
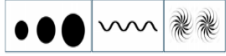



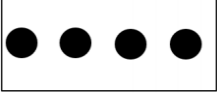

Music Yearly Overview 2022-2023



EYFS progression map from birth to the end of Reception year					
Area of Learning Expressive Arts and Design					
Concept: Being Imaginative and Expressive Educational Programme from the EYFS framework: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
		Narratives	Singing	Music and Performance	ELG
Progression steps to enable typical progression within this concept	Birth – 3	<ul style="list-style-type: none"> I can begin to develop pretend play, pretending that one object represents another. 	<ul style="list-style-type: none"> I can show I am anticipating phrases and actions in rhymes and songs. I can explore my own voice and enjoy making a variety of sounds. I can begin to join in with songs and rhymes, making some sounds. I can begin to make rhythmical and repetitive sounds. 	<ul style="list-style-type: none"> I can show attention to sounds and music. I can respond emotionally and physically to music when it changes. I can move about when music is played. I can explore a range of sound makers and instruments and play them in different ways. I enjoy taking part in action songs such as <i>Twinkle Twinkle</i>. 	Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; 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
	3-4 yrs	<ul style="list-style-type: none"> I can take part in pretend play, using objects to represent other objects. I can begin to develop imaginative and complex stories using small world equipment. 	<ul style="list-style-type: none"> I can remember and sing entire nursery rhymes. I can sing the pitch of a tone sung by another person (pitch matching) I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs I can create or improvise a song around one that I know (after this has been modelled) 	<ul style="list-style-type: none"> I can listen with increased attention to sounds. I can respond to the music and sounds that I hear – expressing my thoughts and feelings. 	

	Reception	<ul style="list-style-type: none"> • I can develop imaginative story lines in my pretend play using a wide range of props. • I can take part in the group re-telling of a well-known story. • I can adapt well known stories either with my peers or with a teacher. 	<ul style="list-style-type: none"> • I can sing in a group or on my own with and increasing ability to match the pitch and follow the melody. • I know a wide variety of well-known nursery rhymes and can learn some new songs as well. • I know I need to sit or stand up straight to sing. • I know I need to sit or stand up straight to sing. • To know that different instruments make different sounds. • To know that an instrument can sound different depending on how you play it. • To know that there are different types of music that sound different. • To know that anyone can create music. • To recognise simple patterns when playing music together e.g., long-long –short etc. 	
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Year	Curriculum Drivers				Disciplinary Knowledge		
	Knowledge, Equality, Innovation, Legacy, Partnership, Sustainability				Listening and appraising, composing, improvising, performing.		
	Autumn		Spring		Summer		
1	Unit/outcome	Finlandia	Transport	Superheroes	Animals	Under the Sea	World Music Heritage
	Key enquiry questions	How can music express a story?	How can music be used to represent transport?	How can music be used to represent superheroes?	How can music be used to represent animals?	How can music be used to depict the sea?	How is music different around the world and how has it changed over time?
	United Nations Sustainable Goals						 Protect the world's cultural and natural heritage.
	Sticky knowledge	<p>To know what a composer is.</p> <p>To know what dynamics are.</p> <p>To know what a pulse is.</p> <p>To know what tempo is.</p> <p>To know that symbols can represent music.</p>	<p>To know simple songs and sing them from memory.</p> <p>To know what a pulse is.</p> <p>To know what tempo is.</p> <p>To know what rhythm is.</p> <p>To know what dynamics are.</p> <p>To know what improvising is.</p>	<p>To know what a pulse is.</p> <p>To know what tempo is.</p> <p>To know what rhythm is.</p> <p>To know what dynamics are.</p> <p>To know what an audience is and how to perform to one successfully.</p>	<p>To know the interrelated dimensions of music.</p> <p>To know how to move appropriately when music is played.</p> <p>To know how to experiment with percussive instruments to make sounds.</p> <p>To know how to improve a performance.</p>	<p>To know the interrelated dimensions of music, including structure and texture.</p> <p>To know the meanings of musical words used to describe the interrelated dimensions.</p>	<p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know that music can have a specific style according to the country.</p> <p>To know that music has changed through history.</p>




	To know 5 songs or chants.					
Songs	Wiggle, jiggle Boom chick a boom	The transport song Hey you	Mo matchi Blue, blue tractor	Giggle song Pretty trees around the world	Doctor knickobocker Little green frog	Thank you for a million, brilliant things
Language	pulse, rhythm, tempo, dynamics, pitch, composer, symbols, audience, percussion instrument, composing, improving, style, steady beat, rhythm patter, pitch pattern, sound effect, band, loudly, quietly, longer, shorter, spikey, smooth, National Anthem					
Progression	<p>To sing simple songs from memory.</p> <p>To express a basic opinion about music (like or dislike)</p> <p>To recognise and make loud and quiet sounds (dynamics)</p> <p>To use body percussion to make environmental sounds.</p> <p>To recognise how graphic notation can represent created sounds.</p> <p>To explore and invent own symbols for created sounds, for example:</p>  <p>To respond to simple visual directions e.g.</p>	<p>To describe the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>To recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>To respond to the pulse in recorded/live music through movement and dance</p> <p>To perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p>	<p>To describe the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>To recognise high and low sounds (pitch).</p> <p>To invent and retain and recall pitch patterns and perform these for others.</p> <p>To compose, improvise and play patterns with 2 notes (high and low)</p> <p>To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	<p>To use body percussion and classroom percussion, playing repeated rhythm patterns (ostinato) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>To listen and respond to other performers by playing as part of a group.</p> <p>To choose appropriate instruments to represent different parts of a song.</p> <p>To clap a simple rhythm.</p> <p>To respond to the pulse in recorded/live music through movement and dance.</p> <p>To sing simple songs as part of a group.</p>	<p>To describe the differences between 2 pieces of music.</p> <p>To select percussion instruments to create a desired sound.</p> <p>To recognise and make loud and quiet sounds (dynamics)</p> <p>To recognise and make fast and slow sounds (tempo)</p> <p>To recognise how graphic notation can represent created sounds.</p> <p>To explore and invent own symbols for created sounds, for example:</p>  <p>To follow pictures and symbols (graphic score) to guide singing and</p>	<p>To understand that music can have a specific style according to the country.</p> <p>To understand that there are different styles of music throughout history.</p> <p>To describe the differences between 2 pieces of music.</p>

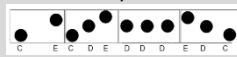
		<p>stop, start, loud quiet and counting in.</p> <p>To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>To select percussion instruments to create a desired sound.</p> <p>To begin to make improvements to their work as suggested by the teacher,</p>	<p>To follow pictures and symbols (graphic score) to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>  <p>To respond to simple visual directions e.g. stop, start, loud quiet and counting in.</p> <p>To select percussion instruments to create a desired sound.</p> <p>To use body percussion and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>To create musical sound effects and short sequences of sounds in response to stimuli,</p> <p>To know the difference between creating a rhythm pattern and a pitch pattern.</p>			<p>playing, e.g. 4 dots = 4 taps on the drum.</p> 	
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	<p>For every unit: To sing simple songs, chants and rhymes from memory To control vocal pitch and to match the pitch they hear with accuracy. To improvise simple vocal chants, using question and answer phrases. To sing familiar songs in both low and high voices and talk about the difference in sound. To perform short copycat rhythm patterns accurately, led by the teacher. To perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. To perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p>						
2	Unit/outcome	The Nutcracker	On this Island	The Orchestra	Gospel	Africa	World Music Heritage
	Key enquiry question	How can music express a story?	What are the features of traditional music in the British Isles?	What is an orchestra?	What is gospel music?	How can we represent African animals through music?	How is music different around the world and how has it changed over time?
	United Nations Sustainable Goals			 <p>Understand a variety of ways to improve their own and other people's well-being.</p>			 <p>Protect the world's cultural and natural heritage.</p>
Sticky knowledge	<p>To know what a pulse, rhythm, tempo, dynamics and pitch are.</p> <p>To know that beats can be grouped.</p> <p>To know that symbols show music.</p> <p>To know what a canon is.</p>	<p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know what a melody is.</p> <p>To know how to change a composition.</p> <p>To know how to record using graphic notation.</p>	<p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know the names of the four sections or families of the orchestra.</p> <p>To know the names of some key orchestral instruments.</p>	<p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know how to recognise gospel music.</p> <p>To know what unison is.</p>	<p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know how to change a composition.</p> <p>To know what 'call and response' means.</p>	<p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know that traditional music can be played in any country (e.g Spanish music is not only played in Spain).</p> <p>To know that there are distinct periods of music throughout history.</p>	



					To know how to play rhythms on tuned and untuned instruments.	
	<p>To know why we warm up our voices. To know a variety of ways to use our voice. To know what rhythmic and melodic patterns are.</p>					
Songs	<p>Row Row Row Your Boat</p> <p>Wake up: https://www.youtube.com/watch?v=1gUbdNbu6ak</p>	<p>Variety of folk songs</p> <p>I hear thunder</p>	How far I'll go	There's power in music	Shosholoza	We are Unstoppable
Language	pulse, rhythm, tempo, dynamics, pitch, structure, timbre, melody, unison, Gospel, orchestra, orchestral instruments, melodic phrase, notation, vocal, backing vocal, piano, drums, 3 notes, chorus, verse, canon					
Progression	<p>To recognise structural features in the music they listen to.</p> <p>To compose short melodic phrases using 3 notes.</p> <p>To recognise dot notation and match it to 3 note tunes played on tuned percussion.</p> <p>To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>To play copycat rhythms, copying a leader, and</p>	<p>To use letter names and graphic notation to represent the details of their compositions.</p> <p>To know that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>To begin to group beats in 2s and 3s by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>To name some songs from the British Isles.</p> <p>To compose a piece of music with some</p>	<p>To listen to, and recognise instrumentation.</p> <p>To know the names of the four sections or families of the orchestra: strings, woodwinds, brass and percussion.</p> <p>To know the names of 5 orchestral instruments.</p> <p>To know that music can convey emotions.</p> <p>To select appropriate sounds to match events, characters and feelings in a story.</p>	<p>To recognise structural features in music they listen to.</p> <p>To copy back, play, invent rhythmic and melodic patterns.</p> <p>To improvise using 2 notes.</p> <p>To compose a simple melody using F,G and A to fit a piece of music.</p> <p>To listen to and repeat a short, simple melody by ear.</p> <p>To identify instruments/voice; vocal,</p>	<p>To compose short sequences of sound using instruments and voices.</p> <p>To recognise timbre changes in music they listen to.</p> <p>To copy a short rhythm</p> <p>To recognise simple notation.</p> <p>To learn a traditional song from Africa.</p> <p>To work with a partner to improvise simple question and answer phrases, to be sung and played on untuned</p>	<p>To talk about similarities and differences when comparing music around the world.</p> <p>To know that there are distinct periods of music throughout history.</p>


		<p>invent rhythms for others to copy on untuned percussion.</p> <p>To read and respond to chanted rhythm patterns, and represent them with stick notation including crochets, quavers and crochet rests.</p> <p>To respond independently to pitch changes heard in short melodic phrases, indicating with actions (for examples, stick up/sit down, hands high/hands low).</p> <p>To conduct a group using simple visual direction (e.g. stop/start, loud/quiet, counting in)</p> <p>To identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p>To move in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</p>	<p>appropriate tempo, dynamics and timbre changes.</p> <p>To select appropriate sounds for a musical soundscape.</p>	<p>To compose a piece of music with some appropriate tempo, dynamics and timbre changes.</p> <p>To perform a story script with accompanying music.</p>	<p>backing vocal, piano, drums.</p> <p>To play instrumental parts in time to a backing track.</p> <p>To contribute to a performance by singing or playing an instrumental part.</p> <p>To suggest improvements to their own and others' work.</p> <p>To identify key features of gospel music.</p>	<p>percussion, creating a musical conversation.</p> <p>To play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>To create rhythms using word phrases as a starting point.</p>	
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		<p>To sing songs with a pitch range of doh-soh with increasing vocal control.</p> <p>To begin to use musical vocabulary to describe music.</p> <p>To 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 (e.g., crescendo, decrescendo, pause)</p> <p>To play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>To sing short phrases independently within a singing game or short song.</p>					
3	Unit	Connect it	Ballads	Whole Class instrument Tuition		Jazz	World Music Heritage
	Key enquiry question	How can music express a story.	What is a ballad?			What is Jazz music?	How is music different around the world and how has it changed over time?
	United Nations Sustainable Goals	 <p>Women feel valued and empowered to do whatever they have a passion to do.</p>				 <p>Women feel valued and empowered to do whatever they have a passion to do.</p>	 <p>Protect the world's cultural and natural heritage.</p>
Sticky knowledge	<p>To know the interrelated dimensions of music, including metre.</p> <p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know what a motif is.</p>	<p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know how to recognise a ballad.</p> <p>To know what a choir is.</p> <p>To know what a conductor is.</p> <p>To know how to record using dot notation.</p>	<p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know what a crotchet and paired quaver are.</p> <p>To know what the stave, lines and spaces and clef are.</p> <p>To know that symbols and notation show music.</p>	<p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know how to recognise jazz.</p> <p>To know that symbols and notation show music.</p> <p>To know how to change the structure of a composition.</p> <p>To know what</p>	<p>To know the interrelated dimensions of music and how they are used to construct a composition.</p> <p>To know that music has evolved and changed over time.</p> <p>To know that there are different styles of music from around the world.</p>		



				syncopation is.	
<p>To know that singing involves listening. To know that compositions can be recorded in different ways.</p>					
Songs	A ram, sam ,sam	Kaeru no uta (frog song) https://www.youtube.com/watch?v=J7luT3ymml0	Power in me	Tue-tue	Don't stop
Language	pulse, rhythm, tempo, dynamics, pitch, structure, timbre, metre, motif, ballad, choir, conductor, dot notation, crotchet, paired quaver, stave, lines and spaces, clef, jazz, syncopation, genres, lyrics, melodic phrase, canon. orchestrate				
Progression	<p>To discuss the stylistic features of different genres, styles and tradition of music using musical vocabulary.</p> <p>To recognise the use and development of motifs in music.</p> <p>To perform actions confidently and in time to a range of action songs.</p>	<p>To discuss the stylistic features of different genres, styles and tradition of music using musical vocabulary.</p> <p>To recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>To describe the timbre, texture and dynamic details of a piece of music.</p>	<p>To develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>To play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>To use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</p>  <p>To individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio,</p>	<p>To discuss the stylistic features of different genres, styles and tradition of music using musical vocabulary.</p> <p>To understand that music from different parts of the world and different times have different features.</p> <p>To recognise the use and development of motifs in music.</p>	<p>To talk about similarities and differences when comparing two pieces of music from two different countries.</p> <p>To discuss some distinct features of music throughout history.</p> <p>To discuss the stylistic features of different</p>

		<p>To structure musical ideas e.g. using echo or question and answer phrases, to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli e.g. musical sources.</p> <p>To sing canons.</p>	<p>To write lyrics for a ballad.</p> <p>To perform a ballad as a class.</p> <p>To sing with an awareness of being in tune and time.</p>	<p>fast and slow. Extend to question-and-answer phrases.</p> <p>To introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>To introduce and understand the differences between crotchets and paired quavers.</p>	<p>To recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>To compose song accompaniments on untuned percussion using known rhythms, notes and values.</p> <p>To become more skilled in improvising, inventing short "on the spot" responses using a limited note range.</p> <p>To recognise different types of jazz and have an awareness of how the style evolved.</p> <p>To clap a syncopated rhythm.</p> <p>To sing syncopated melody with rhythmic accuracy.</p>	<p>genres, styles and tradition of music using musical vocabulary.</p> <p>To understand that music from different parts of the world and different times have different features.</p>
		<p>To begin to use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work.</p> <p>To sing a widening range of unison songs of varying styles and structures with a pitch range, tunefully and with expression.</p> <p>To perform forte and piano (loud and soft)</p> <p>To perform as a choir in school assemblies.</p>				

4	Unit	Hall of the Mountain King	Baroque into Romantic	Classically Indian	Blues	Rock n Roll	World Music Heritage
	Key enquiry question	How can music express a story?	What are the differences between baroque and romantic music?	How do Rag, Tal and Drone work together in traditional Indian music.	What is Blues music and how can we identify it?	What is Rock 'n' Roll music and how can we identify it?	How is music different around the world and how has it changed over time?
	United Nations Sustainable Goals				 <p>Women feel valued and empowered to do whatever they have a passion to do.</p>		 <p>Protect the world's cultural and natural heritage.</p>
	Sticky knowledge	To know the interrelated dimensions of music and how they are used to construct a composition.	To know the interrelated dimensions of music and how they are used to construct a composition. To know the names of composers from different periods of history.	To know the interrelated dimensions of music and how they are used to construct a composition. To know some features of traditional Indian music. To know how to record using dot notation. To know how to change the structure of a composition.	To know the interrelated dimensions of music and how they are used to construct a composition. To know how to recognise blues. To know what the blues scale is. To know what a chord is. To know how to record using dot notation. To know how to change the structure of a composition.	To know the interrelated dimensions of music and how they are used to construct a composition. To know how to recognise rock 'n' roll. To know how to record using dot notation. To know how to change the structure of a composition.	To know the interrelated dimensions of music and how they are used to construct a composition. To know that there is music from different time periods, traditions and countries.
		<p>To know that a choir will produce a deeper texture. To know what a solo singer is. To know what a minim, crotchet, paired quaver and rests are.</p>					
	Songs	Namuma	Mamma Mia	Believe	Lean on me	La Bamba	Favourite Song




Language	pulse, rhythm, tempo, dynamics, pitch, structure, timbre, Baroque, Romantic, Indian, Blues, Rock 'n' Roll, chord, crescendo, decrescendo, drone, rag, tal, major key, minor key, minim, rests, Blues Scale, harmony, accelerando, strong, weak (pulses)					
<p>Progression</p>	<p>To identify gradual dynamic and tempo changes within a piece of music.</p> <p>To recognise, name and explain the effect of interrelated dimensions of music.</p> <p>To identify scaled dynamics (crescendo, decrescendo) within the piece of music.</p> <p>To use musical vocabulary to discuss the purpose of a piece of music.</p> <p>To arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p>  <p>To explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a</p>	<p>To compare and contrast pieces of music from different time periods/traditions.</p> <p>To discuss some distinct features of music throughout history using musical vocabulary.</p> <p>To identify gradual dynamic and tempo changes within a piece of music.</p> <p>To recognise, name and explain the effect of interrelated dimensions of music.</p> <p>To identify scaled dynamics (crescendo, decrescendo) within the piece of music.</p> <p>To use musical vocabulary to discuss the purpose of a piece of music.</p> <p>To introduce and understand the differences between minims, crotchets, paired quavers and rests.</p>	<p>To recognise the use and development of motifs in music.</p> <p>To recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (classical Indian)</p> <p>To recognise, name and explain the effect of interrelated dimensions of music.</p> <p>To use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work.</p> <p>To use musical vocabulary when discussing what is heard.</p> <p>To know some features of traditional Indian music.</p> <p>To compose an Indian inspired composition using drone, rag and tal.</p>	<p>To recognise the use and development of motifs in music.</p> <p>To recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Blues)</p> <p>To recognise, name and explain the effect of interrelated dimensions of music.</p> <p>To use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work.</p> <p>To capture and record creative ideas using any of: <i>graphic symbols</i> <i>rhythm notation</i> <i>time signatures</i> <i>staff notation</i> <i>Technology</i></p> <p>To improvise on a limited range of pitches on the instrument they are now learning, making use of</p>	<p>To recognise the use and development of motifs in music.</p> <p>To recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Rock 'n' Roll)</p> <p>To recognise, name and explain the effect of interrelated dimensions of music.</p> <p>To use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work.</p> <p>To capture and record creative ideas using any of: <i>graphic symbols</i> <i>rhythm notation</i> <i>time signatures</i> <i>staff notation</i> <i>Technology</i></p> <p>To play and perform melodies following staff notation using a small</p>	<p>To compare and contrast pieces of music from different time periods/traditions.</p> <p>To compare and contrast pieces of music from different countries/continents.</p> <p>To discuss some distinct features of music throughout history using musical vocabulary.</p> <p>To identify common features between different genres, styles and traditions of music.</p> <p>To recognise, name and explain the effect of interrelated dimensions of music.</p>

		<p>short film clip. Introduce major and minor chords.</p> <p>To capture and record creative ideas using any of: <i>graphic symbols</i> <i>rhythm notation</i> <i>time signatures</i> <i>staff notation</i> <i>Technology</i></p> <p>To introduce and understand the differences between minims, crotchets, paired quavers and rests.</p>	<p>To improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p>	<p>To combine known rhythmic notation with letter names to create short melodic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>To capture and record creative ideas using any of: <i>graphic symbols</i> <i>rhythm notation</i> <i>time signatures</i> <i>staff notation</i> <i>Technology</i></p> <p>To play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p>	<p>musical features including smooth (legato) and detached (staccato).</p> <p>To begin to make compositional decisions about the overall structure of improvisations.</p> <p>To copy short melodic phrases including those using the Blues Scale (C Eb F F# G Bb C)</p> <p>To know that a chord is 2 or more notes played at the same time.</p>	<p>range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>To perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>To 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>To continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>To sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>To begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>To perform a range of songs in school assemblies.</p>					

5							
Unit	Machines	Space	Reggae	Musical Theatre	Advanced Rhythms	World Music Heritage	
Key enquiry question	How can music express a story?	How can music be used to represent space?	What is reggae music and what does it communicate?	What is musical theatre?	What is the Kodaly method and how are rhythms used to construct compositions?	How is music different around the world and how has it changed over time?	
United Nations Sustainable Goals				 <p>Understand a variety of ways to improve their own and other people's well-being.</p>		 <p>Protect the world's cultural and natural heritage.</p>	
Sticky knowledge	To know the interrelated dimensions of music.	To know the interrelated dimensions of music.	To know the interrelated dimensions of music and how they are used to construct a composition.	To know the interrelated dimensions of music and how they are used to construct a composition.	To know the interrelated dimensions of music and how they are used to construct a composition.	To know the interrelated dimensions of music and how they are used to construct a composition.	
	To know how music is constructed using the interrelated dimensions.	To know how music is constructed using the interrelated dimensions. To know how to use vocabulary to discuss the effectiveness of a piece of music.	To know the features of reggae. To know what a vocal lead is. To know what backing vocals are.	To know some features of musical theatre. To know that music is subjective.	To know how to play and perform in solo and ensemble contexts. To know what improvise means. To know how to interpret musical notations.	To know that there is music from different time periods, traditions and countries. To know that music has changed over time.	
	To know what a phrase is. To know what a semi-breve, minim, crotchet, crochet rests, paired quaver, semi-quavers and rests are. To know what pitch notation within an octave is.						
Songs	Smile	The Imperial March	Danny Boy	Four white horses https://www.youtube.com/watch?v=1AXbo5ToawA	Mr Blue Sky	Sing (Barlow/Lloyd-Webber)	

Language	pulse, rhythm, tempo, dynamics, pitch, structure, timbre, ternary form, loops, remix, Reggae, North American Hip-Hop, rapping, triad, semibreves, crotchet rests, semiquavers, note durations, musical theatre, glissando, ostinato					
Progression	<p>To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time (Musical Theatre, Dance Remix, Hip Hop, Reggae, Classical).</p> <p>To compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>To develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>To work in pairs to compose a short ternary piece.</p> <p>To use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>To capture and record</p>	<p>To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time (Musical Theatre, Dance Remix, Hip Hop, Reggae, Classical).</p> <p>To compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>To develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>To capture and record creative ideas using any of: <i>graphic symbols</i> <i>rhythm notation</i> <i>time signatures</i> <i>staff notation</i> <i>Technology</i></p> <p>To read and perform</p>	<p>To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time (Musical Theatre, Dance Remix, Hip Hop, Reggae, Classical).</p> <p>To compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>To develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>To capture and record creative ideas using any of: <i>graphic symbols</i> <i>rhythm notation</i> <i>time signatures</i> <i>staff notation</i> <i>Technology</i></p>	<p>To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time (Musical Theatre, Dance Remix, Hip Hop, Reggae, Classical).</p> <p>To compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>To develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>To sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p>	<p>To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time (Musical Theatre, Dance Remix, Hip Hop, Reggae, Classical).</p> <p>To compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>To develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>To capture and record creative ideas using any of: <i>graphic symbols</i> <i>rhythm notation</i> <i>time signatures</i> <i>staff notation</i> <i>Technology</i></p> <p>To perform a range of</p>	<p>To identify how one period of music has changed within itself.</p> <p>To understand how world events have affected music and its influence.</p> <p>To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time</p>

		<p>creative ideas using any of: <i>graphic symbols</i> <i>rhythm notation</i> <i>time signatures</i> <i>staff notation</i> <i>Technology</i></p> <p>To further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>To read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>pitch notation within an octave (e.g. C–C'/do–do).</p> <p>To hear loops or sections of music within remixes.</p> <p>To compose their own remix using fragments of a known song.</p>	<p>To improvise over a simple groove, responding to the beat, 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.</p> <p>To 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.</p> <p>To develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies</p>	<p>To capture and record creative ideas using any of: <i>graphic symbols</i> <i>rhythm notation</i> <i>time signatures</i> <i>staff notation</i> <i>Technology</i></p> <p>To begin to engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p> <p>To understand how triads are formed, and play them on tuned percussion, melodic instrument or keyboards.</p> <p>To perform simple, chordal accompaniments to familiar songs.</p>	<p>repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>To further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>To read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations</p>	
		<p>To sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>To sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>To perform a range of songs in school assemblies and in school performance opportunities.</p> <p>To understand the differences between 2/4, 3/4 and 4/4 time signatures.</p>					

6	Unit	Anthology of Fantastic Zoology	World War 2	Strictly Samba Music	Film Music	World Music Heritage	Leavers' Song
	Key enquiry question	How can music express a story?	How can music lift spirits in hard times?	What are the features of Samba music?	How can music be used to enhance a film?	How is music different around the world and how has it changed over time?	How can we celebrate the end of Primary School with music?
	United Nations Sustainable Goals			 <p>Understand a variety of ways to improve their own and other people's well-being.</p>		 <p>Protect the world's cultural and natural heritage.</p>	 <p>Understand a variety of ways to improve their own and other people's well-being.</p>
	Sticky knowledge	To know the interrelated dimensions of music and how they are used to construct a composition.	To know the interrelated dimensions of music and how they are used to construct a composition. To know the features of music from WW2. To know how to perform a song effectively.	To know the interrelated dimensions of music and how they are used to construct a composition. To know the features of Samba music. To know what an 8 or 16 beat melodic phrase is.	To know the interrelated dimensions of music and how they are used to construct a composition. To know that music is used to enhance films.	To know the interrelated dimensions of music and how they are used to construct a composition. To know how technology has impacted music. To know in depth how music has changed over time.	To know the interrelated dimensions of music and how they are used to enhance a performance. To know how to express a mood or emotion through music.
		To know semibreve, minim, crotchet, quavers and semiquavers and their equivalent rests.					
	Songs	Calypso (J Holdstock)	In the Mood (Glenn Miller) See you again	Reach out, I'll be there	Celebration (Kool and the gang)	Be the change	
	Language	pulse, rhythm, tempo, dynamics, pitch, structure, timbre, WW2 music, film music, Latin American Dance music, Samba, venue, occasion, ensemble, note lengths from Year 5, ff,pp,mf,mp, notes C-C, bass line, phrases, chord change, pizzicato, retrograde					
	Progression	To recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (pop art, film music).	To discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on	To use musical vocabulary correctly when describing and evaluating the features of a piece of music. To evaluate how the	To recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (pop art, film music).	To discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on	To represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.

	<p>To use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>To confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p> <p>To engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>To further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>To read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain</p>	<p>the development of musical styles</p> <p>To identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>To evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>To confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p> <p>To play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards,</p>	<p>venue, occasion and purpose affects the way a piece of music sounds.</p> <p>To confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p> <p>To extend improvisation skills through working in small groups to: <i>Create music with multiple sections that include repetition and contrast.</i></p> <p>To engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>To further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p>	<p>To represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>To use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>To evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>To confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p> <p>To plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. 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.</p>	<p>the development of musical styles</p> <p>To explain how music has changed over time and throughout the world.</p> <p>To use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>To confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p> <p>To explore the impact of technology on how music is made and experienced and how we may further develop this.</p>	<p>To identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>To use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>To evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>To confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p> <p>To use chord changes as part of an improvised sequence.</p> <p>To engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be</p>	
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		<p>known rhythms and note durations.</p> <p>To explore the impact of technology on how music is made and experienced and how we may further develop this.</p>	<p>tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>To engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>To further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>To further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p>	<p>To read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time (Samba).</p>	<p>To compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>To compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>To use chord changes as part of an improvised sequence.</p> <p>To engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p>		<p>chords or a single-note bass line.</p> <p>To read and play from notation a four-bar phrase, confidently identifying note names and durations.</p> <p>To compose a chorus and verse melody.</p> <p>To write lyrics within a given structure.</p>
		<p>To sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>To continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>To perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>					

