



Curriculum Overview - Music
Key Knowledge and Skills



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Row Row Row Your Boat	Twinkle Twinkle (Christmas Songs)	Incy Wincy	Jack and Jill	Hickory Dickory	Head Shoulders Knees and Toes
Focus Instruments	Maraca Introduces children to new vocabulary including the names of the instruments and what they look like.	Triangle Introduces children to new vocabulary including the names of the instruments and what they look like.	Rainstick Introduces children to new vocabulary including the names of the instruments and what they look like.	Drums Introduces children to new vocabulary including the names of the instruments and what they look like.	Woodblock Introduces children to new vocabulary including the names of the instruments and what they look like.	Tambourine Introduces children to new vocabulary including the names of the instruments and what they look like.
Links to EYFS CL and EAD	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Develop their pronunciation • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. 					
Listen and Respond	<ul style="list-style-type: none"> • To distinguish between different voices and instruments • Enjoy marching, walking, dancing, jumping, running, twirling, skipping and other physical activity while listening to and creating music • Identify common instruments by sight or sound 					
Explore and Create	<ul style="list-style-type: none"> • To demonstrate rhythm with body movements that might be in tempo with the music • To explore instruments making up their own songs or rhythms 					
Singing	<ul style="list-style-type: none"> • To sing short phrases of a song in tune (the rest might be out of tune) • To know a range of Nursery rhymes and sing as a group 					
Share and Perform	<ul style="list-style-type: none"> • Enjoy playing a wide range of rhythm instruments that will sometimes be in tempo with the music • To sing lyrics with increasing ease and enjoyment 					
Enrichment	<ul style="list-style-type: none"> • Christmas Show 					

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Exploring Sound (5 lessons)	Celebration Music (5 lessons)	Music and Movement (5 lessons)	Musical Stories (5 lessons)	Transport (5 lessons)	Big Band (5 lessons)
Key Knowledge	To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly. To know that music often has more than one instrument being played at a time.	To know that there are special songs we can sing to celebrate events. To understand that my voice or an instrument can match an action in a song. To know that moving to music can be part of a celebration. To recognise that different sounds can be long or short. To recognise music that is 'fast' or 'slow'.	To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.' To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.	To understand that a piece of music can tell a story with sounds To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are.	To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.'	To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.
Composing	Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways					
Performing	Using their voices to join in with well-known songs from memory Remembering and maintaining their role within a group performance Moving to music with instruction to perform actions Participating in performances to a small audience Stopping and starting playing at the right time					
Prior Learning EYFS CL EAD	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Develop their pronunciation • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. 					
Links to EYFS	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Articulate their ideas and thoughts in well-formed sentences. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups 					

	<p>ELG- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences.</p> <p>ELG- Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
Enrichment	<ul style="list-style-type: none">• Christmas Show

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Pulse and Rhythm (All about me – 5 lessons)	Tempo (Snail and the Mouse 5 lessons)	Musical Vocabulary (under the sea – 5 lessons)	Timbre and Rhythmic Patterns (Fairy tales - 5 lessons)	Pitch and Tempo (Superheroes-5 lessons)	Vocal and body sounds (By the sea – 5 lessons)
Key Vocab	rhythm pulse	beat contrast expressive fast singing voice slow speaking voice warm up	pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score	timbre pulse rhythm syllables strings timpani oboe clarinet bassoon french horn flute	accelerando high pitched low pitch perform performance pitch pitch pattern tempo	body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre
Key Knowledge	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, eg a versed and a chorus.	To understand that the pulse of the music can change. To know that sounds can help tell a story To know that my voice, body and instruments can show fast and slow beats.	To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'.	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 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 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 that music can be represented by pictures or symbols.
Listening	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) Expressing a basic opinion about music (like/dislike) Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.					
Composing	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.					

	<p>Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.</p>
Performing	<p>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. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.</p>
Prior Learning EYFS CL EAD	<ul style="list-style-type: none"> ● Sing a large repertoire of songs. ● Develop their pronunciation ● Use longer sentences of four to six words. ● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ● Remember and sing entire songs. ● Sing the pitch of a tone sung by another person ('pitch match'). ● Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ● Create their own songs or improvise a song around one they know.
Enrichment	KS1 Christmas Play.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Focus	African Call and Response (5 lessons)	Orchestral Instruments (Traditional Western Stories) (5 lessons)	Musical Me (5 lessons)	Dynamics, timbre, tempo and motifs (Space) (5 lessons)	On this island: British songs and sounds (5 lessons)	Myths and legends (5 lessons)
Key Vocab	timbre dynamics tempo call and response rhythm structure	orchestra instruments strings woodwind brass percussion vocals sound effect timbre dynamics tempo	rhythm pulse dynamics timbre beat melody notation	soundscape timbre dynamics tempo motif	composition duration dynamics inspiration pitch structure tempo texture timbre	beat compose composition dynamics graphic score legend melody myth notation pitch rhythm stave notation structure tempo
Key Knowledge	<p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>To understand that 'melody' means a tune.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>To understand that 'accompaniment' can mean playing instruments along with a song.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>To know that a 'soundscape' is a landscape created using only sounds.</p> <p>To know that a composer is someone who creates music and writes it down.</p> <p>To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</p>	<p>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.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</p>	<p>I know that a graphic score can show a picture of the structure of music.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>
Listening	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work</p>					
Composing	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>					

Performing	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. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.
Prior Learning	pulse and rhythm tempo music vocabulary timbre and rhythmic patterns pitch and tempo vocal and body sounds
Enrichment	KS1 Christmas Play.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Focus	Ballads (5 lessons)	Creating compositions in response to an animation (Mountains)	Developing singing technique (Vikings)	Pentatonic melodies and composition (Chinese New Year)	Jazz	Traditional instruments and improvisation (India)
Key Vocab	ballad ensemble compose	influence listen dynamics timbre pitch repeated rhythm pattern notation ensemble compose	composition melody notation tempo minim crotchet quaver coordinated disciplined	tempo crescendo dynamics timbre duration	call and response jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation	Bollywood drone dynamics notation rag sitar tabla tanpura tala tempo
Key Knowledge	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 understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.	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 know that written music tells you how long to play a note for.	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 understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing.	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.
Listening	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.					

Composing	<p>Composing a piece of music in a given style with voices and instruments.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>
Performing	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>
Prior Learning	<p>African call and response Orchestral instruments musical me dynamics tempo and motifs british songs and sounds.</p>
Enrichment	<p>Schools Alive – optional Carol Concert – play Spring Term</p>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Focus	Body and tuned percussion (Rainforests) (5 lessons)	Rock and roll (5 lessons)	Changes in pitch, tempo and dynamics (Rivers) (5 lessons)	Haiku music and performance (Hanami) (5 lessons)	Samba and carnival sounds and instruments (South America) (5 lessons)	Adapting and transposing motifs (Romans) (5 lessons)
Key Vocab	pitter patter raindrop clapping clicking body percussion tempo rhythm boom snap structure texture contrast higher	rock and roll hand jive 1950's tempo dynamic notation style	a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer	Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables melody dynamics tempo	agogo bateria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza influenced metronome	backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop
Key Knowledge	<p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>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.</p> <p>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.</p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p>	<p>To know that when you sing without accompaniment it is called 'A Capella'</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p>	<p>To know that a glissando in music means a sliding effect played on instruments or made by your voice</p> <p>To know that expressive language (like a poem) can be used as inspiration for composing music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p>	<p>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</p> <p>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.</p> <p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p>	<p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>
Listening	Using musical vocabulary when discussing improvements to their own and others' work.					
Composing	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others work, using musical vocabulary.</p>					
Performing	<p>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.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance. .</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>					

Prior Learning	Ballads, creating compositions in response to an animation, Developing singing technique, Pentatonic melodies and composition, Jazz, Traditional instruments and improvisation
Enrichment	Schools Alive – optional Carol Concert – play Spring Term Wiper Opportunities – Blackpool Music Service – guitars

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Focus	Composition Notation – Ancient Egypt (5 lessons)	Blues (5 lessons)	South and West Africa (5 lessons)	Composition to represent the festival of colour (Holi) (5 lessons)	Looping and remixing (5 lessons)	Musical theatre (5 lessons)
Key Vocab	features notation repeating unison composition structure repetition melody tempo compose ensemble minor key	Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation	a cappella call and response dynamics performance chord improvisation ostinato break poly-rhythms master drummer syncopation metronome	synaesthesia dynamics Holi graphic score vocal composition performance	accuracy backbeat body percussion fragment layers loop looped rhythm melody line notation ostinato remix rhythm rif	Action song Backdrop Book musical Character song Choreographer Composer Comic Opera Costumes Designer Dialogue Director Duet Ensemble Hip-hop musical
Key Knowledge	To know that simple pictures can be used to represent the structure (organisation) of music To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	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 know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.	To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways 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 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, usually so it is suitable for dancing to.	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.
Listening	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. 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	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). 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. Using staff notation to record rhythms and melodies. 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.					

Performing	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.
Prior Learning	Body and tuned percussion, rock and roll, changes in pitch, tempo and dynamics, Haiku music and performance, Samba and carnival sounds and instruments, adapting and transposing motifs
Enrichment	Schools Alive – optional Carol Concert Wiper Opportunities – Blackpool Music Service – guitars Yr 5 and 6 – play

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Focus	Dynamics, pitch and texture (Coast-Fingal's Cave) (5 lessons)	Songs of World War 2 (5 lessons)	Film music (5 lessons)	Theme and variations (Pop Art) (5 lessons)	Baroque (5 lessons)	Composing and performing a Leavers' song (5 lessons)
Key Vocab	audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition practising group work ensemble	music morale Britain troops frontline Vera Lynn contrast tempo higher and lower diaphragm melody phrase graphic score pitch	accelerando body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery	3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver	Baroque bass clef canon fugue ground bass opera oratorio polyphonic recitative	allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody
Key Knowledge	<p>To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making up music 'on the spot'.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>	<p>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<p>To know that a film soundtrack includes the background music and any songs in a film.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>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'.</p>	<p>To know that a 'theme' is a main melody in a piece of music. To know that a 'polyphonic' texture means lots of individual m</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>	<p>To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.</p> <p>To know that music in which very similar parts are introduced one by one to overlap is called a canon.</p> <p>is a repeating melody played on a bass instrument in Baroque music.</p> <p>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p> <p>To understand that all types of music notation show note duration.</p>

Listening	<p>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</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
Composing	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>
Performing	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>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.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
Prior Learning	<p>Composition Notation, blues, South and West Africa, composition to represent the festival of colour (Holi), looping and remixing, musical theatre</p>
Enrichment	<p>Schools Alive – optional Carol Concert</p> <p>Wiper Opportunities – Blackpool Music Service – guitars</p> <p>Yr 5 and 6 – play</p> <p>Leavers show/assembly</p>

