



Curriculum Overview - Music Charanga



2 year olds/Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Bounce into action	Rainbow magic	Happy talk	TOPPS - Blackpool music services		
Key learning	1. Find the beat of the music. 2. Develop fine and gross motor skills.	1. Sing lyrics clearly. 2. Know that music can tell a story.	1. Sing whole songs. 2. Respond to musical messages and changes.			
Listen and Respond	• Listen with increased attention to sound • Listen for signs to know when to start and stop					
Play instruments	• Play untuned percussion with increasing control.					
Singing	• Remember and sing short songs with an awareness of the melodic shape. • Sing the pitch of a tune sung by another person ('pitch match'). • Know that a song can tell a story.					
Move and dance	• Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Increasingly be able to use and remember sequences and patterns of movements related to music and rhythm. • Move 'in character' to the music.					
Class discussion	• Offer comments about the music they are listening to.					
Create and compose	• Create songs or improvise a song around one they know. • Develop their phonological awareness so they can spot and suggest rhymes and count or clap syllables in a word.					
Perform	• Play, share and perform songs. • Listen carefully to their music-making and value it.					
Arts and crafts	• Use a comfortable grip with good control when holding pens and pencils. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail. • Explore colour and colour mixing.					
Enrichment	• Christmas Show					

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	TOPPS - Blackpool music services			Number time	Wellbeing matters	Rhythm adventure
Key learning				Sing with expression. Hear, draw and sing melody shapes.	Learn to explore and share emotions. Follow a leader to play loudly and quietly.	Sing songs rhythmically. Combine words to compose rhythms.
Listen and Respond	- Listen attentively, move to and talk about music. - Follow and respond to a leader.					
Play instruments	Demonstrate coordination when playing untuned percussion.					
Singing	- Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody. - Read words consistent with their phonic knowledge by sound-blending. - Know that a chant uses speaking voices musically.					
Move and dance	- Move expressively and energetically. - Negotiate space and obstacles safely. - Choreograph their own dance moves.					
Class discussions	- Hold conversations and participate in discussions offering explanations. - Express ideas and feelings. - Make comments and ask questions to support understanding.					
Create and compose	- Write simple phrases and sentences that can be read by others. - Model how to tap rhymes to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.					
Perform	- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - Make use of props and materials when role-playing characters in narratives and stories. - Share their creations, explaining the process they have used.					
Arts and crafts	- Explore materials, tools and techniques, experimenting with colour, design, texture, form and function. - Draw pictures of animals and plants. Begin to show accuracy and care when drawing. - Share their creations, explaining the process they have used.					
Enrichment	Christmas Show Singing assembly					

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Rhyming in time	Let's start singing	Music Inspired by the world around us	Exploring rhythm patterns	Sound and pictures	Highs and lows
Key Vocab	Beat, Pulse, Tempo, Vocalise, Movement, Rap, Melody, Perform/Performance, Scherzo	Vocal warm-up, Body warm-up, Pulse/steady beat, Beat, Melody, Tempo, Dynamics, Expression, Articulation, Diction, Chanting, Performance, Lullaby, Consonant, Vowel, Chorus, Accentuation, Rehearsal, Personalisation, Reflection	Narrative, Emotion, Movement, Interpret, Melody, Rhythm, Dynamics, Texture	Narrative, Emotion, Movement, Interpret, Melody, Rhythm, Dynamics, Texture	Pulse/steady beat, Melody, Staccato, Tempo, Dynamics, Call and response, Graphic score, Pitch	Pulse/steady beat, Rhythm patterns, Melody, Melodic patterns, Tempo, Dynamics, Musical symbols
Key learning	Move in time with beat/pulse, responding to different tempos (speeds). Chant, rap and sing using different voices, following simple cues such as starting together.	Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. Create and follow the melodic shape of the songs they are singing.	Listen attentively and with understanding to music from different historical periods. Understand that music can tell a story.	Understand that an ostinato is a repeated pattern. Copy and create simple rhythm patterns (call and response).	Match and create pictures/symbols to represent sound. Capture, sequence and change sounds to make a musical story.	Understand the difference between a rhythm and a pitch pattern. Identify different pitches (highs and lows) in music and in sounds around the school.
Focused listening	Listen attentively and with understanding to music from different historical periods. (All Units) Genres Covered: Romantic, Hip Hop (U1) Musical Theatre (U2) Baroque, 20th Century Modern (U3) Hip hop (U4) Classical, Indian Classical, Folk Traditions (U5) Electronic (U6)					
Musical elements	- Pulse: Move in time with the beat of different pieces of music using lots of different body movements. (All units) - Rhythm: Use and repeat simple rhythmic patterns. Be able to copy patterns accurately. (U1, U3, U4, U5, U6) - Pitch: Identify specific pitch registers (high, middle, low) and visually map the melodic contour of a song using physical gestures or symbols. (U2, U3, U4, U5, U6) - Dynamics: Distinguishing between piano (quiet) and forte (loud) to enhance the emotional impact or narrative of a performance. (U2, U3, U4, U5, U6) - Tempo: Recognise and adapt to varying musical speeds, from a slow Largo to a fast Scherzo, and understand how tempo dictates the "energy" of a piece. (U1, U3, U2, U5, U6) - Structure: Construct and perform repeating musical patterns (ostinatos) and participate accurately in call-and-response (musical question and answer) structures. (U3, U4, U5) - Timbre & Texture: Select appropriate instrumental "voices" (wood, metal, skin) to create specific "sound pictures" and explore how layering these sounds builds musical texture. (U3, U4, U5)					
Notation	- Follow a graphic score made from pictures and symbols to guide singing and playing. (U5) - Use the Rhythm Grids tool to create and read simple rhythm patterns. (U4) - Use the Percussion A writer tool to write and read symbols that represent sounds. (U6)					
Singing	- Sing simple songs with a limited range, and chants and rhymes from memory. (U1, U2, U3, U4, U5, U6) - Singing collectively at the same pitch, responding to simple visual directions. (U1, U2, U3, U4, U6)					

	• Sing call-and-response songs to control and match vocal pitch. (U4) • Understand how to warm voices ready to sing. (U2)
Instrumental practice	• Select and play a range of untuned percussion (drums, woodblocks, triangles, shakers, cymbals), and recognise instruments based on their unique timbre (wood, metal, skin). (U3, U4, U5, U6) • Perform rhythm patterns (long, short, and rest sounds) (U1, U3, U4, U5, U6) • Keep a steady, repeating beat going (Ostinato) while the rest of the group plays something else. (U4)
Composition and improvisation including using music technology	• Improvise simple vocal chants using question-and-answer phrases. (U4) • Create musical sound effects in response to a stimulus. (U3, U4, U5, U6) • Combine sequences of sounds to make a story. (U5) • Understand the difference between creating a rhythm pattern and a pitch pattern. (U6) • Invent, remember and perform rhythm and pitch patterns. (U3,U4, U5, U6) • Recognise and create graphic notation to represent sounds. (U5, U6) • Use Rhythm Grids to create rhythmic patterns. (U4)
Enrichment	KS1 show Singing assembly

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Question and answers	Let's keep singing	Sound and symbol 1	Around the world	Blown away recorder book 1	The power of communication
Key Vocab	Beat, Pulse, Timbre, Percussion instruments, Tuned percussion, Untuned percussion, Structure, Call and response, Question and answer, Vocalise	Vocal warm-up, Body warm-up, Beat, Rhythm, Tempo, Melody, Pitch/Tuning, Posture, Breath control, Articulation, Diction, Dynamics, Expression, Chorus, Verse, Solo, Ensemble/Group singing, Phrasing, Consonant, Vowel, Accentuation	Pitch, Note, Rhythm, Dynamics, Timbre, Rest, Pulse, Texture, Improvisation, Minim, Crotchet, Tempo	Pitch, Tempo, Timbre, Beat/Pulse, Rhythm, Ensemble, Call and response, Dynamics, Style/Genre, Crescendo, Ascending/Descending	Musical note glossary	Pitch, Dynamics, Tempo, Timbre (voice), Beat/Pulse, Rhythm, Structure (verse/chorus), Ensemble
Key learning	Understand what timbre means and identify percussion instruments by their sound. Improvise using question and answer phrases on untuned instruments.	Enjoy learning to sing songs and start to understand the phrase 'in tune with each other'. Demonstrate an understanding of dynamics and tempo following written or visual instructions.	Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. Recognise the sound of different families of instruments and how each makes its sound.	Listen to music from around the world. Explore tempo, understanding that music can be at different speeds.	Blown Away Recorder Book 1 begins a step-by-step course for descant recorders to play performance pieces from the very beginning with lively accompaniment. Each note is introduced with a song about child-friendly characters. The words of the songs give the rhythm of each piece and there is a simple guide to reading music.	Communicate the meaning of the song with our voices and sign language. Sing short vocal phrases independently.
Focused listening	Recognise the sound of different families of instruments and how each makes a sound. (U1, U3, U5) Listen to music from around the world. (U1, U2, U3, U5) Genres Covered: Classical/Orchestral, Rock/Pop (U1) Musical Theatre (U2) Classical (U3) Highlife (U4) South African, Bollywood Fusion, Irish Folk, Tango (U5) Ballad (U6)					
Musical elements	- Pulse: Move in time to the beat. (All units) Rhythm: Play and invent copycat rhythms. (U1, U4, U5) - Create rhythms using word phrases. Begin to identify the "strong beat" of the bar. (U1, U3, U4, U5) - Pitch recognition is developed through movement and instrument exploration. Accuracy is developed by echoing vocal phrases and identifying note heights on the glockenspiel. These skills are applied by playing specific notes like G, A, and B to create original melodies. (U1, U2, U3, U4, U5, U6) - Dynamics: Experiment playing instruments at different volumes, including mezzo piano (U4, U6) - Follow instructions for gradual changes in volume, such as getting louder (crescendo) or softer (decrescendo). (U2, U4, U5) - Tempo: Understand and keep in time with changes of speed. (All units) - Timbre: Describe sounds using words like "smooth," "scratchy," "bright," or "warm". (U1, U5) - Learn to identify different instrument families (brass, percussion, string, woodwind) by their specific sounds. (U1, U3, U4, U5) - Structure: Improvise musical "questions" and "answers" and Call and Response using body percussion. (U1, U5, U6)					
Notation	Represent rhythms with notation, including crotchets, quavers, and crotchet rests. (U4, U5)					

	Recognise notation and match it to 3-note tunes played on tuned percussion. (U3, U4)
Singing	- Sing songs with a small pitch range accurately with increasing vocal control. (U1, U2, U5, U6) - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing. (U2, U4, U5) - Understand good posture to support Singing. (U1, U2, U5, U6)
Instrumental practice	- Play untuned/ tuned percussion and classroom instruments using up to 3 notes (U1, U3, U4, U5) - Maintain a good posture with a straight back and relaxed shoulders while playing. (U1, U3, U4, U5) - Learn how to hold and use beaters correctly to strike glockenspiels. (U1, U3, U4, U5) - Develop playing from memory as a way to improve fluency and avoid repeated head movements while performing. (U1, U3, U4, U5) - Practice accurate note playing, specifically focusing on using up to 3 notes. (U1, U3, U4, U5) - Experiment with controlling different volume levels, such as playing loudly (forte), quietly (piano), or moderately quiet (mezzo piano). (U4, U5)
Composition and improvisation including using music technology	- Sing and play, using percussion instruments, simple, improvised question and answer phrases. (U1) - Create music in response to a non-musical stimulus.(U4, U5, U6) - Use graphic symbols and dot or stick notation to record composed pieces. (U3, U4) - Use the Rhythm Grids tool to create and read more complex rhythm patterns. (U3, U4, U5) - Use the Music Explorer tool to recognise and write music. (U4)
Enrichment	KS1 show Singing assembly

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	A shining performance	Sing and move	Blown away recorder book 2	You gotta try	Music and sound	Sound exploration
Key Vocab	Beat, Rhythm, Chorus, Notation, Home note (G), Expression, Programme music, Conductor, Timbre, Compose, Ritardando, Perform, Melody, Dynamics	Expression, Dynamics, Conductor, Choreography, Posture, Piano (p), Forte (f), Performance, Feedback	Musical note glossary	Beat, Rhythm, Syncopation, Texture, Timbre, Bar, Ensemble, Quaver, Crotchet, Melody, Modulation, Scale, Recorder technique, Glockenspiel technique	Baroque music, Lute, Clavichord, Harpsichord, Texture, Pitch, Tempo, Timbre, Beat/Pulse, Ensemble, Dynamics, Melody	Pitch, Tempo, Dynamics, Timbre, Fanfare, Chord, Major chord, Chromatic, Texture, Layer, Clarinet, Cello, Verse, Chorus, Action, Audience, Mood, Reflection, Composer, Crescendo, Low pitch
Key learning	Read and play G, A, B on a musical instrument. Use creative ideas inspired by different stimuli to improve a performance.	Sing songs with attention to expression and dynamics, following the conductor's cues. Perform actions with accuracy and confidence.	Blown Away Recorder Book 2 follows on from Book 1. It is for players who have already made a start on the descendant and can play the first octave notes. New notes, including sharps, flats and the upper octave are introduced with a themed song. It provides sophisticated pieces to play and perform with the lively accompaniments as they learn.	Perform simply rhythmic and melodic patterns accurately and expressively. Rehearse and perform confidently as part of an ensemble, using voice and instruments.	Identify and describe the key features of Baroque music and its instruments, comparing it to music from different time periods. Compose, notate using a graphic score, and perform a piece of music, inspired by the seasons conveys an original storyline.	Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. Present a multi-art form performance of a song.
Focused listening	Aurally identify dimensions in music, such as pitch and texture. (U1, U3, U4, U5, U6) Appreciate and respond to music from across historical periods and traditions. (U2, U5, U6) Genres Covered: Jazz (U1) Musical Theatre (U2) 90's Pop (U3) Energetic Pop (U4) Baroque & Contemporary Classical (U5) Romantic Era (U6)					
Musical elements	• Pulse / Beat: Maintain a steady pulse while marching, tapping, or walking, using contrasting rhythms. (All Units) • Rhythm: Develop from echoing simple 4-beat patterns to performing syncopated (off-beat) rhythms and identifying symbols for crotchets and quavers. (All Units) • Pitch: Use hand movements to show melodic shape, sing sol-mi-la-do patterns, and play specific notes on tuned instruments. (All Units) • Dynamics: Use Italian terms piano (quiet) and forte (loud) and follow a conductor's hand signals to change volume expressively. (U2, U3, U4, U5, U6) • Tempo: The speed of the music. Children use tempo buttons to adjust playback speed and explore how changing tempo affects a song's mood or energy. (U1, U4, U5, U6) • Texture: The number of layers of sound. Children identify broad textures (many instruments) and narrow textures (soloists) and create their own textures by layering rhythmic parts in an ensemble. (U1, U4, U5, U6) • Timbre: Compare the smooth sound of a clarinet to the deep sound of a cello, and choose instruments that specifically represent images, like using a tambourine for "rustling leaves". (U1, U4, U5, U6) • Structure: Learn standard song structures (Intro, Verse, Chorus, Instrumental, Outro) and use storyboards or graphic scores to plan the beginning, middle, and end of their own pieces. (U1, U4, U5) • Articulation: How notes are played, such as staccato (short/jumpy) or legato (smooth/ flowing). Children use these to add character to their playing, such as using "spiky" sounds for a "Winter Warrior" composition. (U1, U2, U4, U5, U6)					

Notation	• Represent rhythms with notation, including crotchets, quavers, and crotchet rests. (U4, U5) • Recognise notation and match it to 3-note tunes played on tuned percussion. (U3, U4)
Singing	• Sing songs with a small pitch range accurately with increasing vocal control. (U1, U2, U5, U6) • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing. (U2, U4, U5) • Understand good posture to support Singing. (U1, U2, U5, U6)
Instrumental practice	• Play untuned/ tuned percussion and classroom instruments using up to 3 notes (U1, U3, U4, U5) • Maintain a good posture with a straight back and relaxed shoulders while playing. (U1, U3, U4, U5) • Learn how to hold and use beaters correctly to strike glockenspiels. (U1, U3, U4, U5) • Develop playing from memory as a way to improve fluency and avoid repeated head movements while performing. (U1, U3, U4, U5) • Practice accurate note playing, specifically focusing on using up to 3 notes. (U1, U3, U4, U5) • Experiment with controlling different volume levels, such as playing loudly (forte), quietly (piano), or moderately quiet (mezzo piano). (U4, U5)
Composition and improvisation including using music technology	• Sing and play, using percussion instruments, simple, improvised question and answer phrases. (U1) • Create music in response to a non-musical stimulus.(U4, U5, U6) • Use graphic symbols and dot or stick notation to record composed pieces. (U3, U4) • Use the Rhythm Grids tool to create and read more complex rhythm patterns. (U3, U4, U5) • Use the Music Explorer tool to recognise and write music. (U4)
Enrichment	Year 3 assembly Choir/ dance club Singing assembly Ukulele lessons - blackpool music services

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Create and notate	Singing and traditions	Recycling songs	Exploring music contrasts	FX sound effects	Round and round
Key Vocab	Minor scale, Bars, Stave, Pentatonic scale, D minor pentatonic scale, Rhythm, Melody, Pitch, Scale, Composition	Call and response, Echoing, 2-part harmony, Round, Expression, Articulation, Diction, Pitch, Rhythm, Dynamics, Cultural context, Tradition/cultural tradition, Storytelling in music, Ensemble awareness	Pulse, Rhythm, Tempo, Dynamics, Lyrics, Rhyme, Couplet, Pollution, Recycle/Reuse, Chorus, Verse, Hook, Melody, Expression, Structure, Message	Pulse, Tempo, Melody, Articulation, Dynamics, Drone, Ensemble, Harmony, Contrast, Pitch, Phrase, Chorus, Repetition, Staccato, Legato, Crescendo, Decrescendo, Texture, Improvisation, Ensemble coordination, Balance, Blend, Arrangement, Performance technique, Evaluation, Final rehearsal, Recording, Ensemble accuracy	Sound effect/FX, Timing, Volume, Layering, Texture, Mood, Soundscape, Silence, Foreground/background, Balance, Refinement	Round, Two-part song, Pitch (steps/jumps), Dynamics, Tempo, Timbre (voice), Beat/Pulse, Structure (verse/chorus), Ensemble, Crescendo, Diminuendo
Key learning	Copy and improvise short melodic phrases. Compose a short, structured piece using a D minor scale in music explorer.	Sing a 2-part song as a duet or melody with accurate pitching accompaniment. Understand contrasting traditions and stories.	Compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics. Collaborate in groups to create a structured song and confidently record and present the performance using digital tools.	Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts such as staccato and legato, as well as crescendo and decrescendo.	Use sound effects to enhance the drama and realism of a film clip. Begin to make compositional decisions, considering mood, timing and narrative impact.	Develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm and expressive dynamics. Perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques.
Focused listening	Listen with attention to detail for specific instruments, musical elements and recall sounds with increasing aural memory. (All Units) Understand contrasting traditions and stories. (All Units) Genres Covered: Electronic Dance Music (U1) Musical Theatre (U2) Contemporary Pop (U3) Contemporary R&B (U4) Folk (Guyanese) (U6) Classic Rounds (U6)					
Musical elements	- Pulse: Practice finding the pulse through whole-body movements like tapping knees, clicking, or nodding to the beat. (All units) - Rhythm: Use their knowledge of rhythm patterns to build their own compositions. (U1, U3, U4, U5, U6) - Pitch: Learn that higher placement on the stave corresponds to higher pitch. (U1, U2, U4, U5, U6) - Use solfège hand signals to follow melodic shapes and recognise when notes move by "step" (close together) or "jump" (wider distances). (U6) - Learn to compose melodies using specific note sets, such as the D minor scale (D, E, F, G, A), and practice starting and ending compositions on the "home note" D. (U1)					

	• Dynamics: Learn to build musical expression by performing with forte and piano volumes while mastering gradual crescendos and diminuendos to add emotional depth to their playing. (U1, U3, U4, U5) • Tempo: learn that tempo affects the character and mood of a piece and practice following a conductor who speeds up or slows down. (U1, U4, U5) • Texture: explore musical texture by layering voices and instruments, moving from "thin" to "full" sounds, utilising sustained drones, melodic rounds, and two-part harmonies to build a rich harmonic foundation. (U2, U4, U5, U6) • Timbre: use FX to create realism, atmosphere, or drama, experimenting with how specific sounds (bubbles, whale calls, etc.) change the narrative impact of a scene. (U5) • Structure: learn how a song is constructed, identifying sections like the intro, verse, chorus, bridge, and outro. (U3, U5, U6) • Articulation: learn to contrast staccato (short, bouncy, detached notes) with legato (smooth, sliding, connected notes). They apply these techniques to both singing and instrumental playing to tell a story or change the mood. (U4)
Notation	• Play and perform more complex melodies following staff notation as a class and in groups. (U1, U4) • Play and perform in two or more parts from simple notation. (U1, U4) • Understand the differences between minims, crotchets, paired quavers and their rests. (U1, U4) • Follow and perform simple rhythmic scores and maintain an individual part. (U1, U4)
Singing	• Sing unison songs with up to an octave range, pitching accurately, and following choral directions. (U1, U2, U3, U4, U6) • Sing rounds and partner songs with different time signatures. (U6) • Sing songs with a simple second part to introduce vocal harmony. (U2, U4, U6) • Perform a range of songs in school Assemblies (U1, U2, U3, U4, U6)
Instrumental practice	• Play tuned percussion, classroom and whole-class instruments using up to 8 notes. (U1, U4) • Master correct posture and hand positioning. Focus on striking the centre of each bar with a gentle, controlled motion. (U1, U4) • Enhance motor skills and timing by incorporating beater variations—alternating between the mallet head and the stick during rhythmic exercises. (U1, U4) • Learn to identify and play the five notes of the D minor scale (D, E, F, G, A). They practice playing these notes, stepping up in pitch and then down in step. (U1) • Explore musical expression by practising the contrast between forte (loud) and piano (soft), while developing the control needed for smooth crescendos and diminuendos. (U1, U4) Learn to navigate articulation, switching between the crisp, detached bounce of staccato and the smooth, flowing connection of legato. (U1, U4) • Practice reading simple staff notation on a stave to play melodies. (U1, U4)
Composition and improvisation including using music technology	• Improvise with a limited range of notes, paying attention to musical features such as legato and staccato (smooth and detached) articulation. (U1, U4) • Make compositional decisions about the overall structure of improvisations. (U1, U5, U6) • Create and play short pentatonic phrases using five notes. (U1, U4) • Use the Music Explorer tool to write sequences of 2, 3 or 4-beat phrases, arranged into bars. (U1) • Use the YuStudio DAW to explore musical components and sound effects by composing music for a video. (U5) Use video to capture and record creative ideas. (U3)
Enrichment	Year 4 assembly Choir club Schools alive Singing assembly

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Shaping music	Decoding sound and notation	Recorder music world course		Carnival time	Discovering grime
Key Vocab	Improvise/Improvisation, Compose, Ternary form (ABA), Drone, Melody, Major scale, Minor scale, Bridge passage, Soul, Beat, Emotions	Pulse, Tempo, Dynamics (forte/piano), Melody, Pitch, Stave/Staff, Treble clef, Notation, Ascending/Descending, Contour, Articulation, Pentatonic scale, Staccato, Legato, Crescendo, Decrescendo, Contrast, Phrase	Musical note glossary.		Pulse, Rhythm, Ensemble, Dynamics, Call and response, Tempo, Layering, Syncopation, Cue, Pattern, Leader, Unison, Improvisation	Hip hop, Beat/Rhythm, Kick drum, Snare, Hi-hats, Bassline, Looping, Tempo (BPM), DAW, Piano roll, Notes, Octaves, Scales, Sample/Sound effect, Hook/Repetition, Rap/Vocals, Groove, Storytelling, Chord, Chord progression, Melody, Harmony, Arrangement (intro/verse/chorus/drop), Dynamics, Track types, Colour-coding, Audio clip/Vocal track, Drum pattern, Intro, Verse, Chorus/Hook, Drop, Mixing, Effects, Critical listening, Playback
Key learning	Improvise freely over a drone or groove. Compose a short ternary piece using music notepad.	Develop and explain musical understanding through critical listening and analysis of contrasting pieces. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression.	Play and sing a range of pieces from memory and from simple notation. Be able to play up to three notes with a good sound. Sit or stand with the correct posture. Listen to themselves and others and make improvements. Copy back and improvise simple phrases. Have a basic understanding of, and able to apply, the building blocks of music - pulse/beat, rhythm, pitch, tempo and dynamics. Create and perform their own rhythmic patterns. Compose, notate and perform short melodies. Recognise a range of orchestral instruments. Have grown in confidence and want to celebrate their musical success with a performance.		Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. Compose and perform original Call and Response sections, integrating learned patterns into full samba compositions.	Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made.
Focused listening	Develop and expand musical understanding through critical listening. Be able to use musical terminology and identify how it is used within the pieces of music they are listening to. (All Units) Understand the stories, origins, traditions, history and social context of Brazilian Samba. (U5)					

	Genres Covered: Soul (U1) Musical Theatre (U2) Soundtrack/Film Music (U3) Folk/Traditional (U4) Samba (U5) Hip Hop (U6)
Musical elements	• Pulse: internalise a steady beat through movement; ensemble performers rely on the Surdo to maintain group coordination in Samba, and digital producers align notes to a grid in YuStudio to ensure rhythmic precision. (All units require pulse) • Rhythm: Build on their rhythm skills to use more complicated rhythms in their playing and composing. (U1, U2, U3, U4, U5, U6) • Pitch: Develop more fluency in recognising and reading different pitches from notation. Learn how to use different sets of notes (scales & tonality) to create different emotions. (U1, U2, U3, U4, U6) • Dynamics: Become more fluent in using musical terminology when using dynamics, and apply a wider range to performance and composition. (U1, U2, U3, U4, U5, U6) • Tempo: Learn how to use tempo within YuStudio. (U3, U6) Know that different styles of music have particular tempo ranges. (U1, U3, U4, U5, U6) • Texture: Build on their knowledge of drones, chords and triads. Learn how to use parts to layer in composition. (U1, U3, U4, U5, U6) • Timbre: Use the digital sound bank to make decisions on instrumental timbre to match the composition's style. (U3, U6) • Structure: Use a ternary form for a composition. Use and identify chorus, verse, and bridge. (U1, U3, U4, U6) • Articulation: build on using variations in articulation to create better effects when playing instrumental parts and also match compositional styles. (U4, U6)
Notation	• Play and perform melodies following staff notation written up to one octave. (U4) • Understand and play triads/chords. (U3, U4, U6) • Understand semibreves, minims, crotchets, paired quavers and semiquavers. (U1, U3, U4, U5, U6) • Understand the differences between 2/4, 3/4 and 4/4 time signatures. (U1, U4, U6)
Singing	• Sing songs with a sense of ensemble and performance. (U1, U2, U4) • Observe phrasing, accurate pitching and appropriate style. (U1, U2, U4) • Sing three-part rounds, partner songs, and songs with a verse and a chorus. (U2) • Perform in school assemblies and other performances. Opportunities. (U1, U2, U4)
Instrumental practice	• Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chords. (U1, U4, U6) • Continue to master correct posture and hand positioning. Focusing on striking the centre of each bar with a gentle, controlled motion. (U1, U4,) • Develop their fluency in note recognition and using articulation when playing the glockenspiel. (U1, U4) • Learn the unique rhythms for each of the samba instruments and develop the ability to play accurately while other parts are being played. (U5)
Composition and improvisation including using music technology	• Improvise freely over a drone or groove to develop a sense of shape and character. (U1, U4) • Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo). (U3, U4, U6) • Compose melodies made from pairs of phrases in a major and minor key. (U1, U3) Compose a short ternary piece using the Music Notepad tool. (U1) • Use YuStudio to explore major and minor chords and to evoke a specific atmosphere, mood or environment. (U3, U6) nd produce music with multiple sections and explain how musical contrasts are achieved. (U1, U3, U5) Use YuStudio to remix real instrument loops. (U3, U5)
Enrichment	Year 5 assembly Singing assembly Choir club Schools alive

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Music speaks	Express, inspire and perform	Music reimaged	Musical sketches	Music remixed	The grand finale
Key Vocab	Grime, Beat, Tempo, Bar, Loop, Kick drum, Snare, Hi-hat, Drum kit/drum sounds, Synthesiser, DAW, Rap vocal, Intro, Sound effects, Piano roll, Musical key, C minor, Root note, Preset, Audio, A cappella, Riser, Mixing, Bassline, Clip, Syncopation, Grime track, Drum pattern, Variation, Rap section, Playback, Showcase, Independent decision-making, Creative development	Pantomime, Solo, Chorus (singers), Chorus (song structure), Harmony, Cantata, Carol, Piano (dynamic)	Tempo (BPM), DAW	Scale, B b major, Pitch, 4/4 time, Strong beat, Kick drum, Chorus, Verse, Melody, Expression, Dynamics, Structure, Improvisation, Composition, Timbre, Texture, Ensemble coordination	Remix, Beat, Drumbeat, Bassline, Melody, Layering, Loop, Pitch, Piano roll, Texture, Arrangement, Structure, Tempo, Production, Balance, Refinement, Mix, Layer, Producer	Pulse, Pitch, Melody, Chorus, Verse, Syncopation, Ensemble, Style, Cultural context, Phrasing, Expression, Dynamics, Diction, Blend, Round, Partner song, Stage presence, Projection, Balance, Timbre, Choreography, Interpretation, Rehearsal, Performance, Audience engagement
Key learning	Create and produce music with multiple sections that include repetition and contrasts. Use chord changes as part of a (sequenced) composition.	Perform songs in school assemblies, school performance opportunities and to a wider audience. Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.	To analyse and compare two contrasting musical interpretations of 'spring' relating the differences to the theme of climate change. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.	Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. Notate and perform your composition, applying dynamic contrasts, ensemble awareness and expressive techniques to communicate the intended musical character.	To create and arrange a remix of a song by layering original instrumental parts. To listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of your own and others' work.	Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing and expression. Perform confidently as part of an ensemble, integrating solo lines, rounds or instrumental accompaniments.
Focused listening	Further develop students' knowledge and understanding of the music they are listening to. (All Units) Be able to confidently identify musical elements and describe the pieces of music accurately using musical vocabulary. (All Units) Genres Covered : Grime, Hip Hop (U1) Musical Theatre/Pantomime (U2) Classical/Orchestral (U3) Sea Shanties/Folk (U4) Latin/Pop (U6)					
Musical elements	- Pulse: consolidate findings and maintain a steady pulse by tapping, clapping, or using percussion. They also learn that the "strong beat" is typically the first beat of a bar. (All units) - Rhythm: explore rhythmic patterns, including syncopation. Practice repeating rhythms from melodies and using speech-like rhythms in compositions. (U1, U4, U6) - Pitch: Learn to use technology to write melodies, and use a piano roll to visualise pitch movement. (U1, U5) - Develop matching singing pitch by ear. (U2, U4, U6) Dynamics: Consolidate knowledge by identifying and applying changes in volume to communicate emotion or tell a story. (U1, U2, U4) - Tempo: Learn that tempo is the speed of music, measured in beats per minute (BPM). Practice adjusting tempo in digital software and using it to build anticipation or excitement. (U1, U3, U5) - Texture: learn about "layering" sounds, such as stacking drums, bass, and melodies. They describe texture as "thick" (many sounds) or "thin" (few sounds) and learn how it affects musical impact. (U1, U5)					

	● Timbre: Compare and contrast the timbres of orchestral instruments with those of digital "synthesisers" and electronic sounds. (U3, U5) ● Structure: learn the arrangement of sections, including intro, verse, chorus, bridge, and ending. They learn that structures like rounds involve parts that start at different times and interlock. (U4, U5) ● Articulation: Consolidate their skills in playing and choosing appropriate articulations to best represent the emotion of the piece. (U4)
Notation	● Confidently read and perform from notation, identifying note names and duration. (U4, U6) ● Understand the difference between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. (U1, U3, U4, U5, U6)
Singing	● Sing songs with syncopated rhythms. (U4, U6) Sing as part of a choir, with a sense of ensemble and performance. (U2, U4, U6) ● Observe rhythm, phrasing, accurate pitching and appropriate style. U1, U2, U4, U6) ● Experiment with positioning singers. (U2) Perform in school and to a wider audience. (U2, U4, U6)
Instrumental practice	● Play tuned percussion, classroom, and whole-class instruments (if appropriate) using major and minor scales and chords Progressions. ● Learn the Bb major scale and main chords. (U4) Consolidate good posture and playing technique, including the use of different articulations where appropriate. (U4, U6) ● Continue to develop fluency in note recognition and playing from notation. (U4, U6) ● Develop ensemble skills by playing multiple parts simultaneously, with pupils confidently holding their own parts. (U4, U6)
Composition and improvisation including using music technology	● Extend improvised melodies beyond 8 beats. (U1, U4, U6) ● Develop improvisation skills to create music with multiple sections, including repetition and contrast. (U1, U4) ● Use chord changes as part of an improvised sequence. (U4) Use the Music Notepad tool to plan, compose, notate, and play melodic phrases that incorporate rhythmic variety and interest. (U4) ● Use YuStudio to create and produce music with multiple sections and explain how musical contrasts are achieved. (U1, U3, U5) Use YuStudio to remix real instrument loops. (U3, U5)
Enrichment	Year 6 assembly/Singing assembly End of year performance Choir club Schools alive