



Music Curriculum



Topic - Step Right Up!
Year 1 - Autumn
Subject - Music



Prior Learning	In Reception, the children would have learnt how to sing in a group, on their own, increasingly matching the pitch or melody. Sing call and response songs, clap to rhythms and begin to play instruments to music.
What Comes Next	In Year 2, children will learn to sing to short pieces of music in time and in tune. They will show dynamic contrasts and mimic patterns. They will also play classroom percussion showing awareness of articulation and record a composition using a graphic score.
Key Vocabulary	pitch, tempo, unison, rhythm, pulse, percussion, drum, tambourine, triangle, claves, guiro, hand bells, beater, composer

Notes and Guidance	Skills	Knowledge
<p><u>Autumn 1</u> Sing for pleasure: Sing up Build it high</p> <p>Charanga Musitrax 2 pitches: Magic Fingers/ Cobbler Cobbler Chime bars Rhythm Grid – Blobs first</p> <p>Listening: Thunder and Blazes March – Charanga Percussion writer</p> <p><u>Autumn 2</u> Christmas</p>	<ul style="list-style-type: none">• Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to visual directions and counting in• Begin with simple songs with a very small range (2 tones: mi-sol)• Respond to pulse through movement; stepping jumping, walking on tiptoes• Perform copycat rhythms accurately, led by teacher• Listen to sounds – compare high/ low sounds• Sing familiar songs in both high and low voices and talk about the difference in sound• Begin to identify simple repeated patterns• Follow (recognise) graphic notation representing sounds• Explore and invent own symbols	<ul style="list-style-type: none">• Explain the terms pulse, rhythm and pitch• Reflect on music and talk about how it makes people feel, act and move• Respond to different composers and different genres of music

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning



Topic - Turrets and Tiaras
Year 1 - Spring
Subject - Music



Prior Learning	In Reception the children would have learnt how to sing in a group, on their own, increasingly matching the pitch or melody. Sing call and response songs, clap to rhythms and begin to play instruments to music.		
What Comes Next	In Year 2, children will learn to sing to short pieces of music in time and in tune. They will show dynamic contrasts and mimic patterns. They will also play classroom percussion showing awareness of articulation and record a composition using a graphic score.		
Key Vocabulary	pitch, tempo, unison, rhythm, pulse, percussion, drum, tambourine, triangle, claves, guiro, handbells, beater, composer		
Notes and Guidance		Skills	Knowledge
<p><u>Spring 1</u></p> <p>Charanga Musitrax 2 pitches: Cobbler Cobbler/ Magic Fingers then Ole Mr Woodpecker</p> <p>Sing for pleasure: Sing up Old King Cole (Read teaching notes) King is in the castle (includes lesson plan)</p> <p>Listening: In the hall of the mountain king (BBC ten pieces website) Learn about the story first! Claves</p> <p>Improvise own rhythms (simple 4 beat patterns) Use rhythm grid (change backing and tempo) No recording of composition.</p>		<ul style="list-style-type: none">• Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to visual directions and counting in• Begin with simple songs with a very small range (2 tones: mi-sol)• Wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy• Singing copy back/ call & respond songs• Walk, move or clap a steady beat with others, changing tempo as music changes• Perform short repeating rhythm patterns (ostinato) while keeping time with a steady beat• Explore percussion sounds to enhance storytelling• Begin to identify simple repeated patterns• Create musical sound effects and short sequences of sounds in response to stimuli• Using technology to capture, change and combine sounds• Invent, retain and recall rhythm and pitch patterns and perform for others	<ul style="list-style-type: none">• Consider what could make their own work better i.e.: faster, louder• Reflect on music and talk about how it makes people feel, act and move• Respond to different composers and different genres of music• Understand difference between creating rhythmic pattern/ pitch pattern
<p>Enrichment</p> <p>During this topic the children spend a day at Warwick Castle where they are transformed into knights and princesses</p>			



Topic – Yum Yum
Year 1 – Summer
Subject – Music



Prior Learning	In Reception the children would have learnt how to sing in a group, on their own, increasingly matching the pitch or melody. Sing call and response songs, clap to rhythms and begin to play instruments to music.
What Comes Next	In Year 2, children will learn to sing to short pieces of music in time and in tune. They will show dynamic contrasts and mimic patterns. They will also play classroom percussion showing awareness of articulation and record a composition using a graphic score.
Key Vocabulary	pitch, tempo, unison, rhythm, pulse, percussion, drum, tambourine, triangle, claves, guiro, handbells, beater, composer

Notes and Guidance	Skills	Knowledge
<p><u>Summer 1</u></p> <p>Charanga Musitrax 3 pitches: Round and round/ Sally Walters Sing/ Rhythm/ Chime bars</p> <p>Sing for pleasure: Sing up Kye Kye Kule (pronounced chay chay coolay)</p> <p>Tap pulse on head, shoulders, knees and toes. Link to head shoulders knees and toes.</p> <p>Then use claves to play rhythm of words.</p> <p>Build up to half class marching pulse and half playing rhythm.</p> <p>Charanga Orff version to build up to performance.</p> <p>Listening: Classroom200 If ye love me by Thomas Tallis (the time of Columbus)</p> <p>Charanga: Fantasia on a theme by Thomas Tallis variation by Ralph Vaughan Williams</p> <p>BBC Ten Pieces Ralph Vaughan Williams The Lark Ascending</p> <p>Improvise own rhythms (simple 4 beat patterns) Use rhythm grid (change backing and tempo)</p> <p>No recording of composition.</p>	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to visual directions and counting in • Begin with simple songs with a very small range (2 tones: mi-sol) • Wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy • Singing copy back/ call & respond songs • Walk, move or clap a steady beat with others, changing tempo as music changes • Perform word patterns; create, retain and perform own rhythms • Explore percussion sounds to enhance storytelling • Begin to identify simple repeated patterns • Compose simple vocal chants (Question/ Answer- Call/Respond) • Invent, retain and recall rhythm and pitch patterns and perform for others • Follow (recognise) graphic notation representing sounds 	<ul style="list-style-type: none"> • Respond to different composers and different genres of music • Understand difference between creating rhythmic pattern/ pitch pattern

Enrichment

During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.

Prior Learning	The children in Year 1 will have performed in unison with their class and they will have used a rhythm grid using picture notation. They will have also learnt the meaning of musical language including pitch, tempo and rhythm.
What Comes Next	The children in Year 3 will be able to sing the range of one octave in step (e.g. C-C), play 5 notes on a trumpet and play rhythms (using notation) including crotchets, minims and semibreves
Key Vocabulary	rhythm, pulse, pitch, tempo, dynamics, duration, solo, unison, graphic score, percussion, woodwind, brass, strings, crotchet, quaver, rest, composer

Notes and Guidance	Skills	Knowledge
<p><u>Autumn 1</u></p> <p>Sing for pleasure Charanga London's Burning</p> <p>Playing Rhythm grid 3/4 clap pulse. Count it out 123 123, clap on 1, chant oom pah pah etc Listen for triangle on beat 2. Half play rhythm on claves and half do pulse.</p> <p>Leading to ensemble.</p> <p>Add chime bars playing C and F at the same time on beat 1.</p> <p>Listening BBC Ten Pieces Purcell's Rondeau (he was about 7 years old in the Great Fire of London) in 3/4.</p> <p>Britten's Young Person's Guide to the Orchestra (YouTube and charanga)</p>	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-sol with increasing vocal control • Mark the beat to a piece of music • Begin to group beats in twos and threes, i.e. by tapping knees on strong beats and clapping others • Identify simple repeated patterns and structures • Use graphic symbols 	<ul style="list-style-type: none"> • Identify beat groupings in familiar music that they listen to • Start to recognise significant pieces, different genres and instruments being played

Enrichment
During this topic, children go on a visit to Aston Hall where they tour the hall; handle historical artefacts and complete drama and art activities based on the Great Fire of London.



Topic – Into the Wild
Year 2 – Spring
Subject – Music



Prior Learning	In Year 1, the children will have learnt about tuned and untuned instruments and play loud and quiet sounds on classroom percussion. In addition to this, the children learnt what 'tempo' is and how it changes in different pieces of music.
What Comes Next	In Year 3, the children will learn how to identify contrasting dynamics (forte/piano) in a piece of music and use the related vocabulary. As well as this, the children will learn how to read the notes on a stave (EGBDF and FACE).
Key Vocabulary	rhythm, pulse, pitch, tempo, dynamics, duration, solo, unison, graphic score, percussion, woodwind, brass, strings, crotchet, quaver, rest, composer

Notes and Guidance	Skills	Knowledge
<p>Spring 1 Singing Musitrax 3 pitches – so mi la Use chime bars to play this too.</p> <p>Sing for pleasure Sing up Animal Fair Sing up Tue Tue (this has detailed lesson plans on teaching notes and parts) This can be played too with percussion leading to an ensemble performance.</p> <p>Listening Jambo Bwana (the original Hakuna Matata) Ladysmith black Mambazo High life (Nigerian music)</p> <p>Composing Music to accompany a story – graphic score.</p>	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-sol with increasing vocal control • Sing songs with small pitch range (mi-sol-la) pitching accurately • Understand that speed of beat can increase, creating a different tempo • Walk/ respond to music in time, know difference between left/ right to support coordination and shared movement with others • Create a musical response to a non-musical stimulus • Use graphic symbols 	<ul style="list-style-type: none"> • Define and demonstrate understanding of dynamics (loud/quiet) and tempo (fast/ slow) • Start to recognise significant pieces, different genres and instruments being played • Notice how music can be used to create different moods and effects and to communicate ideas

Enrichment

During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.



Topic – Buckets and Spades
Year 2 – Summer
Subject – Music



Prior Learning	In Year 1, the children will become familiar with pop, reggae and gospel music. The children will have also learnt how to give an opinion about a piece of music and move to the pulse.
What Comes Next	The children in Year 3 will improvise a one bar rhythm on the trumpet and a one bar melodic phrase on the trumpet. They will also how to identify a simple structure in a piece of music (e.g. introduction, verse, chorus).
Key Vocabulary	rhythm, pulse, pitch, tempo, dynamics, duration, solo, unison, graphic score, percussion, woodwind, brass, strings, crotchet, quaver, rest, composer

Notes and Guidance	Skills	Knowledge
<p><u>Summer 1</u></p> <p>Singing Musitrax 3 pitches –mi re do Singing Mary had a little lamb/ Hot cross buns Playing Mary had a little lamb/ Hot cross buns</p> <p>Sing for pleasure: Sing up I do like to be beside the seaside.</p> <p>Listening: BBC Ten Pieces Brahms Hungarian Dance No 5 create movements for each set of 8 beats. Listen to the story and understand the context. Dvorak Symphony No 9 (Ten Pieces) watch video to get context not whole piece. (Listening folder) Link to Samuel Coleridge Taylor Deep River (YouTube and listening folder)</p> <p>Composing Use do re me to create a melody. Improvise first (8 beats) Coloured dot notation. Don't worry about rhythm.</p>	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-sol with increasing vocal control • Sing songs with small pitch range (mi-sol-la) pitching accurately • Singing copy back/ call & response songs • walk/ respond to music in time, know difference between left/ right to support coordination and shared movement with others • Question/ Answer phrases with a partner: sing and play on tuned percussion (musical conversation) • Use dot and stick notation (to keep a record of compositions) 	<ul style="list-style-type: none"> • Define and demonstrate understanding of dynamics (loud/quiet) and tempo (fast/ slow) • Start to recognise significant pieces, different genres and instruments being played • Listen and suggest ways to improve their own composition • Notice how music can be used to create different moods and effects and to communicate ideas

Enrichment

During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.



Prior Learning	This is the first time that the children are learning trumpets.
What Comes Next	Children will have the opportunity to continue learning a brass instrument in years 4, 5 and 6 if their parents choose to access the instrument lessons provided by SIPs.
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, genre, stave, crotchet, quaver, minim, semibreve, forte, piano, composer

Notes and Guidance	Skills	Knowledge
<p><u>Autumn 1 and 2</u></p> <p>Music in Year 3 is taught by Sarah Matthews, from Sandwell Music Service. The children learn to play the trumpet.</p>	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunelessly and with expression, simple dynamics • Perform actions confidently and in time to a range of action songs • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Perform as a choir in school assemblies • Develop facility in playing an instrument • Play or perform melodies following staff notation using a small range (e.g. Middle C –E) as a whole class or in small groups • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/ do-re-mi • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question and answer phrases. • To listen with attention and begin to recall sounds and changes • To notice and explore the way sounds can be combined and used expressively • Begin to recognise and identify instruments being played • Inventing 'on the spot' responses using a limited note range: using voices and instruments • Structure musical ideas: compose using stimuli- beginning middle end • Combine rhythm and pitch (do re mi) • Compose accompaniments on untuned percussion using known rhythms and note values • Apply word chants to rhythms, understanding how to link each syllable to one musical note 	<ul style="list-style-type: none"> • Comment on likes and dislikes. • Start to learn about the different purposes of music throughout history and in other cultures • To comment on the effectiveness of own work, identifying and making improvements • Introduce and understand the differences between crotchets and paired quavers. • Introduce the stave, lines and spaces and clef. • Use dot notation to show higher or lower pitch.

Enrichment

During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Prior Learning	This is the first time that the children are learning trumpets.	
What Comes Next	Children will have the opportunity to continue learning a brass instrument in years 4, 5 and 6 if their parents choose to access the instrument lessons provided by SIPs.	
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, genre, stave, crotchet, quaver, minim, semibreve, forte, piano, composer	
Notes and Guidance	Skills	Knowledge
<p><u>Spring 1 and 2</u></p> <p>Music in Year 3 is taught by Sarah Matthews, a peripatetic teacher from Sandwell Music Service and the children continue to learn to play the trumpet.</p>	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression, simple dynamics • Perform actions confidently and in time to a range of action songs • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Perform as a choir in school assemblies • Develop facility in playing an instrument • Play or perform melodies following staff notation using a small range (e.g. Middle C – E) as a whole class or in small groups • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/ do-re-mi • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question and answer phrases. • To listen with attention and begin to recall sounds and changes • To notice and explore the way sounds can be combined and used expressively • Begin to recognise and identify instruments being played • Inventing 'on the spot' responses using a limited note range: using voices and instruments • Structure musical ideas: compose using stimuli- beginning middle end • Combine rhythm and pitch (do re mi) • Compose accompaniments on untuned percussion using known rhythms and note values • Apply word chants to rhythms, understanding how to link each syllable to one musical note 	<ul style="list-style-type: none"> • Comment on likes and dislikes. • Start to learn about the different purposes of music throughout history and in other cultures • To comment on the effectiveness of own work, identifying and making improvements • Introduce and understand the differences between crotchets and paired quavers. • Introduce the stave, lines and spaces and def. • Use dot notation to show higher or lower pitch.
<p>Enrichment</p> <p>During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.</p>		

Prior Learning	This is the first time that the children are learning trumpets.
What Comes Next	Children will have the opportunity to continue learning a brass instrument in years 4, 5 and 6 if their parents choose to access the instrument lessons provided by SIPs.
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, genre, stave, crotchet, quaver, minim, semibreve, forte, piano, composer

Notes and Guidance	Skills	Knowledge
<p><u>Summer 1 and 2</u></p> <p>Music in Year 3 is taught by Sarah Matthews, a peripatetic teacher from Sandwell Music Service, and the children continue to learn to play the trumpet.</p>	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression, simple dynamics • Perform actions confidently and in time to a range of action songs • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Perform as a choir in school assemblies • Develop facility in playing an instrument • Play or perform melodies following staff notation using a small range (e.g. Middle C –E) as a whole class or in small groups • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/ do-re-mi • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question and answer phrases. • To listen with attention and begin to recall sounds and changes • To notice and explore the way sounds can be combined and used expressively • Begin to recognise and identify instruments being played • Inventing 'on the spot' responses using a limited note range: using voices and instruments • Structure musical ideas: compose using stimuli- beginning middle end • Combine rhythm and pitch (do re mi) • Compose accompaniments on untuned percussion using known rhythms and note values • Apply word chants to rhythms, understanding how to link each syllable to one musical note 	<ul style="list-style-type: none"> • Comment on likes and dislikes. • Start to learn about the different purposes of music throughout history and in other cultures • To comment on the effectiveness of own work, identifying and making improvements • Introduce and understand the differences between crotchets and paired quavers. • Introduce the stave, lines and spaces and clef. • Use dot notation to show higher or lower pitch.

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.



Prior Learning	Previously, the children will have developed their musical skills through weekly trumpet lessons. The children will have learnt to read some music and play pieces individually and as a group.
What Comes Next	Next year, the children will continue to develop their musical understanding through further learning of key vocabulary and musical elements. They will also look at more genres and key features of music.
Key Vocabulary	Rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, round, ostinato, composer, binary, ternary

Notes and Guidance	Skills	Knowledge
<p>Sing for pleasure Sing up Just like a Roman/ Invade!</p> <p><u>Autumn 1</u> William Tell – Orff link on YouTube Symphony No 1 – Price – PPT</p> <p><u>Autumn 2</u> Nutcracker</p> <p>Singing Let's start to sing – Singup</p> <p>Playing Exploring ostinatos: repeated rhythmic patterns</p> <p>Composing: Creating 4 beat rhythmic patterns</p>	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (diminuendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony Play and perform melodies following staff notation using a small range (e.g. Middle C – G/ do-so) as a whole class or in small groups Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation. To recognise and identify instruments being played Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble 	<ul style="list-style-type: none"> Compare music and express growing tastes in music Continue to learn about the different purposes of music throughout history and in other cultures Introduce major and minor chords Introduce and understand the differences between minims, crotchets, paired quavers and rests.

Enrichment

During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.



Prior Learning	Previously, the children will have developed their musical skills through weekly trumpet lessons. The children will have learnt to read some music and play pieces individually and as a group.
What Comes Next	Next year, the children will continue to develop their musical understanding through further learning of key vocabulary and musical elements. They will also look at more genres and key features of music.
Key Vocabulary	Rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, round, ostinato, composer, binary, ternary

Notes and Guidance	Skills	Knowledge
<p>Spring 1 Sing for pleasure/ Singing Gospel Medley Sing up Playing Oh when the saints on glockenspiels (5 pitches) and add chordal accompaniment Composing/ Improvising 4 beat rhythmic patterns to oh when the saints (rhythm grid). Listen to each other's and choose your favourite – why?</p> <p>Spring 2 Melodies – Pentatonic scale (no F and B)</p> <p>Singing- Sakura: Cherry Blossom Festival – Sing up Listen to pentatonic scales – global melodies – on PPT Then sing 'Lonely Frog' from Charanga using 'Sol' 'Fa' – hand actions are on screen. Sing pitches then words.</p> <p>Then play using glockenspiel – Exploring movement of pitches. Put rhythm into rhythm grid on charanga (sticks not notes)</p> <p>Composing: Use the same rhythm as lonely frog and compose own melody using pentatonic scale. Put letter names at the bottom of sticks on rhythm grid. Perform to each other!</p>	<ul style="list-style-type: none"> • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony • Perform a range of songs in school assemblies • Play and perform melodies following staff notation using a small range (e.g. Middle C –G/ do-so) as a whole class or in small groups • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, F, G, A) • To listen with focus and recall sounds with increasing accuracy • To recognise and explore the ways sounds can be combined and used expressively and comment on the effect • Use a limited range of pitches, using musical features • Combine known rhythmic notation with letter names (pentatonic) to make short phrases to create sequences- arrange into bars • Read and perform pitch notation within a defined range (e.g. C-G/ do-so) 	<ul style="list-style-type: none"> • Compare music and express growing tastes in music • Continue to learn about the different purposes of music throughout history and in other cultures • To comment on the effectiveness of their own work, identifying and making improvements based on its intended income

Enrichment

During this topic, the children will go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience.



Prior Learning	Previously, the children will have developed their musical skills through weekly trumpet lessons. The children will have learnt to read some music and play pieces individually and as a group.
What Comes Next	Next year, the children will continue to develop their musical understanding through further learning of key vocabulary and musical elements. They will also look at more genres and key features of music.
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, round, ostinato, composer, binary, ternary

Notes and Guidance	Skills	Knowledge
<p><u>Summer 1</u></p> <p>Sing for pleasure Hey Dumba Sing up/ YouTube Try everything – Shakira (from South America) on Sing up</p> <p>Then composing – creating a rainforest soundscape by layering rhythms (4?)</p> <p>Playing – Samba Pass the pulse (use hey dumba YouTube clip) Sit in circle! Collective pulse exercises Practise groove (playing their own part while others play theirs) keeping collective pulse. Call and response – Listen to Fanfarra by Sergio Mendes on Singup. (Year 3 PPT) Learn about break Practise responding to a signal (whistle or signal)</p>	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (diminuendo) Perform a range of songs in school assemblies Play and perform melodies following staff notation using a small range (e.g. Middle C –G/ do-so) as a whole class or in small groups To listen with focus and recall sounds with increasing accuracy To recognise and explore the ways sounds can be combined and used expressively and comment on the effect To recognise and identify instruments being played Explore creating music to create a specific mood (accompany a short film clip) Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble 	<ul style="list-style-type: none"> Continue to learn about the different purposes of music throughout history and in other cultures To comment on the effectiveness of their own work, identifying and making improvements based on its intended income Introduce and understand the differences between minims, crotchets, paired quavers and rests.

Enrichment
During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab)



Prior Learning	In Year 4, children developed their musical vocabulary to include timbre and recognised note values for crotchets, minims, semi-breves, quavers and semi-quavers. Children started to improvise melodic phrases within a structure and indicate tempo in their compositions.		
What Comes Next	In Year 6, children will extend their knowledge of musical language by looking at 3/ 4 and 4/4 time and the pentatonic scale. They will develop their awareness of notation to include accidentals. In compositions, they will layer melodic phrases and improvise their own intros/ bridges / outros for songs.		
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, texture, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, crescendo, diminuendo, round, ostinato, riff, renaissance, baroque, classical, romantic, 20th century/ modern, composer, binary, ternary		
Notes and Guidance		Skills	Knowledge
<p><u>Autumn 1</u></p> <p>Sing for pleasure – Hey Mr Miller use Singup PPT and let chn watch score. Play some stave reading games. Playing Play along 'In the Mood – Rhythm play along (with dynamics)' on YouTube</p> <p>Composing Rhythm activities – link rhythm grid and 'ti''ta' to 'dit' and 'dah' in morse code. (Use orchestral background) Grazyna Bacewicz – Overture BBC Ten Pieces Use morse code to create musical patterns Come up with important WW2 words and explore using these for repeating patterns (or just the initial sound (S in Safety) as a repeating pattern). Google Chrome music lab to notate the morse code. Use Grazyanas 'V' first then chn choose their own: Layering rhythms/ using technology. Use one box for a dot and a box then a space for a dash. If there is time, play their composition on chime bars or boomwhackers (ensemble).</p> <p><u>Autumn 2</u></p> <p>Sing It's a long way to Tipperary (written in a pub in Oldbury!) on Sing up. Start harmony if time.</p> <p>We'll Meet Again</p>		<ul style="list-style-type: none">• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.• Sing 3 part rounds, partner songs, and songs with multiple sections: verse, chorus, bridge etc.• Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C-C/ do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.• To listen to and recall a range of sounds and patterns with confidence.• Read and perform pitch notation within an octave (e.g. C-C/ do-do)• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	<ul style="list-style-type: none">• Compare and evaluate different kinds of music using appropriate musical vocabulary.• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
Enrichment			
During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.			



Topic – Reach for the Stars
Year 5 - Spring Term
Subject - Music



Prior Learning	In Year 4, children developed their musical vocabulary to include timbre and recognised note values for crotchets, minims, semi-breves, quavers and semi-quavers. Children started to improvise melodic phrases within a structure and indicate tempo in their compositions.
What Comes Next	In Year 6, children will extend their knowledge of musical language by looking at 3/4 and 4/4 time and the pentatonic scale. They will develop their awareness of notation to include accidentals. In compositions, they will layer melodic phrases and improvise their own intros/ bridges / outros for songs.
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, texture, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, crescendo, diminuendo, round, ostinato, riff, renaissance, baroque, classical, romantic, 20th century/ modern, composer, binary, ternary

Notes and Guidance	Skills	Knowledge
<p><u>Spring 1</u> New World – Composers influenced by travel, war and space exploration – late 19th /Early 20th century</p> <p>Listening: Brahms Hungarian Dances Charanga – use the 8 animals on the ‘find the pulse’ activities to choose an animal for each of the parts and move to each. Samuel Coleridge Taylor – spirituals Sing – deep river</p> <p>Dvorak – New World Symphony (Largo) Ternary form Listen to shape of melody. Split A4 paper into 3 horizontal sections. Listen first and use finger to draw line, then using pencil/ pen draw a line showing ups and downs of the melody. (Guidance on Ten pieces pdf) Playing – SIPS PPT notation for largo Composing – own ternary form piece 8 bars each using glockenspiel to experiment first then on music notepad IF THERE IS TIME. Limit tone sets – Dvorak used only C-G and not F. Set up student accounts on charanga so they can keep coming back to it. Keep largo rhythm and choose own notes. If there is no time, it’s ok to write pitch names above rhythm when they are using glockenspiels. Perform their compositions!</p> <p>Focussed listening: how composers are influenced – Mars/ Imperial theme, Dvorak/ Jaws, Tchaikovsky/ Nutcracker/ Home Alone/ Harry Potter (John Williams video and PPT)</p>	<ul style="list-style-type: none"> • Sing 3 part rounds, partner songs, and songs with multiple sections: verse, chorus, bridge etc. • Perform a range of songs in school assemblies • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C-C/ do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. • To listen to and recall a range of sounds and patterns with confidence. • Compose a ternary piece • Read and perform pitch notation within an octave (e.g. C-C/ do-do) • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<ul style="list-style-type: none"> • To describe, compare and evaluate different types of music, beginning to use musical vocabulary in their comments. • To comment on the success of their own and others’ work, suggesting improvements on intended outcome • Compare and evaluate different kinds of music using appropriate musical vocabulary. • Understand the different cultural meanings and purposes of music, including contemporary culture. • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

Enrichment
During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK’s largest planetarium it offers the children a first-hand experience of life under the stars.



Prior Learning	In Year 4, children developed their musical vocabulary to include timbre and recognised note values for crotchets, minims, semi-breves, quavers and semi-quavers. Children started to improvise melodic phrases within a structure and indicate tempo in their compositions.		
What Comes Next	In Year 6, children will extend their knowledge of musical language by looking at 3/ 4 and 4/4 time and the pentatonic scale. They will develop their awareness of notation to include accidentals. In compositions, they will layer melodic phrases and improvise their own intros/ bridges / outros for songs.		
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, texture, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, forte, piano, crescendo, diminuendo, round, ostinato, riff, renaissance, baroque, classical, romantic, 20th century/ modern, composer, binary, ternary		
Notes and Guidance		Skills	Knowledge
<p><u>Summer 1</u></p> <p>Sing for pleasure What shall we do with the drunken sailor? Composing – Chorus using tune. For example Where shall we go with the Anglo Saxons? What did the Vikings do for pleasure?</p> <p>Then each verse choose key vocabulary and create rhythms for each word.</p> <p>Create riffs to go alongside the chorus or verse. For example: ayy ohh, ayyy ohh/ row row row to shore/ what shall we dooooo etc using voices/ simple rhythms on untuned percussion/ open 5^{ths} on glockenspiels (C and G/ D and F) semibreves alongside each line of the chorus.</p> <p>Experiment with different parts playing at the same time/ starting at different times.</p> <p>Explore writing their piece using rhythm grid</p> <p>Playing – play their own pieces</p>		<ul style="list-style-type: none">• Sing 3 part rounds, partner songs, and songs with multiple sections: verse, chorus, bridge etc.• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.• To improvise freely over a drone.• To improvise over a simple groove: creating a satisfying melodic shape, experiment using a broader range of dynamics.• Melodies (C major/ A minor) can be enhanced with rhythmic or chordal accompaniment• Use chords to compose music with a specific atmosphere.• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	<ul style="list-style-type: none">• Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards (e.g. Yellow Submarine by The Beatles).• To comment on the success of their own and others’ work, suggesting improvements on intended outcome• Understand the different cultural meanings and purposes of music, including contemporary culture.• Understand the differences between 2/4, 3/4 and 4/4 time signatures
<p><u>Enrichment</u></p> <p>During this topic, the children will take part in a themed day at school, where a Viking will visit. Through character acting, questioning and role-play, the workshop immerses children in Viking life and enhances their understanding of the time period.</p>			



Topic - Survival of the Fittest
Year 6 – Autumn
Subject - Music



Prior Learning	In Year 5, children learned how to perform as part of a round independently, expressed contrasting emotions through music, improvised an ostinato/ riff for a musical accompaniment, explored layering of rhythms in a composition, played crescendo and diminuendo using tuned and untuned percussion and followed music notation using notes on the staff.	
What Comes Next	The children will continue to layer melodic phrases on tuned and untuned instruments. They will then transition to the KS3 curriculum.	
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, sharp, flat, accidental key, pentatonic, forte, piano, round, ostinato, intro, bridge, outro, binary, ternary.	
Notes and Guidance	Skills	Knowledge
<u>Autumn</u> Sing for pleasure Listening March of the women (suffragettes) Composing – protest songs PPT Playing	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. • Extend skills working in small groups to: • Create music with multiple sections (verse/chorus, Themes – A, B, A; ternary) including repetition and contrast. • Use chord changes as part of an improvised sequence. 	<ul style="list-style-type: none"> • To describe, compare and evaluate different types of music using a range of musical vocabulary to comment on the use of the inter-related dimensions of music for effect. • Analyse and compare musical features choosing appropriate musical vocabulary. • Notice and explore how music reflects time, place and culture. • Understand and comment on the different cultural meanings and purposes of music, including contemporary culture. • Further understand the differences between semibreves, minims, crotchets quavers and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). • .
Enrichment During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.		

Prior Learning	In Year 5, children learned how to perform as part of a round independently, express contrasting emotions through music, improvise an ostinato/ riff for a musical accompaniment, explore layering of rhythms in a composition, play crescendo and diminuendo using tuned and untuned percussion, follow music notation using notes on the staff.
What Comes Next	The children will continue to develop these skills in their summer term Hip-Hop unit. They will then transition to the KS3 curriculum.
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, sharp, flat, accidental key, pentatonic, forte, piano, round, ostinato, intro, bridge, outro, binary, ternary.

Notes and Guidance	Skills	Knowledge
<p><u>Spring – skills based activities for musical breaks</u></p> <p>Sing for pleasure</p> <p>Listening</p> <p>Composing pentatonic scales</p> <p>Playing pentatonic scales</p>	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing, with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single note bass line. • To listen to, internalise and recall sounds and patterns of sounds with confidence and accuracy. • Extend skills working in small groups to: • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • Plan and compose 8 or 16 beat melodic phrase using pentatonic scale- incorporate rhythmic variety and interest. 	<ul style="list-style-type: none"> • To describe, compare and evaluate different types of music using a range of musical vocabulary to comment on the use of the inter-related dimensions of music for effect. • Notice and explore how music reflects time, place and culture. • Understand and comment on the different cultural meanings and purposes of music, including contemporary culture. • Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). • Read and play confidently from rhythmic notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four bar phrase, confidently identifying note names and durations.

Enrichment

During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.



Prior Learning	In Year 5, children learned how to perform as part of a round independently, express contrasting emotions through music, improvise an ostinato/ riff for a musical accompaniment, explore layering of rhythms in a composition, play crescendo and diminuendo using tuned and untuned percussion and to follow music notation using notes on the staff.
What Comes Next	In year 7, the children will transition to the KS3 curriculum.
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, timbre, genre, stave, crotchet, quaver, semi-quaver, minim, semibreve, sharp, flat, accidental key, pentatonic, forte, piano, round, ostinato, intro, bridge, outro, binary, ternary.

Notes and Guidance	Skills	Knowledge
<p><u>Summer – transitional skills building activities for musical breaks!</u></p> <p>Sing for pleasure</p> <p>Listening</p> <p>Composing</p> <p>Playing</p>	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. <ul style="list-style-type: none"> – explore adding harmony in parts of songs • Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. • Extend skills working in small groups to: • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • Play on instruments Note melodies (G major/ E minor)– can be enhanced by rhythmic or chordal accompaniment. 	<ul style="list-style-type: none"> • To evaluate the success of their own and others’ work, suggesting specific improvements based on the intended outcomes and how this could be achieved. • Notice and explore how music reflects time, place and culture. • Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). • Read and play confidently from rhythmic notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four bar phrase, confidently identifying note names and durations.

Enrichment

During this topic, year 6’s residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.