

Primary Phase Progression Map: Music

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>EYFS Framework and National Curriculum Objectives</p> <p>Expressive Arts and Design ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will: Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Pupils will be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>Pupils will be taught to: Sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>				
MUSICAL DIMENSIONS							
Duration	<p>Understand the words LONG and SHORT in relation to sound</p> <p>Sing in time with others</p> <p>Play long and short notes, with an awareness of when to start and stop</p>	<p>Understand the words longer and shorter in relation to sound</p> <p>Sing with some sense of pulse and control of rhythm</p> <p>Change between longer and shorter notes within a steady pulse</p>	<p>Understand the difference between “ta”, “teetee” and “ta-o” notes, and be able to identify them using Kodaly notation</p> <p>Sing with a greater awareness of pulse</p> <p>Begin to internalise beats by clapping/playing on certain beats of the bar</p>	<p>Learn that ta=crotchet=1 beat, ta-o=minim=2 beats and teetee=quaver=1/2 beat. Introduce rests for these note values</p> <p>Sing with a good awareness of pulse, rhythm and timing</p> <p>Perform a repeated pattern to a steady pulse</p>	<p>Accurately replicate rhythm patterns using crotchets, quavers, minims and rests at sight (Kodaly notation)</p> <p>Sing with an understanding of how the pulse may vary at different sections within a song</p> <p>Identify repeated rhythmic patterns using in music, and be able to replicate them</p>	<p>Understand what triplets are, and how to perform them</p> <p>Understand how to vary the lengths of individual notes when singing, through appropriate breathing</p> <p>Perform an independent rhythmic part to a steady beat</p>	<p>Be able to identify and replicate more complex rhythmic patterns using crotchets, quavers, minims and rests</p> <p>Sing with control over breathing and pronunciation, to demonstrate good awareness of pulse and duration</p> <p>Keep a strong rhythmic groove within a multi-layered performance</p>
Pitch	<p>Understand the words HIGH and LOW in relation to sounds</p> <p>Learn some simple Kodaly based songs that use up to 3 pitches</p> <p>Follow simple hand signals for HIGH and LOW</p>	<p>Understand the words higher and lower in relation to sounds – follow pitch movements with hands and bodies</p> <p>Begin to sing with a control of pitch, using simple Kodaly based songs up to 5 pitches</p> <p>Read and perform different pitches as colour using Boomwhackers and/or handbells</p>	<p>Understand that the musical alphabet goes from A-G, then repeats – be able to show pitch movements with their hands and bodies</p> <p>Accurately pitch simple songs when singing, up to an octave, as part of a group</p> <p>Know how to read B, A and G on standard notation</p>	<p>Relate the size of instruments/xylophone keys to pitch e.g. smaller key=higher note</p> <p>Accurately pitch unison songs with wider leaps</p> <p>Identify whether a note is higher or lower on staff notation. Know how to read low E and D on standard notation</p>	<p>Internalize short melodic phrases, and be able to replicate these on tuned instruments</p> <p>Be able to sing a simple harmonic line as part of a larger group</p> <p>Know how to read high C and D on staff notation, and be able to play an octave range D-D on the recorder</p>	<p>Understand the concept of an octave, and how the same note played at different octaves sound different</p> <p>Be able to hold an independent vocal line in part songs</p> <p>Be confident in reading Middle C to top D on treble clef standard notation. Understand about #s and b's</p>	<p>Understand the difference between a Western scale and Pentatonic scale, and be able to replicate these</p> <p>Sing a wide range of songs, with at least an octave range</p> <p>Be able to perform independently from standard notation, playing longer more complex melody lines</p>

Dynamics	<p>Understand the words LOUD and QUIET</p> <p>Develop some control over loud and quiet sounds using the voice</p> <p>Use simple hand gestures – big=loud, small=quiet</p>	<p>Understand the words louder and quieter</p> <p>Be able to control the voice getting louder and getting quieter</p> <p>Use simple hand gestures e.g. moving outwards=getting louder, moving inwards=getting quieter</p>	<p>Know that LOUD music is <i>forte</i> and QUIET music is <i>piano</i></p> <p>Sing songs expressively with some dynamic awareness</p> <p>Follow verbal instructions for playing louder/quieter</p>	<p>Know the different musical symbols for getting louder < and getting quieter ></p> <p>Develop an understanding of how to use the voice differently within song structure (e.g. verse & chorus)</p> <p>Understand about emphasising the 1st beat of the bar when playing to help establish the pulse</p>	<p>Accurately describe the <i>forte</i> and <i>piano</i> sections within a piece, and identify where these change</p> <p>Be able to change dynamics when singing by following directions for getting louder/quieter</p> <p>Be able to follow visual instructions from a conductor to control the dynamics when playing</p>	<p>Describe dynamic changes within a piece of music, using appropriate musical vocabulary</p> <p>Sing songs with an increasing sense of expression</p> <p>Perform with a sense of shape and contrast, playing close attention to detail</p>	<p>Know that the pitch of a note often effects its dynamic, and know how to remedy this, e.g. blowing softer</p> <p>Learn to sing with control over expression and projection</p> <p>Be able to lead a group performance, using appropriate hand signals</p>
Tempo	<p>Understand the difference between FAST and SLOW – be able to change between the two</p> <p>Join in with a simple pulse by tapping and using body percussion</p>	<p>Understand that music can get FASTER and SLOWER – be able to show these changes</p> <p>Identify and beat (walk/ clap/ move) to the pulse in different pieces of music</p>	<p>Know the meaning of 4/4 time, and be able to find different beats within a 4-beat count</p> <p>Be able to accurately keep a simple pulse to a piece of music, and understand that this controls the tempo</p>	<p>Know the difference between ¾ and 4/4 time, and be able to find different beats within each</p> <p>Be able to change a simple pulse to demonstrate how this changes the music's tempo</p>	<p>Learn how to describe the changes of tempo within a piece of music, using simple terms</p> <p>Be able to follow instructions to change the tempo, e.g. accel, rall</p>	<p>Learn how to describe the changes of tempo within a piece of music, using more advanced vocabulary</p> <p>Perform confidently in time, following instructions for pulse, tempo and changes of tempo</p>	<p>Make extended comments about the tempo of a piece and its variations, using advanced musical vocabulary</p> <p>Perform on a range of instruments and voice with a good sense of tempo and pulse, and be able to alter these as appropriate</p>
Timbre	<p>Know that shaking, scraping or hitting instruments create different types of sounds</p>	<p>Know that material affects sound quality e.g. metal, wood, plastic</p>	<p>Know that different playing techniques effect sound quality e.g. hand position, beater head</p>	<p>Accurately identify the 4 main sections of the orchestra (Strings, Woodwind, Brass, Percussion), and be able to identify these aurally</p>	<p>Understand how the sound quality of an instrument can be changed depending on how it is played e.g. strumming or finger picking on ukulele</p>	<p>Explore, select and combine different timbres for different effect</p>	<p>Make appropriate choices regarding playing techniques, beater types etc when performing</p>
Texture	<p>Understand how music can be THICK or THIN sounding, depending on the number of instruments</p>	<p>Know the different between a SOLO and GROUP</p>	<p>Perform simple rounds and part songs in layers</p>	<p>Perform independent bass and melody lines on tuned instruments</p>	<p>Be able to select the bass, harmony or melody within a piece. Know what a chord is</p>	<p>Know how to form a 3 note triad/chord, and be able to perform a range of ukulele chords</p>	<p>Be able to describe changes in texture within a piece using appropriate musical vocabulary</p>
Structure	<p>Be able to start and stop a sound being made</p>	<p>Know that music has a beginning, middle and end</p>	<p>Understand what a round is, and be able to perform simple vocal rounds</p>	<p>Understand the different parts of song structure e.g. verse/chorus</p>	<p>Understand the more complicated aspects of a simple structure e.g. intro, outro, link, middle 8</p>	<p>Be able to describe simple structures in letter format e.g. ABA, A B A1 C A2</p>	<p>Be able to structure a piece of music appropriately, using a variety of different sections</p>
MUSICAL SKILLS							
Singing	<p>Speak simple chants and rhymes</p> <p>Join in with actions to simple worship songs</p> <p>Control simple echo phrases. Be able to sing back some simple call and response melodies, as part of a group.</p>	<p>Sing simple songs, chants and rhymes from memory</p> <p>Be able to sing and do actions to several simple worship songs</p> <p>Be able to sing back an echo song featuring a longer melodic idea. Sing songs that need both a singing voice and</p>	<p>Use simple actions and Makaton signs within a range of different songs</p> <p>Learn some basic worship songs without actions</p> <p>Find their "singing voice", and use voices confidently as part of a group</p>	<p>Sing with confidence using a wider vocal range and in a variety of styles</p> <p>Learn more extended worship songs, with verse chorus structure</p> <p>Sing with a greater awareness of pitch, controlling the voice range</p>	<p>Explore ways the voice can be used as an instrument, not just singing, eg beatboxing</p> <p>Perform worship songs with a sense of purpose and place</p> <p>Sing with a greater awareness of posture, projection and pronunciation</p>	<p>Sing with an awareness of other parts, and an awareness of the purpose of the song</p> <p>Hold a melody line with worship songs whilst others harmonise</p> <p>Identify phrases within a song through breathing in appropriate places. Sing with a sense of style.</p>	<p>Sing with an understanding of the style of the song, with appropriate breathing, pronunciation etc</p> <p>Understand how to fit a harmony line within worship songs, and choose which to perform</p> <p>Sing with expression and control, and be able blend with other voices</p>

	Understand what it means to use your "thinking" voice	a thinking voice e.g. heads, shoulders, knees and toes					
Playing Instruments	Know the names of some untuned percussion instruments	Be able to identify a wide range of untuned percussion instruments, aurally and by sight	Know the difference between tuned and untuned instruments	Be able to independently play a simple piece with a small pitch range on tuned instrument	Use tuned instruments to play pieces with a larger piece range	Introduce chromatic notes to tuned instruments. Play melodies independently following staff notation.	Perform on a range of tuned instruments musically, with control and expression
	Be able to copy back simple rhythms	Be able to play a simple repeating pattern in unison with the class	Keep a repeating rhythm/groove within djembe playing, as part of a large group	Keep a repeating rhythm/groove within samba and djembe playing, as part of a smaller group	Hold an independent rhythmic line in samba and djembe playing	Develop confidence to play in smaller groups e.g. pairs, holding independent lines	Develop performance technique within a range of instruments, considering audience, breath control, posture etc
	Play simple untuned percussion instruments with some sense of control	Use Boomwhackers and handbells to start to explore tuned instruments	Start to learn to play the recorder – correct hand positions, blowing and tonguing, notes B, A, G and low E	Start to learn to play the ukulele – correct playing position, string names, chords C, F and G, simple strumming patterns	Continue learning the recorder and ukulele, using appropriate staff notation and chord symbols	Start to learn to play a brass instrument (WCET)	Develop a wider range of notes and chords on chosen instruments, and perform confidently as part of an ensemble
	Be able to start and stop playing in time with the class	Be able to play in unison with the class	Be able to play in unison with smaller groups	Be able to play with others in small groups, creating 2 or more independent parts	Consider the role of each instrument e.g. bassline, melody line, chords, and make appropriate instrument selections	Perform independent music lines with confidence	Perform with confidence, expression, good playing technique, posture etc
Notation		Know that the musical alphabet goes from A-G, then repeats	Know that a music stave has 5 lines and 4 spaces, and that the position on the stave affects the pitch	Understand the difference between treble and bass clef notation.	Know that not all music is notated on a 5 note stave, exploring chord symbols, lead sheets and tab	Choose appropriate notation for a task e.g. chord symbols for ukulele	Introduce chromatic notes to 5-line stave
			Know where G, A and B are located on a 5-line stave	Know where low E and D are located on a 5-line stave	Know where high C and D are on a 5-line stave	Read a 5 note stave from D to D1 (not including chromatic notes)	Independently read notation from D to D1, being able to replicate simple melodic lines from notation
			Know how to notate crotchet, quavers and minims as Kodaly notation	Confidently replicate rhythms reading crotchet, quaver, minim and rests in Kodaly notation	Know how Kodaly rhythm notation relates to standard staff notation	Read standard staff notation for crotchets, quavers, minims and rests. Know how to notate triplets	Read standard staff notation for semibreves and semiquavers. Be able to dictate simple rhythmic phrases.
Listening and Evaluating	Respond physically when listening, through simple movements of actions	Respond physically when listening, being able to control appropriate movements	Engage in "Active Listening", being able to remain still when listening	Engage in "Active Listening", being able to describe sounds heard once the music has stopped	Use "Active Listening" skills to respond to sounds, eg drawing pictures, graphic notation	Use some specific musical vocabulary to describe the mood, speed, and dynamics in music.	Fully immerse in "Active Listening" to be able to describe the changes within a piece using the inter-related dimensions of music
	Identify the differences in sound made when hitting, shaking or scraping an instrument	Identify different sound sources when exploring instruments	Identify and begin to describe different sound sources when exploring instruments	Link different sound sources to different timbres	Identify whether an instrument is tuned or untuned aurally, and link to relevant section of the orchestra	Describe how a variety of different orchestral instruments sound, and how the sound is made	Describe the range of different textures and timbres when listening to music
	Recall spoken phrases within echo rhymes	Recall short songs, sequences and patterns of sound	Retain short sequences and patterns, and be able to repeat them	Listen to, and be able to sing/play back, short melodic and rhythmic phrases (e.g. 2 bars)	Listen to, and be able to sing/play back longer melodic and rhythmic phrases (e.g. 4 bars)	Internalise short melodic patterns and be able to play these on pitched instruments, by ear	Internalise short melodic, rhythmic patterns, and be able to repeat them by ear on tuned & untuned instruments

<p>Composing and Improvising</p>	<p>Use scarves to respond to different emotions e.g. happy, sad, angry, tired</p>	<p>Select untuned percussion sounds to represent mood and emotion</p>	<p>Use #GoCompose to create class composition ideas</p>	<p>Use #GoCompose to create group composition ideas</p>	<p>Use #GoCompose to create independent composition ideas within a class context</p>	<p>Use #GoCompose to create independent composition ideas, that can be performed independently</p>	<p>Use #GoCompose to create independent compositional ideas outside of the group context</p>
<p>Composers/ History</p>	<p><i>Flight of the Bumble bee</i> – Rimsky Korsokov <i>March of the Kitchen Utensils</i> – Vaughan Williams <i>In The Hall of the Mountain King</i> – Grieg <i>Gymnopedie</i> – Satie <i>Nimrod</i> – Elgar <i>Be Our Guest – Beauty and the Beast</i> <i>Spoonful of Sugar</i> – Mary Poppins <i>Alpha</i> – Vangelis <i>Celebrate</i> – Kool and the Gang <i>Sakura</i> – trad. Japanese <i>The Little Train of Caipira</i> – Villa-Lobos</p>	<p><i>Carnival of the Animals</i> – Saint-Saens <i>The Planets Suite</i> - Holst <i>Nutcracker Suite</i> – Tchaikovsky <i>Dance of the Knights</i> – Prokofiev <i>Superman</i> – John Williams <i>Harry Potter</i> – John Williams <i>Dance of the Snowman</i> – Howard Blake <i>Earth</i> – Hans Zimmer <i>Heroes</i> – David Bowie <i>Revolting Children</i> – Tim Minchin <i>Si Ma Ma Ka</i> – Trad African <i>Senwa Dedende</i>– Trad African <i>Kalinka</i> – Trad Russian</p>	<p><i>Carnival of the Animals</i> – Saint-Saens <i>Peter Grimes</i> – Benjamin Britten <i>Titanic</i> – James Horner <i>Blue Suede Shoes</i> – Elvis Presley <i>Rhapsody in Blue</i> – Gershwin <i>Pink Panther theme</i> – Henry Mancini <i>Fire Dance</i> – Manuel de Falla <i>Joseoh and His Amazing Technicolour Dreamcoat</i> – Andrew Lloyd Webber <i>My Lighthouse</i> – Rend Collective <i>Let Me Go</i> – Gary Barlow <i>Land of the Silver Birch/My Paddle's Keen and Bright</i> – Trad. Canadian <i>Siyahamba</i> – Trad South Africa</p>	<p><i>Peter and the Wolf</i> – Prokofiev <i>Carnival of the Animals</i> – Saint-Saens <i>Hungarian Dances</i> - Brahms <i>Aida March</i> – Verdi <i>Waltz</i> - Chopin <i>Dem Bones</i> – Delta Rhythm Boys <i>Land of Hope and Glory</i> – Elgar <i>Czardas</i> - Monti <i>Pirates of Penzance</i> – Gilbert and Sullivan <i>Where Did You Get That Hat?</i> – JJ Sullivan <i>Songs from Oliver</i> – L. Bart <i>Peter Grimes</i> – Benjamin Britten <i>The Joyful Skeleton</i> – W. G. Lemon <i>Stomp</i> – L Cresswell <i>We Will Rock You</i> - Queen <i>Pompeii</i> – Bastille <i>Don't Stop The Feeling</i> – Justin Timberlake <i>Connect It</i> – Anna Meredith <i>Lavender's Blue</i> – Trad. Folk <i>Dem Bones</i> – Trad.Spiritual <i>Tap The Stones</i> – unknown <i>Various Sea Shanties</i> – trad.</p>	<p><i>Renaissance Musical Instruments</i> – various <i>Various</i> by Dowland, Tallis, Monteverdi <i>Mattachins</i> – Peter Warlock <i>Carnival of the Animals</i> – Saint-Saens <i>Finlandia</i> – Sibelius <i>Maple Leaf Rag</i> -Scott Joplin <i>No Place Like</i> – Kerry Andrew <i>Connect It</i> – Anna Meredith <i>Popcorn</i> – Hot Butter <i>Tubular Bells</i> – Mike Oldfield <i>Kraftwerk</i> <i>Honda Civic Advert</i> – Steve Sidwell <i>Gladiator theme</i> – Hans Zimmer <i>Dance of the Snowmen</i> – Howard Blake <i>Singin In The Rain</i> – NH Brown <i>A Drover's Dream</i> – Trad. Australian <i>Cape Cod Chanty</i> – Trad. North American <i>Waltzing Matilda</i> – Trad. Australian <i>Advance Australia Fair</i> – P McCormick <i>You're The Voice</i> – J Farnham <i>Roman Battle Music</i> – unknown <i>Lyre, Cornicen, Aulos excerpts</i> – unknown <i>Roman March</i> – from Ben Hur</p>	<p><i>Saxon harp and lyre</i> – unknown <i>Four Seasons</i> - Vivaldi <i>Horn Concerto</i> - Mozart <i>Duelling Banjos</i> – Arthur Smith <i>The Good, The Bad and The Ugly</i> – Ennio Morricone <i>Radetsky March</i> – Strauss <i>Star Wars</i> – John Williams <i>Ground Control to Major Tom</i> – David Bowie <i>Streets of London</i> – Ralph McTell <i>Song of the King</i> – Joseph and His Amazing Technicolour <i>Dreamcoat</i> – Andrew Lloyd Webber <i>River Lullaby</i> – <i>The Prince of Egypt</i> – P Lazebnik <i>Waterloo Sunset</i> – The Kinks <i>Portabello Road</i> – <i>Bedknobs and Broomsticks</i> – Sherman Bros <i>A Nightingale Sang in Berkeley Square</i> – M Sherwin <i>Baker Street</i> – Gerry Rafferty <i>Music for 18 Musicians</i> – Steve Reich <i>Clapping Music</i> – John Cage</p>	<p><i>The Last Post</i> – Haydn <i>Firebird Suite</i> - Stravinsky <i>We'll Meet Again</i> – Vera Lynn <i>Boogie Woogie Bugle Boy</i> – D Raye <i>Chariots of Fire</i> - Vangelis <i>Mas Que Nada</i> – Sergio Mendes <i>A Little Bit of Luck</i> – My Fair Lady – AJ Lerner <i>Schindler's List</i> – John Williams <i>Wherever You Are</i> – Paul Mealor <i>Charlie and the Chocolate Factory</i> – M Shaiman <i>Greek Dances</i> – Zorba the Greek – Mikis Theodorakis</p>
<p>Key Vocabulary</p>	<p>Musical theatre Fast/slow (Tempo) Start/stop (Duration) Loud/quiet (Dynamics) High/low (Pitch) Pulse Rhythm Untuned percussion – claves, triangle, maracas, tambourines</p>	<p>Untuned percussion – wood blocks, rainsticks, tambours, cowbells Pulse Ostinato Call and copy Musical alphabet Scale Note Orchestra</p>	<p>Folk music Pulse Drone Ostinato Motif Layers Programme music Composition Film music</p>	<p>Spiritual Pulse – faster/slower Rhythm – crotchets and rests Counter melody Notation Jazz Ensemble Timbre Marimba</p>	<p>Didgeridoo Aboriginal Folk Sea shanty Ukulele Chord Bass line Accompaniment Rhythm</p>	<p>Drone Chord D minor Flute Xylophone Tempo Structure Lullaby Verse</p>	<p>Programme music Tonality Word setting Fanfare Triads Swing band Big band Musical theatre Costume</p>

	<p>Accompany Timbre – metallic Orchestra Echo Call and copy Tempo – faster/slower Conductor Round Violin Double Bass Brass</p>	<p>Conductor Fanfare Pitch – rising Bass line Rhythm patterns Djembe Crescendo Round Ensemble Unison Structure Violin Piano Handbells Ostinato Drone Celeste Musical theatre</p>	<p>Bassline Swahili Boomwhackers Melody Round 12 Bar Blues Rock and roll Leitmotif Body percussion Melody Musical theatre Soundscape 3/4 time F# Upbeat Active listening</p>	<p>Structure Junk orchestra Rhythmic dictation Verse/chorus Major, minor Bassline Melody Chords Musical theatre Conductor 3/4 time 4/4 time Drone Echo Pentatonic Sea shanty Acapella</p>	<p>Pulse Melody Lyre Cornicen Aulos Woodwind Strings Brass Renaissance Ragtime Graphic score Ostinato Beatboxing Hurdy gurdy Crumhorn Viol Lute</p>	<p>Chorus Bridge Middle 8 Intro Outro Counter melody Baroque Banjo French horn Motif Lyre Folk music Double bass Western Ocarina Triplet Acapella Big band Minimalism</p>	<p>Staging Jingle Hook Tagline Background music Spotlight music Groove Loop Leitmotif Tone poem Script Dialogue Choreography Chorus Lighting Sound Backstage Prompt Wings Aisle</p>
Autumn 1	<p>All About Me Sing simple action songs Sing simple nursery rhymes, using props and actions</p> <p>Fantastic Food Simple food songs and chants Learn names of a variety of untuned percussion instruments Play untuned percussion to a piece of music Follow simple start-stop instructions, speed up/slow down, get louder/get quieter</p>	<p>Superheroes Sing simple songs about Superheroes Listen to different Superhero music and describe the key features Know the names of several different orchestral instruments Play a simple pulse in time to music, on tuned and untuned percussion Understand the musical alphabet A-G, and be able to perform a simple scale on tuned percussion Create a simple soundscape for a cartoon superhero, in response to visual stimulus</p>	<p>All at Sea Sing a variety of Canadian folk songs, in unison and in rounds Add simple pulses and rhythmic and melodic ostinato to songs Understand how different composers use music to create musical images of the sea Create simple seascape compositions in small groups, on tuned and untuned percussion, in response to <i>Peter Grimes</i></p> <p>#GoCompose – Deep Ocean – explore different compositional techniques using #GoCompose resources</p>	<p>Wolves Sing a traditional spiritual song, <i>Dem Bones</i> – compare and contrast to other versions of the song Add a simple pulse, rhythm and accompaniment to the song, using tuned and untuned percussion Understand how composers write music to represent different animals, e.g. <i>Carnival of the Animals</i> Create short compositional ideas using tuned and untuned percussion to represent an animal</p> <p>Begin to learn the ukulele, following the Ukulele Magic scheme. Learn the chords Am, G and C</p>	<p>Awesome Australia Learn about traditional Australian instruments, e.g. didgeridoo Listen to, and sing, traditional Australian folk songs Sing simple sea shanties, with untuned percussion accompaniment Compose a simple sea shanty as a class Accompany the song <i>Kookaburra</i> on the ukulele Know about some famous Australian pop artists</p> <p>#GoCompose – Coral Reef – explore different compositional techniques using #GoCompose resources</p>	<p>Ancient Egypt Listen to/learn to sing songs that outline the history of Ancient Egypt Be able to accompany songs using Boomwhackers, xylophones and ukuleles. Learn a traditional Egyptian lullaby – sing and perform song on a variety of instruments Compose a simple piece suitable for a lullaby</p> <p>Introduction to brass instruments (cornet, trumpet, trombone) through the First Access WCET scheme, through Soundstorm</p>	<p>The World at War Understand how music can create emotion Listen to a live violin performance of <i>Schindler's List</i> Compose an emotive piece to fit a war storyboard Learn about word setting, to be able to write a song about war Understand the relevance of <i>The Last Post</i>, and be able to recreate a simple fanfare on tuned percussion Learn about the importance of Vera Lynn during World War II Learn to sing/perform a war song to perform in Remembrance Assembly</p> <p>Continue to learn the recorder, using the Recorder Magic scheme</p>
Autumn 2	<p>Tooth Tales Use untuned percussion to find the pulse in a piece of music Explore a range of different timbres within untuned percussion</p>	<p>Out of Africa Learn about djembes – what they are made of, how to hold them, different hand positions, different playing techniques Take part in an inspirational musical experience with a visiting African drummer Understand the difference between pulse and rhythm</p>	<p>Meerkat Madness Sign <i>Si Ma Ma Ka</i> with actions Learn simple Swahili phrases, and use in call and response style singing Sing <i>Siyahamba</i>, in Swahili and English Add simple boomwhacker bassline to song</p>	<p>The Tin Forest Join in with simple body percussion rhythms to pieces of music Understand basic rhythmic notation (crotchets, quavers, minims, rests) using Kodaly notation Be part of a junk drumming ensemble, performing different rhythmic patterns in</p>	<p>The Rotten Romans Accurately keep a pulse to a song Be able to create and perform simple rhythmic patterns on untuned percussion instruments Be able to notate simple rhythmic ideas using Kodaly notation</p>	<p>An expedition to Antarctica Learn about song structure (verse, chorus etc) Add a simple counter melody to a song on xylophone and/or recorder Learn about the composer Vivaldi – respond to his music physically Be able to spot different rhythmic motifs aurally and</p>	<p>Chocolate! Learn about the musical <i>Charlie and the Chocolate Factory</i>, comparing and contrasting different songs from the musical Understand the purpose and function of jingles in radio and TV adverts Know what a tagline and hook are, and compose a hook,</p>

		Learn to play simple rhythmic patterns and phrases Understand about structure within African drumming Perform, in unison, as part of an ensemble	Compose a simple 4 note bassline with accompanying bassline	a layered ensemble to <i>Pompeii</i> by Bastille	Learn to sing <i>Just Like A Roman</i> with actions Understand how rhythmic and melodic ideas can be combined to create Battle music. Perform tuned and untuned percussion in a class Battle composition Learn about the composer Hans Zimmer	visually, and recreate motifs on untuned percussion Learn about the banjo	tagline and lyrics for a jingle for a radio advert Compose appropriate background music to accompany advert
			Continue learning to play the djembe, following on from skills learnt in Year 1. Work in small groups to create djembe style compositions	Continue learning to play the djembe, following on from skills learnt in Year 2. Be able to notate simple rhythmic patterns within a djembe piece	Continue learning to play the djembe, following on from skills learnt in Year 3. Structure a small group composition effectively, with an introduction, main groove and ending	Continue learning to play the djembe, following on from skills learnt in Year 4. Perform solo, unison and layered ideas within a small group	Continue learning to play the djembe, following on from skills learnt in Year 5. Compose rhythmic patterns to be used within a class ensemble
Spring 1	<p>Celebration Sing simple songs about celebrations Be able to recognise different untuned percussion instruments by sight and sound Move rhythmically to a piece of music, using the body and scarves Use untuned percussion to create a simple soundscape for Chinese New Year</p> <p>Monsters Sing and move to simple action songs about monsters Use untuned percussion instruments as part of circle rhythm games Sing simple call and copy songs, and explore simple copying rhythms</p>	<p>Frozen Planet Learn about music from Russia, some traditional Russian instruments, and about traditional Russian dancing. Understand about changes of tempo Know about the composers <i>Howard Blake</i> and <i>Pyotr Tchaikovsky</i> Sing a variety of songs, with a wider pitch range, relating to cold climates Identify a range of orchestral instruments by sight Listen to a live performance of <i>Dance of the Snowman</i> by Howard Blake</p>	<p>Mini Masterchefs Sing a variety of action songs about food Use tuned and untuned percussion instruments to create rhythmic patterns based on food Sing a song as a round and in layers. Accompany song with simple tuned ostinato Learn about the 12 Bar Blues structure, and how it is used in Rock and Roll songs. Be able to play bass notes of the 12 Bar Blues structure on tuned percussion. Compose a class 12 Bar Blues song based on food patterns</p> <p>Begin to learn the recorder, using the Recorder Magic scheme</p>	<p>The Savage Stone Age Revise the chords Am, C and G on the ukulele Revise the notes G, A, B and C on the recorder Perform in a class ensemble to <i>We Will Rock You</i>, with Stone Age lyrics Learn how Stone Age instruments would have been made Understand the difference between major/minor Recognise and recreate rhythmic notation of crotchet, minim, quaver and rest Create simple crotchet and quaver patterns on untuned percussion in response to verbal phrases</p> <p>Continue learning the recorder, using the Recorder Magic scheme</p>	<p>Water World Be able to play the chords C, F and G on the ukulele, in time to a variety of pieces. Play the notes G, A, Bb, B, C and D on the recorder Learn about the key features of ragtime music, in relation to Scott Joplin Learn about the composers Jean Sibelius and Scott Joplin. Listen to a live performance on the violin. Know about the instruments in a jazz/wing band Perform as part of an ensemble, on the recorder, ukulele and/or voice.</p> <p>Continue learning the recorder, using the Recorder Magic scheme</p>	<p>Invaders and Settlers Be able to play the D chord on the ukulele Be able to play the notes F# and high C# on the recorder Learn about traditional instruments from Saxon times. Learn about <i>Mozart's</i> Horn Concerto Compose simple Saxon-style music to accompany a story Play the recorder, ukulele and/or sing as part of a class performance of <i>Viking Rock</i></p> <p>Continue learning the recorder, using the Recorder Magic scheme</p>	<p>The Amazing Amazon Learn to sing the song <i>Mas Que Nada</i> Learn Am, Dm and G7 on the ukulele. Learn a xylophone countermelody to perform as part of a class ensemble Listen to music from <i>My Fair Lady</i> Identify the French horn and other orchestral instruments through listening exercises.</p> <p>#GoCompose – Rainforest – explore different compositional techniques using #GoCompose resources</p>
Spring 2	<p>Transport Sing a variety of songs about transport Join in with action songs about transport Learn to control changes in tempo on untuned percussion, following visual clues Accompany simple songs using rhythm patterns on claves</p>	<p>Space Sing a variety of songs about space Watch orchestral performances, from <i>The Planets</i>, identifying and describing a range of different orchestral instruments Perform simple rhythmic and melodic ostinato as part of a class ensemble</p>	<p>Tangled Tales Sing a variety of songs, with a wider pitch range, based on famous fairy tales Listen to extracts from <i>Carnival of the Animals</i>, and discuss/identify how the music fits a story brief Compose simple rhythmic and melodic motifs, on a variety of</p>	<p>Tent-tastic Tales Learn about traditional folk music from Central Asia Explore tonality of major and minor – create simple minor composition in pairs Listen with attention to pieces that change tempo Learn to sing a traditional Islamic song – accompany the</p>	<p>Amazing Arachnids Revise the chords C, F and G, and play them whilst accompanying a variety of nursery rhymes. Know about the composer Saint-Saens, and his piece <i>Carnival of the Animals</i>. Be able to identify the piano, clarinet, and sting instruments within listening tasks.</p>	<p>Gold Rush Learn about American Folk music, using the song <i>Oh Susanna</i> as a focus Use Boomwhackers to play simple accompaniment lines Learn to play <i>Oh Susanna</i> on a xylophone/melodic instrument Know how music adds to the drama and sets the scene in</p>	<p>Winged Wonders Learn to sing the song <i>I Believe I Can Fly</i>, and accompany the song on the ukulele Use Charanga resources to learn countermelodies on xylophones/tuned instruments Play a more complex melody line from Stravinsky's <i>Firebird Suite</i></p>

	<p>Not a Box Sing a variety of "rainy day" songs Explore timbres that create rain sounds Use a variety of untuned percussion to create simple rain soundscapes and circle games Keep a steady pulse to song, using a variety of body percussion</p>	<p>Compose simple rhythmic and melodic ostinato as part of a class soundscape</p>	<p>tuned and untuned percussion instruments Perform composition ideas as part of a class ensemble</p> <p>Continue learning recorders, using the Recorder Magic scheme</p>	<p>song with simple untuned percussion Learn about <i>Brahms's Hungarian Dances</i>, and the use of folk idioms Perform rhythmic pulses, off-beats and repeating motifs in response to Brahms's work</p> <p>#GoCompose – Sunset – explore different compositional techniques using #GoCompose resources</p>	<p>Listen to Kerry Andrew's <i>No Place Like Home</i>, for compositional inspiration. Compose rhythmic phrases vocally and using body percussion, based around the theme of Home</p> <p>Continue learning the ukulele, following the Ukulele Magic scheme.</p>	<p>film music, focusing on Western films Perform a call and response melody Create call and response compositional ideas in pairs Perform a body percussion version of Strauss's <i>Radetzky March</i></p> <p>Continue learning the ukulele, following the Ukulele Magic scheme.</p>	<p>Use the <i>Firebird Suite</i> as inspiration for composing leitmotifs on tuned and untuned instruments</p> <p>Continue learning the ukulele, following the Ukulele Magic scheme</p>
Summer 1	<p>New Life Move expressively to a piece of music in response to a "growing" brief Sing a variety of action songs about animals Listen to a Japanese piece about new life – move expressively to the piece using scarves, and create simple untuned percussion accompaniments</p> <p>A Bug's Life Sing a variety of action songs about bugs Listen to <i>Flight of the Bumblebee</i>, focusing on the changes in tempo and timbre Be able to play untuned instruments in changing tempos, following visual and audio clues</p>	<p>Dinosaurs Listen to <i>Fossils</i> and identify how and why the marimba sounds like dinosaur bones Identify rising pitches within a song, and be able to play these on a range of different tuned percussion Perform different rhythmic patterns on untuned percussion Describe tempo changes and plodding rhythms within Prokofiev's <i>Romeo and Juliet</i>, and join in with these on untuned percussion</p>	<p>Art Attack Learn a simple French folk song (Frere Jacques), and learn to sing as a round Learn to play the melody of Frere Jacques on tuned percussion Learn a variety of songs about colours Watch extracts from <i>Joseph and his Amazing Technicolour Dreamcoat</i>, focusing on the different colours in the coat Perform a piece of body percussion to <i>Pink Panther</i> Create a city soundscape in response to <i>Rhapsody in Blue</i></p> <p>Begin learning about Samba percussion ensembles, learning simple patterns on authentic samba instruments</p>	<p>The Vile Victorians Understand key aspects of a Musical Know, and be able to sing, a variety of songs from <i>Oliver!</i> Understand the difference between 4/4, 3/4 and 6/8-time signatures Be able to perform simple rhythmic patterns on untuned percussion in each of the time signatures Perform in circle games on untuned percussion, with traditional Victorian dancing Sing simple Victorian street cries in layers as a class</p> <p>Continue learning the ukulele, following the Ukulele Magic scheme. Learn the chords F and Dm</p>	<p>Robots Learn how music can be created from repeating patterns, with reference to <i>Tubular Bells</i> and <i>Kraftwerk</i>. Perform a repetitive piece on Boomwhackers. Learn how music can be created using simple body percussion and vocal sounds Listen to Steve Sidwell's <i>Honda Civic Advert</i>, and recreate the vocal and body percussion sounds. Learn the basics of beatboxing Create simple vocal and body percussion sounds as part of a class ensemble.</p> <p>Continue learning to perform as part of a Samba ensemble. Be able to perform a more complex independent rhythmic line as part of an ensemble.</p>	<p>The Space Race Listen to a variety of popular songs about space. Watch an orchestral performance of <i>Star Wars</i>, and be able to identify a range of orchestral instruments Learn how to play the main theme of <i>Star Wars</i> on a melodic instrument Perform as part of a class ensemble Understand how to play triplets, and how they are notated Compose on tuned and untuned instruments, using triplets</p> <p>#GoCompose – Deep Space – explore different compositional techniques using #GoCompose resources</p>	<p>The Ancient Greeks Revise notes low D, G, A, B and high D on the recorder Learn notes low F# and C# on the recorder Understand the difference between major and minor tonalities Learn how to create a pentatonic scale Create compositional ideas to match Greek God imagery, using major, minor and pentatonic ideas Compare and contrast different versions of <i>Chariots of Fire</i>; Learn to play the melody of <i>Chariots of Fire</i> on tuned instruments</p> <p>Begin End of Year production – read-through of script, allocation of parts and key roles, learning about backstage roles e.g. lighting and sound, learning about stage positioning etc.</p>
Summer 2	<p>Bog Babies Sing a variety of songs, with a wider pitch range, about habitats Follow a pulse using body percussion and untuned percussion Copy back simple vocal melodies within a song Copy back simple rhythmic patterns within a song</p> <p>The Seaside</p>	<p>Magic Listen to music from <i>Harry Potter</i>, identifying a variety of different orchestral instruments, including the celeste Sing a variety of songs about magic Add a simple melody line to a song using tuned percussion Compose simple ostinato to include in a class soundscape</p>	<p>Fire! Fire! Learn to sing a variety of songs about the Great Fire of London Be able to sing in unison, and in 2-, 3- and 4-part rounds Know how to play <i>London's Burning</i> on the recorder Learn about the Spanish composer <i>Manuel de Falla</i> Take part in active listening exercises Create, select and combine compositional ideas to create a <i>Fire</i> soundscape</p>	<p>We Are Explorers Listen to, and sing, a variety of different sea shanties, both in unison and harmony Perform <i>What Shall We Do With The Grumpy Sailor</i> vocally, on ukulele and recorder as part of a class ensemble Learn about Benjamin Britten, and listen to <i>Peter Grimes</i> Compose a seascape composition in Rondo form</p>	<p>The Terrible Tudors Learn about music from the Renaissance Period, including instruments and composers. Learn about the musical life of Henry VIII Know how to play the notes low C to high C on the recorder Know how to play the chords Am, G, C and F on the ukulele. Learn to sing the song <i>Greensleeves</i>, and learn the ukulele accompaniment</p>	<p>Forces in Motion Learn to sing the song <i>Streets of London</i>, and play the accompaniment on the ukulele Compare and contrast songs about London in different styles, e.g. Big Band, Musical, Jazz, Rock and Roll Understand the meaning of Minimalism, in relation to works by John Cage and Steve Reich</p>	<p>Will-i-am Shakespeare Learn songs, lines and roles for End of Year production. Create staging, backdrops, props, costumes Learn lighting, curtains, microphones, sound effects cues Block and rehearse staging for acting Create tickets and programmes Letter writing for sponsorship for production costs</p>



'With Christ as our Guide, Learning Together, Loving God and Each Other, Becoming the Best We Can Be.'

	<p>Sing a variety of songs, with a wider range of pitch, about the seaside Learn action songs about the sea Perform simple partner clapping games Listen to, and describe, music about the sea</p>		<p>Continue learning the recorder, using the Recorder magic scheme</p>	<p>Perform a Body Percussion piece written by the BSO Continue learning to perform as part of a Samba ensemble. Be able to perform an independent rhythmic line as part of an ensemble.</p>	<p>Learn to play <i>Mattachins</i> from the Capriol Suite, as a class ensemble Continue learning the recorder, using the Recorder magic scheme</p>	<p>Perform melodic and rhythmic ostinato as part of a class ensemble Continue learning to perform as part of a Samba ensemble. Compose rhythmic patterns to create small group Samba compositions.</p>	
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