- 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

	Singing	PI	aying		eating	Listening and	understanding
				Improvising	and composing		
Key knowledge To know songs from memory. To know that pulse is the beat of t music. To know that musical sounds can short or long.	To be able to sing songs with action 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 song	music. To know that musical sounds can be short or long. To know that long and short notes together make a pattern.	Key skills 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.	Key knowledge 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	Key skills 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.	Key knowledge 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	Key skills 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
	and tap, clap, move to the pulse. To be able to sing with Makaton an percussion patterns. To be able to sing together from memory songs with actions.	names: - Bell - Cabassa - Castanets - Claves - Guiro - Ocean drum	To be able to use chrome music lab to explore how pitch moves. To be able to play short pitch patterns.	an instrument. To know the notes in a scale: CDEFGABC.	To be able to create a pattern with a partner. To be able to compose own melody for a picture.	- Castanets - Claves - Guiro - Ocean drum - Sleigh bells - Triangle	pitch patterns. To be able to identify patterns in a short poem.
	To be able to practise and rehearse songs to perform. To be able to sing songs and show pitch patterns with hand.	- 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	
	To be able to repeat a simple patte					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.	
Enquiry/question/outcome/activ Create fast and slow sounds. Create short and long sounds. Learn songs from memory for the Perform in a class piece. Perform songs from memory as pa Sing confidently in unison and par Sing songs from memory. Sing together as a team.	Harvest Festival and Christmas concerts.	Enquiry/question/outcome/activity/ 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.	genre of unit	Enquiry/question/outcome/activity/g 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.	genre of unit	Enquiry/question/outcome/activity/g Listen and respond to music. Listen to music and draw a picture. Listen to music and show high and low Name percussion instruments. Recognise different sounds.	
Key vocabulary (tier 2) action practisten sing move soun pattern toge perform	beat short down slow	re er	Key vocabulary (tier 3) audience perform beat pitch bell pulse cabassa rhythm castanets short claves sleigh bells fast slow guiro structure long tempo ocean drum triangle percussion volume	key vocabulary (tier 2) beat practice create sound listen together pattern volume perform	key vocabulary (tier 3) beat pitch bell pulse Cabassa rhythm castanets short claves sleigh fast bells guiro slow long structure ocean drum percussion perform	key vocabulary (tier 2) beat practice instrument sound listen together notes tune pattern volume perform	key vocabulary (tier 3) beat pulse brass quiet fast repeat high rhythm long short loud slow low string percussion structu perform tempo pitch woodw

Sin	ging	1	laying			ating		Listening and understanding			
				Im	provising a	and composing					
Key knowledge To know that duration is the length of musical sounds.	Key skills To be able to use 'Good Singer' guide to sing confidently.	Key knowledge To know that the pitch of a melody can move up or down by step or by	Key skills To be able to clap pulse and rhyth to song.	Key knowledge		Key skills To be able to experiment wit the chime bar.	th playing	Key knowledge To know how to name the r pentatonic scale.	notes of a	Key skills To be able to listen to ar about music.	nd comme
To know that musical sounds can be long or short.	To be able to sing with actions and expression.	leap. To know that duration is the length musical sounds.	To be able to play percussion rhyt and melodic shapes to the song.	To know that musical sollong or short.	unds can be	To be able to play a pentator on the chime bar.	nic scale	To know that duration is the musical sounds.	e length of	To be able to clap pulse to song.	and rhyth
To know rhythm is a mixture of long and short sounds.	To be able to sing and clap the pulse and rhythms to song.	To know that musical sounds can be long or short.	To be able to dance in time to sor	and short sounds.	ture of long	To be able to make up difference patterns using a pentatonic s		To know that musical sound long or short.	ds can be	To be able to identify the music.	e pulse of
To know that pulse is the beat of the music.	To be able to sing together as a class. To be able to sing question and	To know rhythm is a mixture of long and short sounds.	Little Star on the chime bar as a so or with a partner.	•	e beat of the	To be able to create a short to		To know rhythm is a mixtur and short sounds.	e of long	To be able to dance in till To be able to draw a trel	
To know that pulse is the 'heartbeat' of music.	answer parts in a song. To be able to take the lead.	To know that pulse is the beat of the music.	To be able to play the pentatonic scale: CDEGA.	To know that pulse is the of music.	e 'heartbeat'	for rain and sunshine in a tea		To know that pulse is the be music.	eat of the	To be able to listen and of a pentatonic scale.	
To know that rhythm is made up of a mixture of long and short sounds played to a pulse.	To be able to sing confidently with actions.	To know that pulse is the 'heartbeat of music.	To be able to learn to play a melo To be able to perform to the class	mixture of long and shor	•			To know that pulse is the 'h of music.	eartbeat'	To be able to show the s	shape of a
To know that melody is a set of musical notes in an order.	To be able to sing together from memory songs with actions.	To know that rhythm is made up of mixture of long and short sounds		To know that melody is a musical notes in an orde				To know that rhythm is mad mixture of long and short so played to a pulse.	•	To be able to show high notes.	and low
To know that pitch is how high or low a sound is.	To be able to sing songs with actions to show different moods and feelings.	played to a pulse. To know that melody is a set of musical notes in an order.		To know that pitch is how a sound is.	w high or low			To know that melody is a se musical notes in an order.	et of	To be able to identify shounds.	ort and lo
To know that melody is a set of musical notes in an order.	To be able to sing in unison, two-part or round with an accompaniment.	To know that pitch is how high or lo	,	To know that the pitch o can move up or down by leap.				To know that pitch is how h a sound is.	igh or low		
To know that the pitch of a melody can move up or down by step or by leap.	To be able to practise and rehearse songs.			To know the chime bar h	nas 8 different			To know that the pitch of a can move up or down by stelleap.			
	To be able to perform to an audience. To be able to perform songs from memory as part of year group							To know that a pentatonic s notes.	scale has 5		
	production. To be aware of own contribution to							To know that semibreve is a note, minim is a 2-beat note is a 1-beat note.			
	overall performance.							To know that a quaver is a 3 note and has a friend.	⁄₂-beat		
								To know that scale is the or notes moving up or down b CDEFGABC.			
Enquiry/question/outcome/activity/g Learn songs from memory for the Harve Sing and do actions to a song. Sing as a solo group. Sing as part of a team. Sing confidently in unison, part singing Work as a team to perform songs from production.	est Festival and Christmas concerts. and harmony.	Enquiry/question/outcome/activity Clap in time with a pulse. Clap/play a rhythm confidently on p 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 ch Take turns and perform as part of a	rcussion instruments me bars.	Enquiry/question/outco Compose a short pentate Work in a team to make	onic melody.			Enquiry/question/outcome Identify and show long and Listen to and clap the pulse Listen to and copy a rhythm Listen to and identify featur Listen to and show the shap Recognise changes in pitch	short notes to music. a and identificates in music. toe of a meloco	in a song. y notes of different lengths dy.	· · · · · · · · · · · · · · · · · · ·
Key vocabulary (tier 2) down practice	Key vocabulary (tier 3) answer pulse	Key vocabulary (tier 2) clap play	Key vocabulary (tier 3) audience pitch	Key vocabulary (tier 2) down	practice	Key vocabulary (tier 3) beat	pitch	Key vocabulary (tier 2) dance	pattern	Key vocabulary (tier 3) accompaniment	quave
high short long sing low sound mood step pattern tune	audience quaver beat reflect crotchet review dialogue rhythm duration scale	down practice high short long sound low step mood tune	beat pulse chime bar quave crotchet reflect duration review harmony rhythi	low mood	reflect review short sound step	crotchet duration harmony	pulse quaver rhythm scale semibreve	feeling heartbeat high	practice reflect review short sound	answer beat crotchet duration harmony	rhyth round scale semib
perform up	harmony semibreve melody structure minim tempo perform unison pitch	note up pattern	melody scale minim semib note names tempo	pattern reve	tune up		tempo	long low	step tune up	long melody minim note names pentatonic pitch	short struct temp time signat

KS2

• 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

	Sing	ging	Pla	ying	Cre	ating	Listening and	understanding
					Improvising a	and composing		_
	Key knowledge To know that duration is the length of sounds: long/short.	Key skills To be able to use 'Good Singer' guide to sing confidently.	Key knowledge To know that duration is the length of sounds: long/short.	Key skills To be able to perform two parts together as a class.	Key knowledge To know that duration is the length of sounds: long/short.	Key skills To be able to compose a piece of music for an animal.	Key knowledge To know that duration is the length of sounds: long/short.	Key skills 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	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 be able to sing an accompaniment.	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 be able to clap and play rhythm	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
	To know that an ending gives a finish to the song.	To be able to sing pentatonic songs. To be able to sing and add actions to sea songs.	To know that an ending gives a finish to the song.	patterns as a team. To be able to play an accompaniment.	To know that an ending gives a finish to the song.	To be able to create a team train journey. To be able to compose a melody on	To know that an ending gives a finish to the song.	'musical picture'. To be able to use aural skills to complete a melodic phrase on the
	To know that a scale is a sequence of notes that move by step.		To know that a scale is a sequence of notes that move by step.	To be able to play two notes together at the same time to create harmony.	To know that a scale is a sequence of notes that move by step.	the chime bars and using minim, crotchet and quaver.	To know that a scale is a sequence of notes that move by step.	chime bar. To be able to listen to sea songs and
	To know that scales ascend and descend.		To know that scales ascend and descend.		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.	respond to the pulse.
Music	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.	
m	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		To know that sound is a vibration, sound can be heard.		To know that sound is a vibration, sound can be heard.	
Year	To know that a melody is a series of musical notes played after each other. To know that the notes in a melody		musical notes played after each other. To know that the notes in a melody		To know that a melody is a series of musical notes played after each other. To know that the notes in a melody		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.		can move up or down, by step or by leap.		can move up or down, by step or by leap.		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 '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 '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 'The Swathe cello, is a famous partie. To know that 'The Litt' Caipira' was composed Brazilian composer He To know that the composer the create the sound of a standard through the Brazilian cells.	le Train of the d by the litor Villa-Lobos. poser wanted to train travelling			To know that 'The Swar the cello, is a famous pi suite. To know that 'The Little Caipira' was composed Brazilian composer Heit To know that the comp create the sound of a tr through the Brazilian co	Train of the by the cor Villa-Lobos. oser wanted to ain travelling		
Enquiry/question/outcome/activity/genre of unit 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.			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.				Enquiry/question/outcome/activity/genre of unit 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.				Enquiry/question/outcome/activity/genre of unit 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.				
Key vocabulary (tien	2) play	Key vocabulary (tier 3	B) lyrics	Key vocabulary (tier 2) ending	play	Key vocabulary (tier 3) accompaniment	minim	Key vocabulary (tier 2 ending	play	Key vocabulary (tier 3) accompaniment	notes	Key vocabulary (tier 2) character	short	Key vocabulary (tier 3 accompaniment	notes
fast fluent leap long mood part pattern perform	practice short slow sound start step stop team	ascend chorus crotchet descend duration dynamics ending ensemble harmony introduction	melody minim pitch quaver rhythm scale structure tempo timbre verse	fast fluent leap long mood note part pattern perform	practice short slow sound start step stop team	ascend crotchet descend duration dynamics ensemble harmony introduction melody	pitch pulse quaver rhythm scale structure tempo timbre	fast fluent leap long mood note part pattern	practice short slow sound start step stop team	ascend compose crotchet descend duration dynamics glockenspiel harmony introduction melody minim notate	pentatonic pitch quaver rhythm scale stave structure tempo timbre treble clef xylophone	fast instrument leap listen long mood part pattern play practice	slow sound start steam train step stop team vibration	ascend bass drum bassoon brass Brazil call and response cello clarinet composer crotchet descend double bass duration dynamics ending flute French horn harmony introduction melody	oboe orchestra pentatonic percussion pitch pulse quaver rhythm Saudi Arabia scale strings structure suite tempo timbre timpani viola violin woodwind

Si	nging		Playing				ating		Listening and understanding			
					lm lm	provising a	and composing					
Key knowledge To know that unison is everyone singing the same melody (tune) together at the same time.	Key skills To be able to use 'Good Singer' guide to sing confidently.	Key knowledge To know that ensemble is when a plays music together.	To be able to play a melody partner and with the class.	with a	Key knowledge To know that 'Skye Boat 19th-century song from S	Song' is a late	Key skills To be able to create an accompaniment as a team.	To kno	nowledge ow that 'Skye Boat Song century song from Scotl	_	Key skills To be able to use aural out different sections (volume of a song.	
To know how to sing in unison, harmony, chorus with	To be able to sing together as a class with increasing control.	To know that different moods in can be achieved by changes in: tempo, dynamics, pitch, rhythm,	To be able to perform a melo		To know that the song to escape of Bonnie Prince Isle of Skye.		To be able to make refinements team ideas.	Bonnie Skye.	ow the song tells of the e Prince Charlie to the	•	To be able to use aural out a short melody.	skills to work
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.	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.	instruments, the number of instruments playing. To know that melody is a series of notes of different lengths and pit an order. To know the chord shapes for C, and A minor. To know the finger numbers 1,2,1 To know to strum with right hand chord shapes with left hand (if right handed).	To be able to perform to an at the overall performance. To be able to hold the ukulel	audience. ution to le. lele. hapes on nge chord	To know that music, like pictures, can describe im mood. To know that different m can be achieved by chan tempo, dynamics, pitch, instruments, the numbe instruments playing.	noods in music ges in:	To be able to contribute to song pieces by adding actions, musical instruments, lyrics. To be able to explore ideas and sounds to compose in response place and picture.	To kno notes an ord To kno rhythn melod To kno music. To kno can be tempo instrur To kno differe	ow that melody is a seri- of different lengths and der. ow that an accompanin m or notes that support dy. ow that pulse is the beat. ow that ensemble is wh plays music together. ow that different mood e achieved by changes i o, dynamics, pitch, rhyt ments, the number of ments playing. ow the music notes: CD ow that composers try ent moods in music. ow the different parts of	s and ries of d pitch in ment is t the at of the men a ds in music in: thm, DEFGAB. to capture	To be able to listen to a with accompaniment. To be able to identify the between the melody are accompaniment and the they play. To be able to listen with detail and identify feature. To be able to listen to a on music using some means and the same and the same accompaniment and the same accompaniment.	ne difference id e roles that n attention to ures in music nd comment
								To kno	ow the ukulele is from I			
Enquiry/question/outcome/activity/ Learn songs from memory for the Har Perform songs from memory as part of Sing as a solo group (soloist). Sing confidently in unison, part singing Sing confidently. Sing song and play chords. Work as part of a team.	vest Festival and Christmas concerts. f year group production.	Enquiry/question/outcome/acti 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 Play the chords: C, F, G and Am o Work as part of a team.	e notes.		Enquiry/question/outco Compose music in a tear Create an accompanime Develop an understandir Discuss ideas in a team. Explore and combine sou Work as part of a team.	n to try to show nt. ng of how to org		Identif Listen Listen Play a Respoi Reviev	ry/question/outcome/ fy how to create contra to and comment on ow carefully to music. I melody by ear, withou and to music by drawing w and reflect on own an nusical vocabulary to de	ast in music. wn and othe It notation. g and writin nd others' v	ers' work. g.	c.
Key vocabulary (tier 2) audience sing melody song perform team pitch tempo practice tune pulse reflect review	Key vocabulary (tier 3) accompaniment solo chorus structure contrast texture dynamics unison ensemble verse harmony Latin music	Key vocabulary (tier 2) audience play cabassa play castanets prac chime bar puls claves refle finger numbers 1,2,3,4 guiro taml maraca tean melody trian ocean drum perform	aural body e bridge ct chords contrast dialogue dynamics ensemble frets harmony head Latin music	nut rhythm saddle sequence solo soound hole structure strum tempo texture tuning pegs ukulele	Key vocabulary (tier 2) cabassa castanets chime bar claves guiro maraca melody ocean drum perform pitch	practice pulse reflect review tambourine team tempo triangle tune	Key vocabulary (tier 3) accompaniment enser arrangement harm aural rhyth contrast struc dynamics textu	nble cabass ony castan m chime claves	nets p b bar p s ta ta ta ta ta ta ty ty tr	vitch oractice oulse alsa ambourine eam empo riangle une	Key vocabulary (tier 3) accompaniment arrangement aural contrast dynamics ensemble harmony	Latin mus rhythm sequence structure texture unison verse

	Sing	ging	Pla	ying	Crea	•	Listening and	understanding
					Improvising a	nd composing		
	Key knowledge To know that a round can be sung by two or more groups of people.	Key skills To be able to use 'Good Singer' guide to sing confidently.	Key knowledge To know that calypso music is in 4/4 time.	Key skills To be able to play an instrument as part of a class ensemble.	Key knowledge To know that a rhythm pattern, tala, is played on the drums, tabla.	Key skills To be able to choose appropriate sounds to compose a team piece to illustrate a part of the chord.	Key knowledge To know that an ostinato is a short pattern repeated throughout a piece of music.	Key skills 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.	illustrate a part of the story. To be able to compose a team piece to illustrate a section of the Rama and	To know that 'Mars' uses an ostinato. Gustav Holst composed the orchestral	To be able to identify an ostinato. To be able to notate 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.	Sita story. To be able to improvise a short	suite 'The Planets' 1914-17. To know that there are seven pieces in	pattern. To be able to listen to music by
	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.	melody using the notes of a raga. To be able to compose and notate a	'The Planets' suite; 'Mars, the bringer of war' is the first piece.	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 be able to play a tala on the drum.	To know that cyclic patterns in music are repeating patterns.	short melody. To be able to create a team	To know that Holst composed 'Mars' in anticipation of WWI.	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 improvise a short melody using the notes of a raga.	To know that rhythm is a pattern of long and short sounds.	arrangement with a clear structure. To be able to identify key points in a	To know that Holst lived in Barnes and taught music at St Paul's Girls' School.	To be able to identify features of calypso music.
			To know that cyclic patterns in music are repeating patterns.	To be able to perform a team composition to create a whole class	To know that pulse is the beat of the music.	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 listen to Indian music and identify different instrument sounds.
			To know that rhythm is a pattern of long and short sounds.	musical story. To be able to follow and perform	To know that call and response is a musical 'question and answer'.	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 traditional Indian music and identify
			To know that pulse is the beat of the music.	rhythms with words using musical notation.	To know that music can be composed to create a certain mood or intention.		To know that calypso is in 4/4 time and uses simple harmony (chords).	characteristic features using prior knowledge.
			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 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
Music			To know that music can be composed to create a certain mood or intention.				To know that a rhythm pattern, tala, is played on the drums, tabla.	To be able to identify key points in a
Year 5 N							To know that a drone is played on the tambura. Ragas are scale patterns.	story and choose appropriate sounds to compose a team piece to illustrate a part of the story.
>							Ragas may express an emotion or	To be able to listen to and comment on music using musical vocabulary.
							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.	

Enquiry/question/outco Learn songs from memo concerts. Sing call and response so Sing cyclic songs as a clas Sing and move in time to To sing songs with increa	ry for the Harve ongs. ss and maintair o the beat.	est Festival (Y5 lead) and C	Christmas	Enquiry/question/outcom Clap and play an ostinato. Play a melody. Play an accompaniment. Maintain own part on an i Work and perform as part Play a drone. Play a raga. Play a tala pattern. Perform team compositio Perform team rhythms to	instrument. t of an ensemb n to the class.			Enquiry/question/outco Compose an ostinato. Compose and write down Compose and create in a Compose and notate rhy Create a phrase to an ost Create a rhythm pattern. Improvise an 8-beat mele Use music notation to wo Use prior knowledge of c Work as a team to choos	n a melody usin team. thms in a team tinato pattern. ody. rite down a rhy composing to a	g raga notes thm pattern. story.		To know that a round can two or more groups of pe a group gets to the end of they start again. To know that groups start start of the song at difference points. To know that unison is existing the same melody the same time. Enquiry/question/outcor Draw a picture in respons Draw a treble clef. Listen to each other to pe Identify key features in a substant to and identify element to and identify described to and identify feat Refine team compositions Review and reflect on owunds group with the same time.	ople. When I the song I from the ent entry eryone together at me/activity/ge e to listening to rform as an enteriory. thers' work. ments in music criptive featur ures of Indian s. n work.	o music. nsemble. es in music. music.	
Key vocabulary (tier 2) call and response dynamics emotion long melody mood part pattern perform pitch pulse question and answer repetition	rhythm scale short sing structure tempo tune	Key vocabulary (tier 3) crotchet cyclic entry point minim quaver	rest semibreve texture timbre unison	Key vocabulary (tier 2) accompaniment call and response drum dynamics emotion long melody mood notes part pattern perform pitch pulse question and	answer repetition rhythm scale pattern short structure tempo together treble clef tune xylophone	Key vocabulary (tier 3) crotchet cyclic ensemble flat minim ostinato quaver raga rest	semibreve sitar tabla tala tambura texture timbre time signature	Key vocabulary (tier 2) call and response compose create drum dynamics emotion long melody mood notes part pattern perform pitch	pulse question and answer repetition rhythm scale pattern short structure tempo treble clef tune	Key vocabulary (tier 3) crotchet flat improvise minim notate ostinato quaver raga rest semibreve	tabla tala tambura texture timbre triplet	Key vocabulary (tier 2) call and response drum dynamics emotion intention long mars melody mood pantomime part pattern pitch pulse	question and answer repetition rhythm scale pattern short special occasion structure tempo tune	Key vocabulary (tier 3) calypso carnival crotchet cyclic Diwali drone ensemble flat Hinduism Holst march minim notate orchestra ostinato quaver raga Ravi Shankar	rest round semibreve sitar suite tabla tala tambura texture timbre time signature Trinidad and Tobago triplet unison

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

Enquiry/question/outcome/activity/genre of unit 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.			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.				Enquiry/question/outcome/activity/genre of unit 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.				Enquiry/question/outcome/activity/genre of unit 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.				
Key vocabulary (tier 2)		Key vocabulary (tier		Key vocabulary (tier 2)		Key vocabulary (tier 3)		Key vocabulary (tier 2)		Key vocabulary (tier 3)		Key vocabulary (tier 2)		Key vocabulary (tier 3)	
beat	rhythm	3)	middle 8	audience	practice	12 bar blues	ostinato	beat	reflect	12 bar blues	harmony	beat	review	12 bar blues	oral
celebration	sing	12 bar blues	solo	beat	pulse	accompaniment	riff	compose	review	accompaniment	ostinato	duration	rhythm	accompaniment	tradition
chorus	song	accompaniment	timbre	celebration	reflect	blues scale	scale	duration	rhythm	advert	riff	dynamics	structure	blues scale	orchestra
duration	structure	audience		duration	review	chord pattern	slendro	dynamics	structure	audience	scale	guitar	team	chord pattern	slendro
dynamics	team	duet		dynamics	rhythm	harmony	timbre	melody	team	blues scale	slendro	handmade	tempo	gamelan	slogan
lyrics	tempo	harmony		independent	structure			percussion	tempo	chord pattern	slogan	listen	texture	harmony	spiritual
melody	texture			melody	team			pitch	texture	dialogue	timbre	melody	theatre	improvisation	timbre
percussion	theatre			percussion	tempo			practice	xylophone			percussion	performance	interlocking	
perform	performance			perform	texture			pulse				perform	tuning		
pitch	unison			pitch	xylophone							pitch			
practice	verse			play								practice			
pulse												pulse			
reflect												reflect			
review															