

timeFoston CE, Terrington CE VA & Stillington Primary Schools Progression Map  
 'Love, Learn & Grow Together'

**Subject:**



Music

**Subject Intent:**

- To educate the pupils on jobs within the musical profession for life after school and adult life.
- A rapidly widening repertoire of musical skills which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high aural perception, knowledge of music and rapidly developing level of technical expertise.
- To foster a love and joy for music.
- To develop and mature a passion and commitment for learning diverse musical traditions and genres.
- An excellent understanding of the historical, social and cultural origins of music that contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology.

Key Concept	Overview	EYFS	Key Stage 1 Cycle A	Key Stage 1 Cycle B	Key Stage 2 Cycle A	Key stage 2 Cycle B	Key Stage 2 Cycle C	Key Stage 2 Cycle D
Singing	Topic	All about me <b><u>My musical self</u></b>  <b><u>Creativity</u></b>	What is it like to live in our capital?  <b><u>What a wonderful world.</u></b>  <b><u>Community</u></b>	How have people's lives changed? <b><u>Voices from the past</u></b>  <b><u>Diversity</u></b>	What was it like in prehistoric Britain? <b><u>Melodies of the Mesolithic</u></b>  <b><u>Creativity</u></b>	Space <b><u>Out of this world</u></b>  <b><u>Creativity</u></b>	The Shang dynasty <b><u>Singing with the Shang dynasty</u></b>  <b><u>Diversity</u></b>	Marvellous Earth <b><u>Sing for the planet</u></b>  <b><u>Sustainability</u></b>
	Songs/artists/composers	<a href="#">Head shoulders knees toes</a>  <a href="#">Happy and you know it</a>  <a href="#">Mulberry brush</a>	<a href="#">1967 With a little help from my friends (The Beatles)</a>	<a href="#">Ghana – Kye Kye Kule</a>  England – A long time ago	<a href="#">Dirty old town</a>  <a href="#">Every breath I take</a>  <a href="#">The beatles Get by with a little help from my friends.</a>	Sing for pleasure – Lost in Space  <a href="#">Mars from the planets – Holst</a>	<a href="#">Mulan – make a man out of you</a>  <a href="#">Mulan - Worth</a>	<a href="#">Earth day everyday</a>  <a href="#">Radioactive – imagine dragons</a>

			<a href="#">1967 What a wonderful world (Louis Armstrong)</a>  <a href="#">England - Acre of Land</a>	<a href="#">Steve wonder – you are my sunshine</a>			<a href="#">fighting for</a>	
Objectives NC	<ul style="list-style-type: none"> <li>- Listen carefully to rhymes and songs, paying attention to how they sound. - R</li> <li>- Learn rhymes, poems and songs. - R</li> </ul>	<ul style="list-style-type: none"> <li>- To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>- To listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- To improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>					
Model curriculum		<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- To sing simple songs, chants and rhymes.</li> <li>- To follow the leaders directions and visual symbols.</li> <li>- To know the meaning of dynamics and tempo.</li> <li>- To sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</li> </ul> <p><b>Pitch</b></p>	<p>Y3/4:</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- To continue to sing a broad range of unison songs with a range of octaves pitching the voice accurately and following directions for getting louder and quieter.</li> </ul>	<p>Y5/6</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing,</li> </ul>				

			<ul style="list-style-type: none"> <li>- To listen to sounds in the local school environment comparing high and low sounds.</li> </ul>		<p>accurate pitching and appropriate style:</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- Sing a broad range of songs including those that involve syncopated rhythms, as part of, choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> </ul>
Knowledge	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To understand how to listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To understand how to follow cues off other people to do follow the leader exercises.</li> </ul>	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To listen to Beethoven</li> <li>- To experience singing in unison and speeding up and slowing down for the people around them.</li> <li>- To how it feels to get breaths in the correct place.</li> </ul>		

			- To be able to listen to the local school environment.					
		<b>Procedural:</b> - To follow step by step instructions to learn rhymes and songs.	<b>Procedural:</b> - To know how to respond to a call and respond tune.		<b>Procedural:</b> - To understand how to make their voices louder and quieter. - To know how to change octaves. - To know how to use pitching to match appropriate styles			
		<b>Declarative:</b> - To know and learn what Rhymes, poems, and songs are.	<b>Declarative:</b> - To understand the meaning of dynamics and tempo.		<b>Declarative:</b> - To know what octaves are. - To know what pitch is. - To know what a syncopated rhythm is. - To know what the different appropriate styles are.			
	Vocabulary	Sound Beat Speed Volume Rhythm Temp Melody Smooth Texture Sing	Loud Quiet Soft Happy Choir Pulse Perform Softly quietly	Voice Pitch Melody Harmony Tempo Rhythm Beat Verse Chorus Refrain Lyrics	Verse Chorus Pulse Tempo Melody Perform pitch	Crescendo Dynamic Canon Texture Solo unison Chorus Bridge Riff Tune Hip-hop Soul harmony	Chorus Bridge Riff Tune Hip-hop Soul harmony	Cover Dynamics Timbre Dimensions Blues Jazz By ear
Singing	Topic	Nativity <u>Creativity</u>	Nativity <u>Creativity</u>	Nativity <u>Creativity</u>	Why does the UK have wild weather?/ Christmas production <u>Singing through the storms.</u>	The worlds rivers /Christmas production <u>Down by the river</u>	Natural resources / Christmas	Medieval monarchs / Christmas production

					<u>Sustainability</u>	<u>Sustainability</u>	production <u>Harmonising with nature.</u>  <u>Sustainability</u>	<u>Medieval Music and Majesty</u>  <u>Creativity</u>
Songs	Rotation of nativity books			Great weather songs – Long journey  Voiceworks 1 – Hear the wind  <u>Walking on sunshine</u>	The River: <a href="https://www.youtube.com/watch?v=uVw0fcGIKmM">https://www.youtube.com/watch?v=uVw0fcGIKmM</a>	<u>Mother natures son – beatles</u>	<u>Break free – Queen</u>  <u>The national anthem</u>	
Objectives NC	<ul style="list-style-type: none"> <li>- Develop storylines in their pretend play. – R</li> <li>- To Explore and engage in music making and dance, performing solo or in groups. - R</li> </ul>	<ul style="list-style-type: none"> <li>- To listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen with attention to detail and recall sounds with increasing aural memory</li> <li>- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>					
Model curriculum				Y1/2 - <b>Singing</b> <ul style="list-style-type: none"> <li>- To sing songs with a small pitch range.</li> <li>- To singing collectively and at the same pitch responding to visual directions.</li> <li>- To begin simple songs with a very small range, MI-SO including pentatonic songs.</li> </ul>	Y3/4: <b>Compose</b> <ul style="list-style-type: none"> <li>- Compose song accompaniments on untuned percussion using known rhythms and note values.</li> <li>- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</li> </ul> <b>Compose -</b> <ul style="list-style-type: none"> <li>- Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression. Begin to</li> </ul>	<b>Y5/6:</b> <b>Singing:</b> <ul style="list-style-type: none"> <li>- Continue with three to four part rounds or partner songs and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance</li> </ul>		

				make compositional decisions about the overall structure of improvisations.		between parts and vocal independence.	
				<b>Glockenspiels Recorder</b>			
Knowledge	<b>Tacit:</b> - To explore music, making and dance.	<b>Tacit:</b> - To learn how to sing in tune/time with a small pitch range.	<b>Tacit:</b> - To know how to keep in time when singing in three round parts. - To know how to adapt their voice to different song styles.				
	<b>Procedural:</b> - To know how to develop their ideas.	<b>Procedural:</b> - To learn how to use pitch. - To learn a pentatonic song. - To learn the response to visual directions.	<b>Procedural:</b> - To know how to vocally harmonise. - To know how to use expression when they are singing. - To know how to keep time with themselves.				
	<b>Declarative:</b> - To know what a melody is.	<b>Declarative:</b> - To learn why we use pitch. - To learn what a pentatonic song is. - To learn why visual directions are used.	<b>Declarative:</b> - To learn different styles. - To know what it means to be harmonised.				
Vocabulary	Perform Solo Group Play Dance Explore	Meldoy Listen Beat Pulse Perform Audience Soft Musical cues	Compose question and answer Dynamics ensemble improvisation	Octave Rounds Crescendo Structure Chants Decrescendo Duet Ensemble	Harmony Legato Metre Forte Diminuendo Drone key	Slur Dissonance Lento Vibrato Semitone Tune Groove	Harmony Major Minor Melodic phrase Accompaniment Metre

								Question and answer
Percussion	Topic	Habitat – Winter and Polar <b><u>Polar percussion</u></b> <b><u>Diversity</u></b>	The great animal kingdom  <b><u>Beats of the wild</u></b>  <b><u>Sustainability</u></b>	Habitats in our world – Brazil <b><u>Brilliant Brazil</u></b> <b><u>Diversity</u></b>	What is globalisation? – make instruments <b><u>A world in union</u></b> <b><u>Community</u></b>	Ancient Egypt <b><u>How has music shaped ancient Egypt?</u></b> <b><u>Diversity</u></b>	How do we produce energy? <b><u>Powering up with song.</u></b> <b><u>Sustainability</u></b>	Ancient Greeks  <b><u>Echoes of the past.</u></b> <b><u>Creativity</u></b>
	Songs	<a href="#">Baa baa black sheep</a>  <a href="#">5 Little ducks</a>  <a href="#">Incy Wincy Spider</a>	<a href="#">Australia – I got kicked by a kangaroo</a>  <a href="#">Trinidad – Tropical Bird (Trinidad steel band)</a>  1886 – <a href="#">Carnival of the animals (Saint-Saens)</a>  colonel Hathi <a href="#">Elephant March</a> from The Jungle Book (Sherman)	<a href="#">Brazil – Fanfarra (Cabua-Le-Le (Sergio Menes/Carlinhos Brown))</a>  <a href="#">Brazil – Asa Branca</a>	Great celebrations songs – world in union <a href="#">Mumford &amp; Sons,</a>	<a href="#">Walk like an Egyptian</a>  <a href="#">Emperors new groove – tom Jones perfect world</a>	<a href="#">Music of the Sphere – Philip Sparke</a>  <a href="#">Inner light – elderbrook and bob moses</a>  <a href="#">Don't stop me now – Queen</a>	<a href="#">Seven nation army – white stripes</a>  <a href="#">Ancient Greek music Vol 2 – Spirit of Socrates</a>  <a href="#">Harp music – Orpheus odyssey legends on the strings</a>

			<a href="#">Hoe down from rodeo</a>					
Objectives NC	<ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings – R</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. - ELG</li> </ul>	<ul style="list-style-type: none"> <li>- To play untuned instruments musically.</li> <li>- Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>					
Model curriculum		<p><b>Pulse &amp; Beat</b></p> <ul style="list-style-type: none"> <li>- To understand the speed of a beat can change.</li> <li>- To walk in time with the beat of music.</li> <li>- To walk, move or clap a steady beat with others changing tempo.</li> <li>- Begin to group beats in twos/threes by tapping knees on the first beat and clapping.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>- Play copycat rhythms, copying a leader and invent rhythms for others to copy.</li> <li>- To perform short repeating rhythm patterns (ostinato) while keeping time with a steady beat.</li> </ul>	<p>Y3/4:</p> <p><b>Performing -</b></p> <ul style="list-style-type: none"> <li>- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</li> <li>- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</li> <li>- Perform Forte and piano, loud and soft.</li> <li>- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</li> </ul>	<p>Y5/6:</p> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a</li> </ul>				



					<p>school orchestra.</p> <ul style="list-style-type: none"><li>- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies</li></ul> <p><b>Compose -</b></p> <ul style="list-style-type: none"><li>- Create music with multiple sections that include repetition and contrast.</li></ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"><li>- Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very</li></ul>
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					loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.
Knowledge	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To express their ideas and feelings.</li> <li>- To move in time with music.</li> </ul>	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To learn to use to move in time with music.</li> <li>- To understand the feel of a beat.</li> </ul>	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To know what each instrument feels like.</li> <li>- To know how to make the different sounds on an instrument using their hands.</li> <li>- To know how to listen to different pieces of percussion music to hear how the sound is layered.</li> </ul>		
	<p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>- To know how to experiment with different techniques and materials.</li> <li>- To understand how to practice and refine their skills.</li> <li>- To know how to perform songs.</li> </ul>	<p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>- To know how to confidently perform rhythmic patterns.</li> <li>- To play untuned instruments.</li> </ul>	<p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>- To know how to make sounds on different percussion instruments.</li> <li>- To know how to make the music louder and quieter.</li> </ul>		

		<b>Declarative:</b> - To know some songs, rhymes and poems.	<b>Declarative:</b> - To know how to name untuned instruments - To understand how to copy others and what is required to create a rhyme.		<b>Declarative:</b> - To know what a drone is. - To know what the different musical instructions mean.				
	Vocabulary	Rhymes Poems Stories Express Move Time		Rhythm Percussion Rhythmic pattern Body percussion Cowbell Triangle	Drumsticks Hand drum Snare drum Bass drum Tambourine Cymbals Maracas Bongo drums	Violin Cello Double base Classical String Canon structure	Strings Pulse Rhythm Percussion Allegro adagio	Pause Staff notation Tuned Untuned fortissimo	Pianissimo Mezzo forte Mezzo forte Lento vivace
Percussion/ Composing with rhythmic notes	Topic	Growing – plants and babies <u>Planting ideas</u> <u>Sustainability</u>	The special about our local area – gardens and plants  <u>Rhythms of our neighbourhood</u>  <u>Community</u>	School community <u>Composing in our Community</u>	What is globalisation? - Sound <u>Sound around the world</u>  <u>Diversity</u>	Times in different countries – link into geography? <u>Time of our lives</u>  <u>Diversity</u>	Vikings and Anglo Saxons  <u>Drumming with the Vikings</u>  <u>Creativity</u>	Where are all the people? Population <u>Rhythms of our people</u> <u>Community</u>	
	Songs	Spring chicken <a href="https://www.youtube.com/watch?v=hCqymjSP-BE">https://www.youtube.com/watch?v=hCqymjSP-BE</a> <a href="#">Peter Rabbit</a>	Imaginary gardens V. renewed at	<a href="#">A friend like you</a> <a href="#">We are family</a>	<a href="#">J.S. Bach - Prelude in C Major</a>  <a href="#">Zulu African Drum Music</a>	<a href="#">Time lapse Michael Nyman</a>  <a href="#">Latin Percussion – feel the rhythm</a>	<a href="#">Vikings drums</a>	<a href="#">Beethoven Fur elise</a>	

			<p>every glance Hope Lee</p> <p><a href="#">Scarborough fair – Simon &amp; Garfunkel</a></p> <p><a href="#">We all live in a Neighbourhood</a></p>	<p><a href="#">What a wonderful world (Louis Armstrong)</a></p>		<p><a href="#">Paradise city – Guns &amp; Roses</a></p>	<p><a href="#">The immigrant song – Led Zeplin</a></p> <p><a href="#">Viking theme tune</a></p>	<p><a href="#">ZunZun – Percussion ensemble</a></p> <p><a href="#">Imagine – The beatles</a></p>
Objectives NC	<ul style="list-style-type: none"> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses. - R</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher. - ELG</li> </ul>	<ul style="list-style-type: none"> <li>- To play untuned and tuned instruments musically.</li> <li>- Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen with attention to detail and recall sounds with increasing aural memory</li> <li>- To use and understand staff and other musical notations</li> </ul>					
Model curriculum		<p><b>Pulse &amp; beat</b></p> <ul style="list-style-type: none"> <li>- To identify beat groupings.</li> <li>- Mark the beat of a listening piece. To respond to the pulse in recorded and live music through movement and dance.</li> <li>- To play repeated rhythm patterns and short pitched patterns on tuned instruments to maintain a steady beat.</li> </ul>	<p>Y3/4:</p> <p><b>Compose -</b></p> <ul style="list-style-type: none"> <li>- Compare song accompaniments on untuned percussion using known rhythms and note values.</li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>- Become more skilled in improvising, inventing short, on-the-spot responses using a limited note-range.</li> <li>- Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimulus</li> </ul>	<p>Y5/6:</p> <p><b>Improvise -</b></p> <ul style="list-style-type: none"> <li>- Working in pairs, compose a short ternary piece.</li> <li>- Play melodies on tuned percussion, melodic instruments or keyboards, following staff</li> </ul>				

			<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>- To create rhythms using words phrases as a starting point.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). <ul style="list-style-type: none"> <li>• Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> </ul> </li> <li>- Improvise simple vocal chants, using question and answer phrases. <ul style="list-style-type: none"> <li>• Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</li> </ul> </li> </ul>	<p><b>Compose -</b></p> <ul style="list-style-type: none"> <li>- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</li> <li>- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>- Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> <li>- Capture and record creative ideas using any of: <ul style="list-style-type: none"> <li>o graphic symbols</li> <li>o rhythm notation and time signatures</li> <li>o staff notation</li> <li>o technology.</li> </ul> </li> <li>- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</li> <li>- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</li> </ul>	<p>notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <ul style="list-style-type: none"> <li>- Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow</li> </ul>
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Submarine by  
The Beatles).

**Performing**

- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

**Compose -**

- Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
- Compose melodies made from pairs of phrases in either C major or A

					<p>minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p><b>Performing</b></p> <ul style="list-style-type: none"><li>- Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud ( ), very quiet ( ), moderately loud ( ) and moderately quiet ( ).</li><li>- Accompany this same melody, and others, using block</li></ul>
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					<p>chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <ul style="list-style-type: none"><li>- Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</li></ul>
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Knowledge	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To express oneself creatively.</li> <li>- To interpret music and to communicate effectively with others through movement, speech, and storytelling.</li> <li>- To be intuitive understanding of rhythm, melody, body awareness, social dynamics, and emotional expression.</li> </ul>	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To feel rhythm.</li> <li>- To confidently play a beat.</li> <li>- To hold a composition.</li> </ul>	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To understand how to improvise performances.</li> <li>- To play different tuned and untuned percussion instruments and to experiment with how this feels and the noises that they can make.</li> <li>- To understand how music can be linked to feelings and emotions.</li> <li>- To understand how it can make us feel when music is louder/quieter/softer.</li> </ul>
	<p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>- To understand how to listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- To know how to invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>- To identify beat groupings.</li> <li>- Mark the beat of a listening piece.</li> <li>- To respond to the pulse in recorded and live music through movement and dance.</li> <li>- To play repeated rhythm patterns and short pitched patterns on tuned instruments to maintain a steady beat.</li> <li>- To create musical sound effects and short sequences of sounds in response to stimuli</li> </ul>	<p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>- To how to use know rhythmic notation to make pentatonic phrases.</li> <li>- To know how to record their creative composition ideas.</li> <li>- To understand how to form triads on tuned percussion instruments.</li> </ul>
	<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>- To know some basic narratives and stories.</li> </ul>	<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>- To understand what Pulse &amp; beat are.</li> <li>- To explain Rhythm</li> </ul>	<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>- To learn about the different instrument families and which is best for each piece of music.</li> <li>- To learn about basic notation.</li> </ul>

			- To write compositions.						
	Vocabulary	Listen feelings adapt Recount Long Short Pitch High Low	Music Feelings Responses Narratives Stories	Percussion Composing Rhythm Beat Tempo Dynamics Accent Syncopation Rests Notation	Timbre Ghost notes Polyrhythm Groove Improvisation Mallets Percussion ensemble	Introduction Improvise Compose Dynamics Structure Imagination Sound core	Pentatonic scale Musical style Notation Rhythm patterns	Backbeat Ternary Triads Chordal Rhythmic phrases	Octave range Dynamic range Ensemble Accompaniment Ostinato
Composing with notes	Topic	People who help us <b><u>Voices of our helpers</u></b> <b><u>Community</u></b>	Extraordinary people <b><u>Musical heroes</u></b> <b><u>Community</u></b>	People who help us <b><u>Neighbourhood heroes</u></b> <b><u>Community</u></b>	Roman Britain <b><u>Rocking with the romans</u></b> <b><u>Diversity</u></b>	Local area Anglo Saxons <b><u>Musical time travel</u></b> <b><u>Community</u></b>	South America <b><u>Sounds of South America</u></b> <b><u>Community</u></b>	Conflicts of WW2 <b><u>Composing through conflict</u></b> <b><u>Diversity</u></b>	
	Songs	<a href="#">Polly had a dolly</a> <a href="#">Polly put a kettle a on</a> <a href="#">London's burning</a>	<a href="#">Fantasia – Disney</a> <a href="#">Soilders March – Schumann</a>	<a href="#">Community helper song</a> <a href="#">Beautiful day in the neighbourhood – Mr rogers</a>	<a href="#">Sing up – Just like a Roman</a> <a href="#">Ancient roman music</a> <a href="#">Holy roman empire – imperial fanfares</a>	<a href="#">Saxons song</a> <a href="#">Anglo-saxon</a> <a href="#">Nathan evans - Wellerman</a>	<a href="#">USA – Go down Moses (Harlem Gospel Singers)</a>	<a href="#">1941 Sabre Dance From Gayane Suite No. 3 (Khachaturi</a>	

			<a href="#">National Anthem</a>	<a href="#">One love – Bob marley &amp; the wailers</a>			<a href="#">Eye of the tiger - survivor</a>	an)
							<a href="#">Bare necessities – Jungle book</a>	<a href="#">1942 Fanfare for the Common Man</a> (Copland)
								<a href="#">1945 The young person's guide to the orchestra</a> (Britten)
	Objectives NC	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – ELG</li> </ul>	<ul style="list-style-type: none"> <li>- To play tuned instruments musically.</li> <li>- Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- To develop an understanding of the history of music.</li> </ul>				
	Model curriculum	<ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used. - ELG</li> <li>- To Make use of props and materials when role playing characters in narratives and stories. - ELG</li> </ul>	<b>Rhythm</b> <ul style="list-style-type: none"> <li>- Read and respond to chanted rhythm patterns and represent them with stick notations including crotchets, quavers and crochet rests.</li> <li>- Create and perform their own chanted rhythm patterns with the same stick notations.</li> </ul>	<b>Y3/4:</b> <b>Compose -</b> <ul style="list-style-type: none"> <li>- Include instruments play in a whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</li> <li>- Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> </ul>	<b>Y5/6:</b> <b>Compose</b> <ul style="list-style-type: none"> <li>- Capture and record creative ideas using any of graphic symbols, rhythm notation and time signatures,</li> </ul>			

			<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>- To recognise dot notation and match it to 3-note tunes played on percussion instruments.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. <ul style="list-style-type: none"> <li>• Use music technology, if available, to capture, change and combine sounds</li> </ul> </li> <li>- Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>- Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</li> </ul>	<ul style="list-style-type: none"> <li>- Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</li> <li>- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration):</li> </ul> <p><b>Reading notation</b></p> <ul style="list-style-type: none"> <li>- Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> <li>- Introduce and understand the differences between crotchets and paired quavers.</li> <li>- Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> <li>- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</li> <li>- Introduce and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul> <p>GLOCKENSPIEL RECORDER</p>	<p>staff notation and technology.</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>- Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>- Read and perform pitch notation within an octave (e.g. C–C'/do–do).</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>- Compose melodies made from pairs of phrases in either</li> </ul>
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					<p>G major or E Minor or a key suitable for the instrument chosen.</p> <ul style="list-style-type: none"><li>- Use chord changes as part of an improvised sequence.</li><li>- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Extend improvised melodies</li></ul>
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beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

**Notation**

Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).

- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- Read and play from notation a four-bar phrase, confidently identifying note names and durations.

Knowledge	<p><b>Tacit</b></p> <ul style="list-style-type: none"> <li>- To know how to use our imagination</li> <li>- To develop the ability to experiment.</li> <li>- To know how to take risks in a safe and appropriate manner.</li> </ul>	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To identify notations including crotchets, quavers and crochet rests by listening to a piece of music.</li> <li>- To understand when rests are needed in music.</li> </ul>	<p><b>Tacit:</b></p> <ul style="list-style-type: none"> <li>- To be able to listen to music to understand how to order phrases using basic dot notation.</li> <li>- To be able to understand how to keep a steady beat when performing simple songs.</li> </ul>
	<p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>- To know how to safely use and explore a variety of materials, tools and techniques.</li> <li>- To understand how to make use of props and materials when role-playing characters in narratives and stories.</li> </ul>	<p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>- To know how to read and respond to rhythm patterns and represent them with notations.</li> <li>- To know how to create and perform their own rhythm patterns with notations.</li> <li>- To know how to use graphic symbols, dot notation and stick notation.</li> <li>- To know how to use music technology, to capture, change and combine sounds</li> </ul>	<p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>- To understand how to read and perform basic notation to create a simple song.</li> <li>- To understand how to play and change basic chords</li> </ul>
	<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>- To know when to use a variety of materials, tools and techniques</li> <li>- To know what props they can use in narrative and stories.</li> <li>- To know narratives and stories.</li> </ul>	<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>- To understand what stick notations and dot notation are.</li> <li>- To understand what rhythm patterns and pitch patterns are.</li> </ul>	<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>- To know what the different musical notes mean.</li> <li>- To know the different families of instruments.</li> <li>- To know of historical composers and their music</li> <li>- To learn about the history of music.</li> </ul>

			<ul style="list-style-type: none"> <li>- To know how to invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>- To recognize how graphic notation can represent created sounds.</li> </ul>					
	Vocabulary	Creation Share Make Experiment Explore Instruments Big sounds Soft sounds Tap Shake	Melody Harmony Rhythm Tempo Dynamics Crescendo Timbre Pitch Scale	Quarter note Half note Whole note Eighth note Rest Sharp Flat Tie Decrescendo	Sound palette Composition minim, crotchet, crotchet rest paired quavers bars	Staves Lines Spaces Clef Pitch notation	Graphic symbols Time signatures Chord changes Pentatonic scale	Fixed groove Pitch notation Ostinato Presto accent
Singing	Topic	Under the sea <u><b>Singing under the sea</b></u> <u>Creativity</u>	Explorers and adventurers  <u><b>Exploring the world through song</b></u>  Diversity	Our amazing oceans <u><b>Songs of the sea</b></u> <u>Sustainability</u>	School play  <u>Creativity</u>	School play  <u>Creativity</u>	School play  <u>Creativity</u>	School play  <u>Creativity</u>
	Songs	<a href="#">Little mermaid – under the sea</a> <a href="#">Ring o rosies</a> <a href="#">Caught a fish alive</a>	<a href="#">Sea shanties</a>  <a href="#">Don't stop believing – Journey</a>	<a href="#">Waterloo – Abba</a>  <a href="#">Yellow submarine – Beatles</a>	Romans  <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j">https://www.bbc.co.uk/bitesize/topics/zqtf34j</a>		Shakespeare – Midsummer knights dream	



			<a href="#">500 miles – proclaimers</a>	<a href="#">Raindrops keep falling on my head</a>				
Objectives NC		<ul style="list-style-type: none"> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them. – R</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody. – R</li> <li>- Sing a range of well-known nursery rhymes and song - ELG</li> </ul>	<ul style="list-style-type: none"> <li>- To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>- To listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- To improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>				
Model curriculum			<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>- Play a range of songs with cuckoo intervals.</li> <li>- Sing short phrases independently within a singing game or short song.</li> <li>- To respond independently to pitch changes heard in short melodic phrases.</li> <li>- Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>- Follow pictures and symbols to guide singing and playing.</li> </ul>	<p>Y3/4:</p> <p><b>Singing -</b></p> <ul style="list-style-type: none"> <li>- Perform as a choir in school assemblies.</li> </ul> <p>Perform a range of songs in school assemblies.</p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</li> </ul>			<p>Y5/6:</p> <p><b>Singing -</b></p> <ul style="list-style-type: none"> <li>- Perform a range of songs in school assemblies and in school performance opportunities.</li> <li>- Perform a range of songs as a choir in school assemblies, school performance opportunities</li> </ul>	

					and to a wider audience.
Knowledge	<b>Tacit</b>	<b>Tacit:</b>	<b>Tacit:</b>	<b>Tacit:</b>	
	<ul style="list-style-type: none"> <li>- To learn how it feels to sing.</li> </ul>	<ul style="list-style-type: none"> <li>- To know it feels to perform.</li> </ul>	<ul style="list-style-type: none"> <li>- To know how it feels to perform together as a choir.</li> </ul>		
	<b>Procedural:</b>	<b>Procedural:</b>	<b>Procedural:</b>	<b>Procedural:</b>	
	<ul style="list-style-type: none"> <li>- To understand how to return to and build on their previous learning.</li> <li>- To know how to sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- To understand how to sing a range of well-known nursery rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>- To know how to play a range of songs with intervals.</li> <li>- To know how to sing short phrases independently within a singing game or short song.</li> <li>- To know how to respond independently to pitch changes heard in short melodic phrases.</li> <li>- To know how to sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>- To know how to follow pictures and symbols to guide singing and playing.</li> </ul>	<ul style="list-style-type: none"> <li>- To know how to change and adapt our voices to match different song styles.</li> </ul>		
	<b>Declarative:</b>	<b>Declarative:</b>	<b>Declarative:</b>	<b>Declarative:</b>	
	<ul style="list-style-type: none"> <li>- To understand what pitch means and feels like.</li> <li>- To understand what a melody is.</li> </ul>	<ul style="list-style-type: none"> <li>- To learn a range of songs with intervals</li> </ul>	<ul style="list-style-type: none"> <li>- To know specific melodies that are needed to learn for singing.</li> </ul>		

		<ul style="list-style-type: none"> <li>- To know some nursery rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>- To know what short and long phrases are.</li> <li>- To know some familiar songs.</li> <li>- To know what it means to use low and high voices.</li> <li>- To recognise and respond to pictures and symbols.</li> </ul>					
Vocabulary	Represent Sing Pitch Melody Nursery rhymes Song Long Short Beat	Pitch Tempo Melody Breath control Dynamics Phrasing Vibrato	Voice Rhythm Tempo Harmony Breath support Diction Articulation	Choir Melodies Canon Pitch verse	Drone Key Timbre Forte Diminuendo	Staccato Dissonance Vibrato Lento flat	Off beat Moderato Presto Prestissimo vivace	