	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1			Pulse and rhythm (all about me)	Timbre and rhythmic patterns (fairy tales)	Pitch and tempo (superheroes)	Music Vocabulary (under the sea) OR/AND Vocal and body sounds (by the sea)
Year 2	Orchestral instruments (traditional stories)		Dynamics, timbre, tempo and motifs (Space)	On this island: British songs and sounds		Myths and legends
Year 3	Ballads		INST - South Africa South Africa Instrumental Lessons - Kapow Primary	Pentatonic melodies and compositions (Chinese New Year)	Developing singing technique (the Vikings)	Traditional instruments and improvisation (India)
Year 4	Changes in pitch, tempo and dynamics (rivers)		Rock and Roll	INST – Caribbean KS2 Instrumental Lessons: Model Music Curriiculum - Kapow Primary	Samba and Carnival sounds and instruments	Adapting and transposing motifs (The Romans)
Year 5	Blues		Musical theatre Y5 to ROH – The Magic Flute	Composition to represent the festival of colour (Holi)	INST - South America	Looping and remixing
Year 6	Dynamics, Pitch and Tempo (Fingal's Cave)	Theme and Variations (Pop Art)	Songs of WW2 Young Voices Choir – O2	Film Music		INST – Indonesia Y6 Production + Composing/Performing a Leavers' Song

The Craylands School S.T.A.R. KS1 Long term subject: Music

Aims
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians   - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence   - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Skills	Knowledge
- use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music	

	Term 1
Early Years	Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

Year 1 knowledge end points	Year 2 knowledge end points
To know what a pulse is To know what a rhythm is To know what timbre is To know what pitch is To know what tempo is	Year 1 knowledge To know what a soundscape is To recognise songs related to Britain To understand how instruments make their sounds To recognise different elements of a piece of music
Year 1 Terms 3	**Pulse and rhythm; all about me**

Link to prior learning			
Vocab	Rhythm pulse		
Learning objectives	Context	Skills	Knowledge
To use my voice and hands to make music	How can we use our voice and hands to make music?	• Recognising and understanding the difference between pulse and rhythm. • Describing the character, mood, or 'story' of the music they listen to (verbally or through movement) • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Combining instrumental and vocal sounds within a given structure. • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. • Copying back short rhythmic and melodic phrases on percussion instruments.	• To know that rhythm means a pattern of long and short notes. • To know that pulse is the regular beat that goes through music. • To understand that the pulse of music can get faster or slower. • To know that a piece of music can have more than one section, e.g. a verse and a chorus.
To clap and play in time to the music	Can you clap in time to the music you are listening to?		
To play simple rhythms on an instrument	What rhythms can we play on this instrument?		
To listen to and repeat short rhythmic patterns	Can you repeat something that you listen to?		
To understand the difference between pulse and rhythm	What is pulse? What is rhythm?		
Year 1 Term 4	**Timbre and rhythmic patterns**		

Links to prior learning			
Vocab	Timbre pulse rhythm syllables strings timpani oboe Clarinet bassoon french horn flute		

Learning objectives	Context	Skills	Knowledge
To use voices expressively to speak and chant	What are different ways we can use our voice?	• Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Choosing dynamics, tempo and timbre for a piece of music.	To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.
To select suitable instrumental sounds to represent a character	What instrument would you use to represent each character?		
To compose and play a rhythm	What is a rhythm?		
To recognise how timbre is used to represent characters in a piece of music	What is timbre?		
To keep the pulse using	How can we maintain a pulse?		

| untuned instruments | | Using their voices expressively to speak and chant.

Copying back short rhythmic and melodic phrases on percussion instruments.

Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. | |

Year 1 term 5	**Pitch and tempo**		
Link to prior learning			
Vocab	Accelerando high pitched low pitch perform performance pitch pitch pattern tempo		
Learning objectives	Context	Skills	Knowledge
To understand the concept of pitch	What is pitch?	• Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). • Listening and responding to other performers by playing as part of a group.	To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately.
To create a pattern using two pitches	How can we change between different pitches?		
To understand the concept of tempo	What is tempo?		
To create a superhero theme tune	What superheroes do you know? Do they have a theme tune?		

To perform confidently as part of a group	How can we sing together as a group?	• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance	
Year 1 Terms 6	**By the sea**		
Link to prior learning			
Vocab	body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre		
Learning objectives	Context	Skills	Knowledge
To understand that music can be used to represent an environment	What type of music would represent different environments?	• Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike) • Listening and responding to other performers by playing as part of a group.	To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
To understand how music can represent changes in an environment	How can we change music to represent an environment?		
To select instruments to	What instruments could be used to make seaside sounds?		

match seaside sounds		• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	To understand that music can be represented by pictures or symbols.
To recognise and use dynamics and tempo	What are dynamics and tempo?	• Combining instrumental and vocal sounds within a given structure. • Choosing dynamics, tempo and timbre for a piece of music.	
To write music down and perform from a graphic score	How can we use pictures to represent music?	• Creating a simple graphic score to represent a composition. • Using their voices expressively to speak and chant. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation.	

Year 2 Term 1	**Orchestral instruments**		
Links to prior learning			
Vocab	Orchestra instruments strings woodwind brass percussion vocals sound effect timbre dynamics tempo		
Learning objectives	Context	Skills	Knowledge
To listen to and analyse an orchestral version of a traditional story	What story do you think this music is telling?	Recognising timbre changes and structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work.	To know that musical instruments can be used to create 'real life' sound effects.
To listen to and analyse a film musical version of a traditional story	What is your opinion of the film of a story?		To know that woodwind instruments, like flutes, are

To select appropriate sounds to match events, characters and feelings in a story	What sounds could we use to represent part of a story?	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Performing expressively using dynamics and timbre to alter sounds as appropriate.	played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.
To write a play script and select appropriate musical sounds to accompany it	What sounds could we include in a play?		
To perform a story script with accompanying music	How can we perform what we have created?		

Year 2 Term 3	Dynamics, timbre and motifs		
Links to prior learning			
Vocab	Soundscape timbre dynamics tempo motif		
Learning objectives	Context	Skills	Knowledge
To create a simple soundscape for effect	What is a soundscape?	• Recognising timbre changes in music they listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation.	To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down.
To listen for and recognise some basic	What can you hear in this piece of music?		

elements of music			Beginning to use musical vocabulary to describe music.	To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music
To compare two pieces of music	Which piece of music do you prefer and why?		• Suggesting improvements to their own and others' work. • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Performing expressively using dynamics and timbre to alter sounds as appropriate.	
To be able to create short sequences of sound	What can we use to create sequences of sound?			
To be able to create short sequences of sound and perform with accuracy	How can we make sure we are accurate in our sequences?			

Year 2 Term 4	On this island; British songs and sounds
Links to prior learning	Year 2 term 3

Vocab	Composition duration dynamics inspiration pitch structure Tempo texture timbre		
Learning objectives	Context	Skills	Knowledge
To learn about the music of the British Isles	What music do you relate to our country?	Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Performing expressively using dynamics and timbre to alter sounds as appropriate	To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.
To learn about the music of the British Isles and create music of our own	What music is associated with the British Isles?		
To learn about the music of the British Isles and create music of our own	How can we create music like that of the British Isles?		
To compose a piece of music as part of a group	How can we work as a group to create a piece of music?		
To evaluate and improve a group composition	What is our performance like?		
Year 2 Term 6	Myths and legends		

Links to prior learning	Year 2 term 4		
Vocab	Beat compose composition dynamics graphic score legend melody Myth notation pitch rhythm stave notation structure tempo texture timbre		
Learning objectives	Context	Skills	Knowledge
To create a rhythm	What is rhythm?	• Recognising timbre changes in music they listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Suggesting improvements to their own and others' work. • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition.	I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.
To show structure on a graphic score	How can we use images to show music?		
To write a graphic score to show texture	How do we write a graphic score?		
To compose a piece of music with a given structure	What music can we create using this structure?		
To perform a group composition	How can we best perform as a group?		

		- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. - Performing expressively using dynamics and timbre to alter sounds as appropriate.	

The Craylands School S.T.A.R. KS2 Long term subject: Music

Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Skills	Knowledge
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations	- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music

Year 3 knowledge end points	Year 4 knowledge end points	Year 5 knowledge end points	Year 6 knowledge end points
To know what a ballad is To recognise the pentatonic scale To know what a crescendo is To recognise simple notation To know what drone, rag and tal are	Year 3 knowledge To know what an ostinato is To recognise rock and roll music To know what bass line is To recognise samba music To understand what a musical motif is	Year 3 & 4 knowledge To recognise blues music To understand the 12 bar blues To know that music can relate to a character or setting To recognise dance music To know what a loop is To use and recognise graphic notation	Year 3, 4 & 5 knowledge To understand the role of the conductor To know what improvisation is To use musical vocabulary accurrartely to describe music To recognise war time songs To recognise rests in musical notation

Year 3 Terms 1 & 2	Ballads		
Link to prior learning	Year 2 term 6		
Vocab	Ballad ensemble compose		
Learning objectives	Context	Skills	Knowledge
To sing a ballad and explain what it is	What is a ballad?	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy	To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse.
To be able to perform a ballad with an understanding of style	What different styles can ballads be sung in?		
To understand that ballads tell a story	What stories do these ballads tell?		
To be able to write lyrics for a ballad	What words should we use in a ballad?		
To take part in a group performance	How can we perform together as a group?		

		and awareness of their part in the group performance.	
Year 3 Terms 4	**Pentatonic**		
Link to prior learning			
Vocab	Tempo crescendo dynamics timbre duration		
Learning objectives	Context	Skills	Knowledge
To learn about the music used to celebrate the Chinese New Year festival	What music is used in celebrating Chinese New Year?	- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.	- To know that the word 'crescendo' means a sound getting gradually louder. - To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. - To understand that a pentatonic melody uses only the five notes C D E G A.
To play a pentatonic melody	What is the pentatonic scale?		
To write and perform a pentatonic melody	How do you perform the pentatonic scale?		
To perform a group composition	How can we best perform in a group?		
To perform a piece of music as a group	How can we best perform in a group?		

	• Suggesting and implementing improvements to their own work, using musical vocabulary.
	• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
	• Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology

Year 3 Terms 5	Singing techniques		
Link to prior learning			
Vocab	Composition melody notation tempo minim crotchet quaver coordinated disciplined		
Learning objectives	Context	Skills	Knowledge
To sing in time with others	How can we sing at the same time as others?	• Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.	• To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. • To know that different notes have different durations, and that crotchets are worth one whole beat. • To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.
To sing in time with others	How can we sing at the same time as others?		
To recognise simple rhythmic notation by ear and by sight	What is simple rhythmic notation?		
To use simple rhythmic notation to compose a Viking battle song	How can we use rhythmic notation?		

To perform music with confidence and discipline	How can we perform with others?	• Composing a piece of music in a given style with voices and instruments. • Combining melodies and rhythms to compose a multi-layered composition in a given style. • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.	• To know that written music tells you how long to play a note for.

Year 3 Terms 6	Traditional instruments
Link to prior learning	
Vocab	Bollywood drone dynamics notation rag sitar tabla Tanpura tala tempo

Learning objectives	Context	Skills	Knowledge
To explain an opinion of Indian music	What do you think of Indian music?	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm	To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.
To be able to improvise using given notes	How can we improvise with musical notes?		
To be able to improvise using given notes	How can we improvise with musical notes?		
To create a piece of music using a drone, rag and tal	What is a drone, rag and tal?		
To perform a piece of music using musical notation	What is the musical notation telling us?		

		and pitch and able to identify these symbols using musical terminology.	

Year 4 Term 1	Changing pitch		
Link to prior learning			
Vocab	a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer		
Learning objectives	Context	Skills	Knowledge
To sing in two parts using expression and dynamics	What does singing in 2 parts mean?	- Recognising the use and development of motifs in music. - Identifying gradual dynamic and tempo changes within a piece of music. - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary when discussing improvements to their own and others' work.	To know that when you sing without accompaniment it is called 'A Cappella'. To know that harmony means playing two notes at the same time that usually sound good together. To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that 'performance directions' are words added to musical notation to tell the performers how to play.
To recognise key elements of music	What elements of music can you discuss about this piece of music?		
To perform a vocal ostinato	What is an ostinato?		
To create and perform an ostinato	How can we perform an ostinato?		
To improve and perform a piece of music based around ostinatos	How can we improve a piece of music?		

		- Composing a coherent piece of music in a given style with voices, bodies and instruments. - Beginning to improvise musically within a given style. - Developing melodies using rhythmic variation, transposition, inversion and looping. - Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. - Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	

Year 4 Term 3	**Rock and Roll**		
Link to prior learning			
Vocab	rock and roll hand jive 1950's tempo dynamic notation style		
Learning objectives	Context	Skills	Knowledge
To understand the history of	What is rock and roll?		

		Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.
rock and roll music			
To be able to perform with a sense of style	How do those who sing rock and roll perform?		
To play a walking bass line on tuned percussion	What is a walking bass line?		
To be able to play a rock and roll bass line	How do you play a rock and roll bass line?		
To be able to play a rock and roll piece of music	How can we play a piece of rock and roll music?		

	control and developing instrumental technique.	

Year 4 Term 5	Samba and Carnival sounds		
Link to prior learning			
Vocab	Agogo bateria caixa carnival chocalho composition Crescendo cowbell dynamics ensemble features ganza influenced Metronome off-beat percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison		
Learning objectives	Context	Skills	Knowledge
To recognise and identify the main features of samba music	What is samba music?	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new
To understand and play syncopated rhythms	What are syncopated rhythms?	Identifying common features between different genres, styles and traditions of music.	
To play syncopated rhythms as part of a group	How can we play syncopated rhythms as part of a group?	Recognising, naming and explaining the effect of the interrelated dimensions of music.	
To compose a basic rhythmic break	What is a rhythmic break?	Using musical vocabulary to discuss the purpose of a piece of music.	

To perform rhythmic breaks within the samba piece	How can we perform rhythmic breaks?	Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing syncopated rhythms with accuracy, control and fluency.	rhythm before going back to the original rhythms.

Year 4 Term 6	Adapting and transposing motifs		
Link to prior learning	Year 4 term 1		
Vocab	backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps		
Learning objectives	Context	Skills	Knowledge
To sing in tune and in time	How can we make sure we sing in time and tune?	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music.	To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of
To understand what a musical motif is	What is a musical motif?		

To compose and notate a motif	How do we notate a motif?	Identifying common features between different genres, styles and traditions of music.	music for example, Beethoven's fifth symphony (dah dah dah dum!).
To develop and transpose a musical motif	What does transpose mean?	Recognising, naming and explaining the effect of the interrelated dimensions of music.	To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
To combine and perform different versions of a musical motif	How can we combined different versions of a musical motif?	Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.	To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.
		Using musical vocabulary to discuss the purpose of a piece of music.	
		Composing a coherent piece of music in a given style with voices, bodies and instruments.	
		Beginning to improvise musically within a given style.	
		Developing melodies using rhythmic variation, transposition, inversion, and looping.	
		Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	
		Suggesting improvements to others work, using musical vocabulary.	

| | | Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.

Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | |
| --- | --- | --- | --- |

Year 5 term 1	Blues			
Link to prior learning				
Vocab	Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation			
Learning objectives	Context	Skills		Knowledge
To know the key features of Blues music	What is Blues music?	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. | | To understand that a chord is the layering of several pitches played at the same time.
To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. |
| To play the first line of the 12-bar Blues | What is the 12-bar Blues? | | | |
| To play the first line of the 12-bar Blues | How do you play the 12-bar Blues? | | | |

		Comparing, discussing and evaluating music using detailed musical vocabulary.	To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
To be able to play the Blues scale	What can you play the Blues scale on?		
To be able to improvise with notes from the Blues scale	How can we improvise with the Blues scale?	Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.	To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time.

Year 5 Term 3	Musical theatre		
Link to prior learning			
Vocab	Action song Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet Ensemble Hip-hop musical Jukebox musical Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta		
Learning objectives	Context	Skills	Knowledge
To understand the history of musical theatre	What is musical theatre?	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
To identify character songs and action songs	What songs do you know linked with characters?		
To create a musical theatre scene	What could be a musical theatre scene?		
To rehearse a musical theatre scene	How can we rehearse a musical theatre scene?		
To perform a musical theatre scene	How can we perform a scene?		

		with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	

Year 5 Term 4	Composition to represent Holi		
Link to prior learning			
Vocab	Synaesthesia dynamics Holi graphic score vocal composition performance		
Learning objectives	Context	Skills	Knowledge
To understand that music can	What colour would you use to describe the piece of music?		

		Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	To know that a vocal composition is a piece of music created only using voices.
be represented with colours			
To represent a piece of music as a graphic score	How can we use graphic score to represent this piece of music?		To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
To create a vocal composition based on a picture	What can we sing about this picture?	Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
To create a piece of music inspired by a single colour	What music can we create based on a colour?		To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.
To work as a group to perform a piece of music	How can we work as a group to perform?	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	

		Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.	

Year 5 Term 6	Looping and remixing		
Link to prior learning	Year 4 term 6		
Vocab	Accuracy backbeat body percussion fragment layers Loop looped rhythm melody melody line notation Ostinato remix rhythm riff structure		
Learning objectives	Context	Skills	Knowledge
To be able to play a simple looped rhythm from notation	What is a looped rhythm?	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed,
To create a piece of music using pre-written loops	How can we make music from pre written loops?	Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies	
To be able to play a melody line accurately and fluently	What is a melody line?		
To be able to play a melody	How can we play a melody line accurately?		

		and instruments (Remix, Colours, Stories, Drama).	usually so it is suitable for dancing to.
line accurately and fluently			
To combine loops to create a remix	How can we combine loops to make a remix?	Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation.	

Year 6 Term 1	Dynamics, pitch and tempo		
Link to prior learning			
Vocab	audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition practising group work ensemble		
Learning objectives	Context	Skills	Knowledge

		• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	To know that the conductor beats time to help the performers work well together.
To appraise the work of a classical composer (Felix Mendelssohn)	Who was Felix Mendelssohn?		
To improvise as a group, using dynamics and pitch	What are dynamics and pitch?	• Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.	To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.
To improvise as a group, using texture	How can we use texture?	• Using musical vocabulary correctly when describing and evaluating the features of a piece of music.	
To use knowledge of dynamics, texture and pitch to create a group composition	How can we create a composition as a group?	• Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features.	
To use teamwork to create a group composition featuring changes in texture, dynamics and pitch	How can we best work as a team to compose and perform?	• Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. • Developing melodies using rhythmic variation, transposition	

		and changes in dynamics, pitch and texture.	
		• Recording own composition using appropriate forms of notation and/or technology.	
		• Constructively critiquing their own and others' work, using musical vocabulary.	
		• Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.	
		• Performing a solo or taking a leadership role within a performance.	
		• Performing with accuracy and fluency from graphic and staff notation and from their own notation.	
		• Performing by following a conductor's cues and directions.	

Year 6 Term 2	Theme and variations						
Link to prior learning							
Vocab	3/4 time Motif Quaver	4/4 time orchestra rhythm	accidentals percussion rhythmic element	body percussion phrases section	diaphragm pitch semi-quaver	legato pizzicato staccato	pulse tempo

	Theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind		
Learning objectives	Context	Skills	Knowledge
To explore the musical concept of theme and variations	What does theme and variation mean?	• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles	To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.
To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'	Can you compare different versions of a piece of music?	• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.	
To use complex rhythms to be able to perform a theme	What are complex rhythms?	• Identifying the way that features of a song can complement one another to create a coherent overall effect.	
To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time	What is ¾ time?	• Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	
To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	How can we use musical notation for a rhythm?	• Improvising coherently and creatively within a given style, incorporating given features.	

	• Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
	• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
	• Constructively critique their own and others' work, using musical vocabulary.
	• Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
	• Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
	• Performing with accuracy and fluency from graphic and staff notation and from their own notation.

Year 6 Term 3	Songs of WWII
Link to prior learning	Dynamics, pitch and texture
Vocab	Music morale Britain troops frontline Vera Lynn contrast Tempo higher and lower diaphragm melody Phrase graphic score Pitch Do Re Mi Fa So La Ti counter-melody harmony Solfa

Learning objectives	Context	Skills	Knowledge
To use musical vocabulary to identify features of different eras of music	How can we describe music from the past?	• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.
To improve accuracy in pitch and control, singing with expression and dynamics	How can we control our voices when singing?	• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts • Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.	To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody.
To identify pitches within an octave when singing	What is an octave?	• Identifying the way that features of a song can complement one another to create a coherent overall effect.	To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
To use knowledge of pitch to develop confidence when singing in parts	How can we use pitch when singing?	• Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.	
To be able to notate a melody using pitches up to an octave	How can we notate a melody up to an octave?	• Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music	

		• as required, keeping in time and communicating with the group. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions.	

Year 6 Terms 4	**Film Music**		
Link to prior learning	Songs of WWII		
Vocab	Accelerando body percussion brass characteristic chords chromatics clashing Composition convey crescendo descending dynamics emotion imagery Improvise interpret interval major melodic minor modulate orchestral Pitch sequence solo soundtrack symbol		
Learning objectives	Context	Skills	Knowledge
To appraise different musical features in a variety of film contexts	What do you think of the different film musics?	• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics and texture using	To know that a film soundtrack includes the background music and any songs in a film.

To identify and understand some composing techniques in film music	What composing techniques are used in films?	graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect.	To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
To use graphic scores to interpret different emotions in film music	What are graphic scores?	• Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.	
To create and notate musical ideas and relate them to film music	How can we create notation to represent musical ideas?	• Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	
To play a sequence of musical ideas to convey emotion	How does music convey emotion?	• Improvising coherently and creatively within a given style, incorporating given features. • Recording own composition using appropriate forms of notation and/or technology. • Constructively critique their own and others' work, using musical vocabulary. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing with accuracy and fluency from graphic and staff	

		notation and from their own notation.	

INSTRUMENTAL SKILLS AND KNOWLEDGE UNITS

Year 3 Term 3	South Africa		
Link to prior learning			
Vocab	Music notation Staff notation Tuned percussion Staff / stave Treble clef Lines Spaces Crotchet Beater Grip Bouncing Ostinato Harmonic ostinato South Africa Traditional Gumboot dance Rhythm Body percussion Minim Semibreve dynamics		
Learning objectives	Context	Skills	Knowledge
To identify the basic key features of staff notation	What is staff notation?	• Use and understand staff and other notations • Appreciate and understand a range of high quality (live) and recorded music drawn from different traditions and from great composers and musicians • Play and perform in solo and ensemble contexts (using their voices and) playing musical instruments with increasing accuracy, fluency, control and expression	• Develop an understanding of the history of music • I know that a semibreve is worth four beats • I know that when the notes go down the staff, the pitch gets lower • I know that the notes next to each other on my instrument are shown next to each other on the staff
To recognise and play minims by ear and from staff notation, moving up and down by step	What are minims?		
To recognise and play semibreves by	What are semibreves?		

ear and from staff notation		• Listen with attention to detail and recall sounds with increasing aural memory • To create an eight-beat rhythmic pattern • To confidently perform my rhythmic pattern	• I know that a crotchet is worth one beat • I know that a crotchet rest is one beat of silence
To recognise and play crotchets and crotchet rests by ear and from staff notation	What are crotchets?		
To compose rhythmic patterns for a gumboot dance	What is a gumboot dance?		

Year 4 Term 4	Caribbean		
Link to prior learning			
Vocab	Calypso Kaiso Steel pan Quaver Crotchet Minim Semibreve pentatonic scale		
Learning objectives	Context	Skills	Knowledge
To understand the main features of Calypso music	What is calypso music?	• Play and perform in solo and ensemble contexts, using their voices (and playing musical instruments) with increasing accuracy, fluency, control and expression	Develop an understanding of the history of music

Use and understand staff (and other) notations

To recognise a quaver in staff notation
To tell you how long a quaver lasts |
| To improvise a vocal part in the style of a Calypso | What vocal would fit Calypso? | | |
| To understand how and why percussion instruments can be used in Calypso music | How can percussions instruments be used in Calypso music? | • Listen with attention to detail and recall sounds with increasing aural memory
• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | |
| To recognise and perform quavers from staff notation | What are quavers? | | |
| To improvise in a Calypso style using a | What is the pentatonic scale? | • Improvise and compose music for a range of purposes using the | |

pentatonic scale		interrelated dimensions of music • Use and understand staff (and other) notations • Play quavers on tuned percussion • play a pentatonic scale • Make a tune from the notes of a pentatonic scale •	

Year 5 Term 5	South America		
Link to prior learning			
Vocab	Latin music salsa Son Cubano Rumba Cha-cha-cha Samba Tango Pitch Scale melody rhythm		
Learning objectives	Context	Skills	Knowledge
To learn, perform and combine the key rhythms used in salsa music	What is salsa music?	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Add pitches to a salsa rhythm	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
To understand the history and key features of latin music	What are the features of latin music?		
To identify the pitch of notes from staff notation, and play them accurately.	What pitch does this notation show?		
To compose and notate a salsa-inspired melody	How can we create a salsa style piece of music?		

To confidently perform a piece of salsa music using voices, instruments, and dancing	How can we perform a piece of salsa music?	• Write pitches in staff notation •	

Year 6 Term 6	Indonesia		
Link to prior learning			
Vocab	Salsa Calypso Gumboot Gamelan Octave Cyclical Slendro scale		
Learning objectives	Context	Skills	Knowledge
To recall and describe key features of known musical genres	What are the different musical genres?	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise (and compose) music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different	• Develop an understanding of the history of music • Use and understand staff and other musical notations • To know the types of instruments used in gamelan music • To know how gamelan music is structured • To know what an octave is • To explain what timbre is • Describe timbres of different instruments
To understand the key features of gamelan music	What is gamelan music?		
To understand the concept of an octave	What is an octave?		
To explore how cyclic patterns are used in gamelan music	What are cyclic patterns?		
To explore how different	How can we combine different timbres?		

timbres can be combined to create an effect in gamelan music		traditions and from great composers and musicians • To recognise a cyclic pattern when I hear it in a piece of music • Recognise a cyclic pattern when I see it written down • Create and notate my own cyclic pattern	