

- 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

Year 1 Music	Singing		Playing				Creating Improvising and composing		Listening and understanding								
	<b>Key knowledge</b> To know songs from memory.  To know that pulse is the beat of the music.  To know that musical sounds can be short or long.		<b>Key skills</b> To be able to use ‘Good Singer’ guide to sing confidently.  To be able to sing songs with actions together as a class and key stage.  To be able to sing together as a class and add actions.  To be able to listen to and sing songs and tap, clap, move to the pulse.  To be able to sing with Makaton and percussion patterns.  To be able to sing together from memory songs with actions.  To be able to practise and rehearse songs to perform.  To be able to sing songs and show pitch patterns with hand.  To be able to repeat a simple pattern.		<b>Key knowledge</b> To know that pulse is the beat of the music.  To know that musical sounds can be short or long.  To know that long and short notes together make a pattern.  To know percussion instrument names: - Bell - Cabassa - Castanets - Claves - Guiro - Ocean drum - Sleigh bells - Triangle		<b>Key skills</b> To be able to clap the pulse to songs.  To be able to perform to an audience.  To be able to explore creating sounds with percussion instruments and create a pattern.  To be aware of own contribution to overall performance.  To be able to use chrome music lab to explore how pitch moves.  To be able to play short pitch patterns.		<b>Key knowledge</b> To know that pulse is the beat of the music.  To know that musical sounds can be short or long.  To know that long and short notes together make a pattern.  To know how to create a pattern on an instrument.  To know the notes in a scale: CDEFGABC.		<b>Key skills</b> To be able to tap a pulse to the words.  To be able to create a picture to music.  To be able to create own pitch patterns and perform.  To be able to create a short pitch pattern.  To be able to create a pattern with a partner.  To be able to compose own melody for a picture.		<b>Key knowledge</b> To know that pulse is the beat of the music.  To know that musical sounds can be short or long.  To know percussion instrument names: - Bell - Cabassa - Castanets - Claves - Guiro - Ocean drum - Sleigh bells - Triangle  To know when you listen to music, you use your ears to hear.  To know loud/quiet, fast/slow and long/short.  To know pitch is how high or low a musical sound is.  To know pitch can move by step or by leap to create a melody.  To know there are 4 musical instrument families: - String - Woodwind - Brass - Percussion.  To know instruments create sound in different ways.		<b>Key skills</b> To be able to listen to and follow a story, identifying key features in the music.  To be able to identify patterns.  To be able to listen to music and identify features.  To be able to listen to and identify pitch patterns.  To be able to identify patterns in a short poem.		
	<b>Enquiry/question/outcome/activity/genre of unit</b> Create fast and slow sounds. Create short and long sounds. Learn songs from memory for the Harvest Festival and Christmas concerts. Perform in a class piece. Perform songs from memory as part of year group production. Sing confidently in unison and part singing. Sing songs from memory. Sing together as a team.				<b>Enquiry/question/outcome/activity/genre of unit</b> Create fast and slow sounds. Create short and long sounds. Move to the pulse. Perform in a class piece. Play pitch pattern to the class. Tap along to the pulse in music.				<b>Enquiry/question/outcome/activity/genre of unit</b> Create a pattern on an instrument. Follow pictures to create music. Make up a pattern with a partner. Make up a short pitch pattern. Tap along to the pulse in music.				<b>Enquiry/question/outcome/activity/genre of unit</b> Listen and respond to music. Listen to music and draw a picture. Listen to music and show high and low notes with hands. Name percussion instruments. Recognise different sounds.				
	<b>Key vocabulary (tier 2)</b> action listen move pattern perform		<b>Key vocabulary (tier 3)</b> audience beat down fast leap long melody perform pitch pulse rhythm scale		<b>Key vocabulary (tier 2)</b> clap listen pattern perform		<b>Key vocabulary (tier 3)</b> audience beat bell cabassa castanets claves fast guiro long ocean drum percussion		<b>Key vocabulary (tier 2)</b> beat create listen pattern perform		<b>Key vocabulary (tier 3)</b> beat bell Cabassa castanets claves fast guiro long ocean drum percussion perform		<b>Key vocabulary (tier 2)</b> beat instrument listen notes pattern perform		<b>Key vocabulary (tier 3)</b> beat brass fast high long loud low percussion perform pitch		<b>Key vocabulary (tier 3)</b> pulse quiet repeat rhythm short slow string structure tempo woodwind

Year 2 Music	Singing		Playing		Creating Improvising and composing		Listening and understanding	
	<b>Key knowledge</b> To know that duration is the length of musical sounds.  To know that musical sounds can be long or short.  To know rhythm is a mixture of long and short sounds.  To know that pulse is the beat of the music.  To know that pulse is the ‘heartbeat’ of music.  To know that rhythm is made up of a mixture of long and short sounds played to a pulse.  To know that melody is a set of musical notes in an order.  To know that pitch is how high or low a sound is.  To know that melody is a set of musical notes in an order.  To know that the pitch of a melody can move up or down by step or by leap.	<b>Key skills</b> To be able to use ‘Good Singer’ guide to sing confidently.  To be able to sing with actions and expression.  To be able to sing and clap the pulse and rhythms to song.  To be able to sing together as a class.  To be able to sing question and answer parts in a song.  To be able to take the lead.  To be able to sing confidently with actions.  To be able to sing together from memory songs with actions.  To be able to sing songs with actions to show different moods and feelings.  To be able to sing in unison, two-part or round with an accompaniment.  To be able to practise and rehearse songs.  To be able to perform to an audience.  To be able to perform songs from memory as part of year group production.  To be aware of own contribution to overall performance.	<b>Key knowledge</b> To know that the pitch of a melody can move up or down by step or by leap.  To know that duration is the length of musical sounds.  To know that musical sounds can be long or short.  To know rhythm is a mixture of long and short sounds.  To know that pulse is the beat of the music.  To know that pulse is the ‘heartbeat’ of music.  To know that rhythm is made up of a mixture of long and short sounds played to a pulse.  To know that melody is a set of musical notes in an order.  To know that pitch is how high or low a sound is.	<b>Key skills</b> To be able to clap pulse and rhythms to song.  To be able to play percussion rhythms and melodic shapes to the song.  To be able to dance in time to song.  To be able to play Twinkle, Twinkle, Little Star on the chime bar as a soloist or with a partner.  To be able to play the pentatonic scale: CDEGA.  To be able to learn to play a melody.  To be able to perform to the class.	<b>Key knowledge</b> To know that duration is the length of musical sounds.  To know that musical sounds can be long or short.  To know rhythm is a mixture of long and short sounds.  To know that pulse is the beat of the music.  To know that pulse is the ‘heartbeat’ of music.  To know that rhythm is made up of a mixture of long and short sounds played to a pulse.  To know that melody is a set of musical notes in an order.  To know that pitch is how high or low a sound is.  To know that the pitch of a melody can move up or down by step or by leap.  To know the chime bar has 8 different notes.	<b>Key skills</b> To be able to experiment with playing the chime bar.  To be able to play a pentatonic scale on the chime bar.  To be able to make up different patterns using a pentatonic scale.  To be able to create a short tune.  To be able to create rhythm patterns for rain and sunshine in a team.	<b>Key knowledge</b> To know how to name the notes of a pentatonic scale.  To know that duration is the length of musical sounds.  To know that musical sounds can be long or short.  To know rhythm is a mixture of long and short sounds.  To know that pulse is the beat of the music.  To know that pulse is the ‘heartbeat’ of music.  To know that rhythm is made up of a mixture of long and short sounds played to a pulse.  To know that melody is a set of musical notes in an order.  To know that pitch is how high or low a sound is.  To know that the pitch of a melody can move up or down by step or by leap.  To know that a pentatonic scale has 5 notes.  To know that semibreve is a 4-beat note, minim is a 2-beat note, crotchet is a 1-beat note.  To know that a quaver is a ½-beat note and has a friend.  To know that scale is the order of notes moving up or down by step: CDEFGABC.	<b>Key skills</b> To be able to listen to and comment about music.  To be able to clap pulse and rhythms to song.  To be able to identify the pulse of the music.  To be able to dance in time to song.  To be able to draw a treble clef.  To be able to listen and follow notes of a pentatonic scale.  To be able to show the shape of a melody.  To be able to show high and low notes.  To be able to identify short and long sounds.
	<b>Enquiry/question/outcome/activity/genre of unit</b> Learn songs from memory for the Harvest Festival and Christmas concerts. Sing and do actions to a song. Sing as a solo group. Sing as part of a team. Sing confidently in unison, part singing and harmony. Work as a team to perform songs from memory as part of year group production.		<b>Enquiry/question/outcome/activity/genre of unit</b> Clap in time with a pulse. Clap/play a rhythm confidently on percussion instruments. Learn to play a melody. Perform as a soloist or with a partner. Perform as part of a team. Play notes in a given order on the chime bars. Take turns and perform as part of a whole class piece.		<b>Enquiry/question/outcome/activity/genre of unit</b> Compose a short pentatonic melody. Work in a team to make up rhythm patterns for a theme.		<b>Enquiry/question/outcome/activity/genre of unit</b> Identify and show long and short notes in a song. Listen to and clap the pulse to music. Listen to and copy a rhythm and identify notes of different lengths. Listen to and identify features in music. Listen to and show the shape of a melody. Recognise changes in pitch in a melody.	
	<b>Key vocabulary (tier 2)</b> down high long low mood pattern perform  practice short sing sound step tune up	<b>Key vocabulary (tier 3)</b> answer audience beat crotchet dialogue <b>duration</b> harmony melody minim perform <b>pitch</b>  <b>pulse</b> quaver reflect review <b>rhythm</b> scale semibreve <b>structure</b> <b>tempo</b> unison	<b>Key vocabulary (tier 2)</b> clap down high long low mood note pattern  play practice short sound step tune up	<b>Key vocabulary (tier 3)</b> audience beat chime bar crotchet <b>duration</b> harmony melody minim note names  <b>pitch</b> <b>pulse</b> quaver reflect review <b>rhythm</b> scale semibreve <b>tempo</b>	<b>Key vocabulary (tier 2)</b> down high long low mood note pattern  practice reflect review short sound step tune up	<b>Key vocabulary (tier 3)</b> beat chime bar crotchet <b>duration</b> harmony melody minim note names: CDEFGABC  <b>pitch</b> <b>pulse</b> quaver <b>rhythm</b> scale semibreve <b>tempo</b>	<b>Key vocabulary (tier 2)</b> dance down feeling heartbeat high listen long low mood  pattern practice reflect review short sound step tune up	<b>Key vocabulary (tier 3)</b> accompaniment answer beat crotchet <b>duration</b> harmony long melody minim note names pentatonic <b>pitch</b> <b>pulse</b>  quaver question <b>rhythm</b> round scale semibreve short <b>structure</b> <b>tempo</b> time signature treble clef

KS2

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Improve 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

Year 3 Music	Singing		Playing		Creating Improvising and composing		Listening and understanding	
	<b>Key knowledge</b> To know that duration is the length of sounds: long/short.	<b>Key skills</b> To be able to use ‘Good Singer’ guide to sing confidently.	<b>Key knowledge</b> To know that duration is the length of sounds: long/short.	<b>Key skills</b> To be able to perform two parts together as a class.	<b>Key knowledge</b> To know that duration is the length of sounds: long/short.	<b>Key skills</b> To be able to compose a piece of music for an animal.	<b>Key knowledge</b> To know that duration is the length of sounds: long/short.	<b>Key skills</b> To be able to listen to rhythm patterns, identify the patterns.
	To know that rhythm is a pattern of short and long sounds.	To be able to sing animal songs with actions.	To know that rhythm is a pattern of short and long sounds.	To be able to play a pentatonic scale on the chime bar.	To know that rhythm is a pattern of short and long sounds.	To be able to create a team accompaniment and perform to the class.	To know that rhythm is a pattern of short and long sounds.	To be able to listen to music and identify key features and composer’s intention.
	To know that an accompaniment can be a rhythm or musical notes that support the melody.	To be able to sing, dance to and perform actions for a variety of songs.	To know that accompaniment can be a rhythm or musical notes that support the melody.	To be able to practise and perform a pentatonic song.	To know that accompaniment can be a rhythm or musical notes that support the melody.	To be able to use the pentatonic scale to compose own melody.	To know that accompaniment can be a rhythm or musical notes that support the melody.	To be able to listen to and comment on music using some musical words.
	To know that pulse is the beat of the music.	To be able to sing songs confidently with actions.	To know that pulse is the beat of the music.	To be able to perform a pentatonic melody.	To know that pulse is the beat of the music.	To be able to combine sounds and rhythms to create a team train journey.	To know that pulse is the beat of the music.	To be able to name instrument pictures and sounds.
	To know that an introduction is played at the very start, before singing, and sets the mood.	To be able to sing a melody.	To know that an introduction is played at the very start, before singing, and sets the mood.	To be able to perform own melody to the class.	To know that an introduction is played at the very start, before singing, and sets the mood.	To be able to create train rhythms.	To know that an introduction is played at the very start, before singing, and sets the mood.	To be able to listen to and identify different instruments and features in music and how they help create a ‘musical picture’.
	To know that an ending gives a finish to the song.	To be able to sing accompaniment.	To know that an ending gives a finish to the song.	To be able to clap and play rhythm patterns as a team.	To know that an ending gives a finish to the song.	To be able to create a team train journey.	To know that an ending gives a finish to the song.	To be able to use aural skills to complete a melodic phrase on the chime bar.
	To know that a scale is a sequence of notes that move by step.	To be able to sing pentatonic songs.	To know that a scale is a sequence of notes that move by step.	To be able to play an accompaniment.	To know that a scale is a sequence of notes that move by step.	To be able to compose a melody on the chime bars and using minim, crotchet and quaver.	To know that a scale is a sequence of notes that move by step.	To be able to listen to sea songs and respond to the pulse.
	To know that scales ascend and descend.	To be able to sing and add actions to sea songs.	To know that scales ascend and descend.	To be able to play two notes together at the same time to create harmony.	To know that scales ascend and descend.	To be able to play two notes together at the same time to create harmony.	To know that scales ascend and descend.	
	To know that a pentatonic scale has 5 notes.		To know that a pentatonic scale has 5 notes.		To know that a pentatonic scale has 5 notes.		To know that a pentatonic scale has 5 notes.	
	To know that sound is a vibration, sound can be heard.		To know that sound is a vibration, sound can be heard.		To know that sound is a vibration, sound can be heard.		To know that sound is a vibration, sound can be heard.	
	To know that a melody is a series of musical notes played after each other.		To know that a melody is a series of musical notes played after each other.		To know that a melody is a series of musical notes played after each other.		To know that a melody is a series of musical notes played after each other.	
	To know that the notes in a melody can move up or down, by step or by leap.		To know that the notes in a melody can move up or down, by step or by leap.		To know that the notes in a melody can move up or down, by step or by leap.		To know that the notes in a melody can move up or down, by step or by leap.	
	To know that the notes can be of different durations.		To know that the notes can be of different durations.		To know that the notes can be of different durations.		To know that the notes can be of different durations.	
	To know minim, crotchet, quaver and their symbols.		To know minim, crotchet, quaver and their symbols.		To know minim, crotchet, quaver and their symbols.		To know minim, crotchet, quaver and their symbols.	
					To know that composers sometimes make up music to create a ‘musical picture’.	To know that composers sometimes make up music to create a ‘musical picture’.	To know that composers sometimes make up music to create a ‘musical picture’.	
					To know that ‘Peter and the Wolf’ is a story with words and music composed by the Russian composer, Sergei Prokofiev.	To know that ‘Peter and the Wolf’ is a story with words and music composed by the Russian composer, Sergei Prokofiev.	To know that ‘Peter and the Wolf’ is a story with words and music composed by the Russian composer, Sergei Prokofiev.	
					To know that each character in the story is played by a different instrument.	To know that each character in the story is played by a different instrument.	To know that each character in the story is played by a different instrument.	
					To know that ‘Carnival of the Animals’ is a collection of pieces composed by the French composer, Camille Saint-Saëns.	To know that ‘Carnival of the Animals’ is a collection of pieces composed by the French composer, Camille Saint-Saëns.	To know that ‘Carnival of the Animals’ is a collection of pieces composed by the French composer, Camille Saint-Saëns.	
					To know that each piece represents a different animal.	To know that each piece represents a different animal.	To know that each piece represents a different animal.	

				<p>To know that ‘The Swan’, played on the cello, is a famous piece from the suite.</p> <p>To know that ‘The Little Train of the Caipira’ was composed by the Brazilian composer Heitor Villa-Lobos.</p> <p>To know that the composer wanted to create the sound of a train travelling through the Brazilian countryside.</p>		<p>To know that ‘The Swan’, played on the cello, is a famous piece from the suite.</p> <p>To know that ‘The Little Train of the Caipira’ was composed by the Brazilian composer Heitor Villa-Lobos.</p> <p>To know that the composer wanted to create the sound of a train travelling through the Brazilian countryside.</p>	
<p><b>Enquiry/question/outcome/activity/genre of unit</b> Learn songs from memory for the Harvest Festival and Christmas concerts. Sing a song and perform actions. Sing a song with an accompaniment. Sing an accompaniment. Sing songs from memory. Work as part of a team.</p>		<p><b>Enquiry/question/outcome/activity/genre of unit</b> Clap and play the rhythm patterns as a team. Perform accompaniment to the class. Perform melody fluently. Play a pentatonic scale. Play a pentatonic tune. Play an accompaniment in time to a song. Play two notes at the same time. Work as part of a team to perform composition to the class.</p>		<p><b>Enquiry/question/outcome/activity/genre of unit</b> Choose and combine sounds to create a train composition. Compose and notate a pentatonic tune. Make up a melody. Present ideas to a team. Use notation to write a rhythm. Work as part of a team to create an accompaniment to a song. Work as part of a team. Work out a rhythm.</p>		<p><b>Enquiry/question/outcome/activity/genre of unit</b> Draw a treble clef. Identify different rhythm notations. Listen to and comment on music using musical words to support answer. Listen to music and identify different parts performing at the same time. Listen to music and identify different sounds. Name instrument sounds. Name the notes in a pentatonic scale. Use some musical words to describe the sounds.</p>	
<p><b>Key vocabulary (tier 2)</b> clap                      play fast                      practice fluent                    short leap                      slow long                      sound mood                    start part                      step pattern                   stop perform                  team</p>	<p><b>Key vocabulary (tier 3)</b> accompaniment       lyrics ascend                  melody chorus                  minim crotchet                pitch descend                quaver duration                rhythm dynamics               scale ending                  structure ensemble               tempo harmony                timbre introduction           verse</p>	<p><b>Key vocabulary (tier 2)</b> ending                  play fast                      practice fluent                   short leap                      slow long                      sound mood                    start note                      step part                       stop pattern                   team perform</p>	<p><b>Key vocabulary (tier 3)</b> accompaniment       minim ascend                  pitch crotchet                pulse descend                quaver duration                rhythm dynamics               scale ensemble               structure harmony                tempo introduction           timbre melody</p>	<p><b>Key vocabulary (tier 2)</b> ending                  play fast                      practice fluent                   short leap                      slow long                      sound mood                    start note                      step part                       stop pattern                   team</p>	<p><b>Key vocabulary (tier 3)</b> accompaniment       notes ascend                  pentatonic compose                pitch crotchet                quaver descend                rhythm duration                scale dynamics               stave glockenspiel           structure harmony                tempo introduction           timbre melody                  treble clef minim                   xylophone notate</p>	<p><b>Key vocabulary (tier 2)</b> character               short fast                      slow instrument             sound leap                      start listen                   steam long                      train mood                    step part                       stop pattern                   team play                      vibration practice</p>	<p><b>Key vocabulary (tier 3)</b> accompaniment       notes ascend                  oboe bass drum              orchestra bassoon                pentatonic brass                    percussion Brazil                    pitch call and response     pulse cello                    quaver clarinet                rhythm composer               Saudi crotchet                Arabia descend                scale double bass            strings duration                structure dynamics               suite ending                  tempo flute                    timbre French horn            timpani harmony                viola introduction           violin melody                  woodwind minim</p>

Year 4 Music	Singing		Playing				Creating Improvising and composing		Listening and understanding										
	<b>Key knowledge</b> To know that unison is everyone singing the same melody (tune) together at the same time.  To know how to sing in unison, harmony, chorus with accompaniment.  To know that different moods in music can be achieved by changes in: tempo, dynamics, pitch, rhythm, instruments, the number of instruments playing.  To know that melody is a series of notes of different lengths and pitch in an order.  To know that pulse is the beat of the music.		<b>Key skills</b> To be able to use ‘Good Singer’ guide to sing confidently.  To be able to sing together as a class with increasing control.  To be able to sing confidently and with contrast.  To be able to sing songs with accompaniment.  To be able to learn songs from memory.  To be able to practise and rehearse songs.  To be able to sing songs and identify chord changes.  To be able to sing and perform as a class.  To be able to sing and perform to an audience.  To be able to sing and play chords.		<b>Key knowledge</b> To know that ensemble is when a team plays music together.  To know that different moods in music can be achieved by changes in: tempo, dynamics, pitch, rhythm, instruments, the number of instruments playing.  To know that melody is a series of notes of different lengths and pitch in an order.  To know the chord shapes for C, F, G and A minor.  To know the finger numbers 1,2,3,4.  To know to strum with right hand, chord shapes with left hand (if right-handed).		<b>Key skills</b> To be able to play a melody with a partner and with the class.  To be able to play an accompaniment.  To be able to perform a melody and accompaniment together.  To be able to perform a composition to the class with confidence and fluency.  To be able to perform to an audience.  To be aware of own contribution to the overall performance.  To be able to hold the ukulele.  To be able to strum the ukulele.  To be able to create chord shapes on the ukulele.  To be able to strum and change chord on the ukulele.  To be able to build muscle memory to help change chord on the ukulele.		<b>Key knowledge</b> To know that ‘Skye Boat Song’ is a late 19 <sup>th</sup> -century song from Scotland.  To know that the song tells of the escape of Bonnie Prince Charlie to the Isle of Skye.  To know that music, like paintings and pictures, can describe images and mood.  To know that different moods in music can be achieved by changes in: tempo, dynamics, pitch, rhythm, instruments, the number of instruments playing.		<b>Key skills</b> To be able to create an accompaniment as a team.  To be able to make refinements to team ideas.  To be able to contribute to songs and pieces by adding actions, musical instruments, lyrics.  To be able to explore ideas and sounds to compose in response to place and picture.		<b>Key knowledge</b> To know that ‘Skye Boat Song’ is a late 19 <sup>th</sup> -century song from Scotland.  To know the song tells of the escape of Bonnie Prince Charlie to the Isle of Skye.  To know that music, like paintings and pictures, can describe images and mood.  To know that melody is a series of notes of different lengths and pitch in an order.  To know that an accompaniment is rhythm or notes that support the melody.  To know that pulse is the beat of the music.  To know that ensemble is when a team plays music together.  To know that different moods in music can be achieved by changes in: tempo, dynamics, pitch, rhythm, instruments, the number of instruments playing.  To know the music notes: CDEFGAB.  To know that composers try to capture different moods in music.  To know the different parts of the ukulele.  To know the ukulele is from Hawaii.  To know that a chord is made up of 3 notes.		<b>Key skills</b> To be able to use aural skills to work out different sections (verse/chorus) of a song.  To be able to use aural skills to work out a short melody.  To be able to listen to and sing songs with accompaniment.  To be able to identify the difference between the melody and accompaniment and the roles that they play.  To be able to listen with attention to detail and identify features in music.  To be able to listen to and comment on music using some musical words.				
	<b>Enquiry/question/outcome/activity/genre of unit</b> Learn songs from memory for the Harvest Festival and Christmas concerts. Perform songs from memory as part of year group production. Sing as a solo group (soloist). Sing confidently in unison, part singing, and harmony. Sing confidently. Sing song and play chords. Work as part of a team.				<b>Enquiry/question/outcome/activity/genre of unit</b> Know how to hold a ukulele. Perform as part of an ensemble. Perform chords to a song. Perform to an audience. Play a melody on the chime bars. Play an accompaniment using the notes. Play the chords: C, F, G and Am on the ukulele. Work as part of a team.				<b>Enquiry/question/outcome/activity/genre of unit</b> Compose music in a team to try to show a mood/theme. Create an accompaniment. Develop an understanding of how to organise sound into a structure. Discuss ideas in a team. Explore and combine sounds. Work as part of a team.				<b>Enquiry/question/outcome/activity/genre of unit</b> Identify how to create contrast in music. Listen to and comment on own and others’ work. Listen carefully to music. Play a melody by ear, without notation. Respond to music by drawing and writing. Review and reflect on own and others’ work. Use musical vocabulary to describe what can be heard in the music.						
	<b>Key vocabulary (tier 2)</b> audience melody perform pitch practice pulse reflect review		<b>Key vocabulary (tier 3)</b> accompaniment aural chorus contrast dynamics ensemble harmony Latin music		<b>Key vocabulary (tier 2)</b> audience cabassa castanets chime bar claves finger numbers 1,2,3,4 guiro maraca melody ocean drum perform		<b>Key vocabulary (tier 3)</b> accompaniment aural body bridge chords contrast dialogue dynamics ensemble frets harmony head Latin music muscle memory		<b>Key vocabulary (tier 2)</b> cabassa castanets chime bar claves guiro maraca melody ocean drum perform pitch		<b>Key vocabulary (tier 3)</b> accompaniment arrangement aural contrast dynamics		<b>Key vocabulary (tier 3)</b> ensemble harmony rhythm structure texture		<b>Key vocabulary (tier 2)</b> cabassa castanets chime bar claves guiro listen maraca melody ocean drum		<b>Key vocabulary (tier 3)</b> accompaniment arrangement aural contrast dynamics ensemble harmony		Latin music rhythm sequence structure texture unison verse

Singing		Playing		Creating Improvising and composing		Listening and understanding	
<b>Key knowledge</b> To know that a round can be sung by two or more groups of people.	<b>Key skills</b> To be able to use ‘Good Singer’ guide to sing confidently.	<b>Key knowledge</b> To know that calypso music is in 4/4 time.	<b>Key skills</b> To be able to play an instrument as part of a class ensemble.	<b>Key knowledge</b> To know that a rhythm pattern, tala, is played on the drums, tabla.	<b>Key skills</b> To be able to choose appropriate sounds to compose a team piece to illustrate a part of the story.	<b>Key knowledge</b> To know that an ostinato is a short pattern repeated throughout a piece of music.	<b>Key skills</b> To be able to recognise and name different instruments.
To know that unison is everyone singing the same melody together at the same time.	To be able to lead the whole school Harvest Festival.	To know that ensemble is when we play together as a team.	To be able to maintain own part in a class ensemble.	To know that a drone is played on the tambura.	To be able to compose a team piece to illustrate a section of the Rama and Sita story.	To know that ‘Mars’ uses an ostinato. Gustav Holst composed the orchestral suite ‘The Planets’ 1914-17.	To be able to identify an ostinato.
To know that rhythm is a pattern of long and short sounds.	To be able to sing songs influenced by Indian music.	To know that calypso accompaniment uses simple harmony (chords).	To be able to perform class calypso as a class ensemble.	To know that performers improvise using the notes of a raga.	To be able to improvise a short melody using the notes of a raga.	To know that there are seven pieces in ‘The Planets’ suite; ‘Mars, the bringer of war’ is the first piece.	To be able to notate an ostinato pattern.
To know that pulse is the beat of the music.	To be able to sing part songs, maintaining own part.	To know that a rhythm pattern, tala, is played on the drums, tabla.	To be able to play a raga on the xylophone.	To know that improvising is making up music that has not been practised or planned.	To be able to compose and notate a short melody.	To know that Holst composed ‘Mars’ in anticipation of WWI.	To be able to listen to music by different composers and recognise similarities in the sound.
To know that call and response is a musical ‘question and answer’.	To be able to sing and move in time to the beat.	To know that a drone is played on the tambura.	To be able to play a drone.	To know that cyclic patterns in music are repeating patterns.	To be able to create a team arrangement with a clear structure.	To know that Holst lived in Barnes and taught music at St Paul’s Girls’ School.	To be able to listen to own part and others within an ensemble.
To know that music can be composed to create a certain mood or intention.	To be able to sing a call and response song, taking turn to call and respond.	To know that performers improvise using the notes of a raga.	To be able to play a tala on the drum.	To know that rhythm is a pattern of long and short sounds.	To be able to identify key points in a story and choose appropriate sounds to compose a team piece to illustrate a part of a story.	To know that calypso is from Trinidad and Tobago.	To be able to identify features of calypso music.
		To know that cyclic patterns in music are repeating patterns.	To be able to improvise a short melody using the notes of a raga.	To know that pulse is the beat of the music.	To be able to create, notate and perform a rhythm poem.	To know that calypso is often heard at carnival.	To be able to listen to Indian music and identify different instrument sounds.
		To know that rhythm is a pattern of long and short sounds.	To be able to perform a team composition to create a whole class musical story.	To know that call and response is a musical ‘question and answer’.		To know that calypso is in 4/4 time and uses simple harmony (chords).	To be able to listen to traditional Indian music and identify characteristic features using prior knowledge.
		To know that pulse is the beat of the music.	To be able to follow and perform rhythms with words using musical notation.	To know that music can be composed to create a certain mood or intention.		To know that ensemble is when we play together as a team.	To be able to listen to a selection of music of differing mood and to discuss composer’s intentions using musical vocabulary.
		To know that call and response is a musical ‘question and answer’.	To be able to perform a team composition in story group order to create a musical illustration of a story.			To know that a rhythm pattern, tala, is played on the drums, tabla.	To be able to identify key points in a story and choose appropriate sounds to compose a team piece to illustrate a part of the story.
		To know that music can be composed to create a certain mood or intention.				To know that a drone is played on the tambura.	To be able to listen to and comment on music using musical vocabulary.
						Ragas are scale patterns.	
						Ragas may express an emotion or mood, be played at a particular time of day or for a special occasion.	
						To know that the sitar is a melody instrument.	
						To know that Ravi Shankar is a famous sitar player.	
						To know that Rama and Sita is one of the main stories from Hinduism.	
						To know that the story is connected to Diwali – the annual festival of light.	
						To know that characters in a story may have their own tune.	
						To know that cyclic patterns in music are repeating patterns.	
						To know that rhythm is a pattern of long and short sounds.	
						To know that pulse is the beat of the music.	
						To know that call and response is a musical ‘question and answer’.	
						To know that music can be composed to create a certain mood or intention.	



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Year 6 Music	Singing		Playing		Creating Improvising and composing		Listening and understanding	
	<p><b>Key knowledge</b> To know that 12 bar blues uses three chords: C, F and G.</p> <p>To know that 12 bar blues has four beats in a bar.</p> <p>To know that improvisation is a key part to blues.</p> <p>To know that musicians improvise using the notes of the blues scale.</p> <p>To know that scat is vocal improvisation.</p> <p>To know that blues song lyrics follow the structure AAB.</p> <p>To know that a slogan is a short phrase used in advertising.</p>	<p><b>Key skills</b> To be able to sing a selection of blues style songs.</p> <p>To be able to learn songs from memory.</p> <p>To be able to sing in unison, solo, duet, chorus and harmony.</p> <p>To be able to sing accompanied and unaccompanied.</p> <p>To be able to work as part of a team.</p> <p>To be able to create a slogan for an advert.</p>	<p><b>Key knowledge</b> To know the slendro scale.</p> <p>To know that gamelan music uses repetition.</p> <p>To know that music can have a layered structure.</p> <p>To know that 12 bar blues uses three chords: C, F and G.</p> <p>To know that 12 bar blues has four beats in a bar.</p> <p>To know that improvisation is a key part to blues.</p> <p>To know that musicians improvise using the notes of the blues scale.</p> <p>To know that a riff is a short, repeated idea.</p> <p>To know that blues song lyrics follow the structure AAB.</p>	<p><b>Key skills</b> To be able to perform as a class.</p> <p>To be able to maintain own part in a class ensemble.</p> <p>To be able to perform as a team of three.</p> <p>To be able to perform 12 bar blues as a class.</p> <p>To be able to play melody and rhythm.</p> <p>To be able to clearly deliver dialogue.</p> <p>To be able to practise and rehearse, making refinements to own work.</p> <p>To be able to perform to an audience.</p> <p>To be aware of own contribution to overall performance.</p> <p>To be able to refine and perform team blues composition to the class.</p> <p>To be able to work as part of a team.</p>	<p><b>Key knowledge</b> To know that 12 bar blues uses three chords: C, F and G.</p> <p>To know that 12 bar blues has four beats in a bar.</p> <p>To know that improvisation is a key part to blues.</p> <p>To know that musicians improvise using the notes of the blues scale.</p> <p>To know that a riff is a short, repeated idea.</p> <p>To know that blues song lyrics follow the structure AAB.</p> <p>To know that gamelan music is made up of interlocking layers.</p> <p>To know that an advert may include: singing, dialogue, music, acting, props and a slogan.</p> <p>To know that a slogan is a short memorable phrase.</p>	<p><b>Key skills</b> To be able to compose a piece with three different parts using the slendro scale.</p> <p>To be able to refine and perform a team gamelan composition to the class.</p> <p>To be able to improvise a short melody.</p> <p>To be able to compose in teams of three to create a 12 bar blues piece with riff and improvisation.</p> <p>To be able to refine and perform team blues composition to the class.</p> <p>To be able to work as part of a team.</p> <p>To be able to create a slogan.</p>	<p><b>Key knowledge</b> To know that gamelan is the traditional instrumental music of Java and Bali.</p> <p>To know that the word ‘gamelan’ means ‘to hammer’.</p> <p>To know that a gamelan is mostly made up of tuned percussion instruments.</p> <p>To know that each gamelan is handmade and has its own tuning.</p> <p>To know that the music is passed on through aural tradition – players memorise the music.</p> <p>To know that gamelan music is made up of interlocking layers.</p> <p>To know that gamelan is played together as a group and is performed for celebrations and theatre performances.</p> <p>To know that blues songs express feelings and emotions, and the longing for a better life.</p> <p>To know that blues is a style of music that developed in America in the late 19<sup>th</sup> century created by African Americans.</p> <p>To know that blues is rooted in African musical traditions such as work songs and spirituals.</p> <p>To know that musicians improvise using the notes of the blues scale.</p> <p>To know that blues song lyrics follow the structure AAB.</p> <p>To know that African musical traditions such as work songs and spirituals are part of the foundations of blues.</p> <p>To know that 12 bar blues uses three chords: C, F and G.</p> <p>To know that 12 bar blues has four beats in a bar.</p> <p>To know that improvisation is a key part to blues.</p> <p>To know that musicians improvise using the notes of the blues scale.</p> <p>To know that a riff is a short, repeated idea.</p> <p>To know that blues song lyrics follow the structure AAB.</p> <p>To know that an advert may include: singing, dialogue, music, acting, props and a slogan.</p> <p>To know that a slogan is a short memorable phrase.</p>	<p><b>Key skills</b> To be able to identify features of gamelan music.</p> <p>To be able to listen to and identify features of blues music.</p> <p>To be able to listen to and comment on others’ work.</p> <p>To be able to review and reflect on own team compositions.</p> <p>To be able to listen to and comment on music using the interrelated dimensions of music and musical vocabulary.</p>



<b>Enquiry/question/outcome/activity/genre of unit</b> Learn songs from memory for the Harvest Festival and Christmas concerts. Sing as a soloist/solo group. Sing confidently in unison, part singing, and harmony. To sing songs with increasing complexity. Work as a team to perform songs from memory as part of year group production.		<b>Enquiry/question/outcome/activity/genre of unit</b> Perform 12 bar blues as a class. Perform as a team of three. Perform gamelan as a class. Play the blues scale. Refine and perform team gamelan composition to the class.		<b>Enquiry/question/outcome/activity/genre of unit</b> Compose a team piece using the 12 bar blues chord pattern with riff and improvisation. Compose in teams of three, using xylophones, a composition with three independent parts. Compose to a time limit of 30 seconds. Improvise an 8-beat melody using the blues scale. Work as part of a team.		<b>Enquiry/question/outcome/activity/genre of unit</b> Choose appropriate sounds, and recognise the different timbre of instruments. Identify features in others’ work that are good and explain why. Listen and comment on others’ work. Listen to and identify features of blues music. Listen to and identify features of gamelan music. Review and refine work. Review and reflect on own and others’ compositions. Use musical terms to describe why. Use prior knowledge when listening to music.		
<b>Key vocabulary (tier 2)</b> beat celebration chorus <b>duration</b> <b>dynamics</b> lyrics melody percussion perform <b>pitch</b> practice <b>pulse</b> reflect review	<b>rhythm</b> sing song <b>structure</b> team <b>tempo</b> <b>texture</b> theatre performance unison verse	<b>Key vocabulary (tier 3)</b> 12 bar blues accompaniment audience duet harmony  middle 8 solo <b>timbre</b>	<b>Key vocabulary (tier 2)</b> audience beat celebration <b>duration</b> <b>dynamics</b> independent melody percussion perform <b>pitch</b> play  practice <b>pulse</b> reflect review <b>rhythm</b> <b>structure</b> team <b>tempo</b> <b>texture</b> xylophone	<b>Key vocabulary (tier 3)</b> 12 bar blues accompaniment blues scale chord pattern harmony  ostinato riff scale slendro <b>timbre</b>	<b>Key vocabulary (tier 2)</b> beat compose <b>duration</b> <b>dynamics</b> melody percussion <b>pitch</b> practice <b>pulse</b>  reflect review <b>rhythm</b> <b>structure</b> team <b>tempo</b> <b>texture</b> xylophone	<b>Key vocabulary (tier 3)</b> 12 bar blues accompaniment advert audience blues scale chord pattern dialogue  harmony ostinato riff scale slendro slogan <b>timbre</b>	<b>Key vocabulary (tier 2)</b> beat <b>duration</b> <b>dynamics</b> guitar handmade listen melody percussion perform <b>pitch</b> practice <b>pulse</b> reflect  review <b>rhythm</b> <b>structure</b> team <b>tempo</b> <b>texture</b> theatre performance tuning	<b>Key vocabulary (tier 3)</b> 12 bar blues accompaniment blues scale chord pattern gamelan harmony improvisation interlocking  oral tradition orchestra slendro slogan spiritual <b>timbre</b>