

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<b>Music</b>	<p><b>Year 1</b> <b>Timbre and rhythmic patterns (Theme: Fairy tales)</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><b>Year 2</b> <b>Myths and legends</b> Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score.</p>	<p><b>Year 1</b> <b>Vocal and body sounds (Theme: By the sea)</b> Create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. Make more than one sound on their instrument and with their voice.</p> <p><b>Year 2</b> <b>On this island: British songs and sounds</b> Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary. Contribute musically to a final performance. Create a piece that clearly represents a particular environment. Extend a piece of music so that it represents three distinct environments.</p>	<p><b>Year 1</b> <b>Musical vocabulary (Under the sea)</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music Play tuned and untuned instruments musically. <b>Year 2</b> <b>Dynamics, timbre, tempo and motifs (Theme: Space)</b> Create short sequences of sound after a given starting point or stimulus Begin to use musical vocabulary to describe music Listen for and recognise some of the inter-related dimensions of music (dynamics, pitch and timbre) Play tuned and untuned instruments creating and using simple representations to play short pieces in groups or individually using basic combinations of instruments.</p>	<p><b>Year 1</b> <b>Pitch and tempo (Theme: Superheroes)</b> Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work.</p> <p><b>Year 2</b> <b>Orchestral instruments (Theme: Traditional Western stories)</b> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music Play tuned and untuned instruments musically Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><b>Year 1</b> <b>Classical music, dynamics and tempo (Theme: Animals)</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically <b>Year 2</b> <b>African call and response song (Theme: Animals)</b> Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition</p>	<p><b>Year 1</b> <b>Pulse and rhythm (Theme: All about me)</b> Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse.</p> <p><b>Year 2</b> <b>Musical me</b> Use their voices expressively and creatively by singing songs speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>
<b>Music Key Vocabulary</b>	<p><b>Year 1</b> Chant, Dynamics, Composition, Instrument, Orchestra, Pattern, Performer, Rest, Tempo, Pulse, Timbre, Pitch, Rhythmic</p> <p><b>Year 2</b> Call and Response, Clef, Composer, Dynamics, Motifs, Notation, Percussion, Pulse, Tempo</p>					
Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<b>Music</b>	<p><b>Year 3</b> <b>Developing singing technique (Theme: the Vikings)</b> <b>Ballads</b> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Beginning to show an awareness of metre. Recognising and beginning to discuss changes within a piece of music. Recognising and explaining the changes within a piece of musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p>	<p><b>Year 3</b> <b>Pentatonic melodies and composition (Theme: Chinese New Year)</b> <b>Creating compositions in response to an animation (Theme: Mountains)</b> Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Beginning to use musical vocabulary (related to inter-related dimensions of music) when discussing improvements to their own and others' work. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p>	<p><b>Year 3</b> <b>Jazz</b> <b>Traditional instruments and improvisation (Theme: India)</b> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world, and different times, have different features. Describing the timbre, dynamic, and textual details of a piece of music, both verbally, and through movement. Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p><b>Year 4</b> <b>Adapting and transposing motifs (Theme: Romans)</b> <b>Rock and Roll</b> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of work. Beginning to improvise musically within a given style (Blues). Singing longer songs in a variety of musical styles from memory, with accuracy, control of subtle dynamic changes. Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.</p>	<p><b>Year 4</b> <b>Haiku, music and performance (Theme: Hanami festival)</b> <b>Changes in pitch, tempo and dynamics (Theme: Rivers)</b> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues). Identifying common features between different genres, styles, and traditions of music. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. Playing simple chord sequences (12 bar blues).</p>	<p><b>Year 4</b> <b>Samba and carnival sounds and instruments (Theme: South America)</b> <b>Body and tuned percussion (Theme: Rainforests)</b> Developing melodies using rhythmic variation, transportation, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their composition. Using musical vocabulary (related to the inter-related dimensions of discussing improvements to their own and others' work). Composing a coherent piece of music in a given style with voices, bodies and instruments. Suggesting improvements to others work, using musical vocabulary. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>

<b>Music Key Vocabulary</b>	<p><b>Year 3</b> Ballard, Bar, Brass, Canon, Classical, Crescendo, Crochet, Dixieland, Improvisation, Jazz, Melody, Minim, Octave, Pentatonic, Ragtime, Scat Singing, Staff, String, Time signature, Woodwind</p> <p><b>Year 4</b> Decrescendo, Diminuendo, Forte, Ostinato, Quaver, Samba, Semibreve, Syncopated , Repeating Patterns, Rhythm, Texture, Timbre, Transposition</p>					
<b>Years 5 and 6</b>						
	<b>Autumn A</b>	<b>Spring A</b>	<b>Summer A</b>	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>
<b>Music</b>	<p><b>Year 5</b> <b>Looping and remixing</b> <b>Composition to represent the festival of colour (Theme: Holi festival)</b> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with references to musical vocabulary.</p>	<p><b>Year 5</b> <b>South and West Africa</b> <b>Composition notation (Theme: Ancient Egypt)</b> Improvising coherently within a given style. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.</p>	<p><b>Year 5</b> <b>Blues</b> <b>Musical theatre</b> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with a group.</p>	<p><b>*Christmas Carol Competition</b> <b>Year 6</b> <b>Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</b> <b>Advanced rhythms</b> Singing songs in two or more secure parts from memory, with accuracy, fluency control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating within the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>	<p><b>Year 6</b> <b>Theme and variations (Theme: Pop Art)</b> <b>Film music</b> Recognising and confidently discussing the stylistic features of music and relating it to the other aspects of the Arts (pop art, film music) Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>	<p><b>Year 6</b> <b>Songs of World War 2</b> <b>Composing and performing a Leavers' song</b> Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating.</p>
<b>Music Key Vocabulary</b>	<p><b>Year 5</b> Chord, Dissonance, Flat, Lento, Semitone, Sharp , Slur, Semitone , Staccato , Vibrato</p> <p><b>Year 6</b> Accent, Adagio, Allegro, Andante, Harmony , Mezzo forte, Moderato, Octave, Off beat , Presto</p>					