>	<p>Y3 Developing Notation Skills: pop Y3 Enjoying improvisation: C major Y3 Composing using your imagination: pop Y3 Learning More about Musical Styles: C major Y3 Recognising different sounds: pop Y4 Interesting Time Signatures: reggae / C major Y4 Developing pulse and groove through improvisation: 20th/21st Century Y4 Combining elements to make music: pop Y4 Purpose, identity and expression in music: C major Y5 Getting Started with music tech Y5 Emotions and musical styles: pop Y5 Exploring key and time signatures: pop Y5 Words, Meaning and Expression: 20th/21st Century / 6/8 / pop</p>	<p>How Does Music Teach Us About Our Community?</p>	<p>Understanding Music Tempo: Presto – at a very quick speed (180 bpm) Time Signature: 6/8 Key Signature: C major Rhythmic patterns: dotted crotchets, triplet quavers and quavers Melodic Patterns: C D E F G A B Improvising Time signature: 2/4 Key Signature: F major Notes: F G A B flat C D E Songs/pieces Ernie Canal (Thomas Allen – Reggae) Time Signature: 4/4 Key Signature: D minor Dances in the canebrakes No 2, tropical moon (Florence Price – 20th/21st Century orchestral)</p>	<p>Composing: Graphic score A B C/A C D E G (minor pentatonic)/A B C D E F G A (minor scale) Improvising: F G A B flat C D E Performing: D/D E F G A C/F G A B C/ E F G A B C/ C D E F G A B C</p>	<p>RE L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>PSHE – a world without judgement</p>

		<p>Y5 Identifying important musical elements C major/20th/21st Century</p> <p>Y6 Understanding structure and form</p> <p>Y6 Exploring notation further: pop</p> <p>Y6 Using Chords and Structure: 20th/21st Century / 6/8</p> <p>Y6 Developing melodic phrases: C major / 20th/21st Century / pop</p> <p>Y6 Respecting each other through composition: C major / pop</p>		<p>Heroes (pop)</p> <p>Time Signature: 4/4</p> <p>Key Signature: E major</p> <p>Star Wars Episode IV: A new hope (Williams – Film music)</p> <p>Happy to be me (20th/21st Century orchestral)</p> <p>Time Signature: 5/4</p> <p>Key Signature: C major</p>		
Y6 Understanding structure and form	<p>Y1 Introducing Beat: Hip hop</p> <p>Y2 Inventing a Musical Story: soul</p> <p>Y2 Exploring Simple Patterns: soul/rock</p> <p>Y2 Focus on Dynamics & Tempo: jazz</p>	<p>Y3 Enjoying improvisation: jazz</p> <p>Y3 Composing using your imagination: 3/4</p> <p>Y3 Sharing musical experiences: Rock</p> <p>Y3 Learning More about Musical Styles Hip hop / Jazz / 3/4</p> <p>Y3 Recognising different sounds: Hip hop</p> <p>Y4 Connecting Notes and Feelings: Adagio</p> <p>Y4 Interesting Time Signatures: 3/4</p> <p>Y4 Combining elements to make music: Jazz</p> <p>Y4 Developing pulse and groove through improvisation: 20th/21st Century / 3/4</p> <p>Y4 Creating simple melodies together: Rock/Jazz</p> <p>Y5 Introducing chords: 20th/21st Century</p> <p>Y5 Words, Meaning and Expression: adagio / Hip hop / 20th/21st Century / 3/4</p> <p>Y5 Identifying important musical elements: 20th/21st Century</p> <p>Y5 Exploring key and time signatures: Jazz / 3/4</p> <p>Y6 Gaining confidence through performance: adagio / Rock</p> <p>Y6 Exploring notation further: Rock</p> <p>Y6 Respecting each other through composition: adagio</p> <p>Y6 Using Chords and Structure: Hip hop</p> <p>Y6 Developing melodic phrases: adagio / 20th/21st Century</p>	<p>How Does Music Connect Us With Our Past?</p>	<p>Understanding Music</p> <p>Tempo: Adagio – at a slow speed (66bpm)</p> <p>Time Signature: 3/4</p> <p>Key Signature: A minor</p> <p>Rhythmic patterns: minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers</p> <p>Melodic Patterns: A B C D E F G</p> <p>Improvising</p> <p>Time signature: 2/4</p> <p>Key Signature: C major</p> <p>Notes: C D E F G A B</p> <p>Songs/pieces</p> <p>My Best Friend (Soul)</p> <p>Time Signature: 4/4</p> <p>Key Signature: C major</p> <p>Why (Supaman – Hip Hop)</p> <p>Singing Swinging Star (Jazz: Swing)</p> <p>Time Signature: 4/4</p> <p>Key Signature: G major</p> <p>The Rite of Spring Pt 1 Adoration of the Earth – No 1 Introduction (Stravinsky - 20th/21st Century Orchestral)</p> <p>Roll Alabama (Rock)</p> <p>Time Signature: 4/4</p> <p>Key Signature: B flat major</p>	<p>Performing: C/ A C D E/A B C D E G/ E F# G A B/D E F F# G A B flat B</p> <p>Improvising: C D E F/C D E F G A B</p>	<p>British Values – tolerance and mutual respect</p>
Y6 Gaining confidence through performance	<p>EYFS Reflect, Rewind and Replay (Tchaikovsky)</p> <p>Y1 Introducing Beat: pop</p> <p>Y2 Exploring Feelings Through Music: Pop</p> <p>Y2 Exploring Improvisation: Pop</p> <p>Y1 Having Fun with Improvisation: Pop</p> <p>Y2 Exploring Simple Patterns: rock</p>	<p>Y3 Developing Notation Skills: 4/4</p> <p>Y3 Enjoying improvisation: Disco</p> <p>Y3 Sharing musical experiences: Romantic / Rock / 4/4</p> <p>Y3 Recognising different sounds: Romantic</p> <p>Y4 Connecting Notes and Feelings: adagio / Romantic / 4/4</p> <p>Y4 Interesting Time Signatures: R&B / 4/4</p> <p>Y4 Creating simple melodies together: R&B / Romantic / Rock</p> <p>Y5 Identifying important musical elements: Romantic</p> <p>Y5 Words, Meaning and Expression: Adagio / D major</p> <p>Y5 Getting Started with music tech: 4/4</p> <p>Y6 Understanding structure and form: adagio / Rock</p>	<p>How Does Music Improve Our World?</p> <p>BLP curriculum - collaboration</p>	<p>Understanding Music</p> <p>Tempo: Adagio – at a slow speed (68 bpm)</p> <p>Time Signature: 4/4</p> <p>Key Signature: D major</p> <p>Rhythmic patterns: minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p>Melodic Patterns: D E F# G A B C#</p> <p>Improvising</p> <p>Time signature: 2/4</p> <p>Key Signature: C major</p> <p>Notes: C D E F G/C D E F G A B</p> <p>Songs/pieces</p> <p>Disco Fever (Disco)</p> <p>Time signature: 4/4</p> <p>Key Signature: D minor</p>	<p>Performing: D/ D E F G A D C/C D G A/G A B C D E/G A B C D E F</p> <p>E flat/C E flat F G B flat C E flat/C E Flat F G A flat B flat C E flat</p> <p>Composition: D E F/D E F G A (5 note minor scale)/D E F G A B flat C D (minor scale)</p> <p>Graphic score</p> <p>C D E/C D E F G (pentatonic)/C D E F G A B flat C (full scale)</p>	<p>PSHE – well being</p>

		<p>Y6 Gaining confidence through performance: Romantic</p> <p>Y6 Exploring notation further: Romantic / Rock</p> <p>Y6 Respecting each other through composition: adagio</p> <p>Y6 Developing melodic phrases: adagio</p>		<p>1812 Overture (Pyotr Ilyich Tchaikovsky – Romantic – programme music)</p> <p>La Bamba (Rock)</p> <p>Time signature: 4/4</p> <p>Key Signature: C major</p> <p>Hondo (War) (Kudaushe Matimba and Harare Music – Zimbabwean Pop)</p> <p>Change (R&B)</p> <p>Time signature: 4/4</p> <p>Key Signature: E flat major</p>		
Y3 Enjoying improvisation	<p>Y1 Introducing Tempo & Dynamics: Funk</p> <p>Y2 Exploring improvisation: Funk</p> <p>Y2 Music that Makes you Dance: Funk</p> <p>Y2 Focus on Dynamics & Tempo: jazz</p>	<p>Y3 Developing Notation Skills: andante</p> <p>Y3 Composing using your imagination</p> <p>Y3 Sharing musical experiences: andante</p> <p>Y3 Learning More about Musical Styles: C major / jazz / andante</p> <p>Y3 Recognising different sounds: 2/4 / andante</p> <p>Y4 Connecting Notes and Feelings</p> <p>Y4 Purpose, identity and expression in music: Funk / C major</p> <p>Y4 Interesting Time Signatures: C major / 2/4</p> <p>Y4 Developing pulse and groove through improvisation: Disco / Folk</p> <p>Y4 Combining elements to make music: Folk/jazz / 2/4 / andante</p> <p>Y4 Creating simple melodies together: jazz / 2/4 / andante</p> <p>Y5 Introducing chords: C major</p> <p>Y5 Words, Meaning and Expression</p> <p>Y5 Identifying important musical elements: C major</p> <p>Y5 Emotions and musical styles: 2/4</p> <p>Y5 Exploring key and time signatures: jazz</p> <p>Y6 Exploring notation further: Folk</p> <p>Y6 Using Chords and Structure: andante</p> <p>Y6 Respecting each other through composition: C major / 2/4</p> <p>Y6 Gaining confidence through performance: Disco</p> <p>Y6 Understanding structure and form: jazz</p> <p>Y6 Developing melodic phrases C major / 2/4</p>	<p>What Stories Does Music Tell Us About the Past?</p> <p>Origins of Jazz marching bands and Mardi Gras</p> <p>Origins of disco music. Look at why we have protected characteristics and we are working towards less discrimination.</p>	<p>Tempo: 104bpm (andante – walking pace)</p> <p>Time Signature: 2/4</p> <p>Key Signature: C major</p> <p>Rhythmic patterns using: Minims, crotchets and quavers.</p> <p>Melodic patterns: C, D, E</p> <p>Songs/pieces</p> <p>Love what we do (Disco)</p> <p>Time Signature: 4/4</p> <p>Key Signature: C major</p> <p>Let's groove (Disco/funk)</p> <p>When the saints go marchin' in (Jazz: New Orleans)</p> <p>Time Signature: 4/4</p> <p>Key Signature: G major</p> <p>Jaws: Main Theme – Williams (Film music)</p> <p>My Bonnie lies over the ocean (Folk – sea shanty)</p> <p>Time Signature: 3/4</p> <p>12/8</p> <p>Key Signature: F major</p>	<p>Improvising: C D E F G / G A B D E</p> <p>Performing: C/B C D E F G</p> <p>G A/G A D/G A B C D</p> <p>F/C D E F G A/A C D E F G A</p>	<p>History: Understanding the role music played in creating society/culture e.g. Maya, Ancient Egyptian, A local study – the Wensleydale Railway</p>
Y3 Composing using your imagination	<p>Y1 Introducing Beat: pop</p> <p>Y2 Exploring Feelings Through Music: Pop</p> <p>Y2 Exploring Improvisation: Pop</p> <p>Y1 Having Fun with Improvisation: Pop</p> <p>Y2 Inventing a Musical Story: soul</p> <p>Y2 Exploring Simple Patterns: soul</p> <p>Y2 Inventing a Musical Story: Gospel music</p>	<p>Y3 Developing Notation Skills: pop</p> <p>Y3 Learning More about Musical Styles: 3/4</p> <p>Y3 Recognising different sounds: F major / pop</p> <p>Y4 Purpose, identity and expression in music</p> <p>Y4 Interesting Time Signatures: C major / 3/4</p> <p>Y4 Combining elements to make music: F major / pop</p> <p>Y4 Developing pulse and groove through improvisation: 3/4</p> <p>Y5 Introducing chords: pop</p> <p>Y5 Words, Meaning and Expression</p>	<p>How Does Music Make the World a Better Place?</p> <p>Knowing the tradition of musicals/gospel music.</p>	<p>Tempo: 112bpm (Moderato, a moderate speed)</p> <p>Time Signature: 3/4</p> <p>Key Signature: F major</p> <p>Rhythmic patterns using: Minims, crotchets and quavers.</p> <p>Melodic patterns: F, G, A</p> <p>Songs/pieces</p> <p>Your imagination (Pop)</p> <p>Time Signature: 4/4</p> <p>Key Signature: C major</p> <p>Disco fever (disco)</p> <p>Time Signature: 4/4</p> <p>Key Signature: G major</p>	<p>Improvisation: G A B C D</p> <p>Composing: Graphic score and C D E G A</p> <p>Performing: C/C E G/E G A C</p> <p>G/G A B</p> <p>E/F# G# A B/E F# G# A B</p>	<p>RE: Forgiveness and reconciliation/The Fall/Salvation</p> <p>RE: Caretakers of the world</p>

		<p>Y5 Identifying important musical elements: Musicals / 3/4</p> <p>Y5 Exploring key and time signatures: $\frac{3}{4}$ / pop</p> <p>Y5 Emotions and musical styles: F major / pop</p> <p>Y6 Exploring notation further: pop</p> <p>Y6 Understanding structure and form: 3/4</p> <p>Y6 Gaining confidence through performance: Disco</p> <p>Y6 Using Chords and Structure: Soul</p> <p>Y6 Respecting each other through composition: pop</p> <p>Y6 Developing melodic phrases: pop</p>		<p>You're a shining star (Pop – ballad)</p> <p>Amazing Grace (John Newton – soul)</p> <p>Music makes the world go round (Rick Coates – musicals)</p> <p>Time Signature: 4/4</p> <p>Key Signature: E major</p>		
Y4 Interesting Time Signatures	<p>Y1 Introducing Tempo & Dynamics: waltz</p> <p>Y1 Adding Rhythm & Pitch: waltz</p> <p>Y1 Introducing Tempo & Dynamics: Reggae</p> <p>Y2 Exploring Improvisation : Reggae</p> <p>Y1 Adding Rhythm & Pitch: Reggae</p> <p>Y1 Explore Sound and Create a Story: Reggae</p> <p>Y2 Inventing a Musical Story: soul</p> <p>Y2 Exploring Simple Patterns: soul</p>	<p>Y3 Developing Notation Skills: 4/4</p> <p>Y3 Enjoying improvisation : 2/4</p> <p>Y3 Composing using your imagination: Soul / 3/4</p> <p>Y3 Sharing musical experiences: 4/4</p> <p>Y3 Learning More about Musical Styles: 3/4</p> <p>Y3 Recognising different sounds: 2/4</p> <p>Y4 Purpose, identity and expression in music: C major / 4/4</p> <p>Y4 Connecting Notes and Feelings: 4/4</p> <p>Y4 Developing pulse and groove through improvisation: 3/4</p> <p>Y4 Combining elements to make music: 2/4</p> <p>Y4 Creating simple melodies together: R&B / 2/4</p> <p>Y5 Introducing chords: Reggae / C major</p> <p>Y5 Words, Meaning and Expression: 3/4</p> <p>Y5 Getting Started with music tech: 4/4</p> <p>Y5 Emotions and musical styles: 2/4</p> <p>Y5 Exploring key and time signatures: 3/4</p> <p>Y5 Identifying important musical elements: C major</p> <p>Y6 Exploring notation further</p> <p>Y6 Understanding structure and form: 3/4</p> <p>Y6 Gaining confidence through performance: R&B / 4/4</p> <p>Y6 Respecting each other through composition: reggae / 2/4</p> <p>Y6 Using Chords and Structure: Soul</p> <p>Y6 Developing melodic phrases: 2/4</p>	<p>How Does Music Bring Us Together?</p> <p>To be able to identify 2/4 (march) 3/4 (waltz) and 4/4</p>	<p>Understanding Music</p> <p>Tempo: Moderato — at a moderate speed (112 bpm)</p> <p>Time Signature: 4/4</p> <p>Key Signature: C major</p> <p>Rhythmic patterns: Minims, dotted crotchets, crotchets, quavers</p> <p>Melodic Patterns: C, D and E</p> <p>Improvising</p> <p>Time signature: 4/4</p> <p>Key Signature: C major</p> <p>Notes: C, D, E, G, A (C pentatonic)</p> <p>Songs/pieces</p> <p>Hoedown (20th/21st Century orchestral)</p> <p>Time Signature: 4/4</p> <p>Key Signature: F major</p> <p>Go tell it on the mountain (Reggae)</p> <p>I'm always there (Soul – ballad)</p> <p>Time Signature: 4/4</p> <p>Key Signature: C major</p> <p>Trick or treat (20th/21st Century orchestral)</p> <p>Martin Luther King (Chris Madin – R&B):</p> <p>Time Signature: 4/4</p> <p>Key Signature: B\flatmajor</p>	<p>Performing: F G/F G A B flat</p> <p>Improvising: C D E G A</p> <p>Composing: Creating a graphic score and G A B D E/ Scale of G major</p>	<p>Reggae Music and Martin Luther King's 'I have a dream':</p> <p>British values – tolerance and individual liberties</p> <p>Social issues – RE – What Would Jesus Do? And What can we learn from religions about deciding what is right and wrong?</p>
Y5 Words, Meaning and Expression	<p>Y1 Combining Pulse, Rhythm and Pitch (Vaughan Williams)</p> <p>EYFS Reflect, rewind and replay (Vaughan Williams)</p> <p>Y1 Introducing Beat: Hip hop</p> <p>Y1 Introducing Beat: pop</p> <p>Y2 Exploring Feelings Through Music: Pop</p> <p>Y2 Exploring Improvisation: Pop</p> <p>Y1 Having Fun with Improvisation: Pop</p> <p>Y1 Introducing Tempo & Dynamics: Funk</p> <p>Y2 Exploring improvisation: Funk</p>	<p>Y3 Developing Notation Skills: pop</p> <p>Y3 Enjoying improvisation: Funk</p> <p>Y3 Composing using your imagination: $\frac{3}{4}$ / pop</p> <p>Y3 Sharing musical experiences: Native American</p> <p>Y3 Recognising different sounds: Hip hop / pop</p> <p>Y3 Learning More about Musical Styles: Hip hop / 3/4</p> <p>Y4 Connecting Notes and Feelings</p> <p>Y4 Purpose, identity and expression in music: Funk</p> <p>Y4 Interesting Time Signatures: 3/4</p>	<p>How does music shape our way of life?</p> <p>Know basic Native American beliefs.</p> <p>Know what scat is.</p>	<p>Understanding Music</p> <p>Tempo: Adagio</p> <p>Time Signature: 3/4</p> <p>Key Signature: D major</p> <p>Rhythmic patterns: Dotted minims, minims, crotchets, quavers and semiquavers</p> <p>Melodic Patterns: D E F# G A</p> <p>Improvising</p> <p>Time signature: 6/8</p> <p>Key Signature: C major</p> <p>Notes: C D E F G A B</p> <p>Songs/pieces</p> <p>Look into the night (Pop)</p> <p>Time Signature: 4/4</p>	<p>Composing: D E F/D E F G A (5 note minor scale)/ D E F G A B flat C D (minor scale)</p> <p>Improvising: C D E F G/C D E F G A B</p> <p>Performing: D/D F G A C</p> <p>C/F G A B C/E F G A B C/C D E F G A B C</p>	<p>PSHE – Feelings and emotions – calm breathing</p> <p>PE – meditation</p> <p>Cultural capital – Native Americans</p>

	<p>Y2 Music that Makes you Dance: Funk</p> <p>Y2 Exploring Simple Patterns: Ravel - Bolero</p> <p>Y2 Exploring Simple Patterns: scat</p>	<p>Y4 Developing pulse and groove through improvisation: 20th/21st Century / ¾</p> <p>Y4 Combining elements to make music: pop</p> <p>Y5 Introducing chords: 20th/21st Century / 6/8 / pop</p> <p>Y5 Identifying important musical elements: 20th/21st Century</p> <p>Y5 Getting Started with music tech</p> <p>Y5 Exploring key and time signatures: ¾ / pop</p> <p>Y5 Emotions and musical styles: pop</p> <p>Y6 Gaining confidence through performance: Adagio / D major</p> <p>Y6 Understanding structure and form Hip hop / 20th/21st Century / ¾</p> <p>Y6 Exploring notation further: pop</p> <p>Y6 Using Chords and Structure: Hip hop / 6/8</p> <p>Y6 Respecting each other through composition: pop</p> <p>Y6 Developing melodic phrases: 20th/21st Century / pop</p>		<p>Key Signature: D minor</p> <p>The Lark Ascending (Ralph Vaughan Williams – (20th/21st Century Orchestral)</p> <p>Breathe (20th/21st Century Orchestral)</p> <p>Time Signature: 3/4</p> <p>Key Signature: C major</p> <p>Stay Connected (Supaman – Hip Hop)</p> <p>Keeping time (Funk)</p> <p>Time Signature: 4/4</p> <p>Key Signature: F major</p> <p>Composers:</p> <p>Chun Ying Zhuan Birds Singing in Spring</p> <p>Ravel Oiseaux Triste</p> <p>Ella Fitzgerald One note samba</p>		
Y5 Identifying important musical elements		<p>Y3 Sharing musical experiences: Romantic</p> <p>Y3 Enjoying improvisation: C major</p> <p>Y3 Composing using your imagination: Musicals</p> <p>Y3 Learning More about Musical Styles: Musicals / C major</p> <p>Y3 Recognising different sounds: Romantic</p> <p>Y4 Connecting Notes and Feelings: Romantic</p> <p>Y4 Purpose, identity and expression in music: C major</p> <p>Y4 Interesting Time Signatures: C major</p> <p>Y4 Developing pulse and groove through improvisation: Musicals /20th/21st Century</p> <p>Y4 Creating simple melodies together: Romantic</p> <p>Y5 Introducing chords C major / 20th/21st Century</p> <p>Y5 Words, Meaning and Expression: 20th/21st Century</p> <p>Y5 Getting Started with music tech</p> <p>Y5 Exploring key and time signatures</p> <p>Y6 Gaining confidence through performance: Romantic</p> <p>Y6 Understanding structure and form: 20th/21st Century</p> <p>Y6 Exploring notation further: 5/4 / Romantic</p> <p>Y6 Respecting each other through composition: C major</p> <p>Y6 Developing melodic phrases: C major / 20th/21st Century</p>	How does music connect us with the environment?	<p>Understanding Music</p> <p>Tempo: Allegro – at a brisk speed (120 bpm)</p> <p>Time Signature: 5/4</p> <p>Key Signature: C major</p> <p>Rhythmic patterns: Minims, dotted crotchets, crotchets and quaver</p> <p>Melodic Patterns:</p> <p>Improvising</p> <p>Time signature: 6/8</p> <p>Key Signature: C major</p> <p>Notes: C D E F G A B</p> <p>Songs/pieces</p> <p>You and Me (Pop)</p> <p>Time signature: 4/4</p> <p>Key Signature: G major and E minor</p> <p>The Song of Hiawatha: Overture Op.30 (Samuel Coleridge-Taylor – Romantic)</p> <p>A bright Sunny Day (20th/21st Century Orchestral)</p> <p>Time signature: 4/4</p> <p>Key Signature: C major</p> <p>Central Park in the Dark (Charles Ives - 20th/21st Century Orchestral)</p> <p>I'm Forever Blowing Bubbles (John Kelllette – Musicals)</p> <p>Time signature: 4/4</p> <p>Key Signature: D major</p> <p>Composers: William Grant Still - Africa: land of peace Edgard Varese – Arcana</p> <p>Ruth Crawford Seeger – Music for small orchestra</p>	<p>Composing: G A B/G A B D E (pentatonic)/E G A B flat B natural D E (blues scale)</p> <p>Performing</p> <p>Improvising: C D E F G</p> <p>Listening: knowing how musical elements combine.</p>	
Y6 Exploring notation further	<p>Y1 Introducing Beat: pop</p> <p>Y2 Exploring Feelings Through Music: Pop</p>	<p>Y3 Developing Notation Skills: G major / pop</p> <p>Y3 Sharing musical experiences: Romantic / Rock</p>	How Does Music Teach Us About Our Community?	<p>Understanding Music</p> <p>Tempo: Moderato – at a moderate speed (116bpm)</p> <p>Time Signature: 5/4</p>	<p>Improvising C D E F G A B</p> <p>Performing G/G B flat B C D F</p>	History – how has music been used within society to build community

	<p>Y2 Exploring Improvisation: Pop</p> <p>Y1 Having Fun with Improvisation: Pop</p> <p>Y2 Exploring Simple Patterns: rock</p>	<p>Y3 Enjoying improvisation: folk</p> <p>Y3 Composing using your imagination: pop</p> <p>Y3 Recognising different sounds: Romantic / pop</p> <p>Y4 Connecting Notes and Feelings: Romantic</p> <p>Y4 Purpose, identity and expression in music</p> <p>Y4 Interesting Time Signatures</p> <p>Y4 Combining elements to make music: Folk / pop</p> <p>Y4 Developing pulse and groove through improvisation: Folk / G major</p> <p>Y4 Creating simple melodies together: Romantic / Rock / G major</p> <p>Y5 Introducing chords: pop</p> <p>Y5 Identifying important musical elements: 5/4 / Romantic</p> <p>Y5 Words, Meaning and Expression: pop</p> <p>Y5 Exploring key and time signatures: G major / pop</p> <p>Y5 Emotions and musical styles: pop</p> <p>Y6 Understanding structure and form: Rock</p> <p>Y6 Gaining confidence through performance: Rock / Romantic</p> <p>Y6 Exploring notation further: Rock</p> <p>Y6 Respecting each other through composition: pop</p> <p>Y6 Developing melodic phrases: pop</p>		<p>Key Signature: G major</p> <p>Rhythmic patterns: Minims, dotted crotchets, crotchets and quavers</p> <p>Melodic Patterns: G A B C D E F#</p> <p>Improvising</p> <p>Time signature: 2/4</p> <p>Key Signature: C major</p> <p>Notes: C D E F G A B</p> <p>Let's Rock (Rock)</p> <p>Time signature: 4/</p> <p>Key Signature: G major</p> <p>Mazurkas Op 24 (Chopin – Romantic)</p> <p>Simple Gifts (Joseph Brackett – Folk)</p> <p>Time signature: 4/4</p> <p>Key Signature: F major</p> <p>Danny Boy (Frederic Weatherly – Folk)</p> <p>Friendship Should Never End (Pop)</p> <p>Time signature: 4/4</p> <p>Key Signature: C major and A major</p>	<p>F/C E F G A B flat C</p> <p>Compose</p> <p>F G A/F G A C D (pentatonic scale)/F G A B flat C D E F (major scale)</p> <p>Graphic score</p> <p>D E F#/D E F# A B (pentatonic scale)/D E F# G A B C# D (major scale)</p>	
<p>Y3 Sharing musical experiences</p>	<p>Y2 Exploring Simple Patterns: rock</p>	<p>Y3 Developing Notation Skills: andante / 4/4</p> <p>Y3 Enjoying improvisation: andante</p> <p>Y3 Sharing musical experiences: Romantic/Rock</p> <p>Y3 Learning More about Musical Styles: andante</p> <p>Y3 Recognising different sounds: Romantic / andante</p> <p>Y4 Connecting Notes and Feelings: Romantic / 4/4</p> <p>Y4 Purpose, identity and expression in music: 4/4</p> <p>Y4 Combining elements to make music: andante</p> <p>Y4 Creating simple melodies together: Romantic / Rock / andante</p> <p>Y5 Identifying important musical elements: Romantic</p> <p>Y5 Words, Meaning and Expression: Native American</p> <p>Y5 Getting Started with music tech: 4/4</p> <p>Y6 Gaining confidence through performance: Romantic / Rock</p> <p>Y6 Understanding structure and form: Rock</p> <p>Y6 Exploring notation further: Romantic / Rock</p> <p>Y6 Using Chords and Structure: andante</p>	<p>How Does Music Make a Difference to Us Every Day?</p> <p>Learning about other cultures - a Native American 'Powwow'</p>	<p>Understanding Music</p> <p>Tempo: Andante — At a walking pace (92 bpm)</p> <p>Time Signature: 4/4</p> <p>Key Signature: A minor</p> <p>Melodic Patterns: : A, B and C</p> <p>Rhythmic patterns: Minims, crotchets and quavers</p> <p>Improvising</p> <p>Time signature: 4/4</p> <p>Key Signature: G major</p> <p>Notes: G, A, B, C, D</p> <p>Songs/pieces</p> <p>Friendship son (Pop)</p> <p>Time signature: 4/4</p> <p>Key Signature: C major</p> <p>A night on the bare mountain (Mussorgsky – Romantic)</p> <p>Family (Rock)</p> <p>Time signature: 2/2 Key Signature: C major</p> <p>Double beat song (Native America)</p> <p>Come on over (Gospel)</p> <p>Time signature: 4/4 Signature: G major</p>	<p>Improvising: G A B C D</p> <p>Composing: Graphic score and G A B D E / Scale of G major</p>	<p>History – how has music been used within society to build community</p> <p>School values – Friendship and forgiveness</p>
<p>Y4 Combining elements to make music</p>	<p>Y1 Introducing Beat: pop</p>	<p>Y3 Developing Notation Skills: andante / pop</p>	<p>How Does Music Connect Us With Our Past?</p>	<p>Understanding Music</p> <p>Tempo: Andante — at a walking pace (97 bpm)</p>	<p>Improvisation: C D E/C D E G A</p>	<p>English – creating atmosphere in narrative by word choices, author's devices etc.</p>

	<p>Y2 Exploring Feelings Through Music: Pop Y2 Exploring Improvisation: Pop Y1 Having Fun with Improvisation: Pop Y1 Having Fun with Improvisation: Duke Ellington Y2 Focus on Dynamics & Tempo: jazz</p>	<p>Y3 Enjoying improvisation: folk / Jazz / 2/4 / andante Y3 Composing using your imagination: F major / pop Y3 Sharing musical experiences Y3 Learning More about Musical Styles: Jazz / andante Y3 Recognising different sounds: 2/4 / F major / andante Y4 Connecting Notes and Feelings Y4 Interesting Time Signatures: 2/4 Y4 Combining elements to make music: 2/4 / pop Y4 Developing pulse and groove through improvisation: Folk Y4 Creating simple melodies together: jazz / 2/4 / andante Y5 Introducing chords: pop Y5 Words, Meaning and Expression: pop Y5 Emotions and musical styles: 2/4 / F major / pop Y5 Exploring key and time signatures: Jazz / pop Y6 Understanding structure and form: jazz Y6 Exploring notation further: Folk / pop Y6 Using Chords and Structure: andante Y6 Respecting each other through composition: 2/4 / pop Y6 Developing melodic phrases: pop</p>	<p>Musical elements are like an artist's colour palette and when used effectively, help to tell the story.</p> <p>Folk music – understanding these tell stories of people, places and events important to a community.</p>	<p>Time Signature: 2/4 Key Signature: F major Rhythmic patterns: Minims, dotted crotchets, crotchets, quavers and semiquavers Melodic Patterns: F, G and A Improvising Time signature: 4/4 Key Signature: C major Notes: C, D, E, G, A (C pentatonic) Songs/pieces Looking in the mirror (Pop) Time signature: 4/4 Key Signature: C major It's all about love (Pop) Take time in life (Folk) Time signature: 4/4 Key Signature: G major Perdido (Juan Tizol/- Jazz) Scarborough Fair (Folk): Time signature: 3/4 Key Signature: C minor Composer: Duke Ellington</p>		
<p>Y4 Developing pulse and groove through improvisation</p>		<p>Y3 Developing Notation Skills: G major Y3 Enjoying improvisation disco/Folk Y3 Composing using your imagination Musicals /3/4 Y 3 Learning More about Musical Styles: 3/4 Y4 Interesting Time Signatures: 3/4 Y4 Creating simple melodies together: G major Y4 Purpose, identity and expression in music Y4 Combining elements to make music: Folk Y5 Introducing chords: 20th/21st Century Y5 Words, Meaning and Expression: 20th/21st Century / 3/4 Y5 Identifying important musical elements: Allegro / 20th/21st Century Y5 Getting Started with music tech Y5 Exploring key and time signatures: G major / 3/4 Y6 Understanding structure and form: 20th/21st Century / 3/4 Y6 Exploring notation further: Folk / G major Y6 Developing melodic phrases: 20th/21st Century</p>	<p>How Does Music Improve Our World?</p> <p>Do you treat everyone as equal?</p> <p>Folk music – understanding these tell stories of people, places and events important to a community.</p>	<p>Understanding Music Tempo: Allegro — At a brisk speed (150 bpm) Time Signature: 3/4 Key Signature: G major Rhythmic patterns: Minims, dotted crotchets, crotchets and quavers Melodic Patterns: G, A, B Improvising Time signature: 4/4 Key Signature: C major Notes: C, D, E, G, A (C pentatonic) Songs/pieces Bring us together (Disco) Time signature: 4/4 Key Signature: C major Mambo from West Side Story (Bernstein – musicals) Old Joe Clark (Folk) Time signature: 4/4 Key Signature: D major Bachianas Brasileiras No 2 – The little train of the Caipira (Heitor Villa-Lobos – 20th/21st Century Orchestral) Dance with me (20th/21st Century orchestral) Time signature: 3/4 Key Signature: C major Composer: Johann Strauss II</p>		<p>RE - What can we learn from religions about deciding what is right and wrong? (Change from Desmond Tutu with Apartheid).</p> <p>PSHE/PE mindfulness/positive mental health – using music to improve well-being.</p> <p>British Values – Tolerance and Mutual Respect</p> <p>PSHE – protected characteristics/Relationships</p>

<p>Y5 Getting Started with music tech</p>	<p>Y2 Inventing a Musical Story: Gospel music</p>	<p>Y3 Developing Notation Skills: 4/4 Y3 Composing using your imagination: musicals Y3 Sharing musical experiences: 4/4 Y4 Connecting Notes and Feelings: 4/4 Y4 Purpose, identity and expression in music: 4/4 Y4 Interesting Time Signatures: 4/4 Y5 Introducing chords Y5 Exploring key and time signatures</p>	<p>How Does Music Bring Us Together? Knowing the tradition of Musicals/gospel music (Sister Act 2).</p>	<p>Understanding Music Tempo: Allegro – At a brisk speed (128 bpm) Time Signature: 4/4 Key Signature: A minor Rhythmic patterns: Minims, dotted crotchets, crotchets and quavers Melodic Patterns: A B C D E F# G / C G A flat B flat G A B C D E F# Improvising Time signature: 4/4 Key Signature: A minor Notes: A B C D E F# G Songs/pieces Ghost parade (20th/21st Century Orchestral) Lively (Quinn Mason – 20th/21st Century orchestral) Time signature: 6/8 Key Signature: C minor Words can hurt (20th/21st Century orchestral) Time signature: 4/4 Key Signature: G major His eye is on the sparrow (Charles H Gabriel and Civilla D Martin – Gospel) Joyful, Joyful (Mervyn Edwin Warren and Henry van Dyke – Gospel) Time signature: 4/4 Key Signature: C major Composers: Dance Macabre – Saint-Saens Aaron Copland's Fanfare for the Common Man by Emerson, Lake and Palmer Sister Roetta Tharpe Beethoven Symphony No 9.</p>	<p>Improvising: A B C D/A B C D E F# G C D E flat F G Composing: Graphic score and G A B/G A B C D/G A B C D E F# G C D E/C D E G A/C D E F G A B C Quickbeats</p>	<p>RE - What can we learn from religions about deciding what is right and wrong? (Treating others well/Golden Rule) What does it mean if God is holy and loving? PSHE/ICT – online bullying</p>
<p>Y6 Using Chords and Structure</p>	<p>Y1 Introducing Beat: Hip hop Y2 Inventing a Musical Story: soul Y2 Exploring Simple Patterns: soul</p>	<p>Y3 Developing Notation Skills: andante Y3 Enjoying improvisation: andante Y3 Composing using your imagination: Soul Y3 Sharing musical experiences: andante Y3 Learning More about Musical Styles: Hip hop / andante Y3 Recognising different sounds: Hip hop / andante Y4 Connecting Notes and Feelings Y4 Interesting Time Signatures: Soul Y4 Combining elements to make music: andante Y4 Creating simple melodies together: andante Y5 Introducing chords: 6/8 Y5 Words, Meaning and Expression: Hip hop / 6/8 Y6 Understanding structure and form: Hip hop Y6 Respecting each other through composition: Soul Y6 Developing melodic phrases: Soul</p>	<p>How Does Music Shape Our Way Of Life?</p>	<p>Understanding Music Tempo: Andante – at a walking pace (76 bpm) Time Signature: 6/8 Key Signature: D minor Rhythmic patterns: dotted crotchet, triplet quavers and quavers Melodic Patterns: D E F G A Improvising Time signature: 5/4 Key Signature: G major Notes: G A B C D E F# Songs/pieces Wake Up! (Hip Hop) Time signature: 4/4 Key Signature: F minor We Shall Overcome (Gospel) Down By The Riverside (Gospel) Time signature: 4/4 Key Signature: G major You Belong To Me (Soul) Dance The Night Away (Salsa) Time signature: 4/4</p>	<p>Performing: F/F A flat/E flat F A flat G/D F# G A B F/F G A flat B flat C/C E flat F G A flat B flat C Composing: F G A flat/F G A flat B flat C (5 note minor scale)/F G A flat B flat C D flat E Flat F Improvising: G A B C D</p>	<p>RE - Salvation</p>

				Key Signature: F minor		
Y6 Respecting each other through composition	<p>Y2 Music that Makes you Dance (John Williams) EYFS Reflect, rewind and Replay</p> <p>Y1 Introducing Beat: pop Y2 Exploring Feelings Through Music: Pop Y2 Exploring Improvisation: Pop</p> <p>Y1 Having Fun with Improvisation: Pop Y1 Introducing Tempo & Dynamics: Reggae Y2 Exploring Improvisation : Reggae</p> <p>Y1 Adding Rhythm & Pitch: Reggae Y1 Explore Sound and Create a Story: Reggae Y2 Inventing a Musical Story: soul Y2 Exploring Simple Patterns: soul</p>	<p>Y3 Developing Notation Skills: pop Y3 Enjoying improvisation: C major / 2/4 Y3 Composing using your imagination: Soul / Musicals / pop Y3 Learning More about Musical Styles: C major Y3 Recognising different sounds: 2/4 / pop Y4 Connecting Notes and Feelings Y4 Interesting Time Signatures: 2/4 / Soul / reggae / C major Y4 Purpose, identity and expression in music: C major Y4 Combining elements to make music: 2/4 Y4 Creating simple melodies together: 2/4 Y5 Identifying important musical elements: Musicals / C major Y5 Introducing chords: Reggae / C major / pop Y5 Words, Meaning and Expression: Adagio / pop Y5 Identifying important musical elements: C major Y5 Emotions and musical styles: 2/4 / pop Y5 Exploring key and time signatures: pop Y6 Gaining confidence through performance: Adagio Y6 Developing melodic phrases: C major / 2/4 / pop</p>	How Does Music Connect Us With The Environment?	<p>Understanding Music Tempo: Adagio – at a slow speed (66 bpm) Time Signature: 2/4 Key Signature: C major Rhythmic patterns: minims, crotchets, quavers and semiquavers Melodic Patterns: C D E F G A B Improvising Time signature: 5/4 Key Signature: G major Notes: G A B C D/G A B C D E F#</p> <p>Songs/pieces Heal The Earth (Reggae) Time signature: 4/4 Key Signature: F major My Funny Valentine (Richard Rodgers – Musicals) Let's Go Surfin' (Pop) Time signature: 4/4 Key Signature: C major Main Title Theme From Schindler's List (John Williams – Film Music) So Amazing (Soul) Time signature: 4/4 Key Signature: G major</p>	<p>Performing F/C F G A B flat C D/C D F G A B flat C D Improvising F G A C D Composing F G A/F G A C D (pentatonic scale)/F G A B flat C D E F (major scale)</p>	RE/Geography – caretakers of the earth
Y3 Learning More about Musical Styles	<p>Y1 Introducing Beat: Hip hop Y1 Introducing Tempo & Dynamics: Prokofiev Y2 Focus on Dynamics & Tempo: jazz/Gershwin Y2 Inventing a Musical Story: Gospel music</p>	<p>Y3 Developing Notation Skills: andante Y3 Composing using your imagination: Musicals / 3/4 Y3 Enjoying improvisation: C major / Jazz / andante Y3 Sharing musical experiences Y3 Recognising different sounds: Hip hop / 20th Century / andante Y4 Connecting Notes and Feelings Y4 Purpose, identity and expression in music: C major Y4 Interesting Time Signatures: C major / 3/4 Y4 Combining elements to make music: jazz / andante Y4 Developing pulse and groove through improvisation: Musicals / 3/4 Y4 Creating simple melodies together: jazz / andante Y5 Introducing chords: C major Y5 Words, Meaning and Expression Hip hop / 3/4 Y5 Identifying important musical elements: C major Y5 Exploring key and time signatures: jazz / 3/4 Y6 Understanding structure and form: Hip hop / Jazz / 3/4</p>	<p>How Does Music Make a Difference to Us Every Day?</p> <p>Do you have musical role models? Do they guide your morals?</p> <p>Do some songs have special meaning? Have they become a turning point in your life?</p> <p>Knowing the tradition of gospel music.</p>	<p>Understanding Music Tempo: Andante — At a walking pace (104 bpm) Time Signature: 3/4 Key Signature: C major Rhythmic Patterns: Minims, crotchets and quavers Melodic patterns: : C, D and E Improvising Time signature: 2/4 Key Signature: F major Notes: F, G, A, C, D</p> <p>Songs/pieces He's got the whole world in his hands (Gospel) Time signature: 4/4 Key Signature: E flat Porgy and Bess: Act 1, Summertime (Gershwin – musicals) Why does music make a difference? (Jazz) Time signature: 4/4 Key Signature: F major The young person's guide to the orchestra (Britten – 20th Century)</p>	Improvisation: F, G, A, C, D	PSHE – mindfulness – calm breathing/calming down

		<p>Y6 Using Chords and Structure: Hip hop / andante</p> <p>Y6 Respecting each other through composition: Musicals / C major</p> <p>Y6 Developing melodic phrases: C major</p>		<p>Panda Extravaganza (Rick Coates – hip hop)</p> <p>Time signature: 4/4</p> <p>Key Signature: D major</p> <p>Composer: Count Basie, Louis Armstrong and Ella Fitzgerald</p> <p>Prokofiev, Holst and Saint-Saens</p>		
<p>Y3 Recognising different sounds</p>	<p>Y1 Introducing Beat: Hip hop</p> <p>Y1 Introducing Beat: pop</p> <p>Y2 Exploring Feelings Through Music: Pop</p> <p>Y2 Exploring Improvisation: Pop</p> <p>Y1 Having Fun with Improvisation: Pop</p> <p>Y2 Inventing a Musical Story: Gospel music</p>	<p>Y3 Developing Notation Skills: andante / pop</p> <p>Y3 Composing using your imagination: F major / pop</p> <p>Y3 Enjoying improvisation: 2/4 / andante</p> <p>Y3 Sharing musical experiences Romantic / andante</p> <p>Y3 Learning More about Musical Styles: Hip hop / 20th Century / andante</p> <p>Y4 Interesting Time Signatures: 2/4</p> <p>Y4 Connecting Notes and Feelings: Romantic / 2/4</p> <p>Y4 Combining elements to make music: F major / andante / pop</p> <p>Y4 Creating simple melodies together: 2/3 / Romantic / andante</p> <p>Y5 Introducing chords: pop</p> <p>Y5 Identifying important musical elements: Romantic</p> <p>Y5 Words, Meaning and Expression: Hip hop / pop</p> <p>Y5 Emotions and musical styles: 2/4 / F major / pop</p> <p>Y5 Exploring key and time signatures: pop</p> <p>Y6 Gaining confidence through performance: Romantic</p> <p>Y6 Understanding structure and form: Hip hop</p> <p>Y6 Exploring notation further: Romantic / pop</p> <p>Y6 Using Chords and Structure: andante / hip hop</p> <p>Y6 Respecting each other through composition: 2/4 / pop</p> <p>Y6 Developing melodic phrases: 2/4 / pop</p>	<p>How does music connect us with our planet?</p> <p>Knowing the tradition of gospel music.</p>	<p>Understanding Music</p> <p>Tempo: Andante — At a walking pace (92 bpm)</p> <p>Time Signature: 2/4</p> <p>Key Signature: F major</p> <p>Rhythmic patterns: Minims, crotchets and quavers</p> <p>Melodic patterns: : F, G and A</p> <p>Improvising</p> <p>Time signature: 2/4</p> <p>Key Signature: F major</p> <p>Notes: F, G, A, C, D</p> <p>Songs/pieces</p> <p>Michael row the boat ashore (Gospel)</p> <p>Time Signature: 4/4</p> <p>Key Signature: E_b major and F major</p> <p>The Nutcracker suite, Dance of the Reed flutes (Tchaikovsky – Romantic)</p> <p>The dragon song (Pop)</p> <p>Time Signature: 4/4</p> <p>Key Signature: G major</p> <p>The Firebird suite (Stravinsky – 20th Century)</p> <p>Follow me (Hip hop)</p> <p>Time signature: 4/4</p> <p>Key Signature: F major</p> <p>Composer: James Brown</p>	<p>Improvising: F, G, A, C, D</p> <p>Composing: G A B/G A B D E</p>	<p>RE – being caretakers of the world.</p> <p>PSHE/PE mindfulness/positive mental health – connecting with nature</p> <p>English: Fables</p> <p>School value: Friendship</p>
<p>Y4 Creating simple melodies together</p>	<p>Y2 Exploring Simple Patterns: rock</p> <p>Y2 Focus on Dynamics & Tempo: jazz</p>	<p>Y3 Developing Notation Skills: G major / andante</p> <p>Y3 Enjoying improvisation: Jazz / 2/4 / andante</p> <p>Y3 Sharing musical experiences: Romantic / Rock / andante</p> <p>Y3 Learning More about Musical Styles: Jazz / andante</p> <p>Y3 Recognising different sounds: Romantic / 2/4 / andante</p> <p>Y4 Connecting Notes and Feelings: Romantic</p> <p>Y4 Interesting Time Signatures: R&B / 2/4 /</p> <p>Y4 Developing pulse and groove through improvisation: G major</p> <p>Y4 Combining elements to make music: Jazz / 2/4 / andante</p> <p>Y4 Creating simple melodies together: Romantic / G major / andante</p>	<p>How Does Music Teach Us About Our Community?</p>	<p>Understanding Music</p> <p>Tempo: Andante — At a walking pace (97 bpm)</p> <p>Time Signature: 2/4</p> <p>Key Signature: G major</p> <p>Rhythmic patterns: Minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p>Melodic Patterns: G, A, B, D and E</p> <p>Improvising</p> <p>Time signature: 4/4</p> <p>Key Signature: C major</p> <p>Notes: C, D, E, G, A (C pentatonic)</p> <p>Songs/pieces</p> <p>Let your spirit fly (R&B)</p> <p>Time signature: 4/4</p>	<p>Improvisation: C, D, E, G, A (C pentatonic)</p>	<p>PSHE – inclusion and positive mental health through connecting with others.</p>

		<p>Y5 Identifying important musical elements: Romantic</p> <p>Y5 Emotions and musical styles: 2/4</p> <p>Y5 Exploring key and time signatures: jazz / G major</p> <p>Y6 Gaining confidence through performance: Rock / R&B / Romantic</p> <p>Y6 Understanding structure and form: Rock / jazz</p> <p>Y6 Exploring notation further: Rock / Romantic / G major</p> <p>Y6 Using Chords and Structure: andante</p> <p>Y6 Respecting each other through composition: 2/4</p> <p>Y6 Developing melodic phrases</p>		<p>Key Signature: C major</p> <p>Symphony no 5 4th Movement (Beethoven – Classical)</p> <p>Frere Jacques (Jazz)</p> <p>Time signature: 4/4</p> <p>Key Signature: C major</p> <p>On the beautiful Blue Danube (Johann Strauss II – Romantic)</p> <p>The other side of the moon (Rock)</p> <p>Time signature: 4/4</p> <p>Key Signature: B minor</p>		
Y5 Emotions and musical styles	<p>Y1 Introducing Beat: pop</p> <p>Y2 Exploring Feelings Through Music: Pop</p> <p>Y2 Exploring Improvisation: Pop</p> <p>Y1 Having Fun with Improvisation: Pop</p> <p>Y2 Inventing a Musical Story: Gospel music</p>	<p>Y3 Developing Notation Skills: pop</p> <p>Y3 Composing using your imagination: F major / pop</p> <p>Y3 Enjoying improvisation: 2/4</p> <p>Y3 Recognising different sounds: 2/4 / F major</p> <p>Y3 Learning More about Musical Styles</p> <p>Y4 Connecting Notes and Feelings</p> <p>Y4 Interesting Time Signatures: 2/4</p> <p>Y4 Combining elements to make music: 2/4 / F major / pop</p> <p>Y4 Creating simple melodies together: 2/4</p> <p>Y5 Introducing chords: pop</p> <p>Y5 Words, Meaning and Expression: pop</p> <p>Y5 Emotions and musical styles: 2/4 / pop</p> <p>Y5 Exploring key and time signatures: pop</p> <p>Y6 Exploring notation further: pop</p> <p>Y6 Respecting each other through composition: 2/4 / pop</p> <p>Y6 Developing melodic phrases: 2/4 / pop</p>	<p>How Does Music Connect Us With Our Past?</p> <p>Knowing the tradition of gospel music.</p>	<p>Understanding Music</p> <p>Tempo: Moderato – at a moderate speed 112 bpm</p> <p>Time Signature: 2/4</p> <p>Key Signature: F major</p> <p>Rhythmic patterns: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers</p> <p>Melodic Patterns: F G A B flat C D E</p> <p>C E flat F</p> <p>G G# A B flat C</p> <p>Improvising</p> <p>Time signature: 4/4</p> <p>Key Signature: A minor</p> <p>Notes: A B C D E F# G</p> <p>Songs/pieces</p> <p>The sparkle in my life (pop)</p> <p>Time signature: 4/4</p> <p>Key Signature: E flat major</p> <p>Glasswords I (Philip Glass – Minimalism)</p> <p>Dreaming of Mars (20th/21st Century orchestral)</p> <p>Time signature: 4/4</p> <p>Key Signature: C major</p> <p>Macaroni Sundae (Rock 'n' Roll)</p> <p>Get on board (John Chamberlain – Gospel)</p> <p>Time signature: 4/4</p> <p>Key Signature: F major</p> <p>Composers: Music for 18 musicians – Reich</p> <p>In C – Terry Riley</p> <p>Revelation – Elodie Lauten</p> <p>Holst – Mars</p> <p>Swing Low, Sweet Chariot</p>	<p>Improvising: C D E F G</p> <p>Composing: E flat F G/ E flat F G B flat C (pentatonic)</p> <p>E flat G flat A flat A B flat D flat E flat (blues)</p> <p>A B C</p> <p>A B C D E</p> <p>A B C D E F G A</p> <p>Quickbeats</p>	<p>Science – a healthy diet</p> <p>PSHE – Staying healthy – healthy Lifestyle</p> <p>PE – a healthy diet</p> <p>RE - What do religions say to people when life gets hard?</p>
Y5 Exploring key and time signatures	<p>Y1 Introducing Beat: pop</p> <p>Y2 Exploring Feelings Through Music: Pop</p> <p>Y2 Exploring Improvisation: Pop</p> <p>Y1 Having Fun with Improvisation: Pop</p> <p>Y2 Focus on Dynamics & Tempo: jazz</p>	<p>Y3 Developing Notation Skills: G major / pop</p> <p>Y3 Enjoying improvisation: jazz</p> <p>Y3 Composing using your imagination: ¾ / pop</p> <p>Y3 Learning More about Musical Styles: jazz /3/4</p> <p>Y3 Recognising different sounds: pop</p> <p>Y4 Interesting Time Signatures: 3/4</p> <p>Y4 Combining elements to make music: jazz / pop</p>	<p>How Does Music Improve Our World?</p>	<p>Understanding Music</p> <p>Tempo: Allegro – at a brisk speed 155 bpm</p> <p>Time Signature: 3/4</p> <p>Key Signature: G major</p> <p>Rhythmic patterns: Dotted minims, minims, dotted crotchets, crotchets and quavers</p> <p>Melodic Patterns: F G A B flat C/F G A B flat C D E F</p>	<p>Composing: Graphic score/Music notepad</p>	<p>RE - What can we learn from religions about deciding what is right and wrong? – Apartheid</p> <p>PSHE – Feelings and emotions</p>

		<p>Y4 Developing pulse and groove through improvisation: G major / 3/4</p> <p>Y4 Creating simple melodies together: jazz / 2/4 / G major</p> <p>Y5 Introducing chords: pop</p> <p>Y5 Identifying important musical elements</p> <p>Y5 Words, Meaning and Expression: ¾ / pop</p> <p>Y5 Getting started with music tech</p> <p>Y5 Exploring key and time signatures: jazz / G major / ¾ / pop</p> <p>Y5 Emotions and musical styles: pop</p> <p>Y6 Understanding structure and form: jazz / 3/4</p> <p>Y6 Exploring notation further: G major</p> <p>Y6 Respecting each other through composition: pop</p> <p>Y6 Developing melodic phrases: pop</p>		<p>Improvising</p> <p>Time signature: 2/4</p> <p>Key Signature: F major</p> <p>Notes: F G A B flat C D E</p> <p>Songs/pieces</p> <p>Freedom is coming (South African)</p> <p>Time signature: 4/4</p> <p>Key Signature: F major</p> <p>Forever always (Mpumi Dhlamini – Jazz: contemporary)</p> <p>All over again (20th/21st Century orchestral)</p> <p>Free (Williams, Redd, Watts and Greene – Pop)</p> <p>Time signature: 4/4</p> <p>Key Signature: E flat major</p> <p>Do you ever wonder? (20th/21st Century orchestral)</p> <p>Time signature: 4/4</p> <p>Key Signature: C major</p> <p>Composers: Pharrell Williams - Happy</p>		
Y6 Developing melodic phrases	<p>Y1 Introducing Beat: pop</p> <p>Y2 Exploring Feelings Through Music: Pop</p> <p>Y2 Exploring Improvisation: Pop</p> <p>Y1 Having Fun with Improvisation: Pop</p> <p>Y2 Inventing a Musical Story: soul</p> <p>Y2 Exploring Simple Patterns: soul</p>	<p>Y3 Developing Notation Skills: pop</p> <p>Y3 Enjoying improvisation: C major / 2/4</p> <p>Y3 Composing using your imagination: Soul / pop</p> <p>Y3 Recognising different sounds: 2/4 / pop</p> <p>Y3 Learning More about Musical Styles: C major</p> <p>Y4 Connecting Notes and Feelings</p> <p>Y4 Purpose, identity and expression in music: C major</p> <p>Y4 Interesting Time Signatures: C major / 2/4</p> <p>Y4 Developing pulse and groove through improvisation: 20th/21st Century</p> <p>Y4 Combining elements to make music: 2/4 / pop</p> <p>Y4 Creating simple melodies together: 2/4</p> <p>Y5 Introducing chords: C major / 20th/21st Century / pop</p> <p>Y5 Words, Meaning and Expression: Adagio / 20th/21st Century / pop</p> <p>Y5 Identifying important musical elements: C major / 20th/21st century</p> <p>Y5 Getting Started with music tech</p> <p>Y5 Emotions and musical styles: 2/4 / pop</p> <p>Y5 Exploring key and time signatures: pop</p> <p>Y6 Gaining confidence through performance: Adagio</p> <p>Y6 Understanding structure and form: 20th/21st Century</p> <p>Y6 Respecting each other through composition: Adagio / C major / 2/4 / pop</p> <p>Y6 Developing melodic phrases: 2/4</p>	<p>How Does Music Bring Us Together?</p> <p>Well-being: connecting – 5 ways to well-being</p>	<p>Understanding Music</p> <p>Tempo: Adagio – at a slow speed (66 bpm)</p> <p>Time Signature: 2/4</p> <p>Key Signature: C major</p> <p>Rhythmic patterns: minims, crotchets, quavers and semiquavers</p> <p>Melodic Patterns: C D E F G A B</p> <p>Improvising</p> <p>Time signature: 2/4</p> <p>Key Signature: C major</p> <p>Notes: C D E F G A B</p> <p>Songs/pieces</p> <p>Do What You Want To (Soul)</p> <p>Time signature: 2/4</p> <p>Key Signature: C major</p> <p>Fanfare For The Common Man (Aaron Copland - 20th/21st Century Orchestral)</p> <p>It's All about Love (Pop)</p> <p>Time signature: 4/4</p> <p>Key Signature: G major</p> <p>Let's Write A Song (Pop)</p> <p>Sunshine on a Rainy Day (Soul)</p> <p>Time signature: 4/4</p> <p>Key Signature: D major</p> <p>Composers: Barber – Adagio for Strings</p>	<p>Performing: C/G A B C D E F G A C/F G A B flat C/F G A B flat C D E F/D F G A B flat C D E F D/A B D E/A B D E F#</p> <p>Improvisation: C D E F G A B C</p> <p>Composing: G A B flat/G B flat C D F (minor pentatonic)/G B flat C D flat D natural F G (blues)</p> <p>Graphic score A B C/A B C D E (5 note minor scale)/A B C D E F G# A (minor scale)</p> <p>Quickbeats</p>	<p>School values – forgiveness</p> <p>Science/PSHE – Healthy diet</p>

