

Kidsgrove Primary



Music

Kidsgrove Primary School –
AD- Creating with Materials and Being Imaginative

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
- Finding out & exploring - Playing with what they know - Being willing to ‘have a go’		- Being involved & concentrating - Keep on trying - Enjoying achieving what they set out to do		- Having their own ideas (creative thinking) - Making links (building theories) - Working with ideas (critical thinking)	
ELG					
– Sing a range of well-known nursery rhymes & songs					
- Perform songs, rhymes, poems & stories with others,& - when appropriate – try to move in time with music					
Focus	Singing	Listening	Performing	Composing	Vocabulary- To be used daily.
Nursery Skills	- Remember and sing familiar songs eg pop songs and rhymes. - Sing the melodic shape (moving melody, such as up and down, down and up of familiar songs.	- Respond to what they have heard, expressing their thoughts and feelings. - Explore & learn how sounds & movements can be changed e.g. louder, quieter - Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously	- Develop an understanding of how to create & use sounds intentionally - Create own songs, or improvise a song around one they know - Remember & sing familiar songs e.g. pop songs, rhymes	- Taps out simple repeated rhythms - Creates sounds to accompany stories - Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs - Play instruments with increasing control to express their feelings and ideas	fast/slow loud/quiet Song/sing
Nursery Knowledge	Autumn My Family and Me/ A Special Place to Be		Spring Let’s Go Exploring / What a Wonderful World		Summer Big and Small /Superhero Adventures
	Can sing a range of familiar nursery rhymes	- Can sing a range of familiar nursery rhymes with actions - Can use props as they sing (nativity) - Can move in time to music.	- Can follow a steady beat with a musical instrument. - Can follow the beat using body percussions. - Can use instruments to represent parts of a story for effect.	Can sing a range of familiar nursery rhymes	- Can sing a range of familiar nursery rhymes with actions - Can use props as they sing (nativity) - Can move in time to music. - Can follow a steady beat with a musical instrument. - Can follow the beat using body percussions. - Can use instruments to represent parts of a story for effect.
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.					

Kidsgrove Primary School

UW- Past and Present/The World

Active Learning - Motivation		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
- Being involved & concentrating - Keep on trying - Enjoying achieving what they set out to do		- Being involved & concentrating - Keep on trying - Enjoying achieving what they set out to do		- Having their own ideas (creative thinking) - Making links (building theories) Working with ideas (critical thinking)		
ELG						
- Sing a range of well-known nursery rhymes & songs - Perform songs, rhymes, poems & stories with others,& - when appropriate – try to move in time with music						
Focus	Singing	Listening	Performing	Composing	Vocabulary- To be used daily.	
Reception Skills	•Sing in a group or on their own, increasingly matching the pitch and following the melody.	•Respond imaginatively to music e.g. this music sounds like dinosaurs •Listen attentively, move to and talk about music, expressing their feelings and responses.	•Choose particular movements, instruments/sounds for their own imaginative purposes • Explore & engage in music making & dance, performing solo or in groups	•Sing in a group or on their own, increasingly matching the pitch & following the melody •Make Music in a range of ways eg plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to	Chant High/ low Repeat Rhythm Sound Beat Follow	
Reception Knowledge	Autumn My Environment and Me / Special Times and Places		Spring Exploring and Changing / Growing and Changing		Summer Save Our World	
	• Can along to a familiar song as a class group.	•Can sing along to new songs (nativity) as a group. •Can sing some songs in smaller groups	•Can move in time to music (dance) •Can create movement to match different sounds in stories. •Can follow signals for ‘stop and go’ ‘louder and quieter’	•Can follow the beat with a range instruments. •Can follow a simple musical pattern	•Make their own musical instrument and explain the sounds that it makes.	•Play a musical instrument in time to the beat of a song.
Explore pulse, rhythm and duration		Exploring pitch, timbre, tempo and dynamics.			Exploring sounds, instruments and symbols.	
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. The outdoor classroom will be used as a key feature in our science learning through the natural world. Trips to the farm and the zoo will be used to enhance children experiences of animals and class experiences of hatching our own chicks and caring for our own caterpillars/butterflies.						

Key Stage 1 Cycle A: Music skills progression

KS1: POS

Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the interrelated dimensions of music.

Singing

Take part in singing, accurately following the melody.
Sing a range of simple songs with actions to mark the steady beat.
Follow instructions on how and when to sing.

Listening

Listen and respond to a variety of live and recorded music comment on pulse, rhythm, pitch, timbre, dynamics and duration.
Recognise changes in pulse, rhythm, pitch, timbre, dynamics and duration.

Composing

Create a mixture of different sounds.
Choose and sequence sounds to create an effect.
Create short, musical patterns.
Use symbols to represent a composition and use them to help with a performance.

Performing

Control sounds using voices and instruments.
Follow instructions on when and how to play an instrument

	Skills	Knowledge	End points:
Unit 1 – Keeping The Pulse (My Favourite Things)	- Maintain a steady pulse using movement, clapping or tapping - Identify pulse in familiar songs. - Perform simple patterns in time with the beat. - Respond physically to changes in pulse.	- Pulse is the steady beat of the music. - Music can have fast or slow tempos but the pulse stays steady. - Pulse underpins all musical performance.	- Keep a steady pulse independently. - Identify pulse in different pieces of music.
Unit 2 – Tempo (Snail And Mouse)	- Respond to changes in tempo through movement and performance. - Classify music as fast, slow or varying. - Perform simple patterns at different speeds.	- Weaving involves interlacing warp and weft. - Tempo describes how fast or slow music is played. - Different tempos create different moods.	- Describe tempo changes in music. - Perform at a range of tempos.
Unit 3 – PITCH (SUPERHEROES)	- Identify high and low sounds. - Match pitch through singing short patterns. - Move in ways that show pitch shape (e.g., hands moving up/down).		
Unit 4 – Instruments (Musical Storytime)	- Play tuned and untuned instruments with control. - Select appropriate instruments to represent characters or actions. - Follow simple performance cues.	- Instruments can represent ideas or characters. - Sounds can be long, short, loud, soft, high or low.	Create musical sound effects to accompany a story.
Unit 5 – Singing (On This Island)	- Sing short songs with clear diction. - Match pitch to a leader or recording. - Use expressive features (loud/soft, fast/slow)	- Singing relies on breath control. - Expression changes the mood of a song.	Perform a simple song with expression and accurate pitch.
Unit 6 – Pitch (Musical Me)	- Explore melodic patterns using voice and instruments. - Recognise pitch movement (up/down/stay the same). - Use simple notation to represent pitch.	- Melodies move in steps, leaps or repeated notes. - Symbols can show pitch direction.	Create and perform a simple melodic pattern.

Vocabulary : Tempo, fast, slow, speed, change. Instrument, loud, soft, long, short, sound effect, expression, breath, pitch. Melody, pattern, symbol, pitch.			

Key Vocabulary:			
Pulse, volume, beat, rhythm, pitch.			
Experiences	SMSC	British Values	ACORN Values
- Listen and appraise songs from a range of cultures - Engaging as a team - Using musical instruments - Exploring a range of musical genres	Moral - Listening and valuing others opinions on the genre being taught - Expressing own personal feelings and thoughts on musical genres	Democracy Listen and appraise the other music.	One Team - Working with others using musical instruments - Working as a class to produce a piece of music Respect - Respecting others views - Respecting a range of musical genres Never Give up - Engaging in the music lesson - Learning a musical instrument

Key Stage 1 Cycle B: Music skills progression

KS1: POS

Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the interrelated dimensions of music.

Singing

Take part in singing, accurately following the melody.
Sing a range of simple songs with actions to mark the steady beat.
Follow instructions on how and when to sing.

Listening

Listen and respond to a variety of live and recorded music comment on pulse, rhythm, pitch, timbre, dynamics and duration.
Recognise changes in pulse, rhythm, pitch, timbre, dynamics and duration.

Composing

Create a mixture of different sounds.
Choose and sequence sounds to create an effect and begin to explore simple structures e.g. ABA, AABB
Create a soundscape or picture.
Create short, musical patterns using a limited range of notes.
Use symbols to represent a composition

Performing

Control sounds using voices and instruments.
Follow instructions on when and how to play an instrument.
Follow graphic symbols when performing.

	Skills	Knowledge	End points:
Unit 1 – Dynamics (Seaside)	• Perform using loud and soft dynamics. • Respond to dynamic changes in music. • Create soundscapes with varied dynamics.	• Dynamics describe volume in music. • Changes in dynamics create contrast.	• Use dynamics purposefully in performance.
Unit 2 – Sound Patterns (Fairy Tales)	• Recognise and create repeated patterns (ostinato). • Combine vocal and instrumental patterns. • Keep in time with others.	• Repetition creates patterns in music. • Patterns support storytelling.	Perform repeated sound patterns with accuracy.
Unit 3 – Call And Response (Animals)	• Echo rhythmic and melodic phrases. • Lead simple call and response patterns. • Respond musically to given cues.	• Call and response is used in many cultures • It builds musical communication.	Perform call and response patterns confidently.
Unit 4 – Musical Symbols (Under The Sea)	• Interpret simple visual symbols to make sounds. • Create symbols to represent musical ideas. • Follow graphic scores.	• Graphic notation represents sounds without traditional notes. • Symbols can show duration, pitch direction and texture.	Use and interpret simple musical symbols.
Unit 5 – Contrasting Dynamics (Space)	Change dynamics and tempo for expressive effect. • Perform contrasting musical sections. • Control volume on instruments	• Contrast makes music exciting and expressive. • Musicians choose dynamics to reflect mood.	Perform contrasting sections with dynamic control.
Unit 6 – Structure (Myths And Legends)	Recognise simple structures (AB, ABA). • Sequence musical ideas to create a performance. • Use repetition and contrast effectively.	• Structure is how music is organised. • Sections can repeat or contrast.	Create music using simple structures.
Vocabulary : Loud, soft, dynamics, quiet. Pattern, repeat, ostinato, rhythm. Call response, echo, phrase , Symbol, graphic score, represent, notation. Contrast, dynamic, control, expression. Structure, section, repeat, contrast.			

Experiences	SMSC	British Values	Acorn Values
• Listen and appraise songs from a range of cultures • Engaging as a team • Using musical instruments • Exploring a range of musical genres •	Moral • Listening and valuing others opinions on the genre being taught - Expressing own personal feelings and thoughts on musical genres	• Individual Liberty: Choosing musical responses and ideas. • Mutual Respect: Encouraging peers during performances. • Democracy: Voting on musical choices or performance ideas. -	One Team • Working with others using musical instruments • Working as a class to produce a piece of music Respect • Respecting others views • Respecting a range of musical genres Ambition • Producing confident performances. Courage Singing or performing independently. Never Give Up Building confidence in pitch-matching. -

Acorn Values: Ambition, Courage, One Team, Respect, Never Give Up

Lower Key Stage Two : Cycle A

KS2: POS

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play 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.

Singing

Sing from memory with accurate pitch.
Sing in tune, Pronounce words within a song clearly.
Show control of voice.
Perform with control and awareness of others.

Listening

Listen and evaluate music from different traditions, genres, composers and musicians using musical vocabulary and identify areas of likes and dislikes.
Listen to music from a range of historical periods.
Understand layers of sound and discuss their effect on mood and feelings.
Use the interrelated dimensions of music to describe what they hear.

Composing

Compose melodic songs. Create repeated patterns with a range of instruments.
Create simple accompaniments for tunes.
Use drones as accompaniments.
Devise non-standard symbols to indicate when to play and rest.
Choose, order and combine sounds to create an effect.
Use sounds to create abstract effects.

Performing

Perform melodic songs.
Maintain a simple part within a group.
Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.

	Skills	Knowledge	End points:
Unit 1 – Instrumental Lessons Unit: South America	• Play simple melodies on tuned instruments (glockenspiels, xylophones). • Maintain a steady pulse while performing alone or in groups. • Follow rhythmic notation including crotchets, quavers and rests. • Respond to the character of South American musical styles.	• South American music includes Andean, Brazilian and Venezuelan traditions. • Musical identity is shaped by culture, instruments and rhythm. • Notation provides a shared language for musicians.	Perform short melodies and rhythms inspired by South American music with control.
Unit 2 – Developing Singing Technique (Vikings)	• Use posture and breath control to improve tone quality. • Sing with accurate pitch within a comfortable vocal range. • Layer simple harmonies, drones or ostinatos. • Respond to conductor signals for starts, stops and dynamics.	• Songs can communicate stories from history and different cultures. • Vocal warmups support healthy singing.	Sing confidently with clear diction and improved vocal technique.
Unit 3 – Instrumental Lessons Unit: Caribbean	• Play syncopated rhythms typical of calypso and reggae. • Perform call-and-response patterns on percussion and tuned instruments. • Maintain ensemble timing and rhythmic accuracy.	• Caribbean music is rich in rhythmic layering. • Syncopation gives music its distinctive off-beat feel..	Perform rhythmic and melodic patterns inspired by Caribbean traditions.
Unit 4 – Body & Tuned Percussion (Rainforest)	• Interpret simple visual symbols to make sounds. • Create symbols to represent musical ideas. • Follow graphic scores.	• Graphic notation represents sounds without traditional notes. • Symbols can show duration, pitch direction and texture.	Use and interpret simple musical symbols.
Unit 5 – Jazz	• Improvise short rhythmic and melodic ideas. • Perform swung rhythms with control. • Respond to classic jazz styles through listening and performance.	• Jazz uses improvisation, syncopation and swing. • Blues scales are commonly used in jazz melodies.	• Improvise confidently within a jazz structure.

Unit 6 – Adapting & Transposing Motifs (Romans)	Perform and adapt motifs by altering pitch, tempo or dynamics. • Transpose melodies up or down a step. • Create variations on core motifs.	• Motifs are short, memorable musical ideas. • Transposition maintains shape while changing pitch.	Create musical variations on motifs showing adaptation and creativity.
Vocabulary : Melody, rhythm, pulse, notation, tradition, ensemble , Syncopation, calypso, reggae, off-beat, phrase. Harmony, pitch, breath, drone, diction. Improvisation, swing, syncopation, blues. Motif, transpose, variation, adapt, dynamics.			

Experiences	SMSC	British Values	Acorn Values
• Listen and appraise songs from a range of cultures • Engaging as a team • Using musical instruments • Exploring a range of musical genres	Moral • Listening and valuing others opinions on the genre being taught • Expressing own personal feelings and thoughts on musical genres	Democracy • Listen and appraise the other music. • Learning songs from different cultures Individual Liberty: Expressing musical ideas freely. Mutual Respect: Valuing peers' performances.	Team work • Working with others using musical instruments • Working as a class to produce a piece of music Respect • Respecting others views • Respecting a range of musical genres Resilience • Engaging in the music lesson • Learning a musical instrument

	Cycle B Lower Key Stage 2		
	Skills	Knowledge	End points:
Unit 1 – Creating A Composition In Response To An Animation (Mountains)	• Compose short pieces inspired by visual stimulus. • Use pitch, dynamics and texture to represent movement. • Record compositions using graphic notation or simple staff notation.	• Music can depict images, landscapes and emotional journeys. • Composers use musical devices to represent visual action.	Create and perform a composition inspired by animation.
Unit 2 – Rock And Roll	• Perform simple chord patterns (I–IV–V). • Keep time using a strong backbeat. • Sing or play rock and roll melodies stylistically.	• Rock and roll originated in the 1950s USA. • Backbeat emphasises beats 2 and 4.	Perform rock and roll rhythms and patterns with accuracy
Unit 3 – Ballads	• Sing expressively using phrasing and breath control. • Convey emotion through tone, dynamics and articulation. • Perform songs with verse–chorus structure.	• Ballads are narrative songs that convey stories. • Expression enhances meaning.	• Perform a ballad with expressive phrasing and emotional control.
Unit 4 – Haiku, Music & Performance (Hanami Festival)	• Compose short melodic patterns inspired by haiku poetry. • Use pentatonic scales for composition. • Perform pieces with clear dynamics, tempo and expression.	• Haiku are traditional Japanese poems with strict structure. • Pentatonic scales create a distinctive musical sound.	Compose and perform a pentatonic melody inspired by haiku.
Unit 5 – Changes In Pitch, Tempo & Dynamics (River)	Identify and describe musical changes. • Perform contrasting sections to represent flowing water. • Use instruments to create sound effects (e.g., ripples, surges).	• Musical changes can represent movement and natural phenomena. • Composers use contrast to add interest.	Perform and describe contrasting musical sections representing a river.
Unit 6 – Samba & Carnival Music (South America)	Perform samba rhythms using percussion instruments. • Maintain ensemble roles including surdo, agogo and tamborim. • Respond to a leader in call-and-response sections.	• Samba is central to Brazilian Carnival culture. • Percussion ensembles use layering and polyrhythms.	Perform samba rhythms confidently within an ensemble.
Vocabulary : Compose, stimulus, represent, dynamics, texture, Backbeat, chord, rhythm, style. Ballad, verse, chorus, phrasing, expression. Pentatonic, haiku, tempo, expression. Pitch, tempo, dynamics, contrast, represent. Samba, ensemble, surdo, polyrhythm, carnival.			

Experiences	SMSC	British Values	Acorn Values
• Listen and appraise songs from a range of cultures • Engaging as a team • Using musical instruments • Exploring a range of musical genres	• Social: Ensemble performances and group composition. • Moral: Respecting musical traditions from around the world. • Spiritual: Exploring emotional expression through music. • Cultural: Understanding global musical styles such as samba and jazz.	• Individual Liberty: Expressing musical ideas freely. • Mutual Respect: Valuing peers' performances. • Democracy: Group decision-making during composition tasks.	• Ambition – Developing complex rhythmic and melodic skills. • Courage – Performing solos or improvisations. • One Team – Working as part of musical ensembles. • Resilience – Practising motifs, rhythms and harmonies repeatedly. • Never Give Up – Building confidence in challenging musical techniques.

Upper Key Stage 2: Music skills progression

KS2: POS

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play 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.

Singing

Singing from memory with confidence. Perform solo or as part of an ensemble.
Sing expressively and in tune.
Perform with controlled breathing and skilful singing. Hold a part within a round or part song.
Sing a harmony part confidently and accurately.
Convey the relationship between the lyrics and the melody.

Listening

Listen and evaluate music from different traditions, genres, composers and musicians using a wide range of musical vocabulary and identify areas of likes and dislikes.
Listen to music from a range of historical periods.
Use the interrelated dimensions of music to describe what they hear

Composing

Create songs with verse and chorus. Create rhythmic patterns with an awareness of timbre and duration.
Combine a variety of musical devices including melody, rhythm and chords.
Compose using a variety of musical devices including melody, rhythm and chords.
Use drones and melodic ostinati (based on pentatonic and whole scale).
Begin to use standard musical notation.
Begin to read and create notes on a musical stave.
Begin to understand the purpose of the treble clef. Understand simple rhythmic time signatures.
Thoughtfully select elements for a piece in order to gain a defined effect.
Use digital technologies to compose, edit and refine pieces of music.

Performing

Sustain a drone or a melodic ostinato as an accompaniment.
Perform with skilful playing.
Play from memory with confidence.
Combine a variety of musical devices including melody, rhythm and chords. Perform solos or as part of an ensemble.

Upper Key Stage 2 – Cycle A - End Points

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| <ul style="list-style-type: none"> Exploring pulse, rhythm and duration | <ul style="list-style-type: none"> Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (tuned instrument). Combine a variety of musical devices, including melody, rhythm and chords. Choose from a wide range of musical vocabulary to accurately describe and appraise music |
| <ul style="list-style-type: none"> Exploring pitch, timbre, tempo and dynamics. | <ul style="list-style-type: none"> Thoughtfully select elements for a piece in order to gain a defined effect. Use digital technologies to compose, edit and refine pieces of music. Use drones and melodic ostinati. Combine a variety of musical devices, including melody, rhythm and chords. |
| <ul style="list-style-type: none"> Exploring sounds, instruments and symbols. | <ul style="list-style-type: none"> Sing or play from memory with confidence and controlled breathing and skilful playing. Perform solos or as part of an ensemble. Sing or play expressively and in tune, maintain (as part of a group) a harmony within a part song. Sustain a drone or a melodic ostinato to accompany singing. |

Acorn Values: Ambition, Courage, One Team, Respect, Never Give Up

Key Vocabulary:			
Chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse			
Experiences	SMSC	British Values	The Meadows Values
- Listen and appraise songs from a range of cultures - Engaging as a team - Using musical instruments - Exploring a range of musical genres	Moral - Listening and valuing others opinions on the genre being taught - Expressing own personal feelings and thoughts on musical genres	Democracy - Listen and appraise the other music. - Learning songs from different cultures	Team work - Working with others using musical instruments - Working as a class to produce a piece of music Respect - Respecting others views - Respecting a range of musical genres Resilience - Engaging in the music lesson - Learning a musical instrument

	Cycle A Upper Key Stage 2		
	Skills	Knowledge	End points:
Unit 1 Film Music	SKILLS - Compose motifs to represent characters or scenes. - Use dynamics, tempo and instrumentation to create mood. - Perform film-style passages using tuned instruments. - Layer melodic and rhythmic ideas to build atmosphere.	Film music enhances emotion, story and character. - Leitmotifs represent characters or ideas. - Musical elements can be manipulated for dramatic effect.	Compose a short film-style composition using leitmotifs and mood changes.

Unit 2 Composition Notation (Ancient Egypt)	• Compose using simple staff notation. • Read and write rhythms (crotchets, quavers, minims, rests). • Perform melodies using tuned instruments. • Use notation to refine and improve ideas.	• Music has been notated in different ways throughout history. • Staff notation records pitch and rhythm accurately.	• Compose and perform a short notated melody inspired by Ancient Egypt.
Unit 3 Musical Theatre	• Perform songs with expression and characterisation. • Speak, sing and move in coordination. • Contribute to ensemble performance with timing and stage presence.	• Musicals combine acting, singing and movement. • Music supports storytelling and character.	• Perform a musical theatre number with character and expression
Unit 4 Theme and Variations (Pop Art)	• Create variations on a musical theme. • Change tempo, dynamics, articulation or rhythm. • Perform variations on tuned instruments.	• Theme and variations is a classical structure. • Altering elements creates variety while keeping the theme recognisable.	Compose a set of variations on a chosen theme
Unit 5 Songs of World War II	• Sing wartime songs with accurate phrasing and emotion. • Analyse how music supported morale during war. • Perform in unison and simple harmony.	• Music played an important cultural role during WWII. • Song lyrics reflected feelings of hope, loss and unity.	Perform and discuss the cultural meaning of WWII songs.
Unit 6 – Samba & Carnival Music (South America)	• Write lyrics that reflect personal memories and aspirations. • Compose melodies using stepwise and chord tones. • Perform confidently as a group.	• Songs communicate emotion and narrative. • Chords and melodies create structure for lyrics.	• Compose and perform a personalised leavers' song.
Vocabulary ; Leitmotif, atmosphere, tempo, dynamics, mood. Staff, notation, pitch, rhythm, symbol. Ensemble, character, expression, performance. Theme, variation, articulation, structure. Morale, harmony, unison, historical context. Lyric, melody, structure, performance.			

	Cycle B Upper Key Stage 2		
	Skills	Knowledge	End points:
Unit 1 – Looping & Remixing	• Create loops using digital music software. • Layer beats, melodies and effects. • Remix existing ideas while maintaining structure.	Loops form the basis of many contemporary genres. • Digital tools allow manipulation of sound.	• Produce a short digital remix using loops and layering.
Unit 2 – Blues)	Create loops using digital music software. • Layer beats, melodies and effects. • Remix existing ideas while maintaining structure.	• Loops form the basis of many contemporary genres. • Digital tools allow manipulation of sound.	• Produce a short digital remix using loops and layering.
Unit 3 – Dynamics, Pitch & Texture (Coast – Fingal's Cave)	• Identify musical elements in orchestral music. • Compose soundscapes representing nature. • Perform using controlled dynamics and pitch.	Classical compositions often depict natural landscapes. • Texture refers to how many layers or parts are playing.	• Create and perform a composition inspired by natural landscapes.
Unit 4 – Festival Composition (Holi – Festival Of Colour)	• Compose using rhythmic and melodic motifs inspired by Indian music. • Perform with clear dynamic contrasts. • Combine percussion, melody and rhythm.	• Festivals use music to express celebration and identity. • Indian music often uses drones and specific scales.	Compose a festival piece using contrasting sections.
Unit 5 – South African Music	• Sing in parts (call and response, harmonies). • Clap and perform polyrhythms. • Maintain ensemble timing.	• South African music includes rich vocal traditions such as isicathamiya. • Polyrhythms create complex textures.	• Perform South African songs with accurate harmony and rhythm.
Unit 6 Composing & Performing A Leavers' Song	Collaborate on lyrics and melody. • Perform confidently with expression. • Use musical structure to organise verses and chorus.	• Performance requires teamwork and rehearsal. • Songs communicate collective identity.	Compose and perform a leavers' song with confidence.
Vocabulary ; Loop, remix, layer, effect. Loop, remix, layer, effect. Texture, dynamic, pitch, soundscape. Drone, scale, motif, festival. Harmony, polyrhythm, call-and-response, ensemble. Verse, chorus, melody, ensemble.			

Key Vocabulary:			
Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony			
Experiences	SMSC	British Values	The Meadows Values
- Listen and appraise songs from a range of cultures - Engaging as a team - Using musical instruments - Exploring a range of musical genres	Social: Ensemble performance and collaborative composition. Moral: Respecting global musical traditions. Spiritual: Exploring emotional depth in music. Cultural: Understanding historical and international musical styles.	Individual Liberty: Expressing musical creativity. Mutual Respect: Appreciating diverse musical contributions. Democracy: Decision-making in group compositions.	Ambition – High-quality performance, composition and notation. Courage – Performing solos or challenging parts. One Team – Ensemble singing and group composition. - Working with others using musical instruments - Working as a class to produce a piece of music Respect - Respecting others views - Respecting a range of musical genres Never Give Up – Building confidence over longer projects. Rehearsing and improving musical ideas.