

EYFS Framework

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

ELG: Fine Motor Skills

- Use a range of small tools.

Expressive Arts and Design

ELG: Being Imaginative and Expressive

- 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.

Reception			
	Autumn 1	Autumn 2	Spring 1
Topic	<u>I've got a grumpy face</u>	<u>Witch,witch</u>	<u>Shake my sillies out</u>
Prior learning/ Links			
Vocabulary	Timbre, beat, pitch contour.	Call-and-response, pitch (la-so-mi-do), timbre.	Timbre, pitch (higher/lower), tempo (faster/slower), beat.
End points	<ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. 	<ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song 	<ul style="list-style-type: none"> • Create a sound story using instruments to represent different animal sounds/movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions
Enrichment ideas, suggestions (EDI) & cross-curricular links	Play song during playtime – can they perform it on the stage?	Sing and perform in Christmas show	Use this as a warm up in PE
Questions for assessment	Can you clap on the beat? Can you show me with your hands a high pitch and a low pitch?	How do you respond when I say...?	Ask for pupil voice – look for use of musical vocabulary

Reception			
	Spring 2	Summer 1	Summer 2
Topic	<u>Five fine bumble bees</u>	<u>It's oh so quiet</u>	<u>Slap clap clap</u>
Prior learning/ Links			
Vocabulary	Timbre, tempo, structure (call and-response), active listening	Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.	Music in 3-time, beat, composing and playing.
End points	<ul style="list-style-type: none"> • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance. 	<ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. 	<ul style="list-style-type: none"> • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time • Find the beat and perform a clapping game with a partner.
Enrichment ideas, suggestions (EDI) & cross-curricular links	Search for bumble bees and insects in school grounds Perform songs for parents in singing assembly	Children use storytelling to perform to peers	Use this song in playground games
Questions for assessment	What do you notice..? Can you describe..?	Can record performances	Perform in the end of year Proms in the Playground concert

Music Overview

Year 1			
	Autumn 1	Autumn 2	Spring 1
Topic	<u>Menu song</u>	<u>Magical musical aquarium</u>	<u>'Dawn' from sea interludes</u>
Prior learning/ Links	Call and response, using untuned instruments, pitch and steady beat - (Reception)	Pitch – high low, timbre (Reception)	Improvising and composing, exploring instruments (Reception)
Vocabulary	Active listening (movement), beat, (echo singing, showing pitch moving)	Timbre, pitch, structure, graphic symbols, classical music.	Beat, active listening (singing game, musical signals, movement), 20th century classical music.
End points	<ul style="list-style-type: none"> Listen and move in time to the song. Sing this cumulative song from memory, remembering the order of the verses. Play classroom instruments to accompany the song. Compose and devise a dramatic group performance using props and kitchen soundmakers. 	<ul style="list-style-type: none"> Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. Sing a unison song rhythmically and in tune. Play percussion instruments expressively, representing the character of their composition. Listen to 'Aquarium', reflecting the character of the music through movement. 	<ul style="list-style-type: none"> Sing a simple singing game, adding actions to show a developing sense of beat. Listen actively by responding to musical signals and musical themes using appropriate movement. Create a musical movement picture.
Enrichment ideas, suggestions (EDI) & cross-curricular links	Perform song at Harvest Festival concert	Visit an aquarium Look at the fish in school – how does the music reflect the way they move?	Visit to the beach Listen to the 'sea' in shells
Questions for assessment	What can you tell me about..? Can you show me how you..?	What do these symbols mean? Can you show me how they help you play the music?	Which instruments would you choose? Why? Can you describe how to play the instruments to sound like the sea?

Music Overview

Year 1			
	Spring 2	Summer 1	Summer 2
Topic	<u>Musical conversations</u>	<u>Cat and Mouse</u>	<u>Come dance with me</u>
Prior learning/ Links	Call and response, composing and playing (Reception)	Simple chants, story telling (Reception)	Call and response, listening, playing percussion (Reception)
Vocabulary	Question-and-answer, timbre, graphic score.	Mood, tempo, dynamics, rhythm, timbre, dot notation.	Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills
End points	<ul style="list-style-type: none"> • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret, and perform simple graphic scores. • Recognise how graphic symbols can represent sound 	<ul style="list-style-type: none"> • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns. 	<ul style="list-style-type: none"> • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments.
Enrichment ideas, suggestions (EDI) & cross-curricular links	Play and perform musical conversations based around their topic	Role play using instruments instead of words for the characters	Perform at Proms in the Playground
Questions for assessment	What instrument did you choose and why? What do the symbols mean?	Can you tell me the story of the cat and the mouse using instruments? Can you use symbols to show me what to play and when?	Progression snapshot

Year 2			
	Autumn 1	Autumn 2	Spring 1
Topic	<u>Carnival of the Animals</u>	<u>Composing music inspired by birdsong</u>	<u>Orawa</u>
Prior learning/ Links	Composing, responding to music physically, recognise pitch and tempo (Reception, Y1)	Playing tuned and untuned percussion, following a conductor, improvising (Reception, Y1)	Beat, repeated pattern, performing to audience (Reception, Y1)
Vocabulary	Timbre, tempo, dynamics, pitch, classical music.	Tuned and untuned percussion, conductor, improvise, pattern, pitch, dynamic, solo	Beat, rhythm, repetition, structure
End points	<ul style="list-style-type: none"> Select instruments and compose music to reflect an animal's character. Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary and/or movement 	<ul style="list-style-type: none"> Invent simple patterns using voices, body percussion, and then instruments. Follow signals given by a conductor/leader. Structure compositional ideas into a bigger piece. Improvise solos using instruments. 	<ul style="list-style-type: none"> Improvise and compose, structuring short musical ideas to form a larger piece. Sing and play, performing composed pieces for an audience. Listen and appraise, with focus and attention to details, recalling sounds and patterns

Music Overview



Enrichment ideas, suggestions (EDI) & cross-curricular links	Observe animals, insects in school environment and discuss what instruments would represent them. Visit a zoo	Listen to bird song on the school grounds	Create art piece in response to music Visit a river
Questions for assessment	What instrument would you use for X? Can you show me the tempo of an...? Can you show me what pitch a X would be?	Imagine what the bird looks like who makes the sound? Can you follow the conductor?	What tempo is the river? What instruments would you choose and why? Do rivers have different dynamics?

Music Overview

Year 2			
	Spring 2	Summer 1	Summer 2
Topic	<u>Trains</u>	<u>Charlie Chaplin</u>	<u>Tańczymy labada</u>
Prior learning/ Links	Tempo, volume, composing and performing as a group (Y1)	Pitch, composing, volume, improvising (Y1)	Body percussion patterns (Reception), following a changing beat and tempo (Y1)
Vocabulary	<ul style="list-style-type: none"> • Duration: the length of a note. • Dynamics: volume, <i>crescendo</i> (gradually getting louder), <i>diminuendo</i> (gradually getting quieter). • Tempo: speed, <i>accelerando</i> (gradually getting faster), <i>ritenuto</i> (gradually getting slower). • Other: conductor – the person who signals to musicians and often decides the tempo of a piece as well as when it starts and stops. 	<ul style="list-style-type: none"> • Duration: the length of a note, described as short and long. • Pitch: notes are described as being ‘high’ or ‘low’ pitched. • Dynamics: the volume of a piece, <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud). • Other: compose, soundtrack, Silent film. 	<ul style="list-style-type: none"> • Duration: beat, 4 beats per bar. • Pitch: notes F, C, G, and A. • Texture: accompaniment. • Timbre: tuned percussion (chime bars, glockenspiel, xylophone), untuned percussion (claves, woodblocks, drums).
End points	<ul style="list-style-type: none"> • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. 	<ul style="list-style-type: none"> • Compose a soundtrack to a slip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. 	<ul style="list-style-type: none"> • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.

Music Overview

	<ul style="list-style-type: none"> • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles. 		<ul style="list-style-type: none"> • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. • Begin to understand how music helps people share tradition and culture.
<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<p>Go to the local station and watch trains coming and going</p>	<p>Create own silent films with sound track Perform to families in afternoon concert</p>	<p>Play this song during outdoor playtime Perform this at International day</p>
<p>Questions for assessment</p>	<p>What happens when a train arrives or departs? Look for musical vocabulary – tempo changes, dynamics Can you show me the different tempos of a train?</p>	<p>Why did you choose that instrument? What sound were you trying to create and why?</p>	<p>Progression snapshot</p>

Year 3			
	Autumn 1	Autumn 2	Spring 1
Topic	<u>I've been to Harlem</u>	<u>Mingulay boat song and Nao chariya de</u>	<u>Latin dance</u>
Prior learning/ Links	Call and response (Y1), note duration (Y1), improvise and compose (Y2), basic notation (Y2)	Tempo, pitch, ¾ time (Y1) Sharing tradition and culture (Y2)	4 beat rhythm, call and response, rhythm pattern, accompaniment (Y1, Y2), tradition and culture (Y2)
Vocabulary	<ul style="list-style-type: none"> • Pitch: pentatonic scale, note clusters, chords. • Structure: ostinato, echo, phrase, call-and-response. • Tempo: beat. • Texture: unison, round, accompaniment. • Other: improvise, compose, ensemble. 	<ul style="list-style-type: none"> • Duration: time signature (number of beats in the bar), 3/4 time (three beats per bar), 4/4 time (4 beats per bar). • Tempo: faster, slower. • Structure: verse, chorus. • Pitch: melody, harmony. • Timbre: acoustic/electric instruments, traditional/modern instruments, guitars (acoustic, electric), small guitar like instrument, electric bass, keyboard, voice, flute, hand drum, ektara. • Other: traditional/composed song, folk music. 	<ul style="list-style-type: none"> • Duration: beat, syncopation, 4 beats in a bar, rhythm pattern. • Pitch: melody, chords. • Structure: song (verse, chorus, instrumental), call-and-response. • Texture: accompaniment. • Timbre: piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos. • Style: Latin, salsa. • Other: Latin America.
End points	<ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. 	<ul style="list-style-type: none"> • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can 	<ul style="list-style-type: none"> • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing in a call-and-response song with an invented drone accompaniment.

Music Overview

	<ul style="list-style-type: none"> Listen and identify where notes in the melody of the song go down and up 	<p>use some music vocabulary to describe these things.</p> <ul style="list-style-type: none"> Understand that a folk song is music that belongs to the people of a particular place. 	<ul style="list-style-type: none"> Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. Play a one-note part contributing to the chords accompanying the verses. Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.
Enrichment ideas, suggestions (EDI) & cross-curricular links	Use as a playground game with cups	Visit local canal to observe boats Invite other staff or parents to show instruments they play from different countries and cultures	Latin dance workshop
Questions for assessment	Perform at Harvest Festival	What are the similarities? What are the differences between the two pieces?	Ask questions to clarify the children's understanding of musical terms, syncopated, accompaniment. Observe children's small group work – creating a call and response song with drone accompaniment.

Year 3			
	Spring 2	Summer 1	Summer 2
Topic	<u>March from The Nutcracker</u>	<u>Just three notes</u>	<u>Fly with the stars</u>
Prior learning/ Links	Beat and rhythm, call and response (Y1)	Notation (Y1), using tuned and untuned percussion instruments (Y1), composing (Y2)	Singing solo or call and response, note duration (Y1), 4/4 beat, tuned percussion(Y2)
Vocabulary	<ul style="list-style-type: none"> • Duration: beat. • Pitch: higher, lower. • Structure: rondo form (a recurring theme that returns every other section e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer (an opening phrase that offers a musical question, which is followed by a different second phrase forming an answer), phrase. • Timbre: <i>staccato</i> (short, detached notes to create a 'spiky' sound/articulation). • Other: orchestral suite, ballet. 	<ul style="list-style-type: none"> • Duration: the length of a note. • Rhythm: an arrangement of notes of different durations. • Pitch: how high or low a note sounds. • Structure: ostinato – a repeating pattern. • Other: score – a visual representation of music, minimalism – a genre of music made up from simple ostinatos that repeat a lot with little change over time. 	<ul style="list-style-type: none"> • Duration: beat/pulse, crotchet ('walk'), quavers ('jogging'), crotchet rest ('shh'), 4/4, bar (4 beats), rhythm. • Pitch: chords (A minor/Am, C major/C), drone. • Structure: intro, verse, chorus, call-and-response, chord pattern. • Timbre: drums, shakers, tuned percussion.
End points	<ul style="list-style-type: none"> • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). 	<ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. 	<ul style="list-style-type: none"> • Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style.

Music Overview

	<ul style="list-style-type: none"> • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns thought moving with a partner. 	<ul style="list-style-type: none"> • Notate, read, follow, and create a 'score'. Recognise and copy rhythms and pitches C-D-E. 	<ul style="list-style-type: none"> • Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.
Enrichment ideas, suggestions (EDI) & cross-curricular links	Perform to music with dance in PE Watch a performance of The Nutcracker ballet	Watch and listen to minimalism music	International Day
Questions for assessment	Observe small group performance Children's ability to follow beat and conductor Can children be conductor and lead group?	Afternoon concert for parents of their final compositions	Observe solo and group performances – use of tuned instruments, ability to follow basic score and notation Can they recognise difference between crotchet and quaver? How does a major chord sound? (Happy), how does a minor chord sound? (Sad)

Year 4			
	Autumn 1	Autumn 2	Spring 1
Topic	<u>This little light of mine</u>	<u>Composing with colour</u>	<u>The doot, doot song</u>
Prior learning/ Links	Call and response (Y1), Pentatonic (Y3)	Graphic score, dynamics, duration (Y1), composition (Y2)	4/4 beat (Y1), improvise, tuned percussion instruments (Y2), major and minor keys (Y3)
Vocabulary	<ul style="list-style-type: none"> • Pitch: pentatonic, 'blue' note. • Structure: verse, chorus, call-and-response, echo, phrase. • Tempo: off-beat. • Timbre: articulation, legato (smooth), staccato (spiky, detached). • Texture: melody and accompaniment, unison, solo, ensemble. • Other: improvise. 	<ul style="list-style-type: none"> • Timbre: the specific quality of each sound (often described as the 'colour' of the sound). • Dynamics: volume, loud and quiet. • Rhythm: a pattern of notes with different durations. • Texture: the way sounds are combined. • Other: Suite (a collection of short musical pieces played one after the other), graphic score (a visual representation of music), motif (a short musical idea). 	<ul style="list-style-type: none"> • Duration: beat/pulse, 4-beats, 8-beats. • Pitch: chords (Am, F, C), melody, part. • Structure: intro, verse, chorus, middle 8, 2-bar phrases. • Timbre: tuned percussion, dampen the sound, acoustic guitar, piano, drums, bass guitar. • Style: acoustic pop, country, folk, pop. • Other: improvise ('doodle'), patsch (body percussion such as slapping the knees or thighs).
End points	<ul style="list-style-type: none"> • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat, if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythms ostinato along with This little light of mine. 	<ul style="list-style-type: none"> • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination 	<ul style="list-style-type: none"> • 'Doodle' with voices over the chords in the song. • Sing swung rhythms lightly and accurately. Learn a part on tuned percussion and play as part of a whole-class performance.

Music Overview

	<ul style="list-style-type: none"> • Sing Part 1 of partner song rhythmically. • Listen and move in time to songs in a Gospel song. 	to create different effects of timbre and texture.	<ul style="list-style-type: none"> • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles
Enrichment ideas, suggestions (EDI) & cross-curricular links	<p>Look at civil rights movement in USA during 1950s and 1960s. Listen to Sister Rosetta Tharpe, Ray Charles, The Everly Brothers Look at symmetry in maths</p>	Respond with music to different pieces of art from across the world	Watch gumboot dancing – learn about origins of dance
Questions for assessment	Take progression snapshot of children singing this song	Ask questions based on children's choices of instruments based on art – look for use of musical vocabulary when explaining choices	Progression snapshot 2

Year 4			
	Spring 2	Summer 1	Summer 2
Topic	Spain	Global pentatonic	Favourite song
Prior learning/ Links	Pitch, duration (Y1) composition, notation, repeating rhythmic patterns (Y2), pentatonic scale (Y3)	Pentatonic scale (Y3), different music traditions and cultures (Y1), graphic/dot notation (Y2)	$\frac{3}{4}$ and 4/4 beat (Y2), folk music and traditions (Y2), chord progression (Y4),
Vocabulary	<ul style="list-style-type: none"> • Duration: triplets (a rhythm made of three beats filling the space usually taken by two). • Pitch: melody (a musical sentence). • Other: Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, louds and softs), <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud). 	<ul style="list-style-type: none"> • Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching. • Timbre: electric and traditional instruments from a range of countries including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion. • Texture: solo, accompaniment. 	<ul style="list-style-type: none"> • Duration: steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar. • Pitch: triads/chords: C, F, and G major, A minor. • Structure: introduction, verse, chorus, instrumental. • Timbre: acoustic guitar, banjo, harmonica, keyboard, drums, bass guitar, double bass. • Other: folk-rock, acoustic, electric.
End points	<ul style="list-style-type: none"> • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically. 	<ul style="list-style-type: none"> • Compose a pentatonic melody. • Improvise and create pentatonic patterns. Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. 	<ul style="list-style-type: none"> • Sing with expression and sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory.

Music Overview

			<ul style="list-style-type: none"> Identify similarities and differences between pieces of music in a folk/folk-rock style.
Enrichment ideas, suggestions (EDI) & cross-curricular links	Spanish Day celebrations Spanish speaking lessons	Visiting musicians	Performance at Proms in the playground
Questions for assessment	Perform for phase as part of Spanish Day celebrations Observations in class of small group and individual understanding of musical patterns and ability to use rhythmic patterns	Can you explain what a pentatonic scale is? Can you explain what the notation means and demonstrate this on your instrument? Children’s group compositions	Progression snapshot 3

Music Overview

Year 5			
	Autumn 1	Autumn 2	Spring 1
Topic	<u>What shall we do with a drunken sailor?</u>	<u>This is why we sing</u>	<u>Madina tun nabi</u>
Prior learning/ Links	Beat, rhythm (Y2) chords, bass, dot notation (Y3)	Call and response (Y1), dynamics (Y2), musical phasing (Y4)	Drone, melody, harmony, chords (G and D), vocal decoration, microtones(Y4)
Vocabulary	<ul style="list-style-type: none"> • Duration: 4/4 time signature, crotchet, quavers, semiquavers. • Pitch: melody, chords, bass note, major, minor. • Tempo: beat, steady beat. • Other: sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion. 	<ul style="list-style-type: none"> • Dynamics: quiet, louder, getting louder (<i>crescendo</i>). • Pitch: melody, harmony, high voices and low voices. • Structure: call-and-response, spoken interludes, phrase. • Texture: unison (singing same melody), homophonic (singing in harmony). • Timbre: choir, male and female voices, congregation, electric piano, bass guitar, drum kit. • Other: music for praise, Gospel, spiritual, expression, <i>legato</i>, slide (<i>glissando</i>), note bend, decoration, diction, articulation. 	<ul style="list-style-type: none"> • Pitch: melody, octave, G major, D major, drone, microtone, vocal decoration. • Structure: introduction, verse, chorus. • Texture: call-and-response, a cappella/unaccompanied, accompaniment. • Other: improvisation, Nasheed, Arabic music.
End points	<ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. 	<ul style="list-style-type: none"> • Develop and practise techniques for singing and performing in a Gospel style. 	<ul style="list-style-type: none"> • Improvise freely over a drone. • Sing a song in two parts with expressions and an understanding of its origins.

Music Overview

	<ul style="list-style-type: none"> • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep a beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary. 	<ul style="list-style-type: none"> • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). 	<ul style="list-style-type: none"> • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns.
Enrichment ideas, suggestions (EDI) & cross-curricular links	Can any of the violinists play this on the violin to accompany singing? Look at origins of sea shanties especially in relation to Tudors	Perform at Harvest festival Look at how music is used for worship in RE	Visit a mosque Listen to a nasheed being performed in singing assembly
Questions for assessment	Progression snapshot 1	What differences do you notice in music that is for performance and music that is used for worship?	Observe children's ability to compose chords to accompany singing Observe children's ability to sing in unison and to hold their own part when singing in a round

Music Overview



Year 5			
	Spring 2	Summer 1	Summer 2
Topic	<u>Epoca</u>	<u>Balinese music</u>	<u>Kisne banaaya</u>
Prior learning/ Links	Duration of note and beat, rhythm(Y1), texture of music (Y3)	Repeating patterns (Y1), notation (Y4), using music for worship (Y5)	Composition, notation(Y4), singing in unison and in a round (Y4), using tuned percussion instruments (Y4)
Vocabulary	<ul style="list-style-type: none"> • Duration: beat. • Pitch: semitone (a half step distance between two pitch levels), bass. • Structure: ostinato. • Style: tango, neotango, electronic music, fusion. • Texture: the result of different musical parts or layers playing together. Like texture in artworks, texture in music can be dense, or intricate, busy and complex, or transparent, or sparse etc. • Timbre: cello, accordion, singer, drum kit, <i>staccato</i> (short, detached notes to create a 'spiky' sound/articulation), <i>legato</i> (smooth articulation of notes, creating a seamless flow in the music). 	<ul style="list-style-type: none"> • Duration: cycle – a looped pattern of a fixed number of beats. • Texture: interlocking – where 2 or more rhythmic parts connect and combine to make a whole. • Timbre: Kendang (drum), ceng ceng (cymbals), pot gongs, hanging gongs. • Other: Gamelan beleganjur (Indonesian percussion ensemble, often performed at religious ceremonies), kecak (a vocal chant), cak lesung (rice-pounding rhythms). 	<ul style="list-style-type: none"> • Pitch: Swar (notes) Sa-Re-Ga-Ma-Pa-Dha-Ni-Sa, melody, harmony, chords. • Structure: ostinato. • Texture: unaccompanied/a cappella, accompaniment, unison, two-part round, four-part round. • Timbre: the different qualities of sound you can make, vocal sounds, instrumental sounds. • Other: Riyaz (practise), Indian Classical music.

Music Overview

End points	<ul style="list-style-type: none"> Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. Develop listening skills and an understanding of how different instrumental parts interact (timbre) by responding to each part through movement. Demonstrate an understanding of the history of Argentine tango. 	<ul style="list-style-type: none"> Compose a kecak piece as part of a group. Sing/chant a part within a kecak performance. Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. Listen and match vocal and instrumental sounds to each other, and to notation. 	<ul style="list-style-type: none"> Compose a simple accompaniment using tuned instruments. Create and perform their own class arrangement. Sing and play the melody of Kisne banaaya. Sing in a 4-part accompanied with a pitched ostinato.
Enrichment ideas, suggestions (EDI) & cross-curricular links	Perform as part of Spanish Day	History – look at the origins of songs – why were they created? What was the purpose	Perform at International Day Listen and watch an Indian dance
Questions for assessment	Can you listen and identify the 4 different parts of the music? Can you name any of the instruments?	Perform finished compositions to parents	Progression snapshot 3

Year 6			
	Autumn 1	Autumn 2	Spring 1
Topic	<u>Hey Mr Miller</u>	<u>Composing for protest</u>	<u>Dona nobis pacem</u>
Prior learning/ Links	Beat, syncopation(Y4), layered textures (Y5)	Beat, tempo(Y1), ostinato (Y4), vocal chant (Y5)	Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations: crotchet, rest, quavers, minim, dotted minim, dotted crotchet, sacred vocal music, singing in harmony (Y5)
Vocabulary	<ul style="list-style-type: none"> • Duration: beat, pulse, count-in, swing/swung rhythm, syncopation. • Pitch: arpeggio, chromatic, C major scale. • Structure: question-and-answer. • Texture: layers. • Timbre: rhythm section, brass section, woodwind section, scat singing (scatting). • Other: improvisation, big band, swing music. 	<ul style="list-style-type: none"> • Pulse: a steady beat (like a ticking clock). • Tempo: the speed of a piece of music. • Structure: ostinato (a repeating pattern), coda (a fancy ending). • Other: protest song (a song written to help a social cause or to effect change), lyrics (the words or text of a song), chant (lyrics spoken to a pulse), melody (or tune – a series of notes arranged in a pattern). 	<ul style="list-style-type: none"> • Duration: 3 beats per bar, 3/4 time signature, 3-time, dotted crotchet, dotted minim, crotchet, quavers, crotchet rest. • Pitch: thinking voice, F major, C major. • Structure: round, 3 sections, phrase. • Texture: polyphonic, homophonic, monophonic. • Timbre: a cappella (unaccompanied). • Other: sacred vocal music, Latin.
End points	<ul style="list-style-type: none"> • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. 	<ul style="list-style-type: none"> • Create song lyrics. • Fit lyrics to a pulse, creating a chant. Write a melody and sing it. • Structure ideas into a complete song. 	<ul style="list-style-type: none"> • Compose an 8-bar piece on percussion, in 3-time and using chords F major and C major. • Sing a round accurately and in a legato style.

Music Overview



	<ul style="list-style-type: none"> • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary. 		<ul style="list-style-type: none"> • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
Enrichment ideas, suggestions (EDI) & cross-curricular links	Visit Linconfield Centre	Persuasive writing How has music been used in protests across the world?	Visit a church and listen to a mass being performed
Questions for assessment	Progression snapshot 1	Perform in singing assembly	Progression snapshot 2

Music Overview

Year 6			
	Spring 2	Summer 1	Summer 2
Topic	<u>Twinkle variations</u>	<u>Ame sau vala tara bal</u>	<u>End of School Show</u>
Prior learning/ Links	Composing, improvising over a bassline, musical form, tempo (Y5)	Worship songs (Y5),	(Y)
Vocabulary	<ul style="list-style-type: none"> • Dynamics: volume, louds and softs. • Structure: passacaglia (an ancient musical form featuring a repeating bassline with different events placed on top. Also known as Chaconne), theme and variations (a musical form made up of one theme and many variations (versions) of that theme). • Tempo: the speed of a piece of music. • Other: score (a visual representation of music), orchestrate (choose which instruments play which parts of a music composition), improvise (music that is made up instantly with no prior preparation). 	<ul style="list-style-type: none"> • Duration: chaal rhythm, bols. • Pitch: bhairavi raga. • Structure: asthayi (chorus), antara (verse), echo. • Tempo: pulse, beat. • Texture: solo, unison voices. • Other: styles – bhangra, Bollywood, Indian classical music. 	○
End points	<ul style="list-style-type: none"> • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. 	<ul style="list-style-type: none"> • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. 	-

Music Overview

	<ul style="list-style-type: none"> • Play Twinkle, twinkle little star. 	<ul style="list-style-type: none"> • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstration coordination and keeping a steady beat by dancing to bhangra music. 	
Enrichment ideas, suggestions (EDI) & cross-curricular links	Listen to lullabies from around the world PSHE – how we change	International Day	...
Questions for assessment	Observe children’s ability to compose and create variations of a theme	Progression snapshot 3	