



# MUSIC

## KEY STAGE ONE - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
<b>Description</b>	Children will create and perform toy music using appropriate dynamics and tempo	Children will create and perform a class version of a 'Christmas songs' and they will create, rhythms and patterns to perform	Children will learn and perform a vocal Forest Walk. They will learn and perform an instrumental Forest Walk and 'The Tree in the Wood'.
<b>NC Objectives</b>	<ul style="list-style-type: none"><li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>Play tuned and un-tuned instruments musically</li><li>Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>	<ul style="list-style-type: none"><li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>Play tuned and un-tuned instruments musically</li><li>Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>	<ul style="list-style-type: none"><li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>Play tuned and un-tuned instruments musically</li><li>Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"><li>Explore, use, respond to, recognise and identify loud, moderate, quiet and silence.</li><li>Explore, use, respond to, recognise and identify fast, moderate and slow</li></ul>	<ul style="list-style-type: none"><li>Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</li><li>Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together</li></ul>	<ul style="list-style-type: none"><li>Respond to, use, recognise and identify getting louder and quieter</li><li>Identify and choose the way sounds are made and can be used</li><li>Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA</li></ul>
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"><li>Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and/or mood, building rhythmic and melodic memory</li><li>Sing and play in time and follow a range of simple directions including ideas about how to improve</li><li>Respond to and recognise signs, symbols and other basic graphic notations including those illustrating the musical dimensions</li><li>Listen and respond to Toy Symphony - Mozart</li><li>Explore, listen to, recognise and identify sounds from different sources and musical moods, features and changes/contrasts and how music makes you feel</li><li>Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</li></ul>	<ul style="list-style-type: none"><li>Demonstrate accuracy and control of correct technique on a range of un-tuned and tuned percussion instruments. Begin to play with musical intent</li><li>Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</li><li>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch</li><li>Listen and respond to Sleigh Ride - Leroy Anderson</li><li>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</li><li>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</li></ul>	<ul style="list-style-type: none"><li>Demonstrate accuracy and control of correct technique on a range of un-tuned and tuned percussion instruments. Begin to play with musical intent</li><li>Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</li><li>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of dynamics</li><li>Listen and respond to Alpha - Vangelis</li><li>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</li><li>Think and talk about what you hear, exploring the ideas behind the music and how they make you feel</li></ul>
<b>Vocabulary</b>	dynamics, loud, quiet, silence, tempi, fast, slow	higher, lower, melodic shape, steps, leaps, repeated notes, long, short, steady beat, rhythm pattern	tap, shake, scrape, vocalised, same, similar, different, verse and chorus, ABA, cumulative/list, rondo
<b>Assessment</b>	Perform toy music using appropriate dynamics and tempi	Perform a class version of 'a Christmas song'	Perform a vocal Forest Walk. They will learn and perform an instrumental Forest Walk and 'The Tree in the Wood'.

	SPRING 2	SUMMER 1	SUMMER 2
<b>Description</b>	Children will learn and perform 'The Storm is a-Brewing' with sound effects. They will perform a storm themed composition from graphic notation and perform a storm themed composition using narrative and verse.	Children will create and perform a class and individual 'Walking the Dog' composition.	Children will learn how to play ukuleles by strumming and plucking strings and will perform along to a backing track or song.
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and un-tuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned and un-tuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and un-tuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Respond to, recognise and identify a range of repetition and contrast structures, in particular verse and chorus</li> <li>Identify and choose the way sounds are made and can be used</li> </ul>	<ul style="list-style-type: none"> <li>Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</li> <li>Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses</li> </ul>	<ul style="list-style-type: none"> <li>Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</li> </ul>
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"> <li>Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood.</li> <li>Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</li> <li>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions</li> <li>Listen and respond to Storm Interlude - Benjamin Britten</li> <li>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</li> <li>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel</li> </ul>	<ul style="list-style-type: none"> <li>Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</li> <li>Sing and play in time and follow a range of simple directions including ideas about how to improve</li> <li>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</li> <li>Listen and respond to Walking the Dog - Gershwin</li> <li>Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel</li> <li>Think and talk about sounds and music and how they make you feel</li> </ul>	<ul style="list-style-type: none"> <li>Develop instrumental skills and techniques</li> <li>Learn about origins of the instrument and name its parts</li> <li>Pluck patterns on open strings as an accompaniment</li> <li>Make decisions about their music and demonstrate their learning in a creative response</li> <li>Sing and play in time, follow a range of simple directions, know why and how to improve</li> <li>Start to develop rehearsals and practice routines and strategies in preparation for a performance</li> <li>Respond to, identify and use symbols and other graphic notation</li> <li>Listen and respond to Hound Dog - Elvis Presley</li> <li>Respond to, identify and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</li> <li>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel</li> </ul>
<b>Vocabulary</b>	verse and chorus, structure, timbre	steady beat, opening, ending, beginning, middle and end, echo, (repeat) and response	pitch, high, low, higher, lower, steps, leaps, repeats body, neck, head, sound hole, bridge, fretboard, nut, strings, tuning pegs, strum, pluck, rhythm, steady beat
<b>Assessment</b>	Perform 'The Storm is a-Brewing' with sound effects. Perform a storm themed composition from graphic notation and a composition using narrative and verse.	Perform a class and individual 'Walking the Dog' composition.	Perform on ukuleles while singing using different playing techniques.



# MUSIC

## KEY STAGE ONE - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children will explore percussion instruments, create and perform rhythm patterns	Children will perform a chant with body actions, vocal, body and percussion sounds	Children will create and perform ice themed music in a ABA structure
NC Objectives	<ul style="list-style-type: none"><li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>Play tuned and un-tuned instruments musically</li><li>Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>	<ul style="list-style-type: none"><li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>Play tuned and un-tuned instruments musically</li><li>Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>	<ul style="list-style-type: none"><li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>Play tuned and un-tuned instruments musically</li><li>Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>
Substantive Knowledge	<ul style="list-style-type: none"><li>Identify wooden, metal and skinned instruments and their properties by sound</li></ul>	<ul style="list-style-type: none"><li>Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used</li></ul>	<ul style="list-style-type: none"><li>Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</li><li>Explore, respond to and recognise simple structures including, beginning-middle-end, responses and introduction and repetition</li></ul>
Disciplinary Skills	<ul style="list-style-type: none"><li>Explore and use vocal sounds, chant and sing rhymes and songs building rhythmic memory</li><li>Sing and play in time and follow a range of simple directions including ideas about how to improve</li><li>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</li><li>Listen and respond to Hornpipe - Henry Wood</li><li>Explore, respond to, recognise and identify musical features (steady beat, rhythm pattern) Listen and respond to Listen and respond to steady beat music</li><li>Think and talk about the difference between a steady beat and a rhythm pattern and how music can be performed on its own or with additional layers. Use key words relating to duration and texture.</li></ul>	<ul style="list-style-type: none"><li>Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</li><li>Sing and play in time and follow a range of simple directions including ideas about how to improve</li><li>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</li><li>Listen and respond to Pictures at an Exhibition - Mussorgsky</li><li>Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel</li><li>Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</li></ul>	<ul style="list-style-type: none"><li>Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</li><li>Sing and play in time and follow a range of simple directions including ideas about how to improve</li><li>Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</li><li>Listen and respond to Winter - Vivaldi</li><li>Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel</li></ul>
Vocabulary	duration, steady beat, rhythm pattern, verse, chorus, wood, metal, skinned, tap, shake, scrape, loud, quiet, tinkly, spiky, hard, smooth, rough, long, short	Fast(er), quiet(er), silence, start, stop plus instrument names and playing techniques (tapped/shaken/scraped)	duration, long, short, steady beat, structure, beginning, middle, end, introduction, repetition
Assessment	Identify families of percussion instruments and explore how they can be played	Identify and choose the way sounds are made and can be used on percussion instruments	Explore and respond to patterns of long and short sounds and steady beats to create an ABA form piece of music

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children will create and perform African songs and music on African instruments	Children will create and perform dragon pieces as a class and in small groups	Children will create and perform space themed music as a class and in small groups on keyboards
NC Objectives	<ul style="list-style-type: none"> <li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and un-tuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and un-tuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and un-tuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Respond to and begin to recognise and use different layers including accompaniments</li> <li>Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA</li> <li>Identify and choose the way sounds are made and can be used</li> </ul>	<ul style="list-style-type: none"> <li>Respond to, recognise and identify getting louder and quieter</li> <li>Respond to, recognise and identify getting faster and slower</li> </ul>	<ul style="list-style-type: none"> <li>Identify the way sounds are made (vocalised, shaken, struck, scraped, plucked, strummed, blown or produced electronically)</li> <li>Recognise and respond to the different layers of sounds used in music</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Explore and use hand percussion, playing two different sounds on the drums</li> <li>Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent.</li> <li>Play in time and follow a wider range of simple directions, develop awareness of why and how to improve</li> <li>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions</li> <li>Listen and respond to Kye Kye Kule</li> <li>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's idea</li> <li>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</li> </ul>	<ul style="list-style-type: none"> <li>Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood.</li> <li>Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent.</li> <li>Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</li> <li>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions</li> <li>Listen and respond to How to Train Your Dragon - John Powell</li> <li>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's idea</li> <li>Think and talk about what you hear, begin to explore ideas behind the music and how they make you feel</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate accuracy and control of correct technique on an appropriate range of untuned percussion instruments - keyboards</li> <li>Practice, rehearse and improve: Aliens Hello, A Spaceship to the Moon, Michael Collins song and Man on the Moon music (class and small group)</li> <li>Use of notation if appropriate: graphic notation – in particular to highlight use of texture</li> <li>Listen and respond to Mare Tranquillitatis - Vangelis</li> <li>Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel</li> </ul>
Vocabulary	rhythm, steady beat, dun, tek, djembe, dun dun, shekere, caixixi, bell, echo, call and response, layers	loud (forte), quiet (piano), louder, quieter, silence, tempo, fast, slow, faster, slower	timbre, vocal, shaken, struck, plucked, strummed, blown, electronic, texture, layers, keyboards
Assessment	Play hand percussion in a controlled way, keeping a steady beat and rhythm pattern	Respond to and recognise getting louder and quieter and faster and slower	Identify, choose and use the way sounds are made and can be used on the keyboard



# MUSIC

## LOWER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children create and record an atmospheric soundtrack to a picture of dawn at Stonehenge	Children will learn to sing the Beatles song Yellow Submarine and create body percussion patterns in different time signatures to Lucy in the Sky with Diamonds	Children will find out about Mexican music -The Mariachi - La cucaracha
NC Objectives	<ul style="list-style-type: none"><li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li><li>Play and perform in solo and ensemble contexts,</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li></ul>	<ul style="list-style-type: none"><li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li><li>Play and perform in solo and ensemble contexts,</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li></ul>	<ul style="list-style-type: none"><li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li></ul>
Substantive Knowledge	<ul style="list-style-type: none"><li>Identify voice types and families of non-percussion instruments by family and name: further extend the use of voices and percussion instruments.</li><li>Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts</li></ul>	<ul style="list-style-type: none"><li>Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre.</li><li>Identify and use different types of texture including solo, unison, ostinato parts and simple harmony, e.g. Drone, melodic ostinato parts.</li></ul>	<ul style="list-style-type: none"><li>Pitch - Identify steps, leaps and repeated notes in melodies and explore different scale patterns, e.g. pentatonic, major and minor</li><li>Structure - develop understanding of extended conventional structures and identify the more subtle development of musical ideas. Further develop use of ostinato.</li><li>Understand, identify and use graphic notation including basic rhythm and pitch notation. Introduce basic stave notation.</li><li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.</li></ul>
Disciplinary Skills	<ul style="list-style-type: none"><li>Use the voice as an instrument, chant and sing expressively in layers including more complex round and partner songs</li><li>Develop instrumental skills and techniques and play with accuracy and musicality.</li><li>Recognise why and when to improve and start to develop basic individual and group rehearsal skills</li><li>Identify, understand and use a range of graphic notation, basic rhythm and pitch notation. Use basic stave notation.</li><li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.</li><li>Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and composers' use of musical devices</li></ul>	<ul style="list-style-type: none"><li>Use the voice as an instrument, chant and sing expressively in layers including more complex round and partner songs</li><li>Develop instrumental skills and techniques and play with accuracy and musicality.</li><li>Recognise why and when to improve and start to develop basic individual and group rehearsal skills</li><li>Identify, understand and use a range of graphic notation, basic rhythm and pitch notation. Use basic stave notation.</li><li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.</li><li>Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and composers' use of musical devices</li></ul>	<ul style="list-style-type: none"><li>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality.</li><li>Recognise why and when to improve and start to develop basic individual and group rehearsal skills</li></ul>
Vocabulary	Texture, layers, timbre, instrument names	Metre, layers, ostinati, rhythm, melody	Pitch, step, leap, repeat, melodic, shape, scale, major, ostinato
Assessment	Children create an atmospheric soundtrack using different textures.	Children create body percussion patterns and rhythms to perform in different time signatures to songs by The Beatles	To perform Popocatepetl in unison and as a round. To create own melodic patterns/tunes and use grid notation to notate.

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children create and perform own untuned percussion piece (In the Hall of the Mountain King - Grieg)	Our School - '. Performance of Learnin' Rap including steady beat and ostinato. Creating and performing School Rap	Ukuleles - To play a C major scale and perform 'In the Hall of the Mountain King' on the ukulele
NC Objectives	<ul style="list-style-type: none"> <li>Sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>Play and perform in solo and ensemble contexts</li> <li>Improvise and compose music using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions, great composers and musicians</li> <li>To develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Develop an understanding of the history of music</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre</li> <li>Explore how to use dynamics for expressive effect</li> <li>Explore how to use tempi for expressive effect</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand how rhythm patterns fit to a steady beat and use 2,3 and 4 metre</li> <li>Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato.</li> </ul>	<ul style="list-style-type: none"> <li>Identify melodic shape and explore different scale patterns including pentatonic, major and minor</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Develop fluency with using instrumental skills and techniques and play with accuracy and growing musicality.</li> <li>Recognise why and when to improve and start to develop basic individual and group rehearsal skills.</li> <li>Understand and use detailed graphic notation. Use basic stave notation.</li> <li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.</li> </ul>	<ul style="list-style-type: none"> <li>Use the voice as an instrument, chant and sing expressively in layers including more complex round and partner songs</li> <li>Develop instrumental skills and techniques and play with accuracy and musicality.</li> <li>Recognise why and when to improve and start to develop basic individual and group rehearsal skills</li> <li>Identify, understand and use a range of graphic notation, basic rhythm and pitch notation. Use basic stave notation.</li> <li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.</li> <li>Describe, discuss and share opinions about what you head, the context/purpose and impact of the music and composers' use of musical devices</li> </ul>	<ul style="list-style-type: none"> <li>Use the voice as an instrument, chant and sing expressively in layers including more complex round and partner songs</li> <li>Develop instrumental skills and techniques and play with accuracy and musicality.</li> <li>Recognise why and when to improve and start to develop basic individual and group rehearsal skills</li> <li>Identify, understand and use a range of graphic notation, basic rhythm and pitch notation. Use basic stave notation.</li> <li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.</li> <li>Describe, discuss and share opinions about what you head, the context/purpose and impact of the music and composers' use of musical devices</li> </ul>
Vocabulary	Dynamics, quiet, loud, crescendo, tempo, slow, getting louder, fast	Rap, rhyme, beat, pulse	Soprano, ukulele, pluck/pick, strum, note/chord names, ostinato and parts of the instrument – body / sound box, neck, head / headstock, bridge, nut fretboard / fingerboard, tuning pegs, strings, fretted stringed
Assessment	Play untuned percussion instruments with control following gradual increases of dynamics and tempo. Compose, notate and perform 4 beat rhythm patterns to a beat.	Creating and performing lyrics for School Rap identifying how words patterns fit to a steady beat.	To know string names and relative pitch demonstrating strumming and plucking and C major scale



# MUSIC

## LOWER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
<b>Description</b>	Learn about creating music based on the traditional Chinese song Jasmine Flower.	Learn about traditions and Christmas music from the past	River's Journey =To listen to, perform and create music based on a theme and variations .
<b>NC Objectives</b>	<ul style="list-style-type: none"><li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>Develop an understanding of the history of music</li></ul>	<ul style="list-style-type: none"><li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>Develop an understanding of the history of music</li></ul>	<ul style="list-style-type: none"><li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li><li>Develop an understanding of the history of music</li></ul>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"><li>Identify melodic shape and explore different scale patterns including pentatonic, major and minor</li><li>Identify and use different types of texture including solo, unison, ostinato parts and simple harmony, e.g. drone, melodic ostinato parts</li></ul>	<ul style="list-style-type: none"><li>Identify melodic shape and explore different scale patterns including pentatonic, major and minor</li><li>Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre.</li></ul>	<ul style="list-style-type: none"><li>Identify melodic shape and explore different scale patterns including pentatonic, major and minor</li><li>Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar by not the same for example simple theme and variations. Further develop use of ostinato.</li></ul>
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"><li>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</li><li>Recognise which improvements need to be made</li><li>Understand and use detailed graphic notation. Use basic stave notation</li><li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</li><li>Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary.</li></ul>	<ul style="list-style-type: none"><li>Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs</li><li>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</li><li>Recognise which improvements need to be made</li><li>Understand and use detailed graphic notation. Use basic stave notation</li><li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</li><li>Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary.</li></ul>	<ul style="list-style-type: none"><li>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</li><li>Recognise which improvements need to be made</li><li>Understand and use detailed graphic notation. Use basic stave notation</li><li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</li><li>Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</li></ul>
<b>Vocabulary</b>	Pitch, step, leap, repeat, pentatonic, texture, layers, accompaniment, drone	Pitch, step, leap, repeat, major, duration, steady beat, rhythm pattern, metre	Melody, melodic, shape, scale, minor, theme, variations
<b>Assessment</b>	Perform a class piece using pentatonic patterns with accompaniment	Create and perform a class version of Christmas is Comin'.and compose a 4 beat melody	Create a theme and variations on chrome music lab

	SPRING 2	SUMMER 1	SUMMER 2
Description	Samba Children to learn about Samba music and instruments	Super Hero Rhythms to sing and create musical rhythms	Egyptians Children to perform Egyptian songs understand, use and maintain a steady beat and/or rhythmic ostinato
NC Objectives	<ul style="list-style-type: none"> <li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> </ul>	<ul style="list-style-type: none"> <li>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</li> <li>Identify and use different types of texture including solo, unison, ostinato parts and simple harmony, e.g. drone, melodic ostinato parts</li> <li>Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre</li> <li>Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments</li> <li>Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre</li> <li>Explore how to use dynamics for expressive effect</li> <li>Explore how to use tempo for expressive effect</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</li> <li>Recognise which improvements need to be made</li> <li>Understand and use detailed graphic notation. Use basic stave notation</li> <li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</li> <li>Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs</li> <li>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</li> <li>Recognise which improvements need to be made</li> <li>Understand and use detailed graphic notation. Use basic stave notation</li> <li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</li> <li>Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</li> <li>Recognise which improvements need to be made</li> <li>Understand and use detailed graphic notation. Use basic stave notation</li> <li>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</li> <li>Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</li> </ul>
Vocabulary	Groove, call and response, call and copy, solo, break, balance, solo, tutti, ensemble	Duration, steady, beat, rhythm, pattern, 4-metre, ostinato	Rhythmic, ostinato, dynamics (crescendo/diminuendo) tempo
Assessment	To perform as part of a samba band, using rhythmic patterns and call and response	Create Super Hero rhythms to perform as a rhythmic ostinato or in improvised sections.	Understand, use and maintain a steady beat and/or rhythmic ostinato; use graphic and musical notation to record ideas



# MUSIC

## UPPER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
<b>Description</b>	To learn about structure, pitch, melodic shape and time signature through songs about Ancient Greece. To sing and add accompaniments,	Children study 'The Wind Blew Cold' and play /create their own composition.	Children create machine compositions using complex rhythm patterns
<b>NC Objectives</b>	<ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>Develop an understanding of the history of music.</li></ul>	<ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>Develop an understanding of the history of music.</li></ul>	<ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>Develop an understanding of the history of music.</li></ul>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"><li>Understand how a wide range of tempi can be used and manipulated for expressive effect</li><li>Explore and use a wider range of developmental structures and expressive structures</li></ul>	<ul style="list-style-type: none"><li>Explore, recognise and identify a range of different scale patterns</li><li>Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments</li><li>Explore and use a wider range of developmental structures and expressive structure</li></ul>	<ul style="list-style-type: none"><li>Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</li><li>Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6</li></ul>
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"><li>Extend imaginative vocal use, chant and sing in layers</li><li>Demonstrate accurate and fluent instrumental skills and use them to perform</li><li>Recognise which refinements need to be made and explore a range of different strategies</li><li>Understand, select and use a range of notation for specific purposes</li><li>Respond to, identify, compare and contrast music with an awareness of context and purpose.</li><li>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</li></ul>	<ul style="list-style-type: none"><li>Extend imaginative vocal use, chant and sing in layers</li><li>Demonstrate accurate and fluent instrumental skills and use them to perform</li><li>Recognise which refinements need to be made and explore a range of different strategies</li><li>Understand, select and use a range of notation for specific purposes</li><li>Respond to, identify, compare and contrast music with an awareness of context and purpose.</li><li>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</li></ul>	<ul style="list-style-type: none"><li>Demonstrate accurate and fluent instrumental skills and use them to perform</li><li>Recognise which refinements need to be made and explore a range of different strategies</li><li>Understand, select and use a range of notation for specific purposes</li><li>Respond to, identify, compare and contrast music with an awareness of context and purpose.</li><li>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</li></ul>
<b>Vocabulary</b>	structure, repetition, introduction, coda, interlude, bridge, intent, expression	Pitch scale minor layers sections	Beat, rhythm, ostinato, metre, major scale
<b>Assessment</b>	Perform a song about Ancient Greece with melodic and rhythmic accompaniments	Children perform their own compositions based on 'The Wind Blew Cold'	Children create machine compositions by developing, reviewing and improving using Chrome Music Lab

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children study Connections (Anna Meredith) and create their own body percussion, vocal and movement ideas	Children study <i>A Bao A Qu</i> by Mason Bates and create and perform a 'fantastic beast' composition	Children develop their instrumental skills by learning to play chords on the ukulele
NC Objectives	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Understand how a wide range of dynamics can be used and manipulated for expressive effect</li> <li>Understand how a wide range of tempi can be used and manipulated for expressive effect</li> <li>Explore and use a wider range of developmental structures and expressive structures</li> </ul>	<ul style="list-style-type: none"> <li>Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</li> <li>Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments</li> <li>Explore and use a wider range of developmental structures and expressive structures</li> </ul>	<ul style="list-style-type: none"> <li>Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</li> <li>Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Demonstrate accurate and fluent instrumental skills and use them to perform</li> <li>Recognise which refinements need to be made and explore a range of different strategies</li> <li>Understand, select and use a range of notation for specific purposes</li> <li>Respond to, identify, compare and contrast music with an awareness of context and purpose.</li> <li>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate accurate and fluent instrumental skills and use them to perform</li> <li>Recognise which refinements need to be made and explore a range of different strategies</li> <li>Understand, select and use a range of notation for specific purposes</li> <li>Respond to, identify, compare and contrast music with an awareness of context and purpose.</li> <li>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</li> </ul>	<ul style="list-style-type: none"> <li>Extend imaginative vocal use, chant and sing in layers</li> <li>Demonstrate accurate and fluent instrumental skills and use them to perform</li> <li>Recognise which refinements need to be made and explore a range of different strategies</li> <li>Understand, select and use a range of notation for specific purposes</li> <li>Respond to, identify, compare and contrast music with an awareness of context and purpose.</li> <li>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music.</li> </ul>
Vocabulary	Beat, rhythm, metre, layers, harmony, crotchet, quaver, minim, semi breve	Structure, palindrome, pitch, harmonic minor scale stave EGBDF FACE B flat, C sharp	Soprano, concert, tenor ukulele, pluck / pick, strum, tremolo, ostinato sound box, neck, head / headstock, bridge, nut fretboard / fingerboard, tuning pegs, strings
Assessment	Perform body percussion, vocal sounds and movement and by layering sounds to make music to performance	Perform fantastic beast compositions as a class and small group	Children learn a selection of chords and and perform a playalong piece using those chords



# MUSIC

## UPPER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
<b>Description</b>	Children learn about music by Beethoven and perform on the keyboard using musical notation	To listen to, perform and create music in a calypso style. Children learn to play a calypso bass line and create and perform their own version	Children begin to understand more complex rhythm patterns and metres including counting in 5 using body and junk percussion
<b>NC Objectives</b>	<ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</li><li>Improvise and compose music for a range of purposes</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and notations</li><li>Develop an understanding of the history of music.</li></ul>	<ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>Develop an understanding of the history of music.</li></ul>	<ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>Improvise and compose music for a range of purposes</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Use and understand staff and other musical notations</li><li>Appreciate and understand music drawn from different traditions and from great composers and musicians</li><li>Develop an understanding of the history of music.</li></ul>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"><li>Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</li><li>Explore and use a wider range of developmental structures</li></ul>	<ul style="list-style-type: none"><li>Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</li><li>Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact</li><li>Explore and use a wider range of developmental structures</li></ul>	<ul style="list-style-type: none"><li>Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</li><li>Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact</li></ul>
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"><li>Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness</li><li>Recognise which refinements need to be made and know how to make them</li><li>Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation</li><li>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved</li><li>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</li></ul>	<ul style="list-style-type: none"><li>Extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation</li><li>Demonstrate precise and confident instrumental skills and use them to perform with musical awareness</li><li>Recognise which refinements need to be made and know how to make them</li><li>Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation</li><li>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose</li></ul>	<ul style="list-style-type: none"><li>Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness</li><li>Recognise which refinements need to be made and know how to make them</li><li>Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation</li><li>Respond to, identify, compare and contrast music; understand and identify the composer's intent and how this was achieved</li><li>Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</li></ul>
<b>Vocabulary</b>	scale, major, notation, crotchet, quaver, minim, dotted minim, semi breve, note names	Calypso, metre, syncopated, rhythm, rhythmic pattern, accompaniment, chord, harmony	Duration, beat, rhythm, irregular metre, fives, accelerando, notation, junk, ensemble, score, section, section parts
<b>Assessment</b>	Children read notation and perform a piece on the keyboard	Perform a calypso bass line and create and perform their own version of Calypso Sparkle	Create, direct and perform an original 'Funky Fives' instrumental piece and song.

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children learn about the music of African including instruments and rhythmic devices	Children learn about rapping and create a rap using a common hook and verses	Children are introduced to the G major scale and learn to perform God Save the King
NC Objectives	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</li> <li>Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</li> <li>Use a range of harmonic devices with greater awareness and understanding in different musical contexts</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand more complex rhythm patterns and metres</li> <li>Use a range of harmonic devices with greater awareness and understanding in different musical contexts</li> <li>Use a broader range of developmental structures and expressive structures</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand more complex rhythm patterns and metres</li> <li>Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Extend imaginative vocal use, chant and sing in layers</li> <li>Demonstrate precise and confident instrumental skills and use them to perform with musical awareness</li> <li>Recognise which refinements need to be made and know how to make them</li> <li>Understand a range of notation for specific purposes including graphic and stave notation</li> <li>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose</li> <li>Discuss and share informed opinions about what you hear commenting on the context / purpose / impact</li> </ul>	<ul style="list-style-type: none"> <li>Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style</li> <li>Recognise which refinements need to be made and know how to make them</li> <li>Understand, select and use a range of notation for specific purposes</li> <li>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose</li> <li>Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style</li> <li>Demonstrate precise and confident instrumental skills and use them to perform with musical awareness</li> <li>Recognise which refinements need to be made and know how to make them</li> <li>Understand, select and use a range of notation for specific purposes</li> <li>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose</li> <li>Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</li> </ul>
Vocabulary	Rhythm, steady beat, bar, metre, piano, forte, crescendo, diminuendo, slow, fast, accelerando	rap, pattern, rhyme, rhythm, hook, emphasis, flow, delivery, balance	G major, scale, 3-metre
Assessment	Perform African music using a range of instruments	Write and perform an original rap using a common hook and verses	Notate and perform God Save the Queen with both melody and chords