

| Mu sic | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------|---|--|--|---|---|--|
| Year 1 | <p>1. Singing songs with others – developing confidence in singing through a range of songs, chants and rhymes.</p> <p>2. Songs such as: Boom chicka boom, Once a man fell in a well</p> <p>3. Develop techniques for playing instruments correctly and musically</p> <p>4. Listening to others when playing</p> <p>5. Listening e.g Villa-Lobos: ‘Little train to Caipira’, Funga Alafia</p> <p>Cross curricular: Professor Brain - ME</p> | <p>1. Singing songs with others – developing confidence in singing through a range of songs, chants and rhymes.</p> <p>2. Identify difference between rhythm and pulse</p> <p>3. Perform rhythmic and melodic sequences that incorporate pitch, timbre and dynamics</p> <p>4. Listening e.g. ‘Zadok the Priest’, Raga Abhogi (different dance traditions)</p> <p>Cross curricular: Going to the zoo</p> | <p>1. Control sounds made by the voice with attention to different ways of vocalising– sing well known songs in a variety of ways e.g. spoken, quietly, loudly, smoothly.</p> <p>2. Songs such as Hickey Tickety, Miss Mary mac</p> <p>3. Learn to play instruments with a range of dynamics and tempi</p> <p>4. Perform from simple scores playing sounds in the correct sequence</p> <p>5. Offenbach: Can-can (and other version of this piece)</p> <p>6. Bach: ‘Tocatta and Fugue’</p> <p>7. Different traditions – ‘Bransle de chevaux’: (French dance music), ‘Tik, tik, tik’ (Lebanese children’s song)</p> <p>Cross curricular: Growing music/upward patterns</p> | <p>1. Control sounds made by the voice with attention to different ways of vocalising– sing well known songs in a variety of ways e.g. short, smooth</p> <p>2. Songs such as: ‘Doggie, doggie’, One two three good to be me, Sing me one</p> <p>3. Perform simple rhythmic accompaniments in correct tempo e.g. ostinato</p> <p>4. Compose using simple chants</p> <p>5. Create rhythmic and pitch related composition</p> <p>6. Different traditions – ‘Bransle de chevaux’: (French dance music), ‘Tik, tik, tik’ (Lebanese children’s song)</p> <p>Cross curricular: Song – Prehistoric animal brigade</p> | <p>1. Develop co-ordination and feel for rhythm when singing - Develop sense of rhythm through performing simple actions to accompany songs.</p> <p>2. Songs such as: Dr Knickerbocker, On Monday we go jumping up and down</p> <p>3. Practising and performing as part of an ensemble and as a soloist</p> <p>4. perform appropriately and within correct place within a whole class, large group piece. Singing chair.</p> <p>5. Select, evaluate and refine sounds made by instruments</p> <p>6. Improvise, rehearse and perform short melodies by ear, using 2/3 notes, for instance using 2 different chime bars.</p> <p>7. Saint-Saens : ‘Carnival of the animals’</p> <p>Cross curricular – Snail, snail/Pitch with animal sounds (ME)</p> | <p>1. Develop co-ordination and feel for rhythm when singing - Develop sense of rhythm through performing simple actions to accompany songs.</p> <p>2. Songs such as: Hi lo chickalo, What is yellow?</p> <p>3. Play simple accompaniments to songs such as ‘Makarona’ (Polish playground clapping song), ‘I bought me a cat’ (American folk song)</p> <p>4. Debussy: ‘Gardens in the rain’,</p> <p>Cross curricular: In all kinds of weather</p> |
| | <p>Vocabulary: Steady beat, singing/talking, thinking voice, techniques for playing instruments, taking care of instruments</p> | <p>Vocabulary: Instrument names e.g. drum, maracas, shakers, bells, sticks. Loud and soft.</p> | <p>Vocabulary: fast, medium, slow, pattern, Talking, whispering, singing</p> | <p>Vocabulary: slug, spider, rest. Composing, short, smooth</p> | <p>Vocabulary: slug, spider, rest. Composing, short, smooth, instruments from C of A . Singing chair.</p> | <p>Vocabulary: Composer names, high and low</p> |
| | <p>Prior Learning: movement when singing, starting and stopping with instruments,</p> | <p>Prior Learning: using instruments, songs identifying instruments. Hello song with different dynamics.</p> | <p>Prior Learning: songs using different vocal sounds, body percussion with different tempi</p> | <p>Prior Learning: pictures to represent rhythms e.g. Starlight cards. Songs such as Hey Hey which require children to make up patterns</p> <p>Use of hands/body for pitch</p> | <p>Prior Learning: pictures to represent rhythms e.g. Starlight cards. Songs such as Hey Hey which require children to make up patterns</p> <p>Use of hands/body for pitch. Video about the instruments of the orchestra. Special singing chair</p> | <p>Prior Learning: Songs involving obvious pitch differences e.g Monkey climbing. Action songs</p> |
| Year 2 | <p>1. Sing songs developing control – develop confidence and accuracy in singing through solo response songs and singing as a small group.</p> <p>2. Songs to improve pitch such as ‘Ebenezer Sneezer’ and ‘It’s raining, it’s pouring’.</p> <p>3. Respond to pitch through movement.</p> <p>4. Recognise repetition in music e.g. verse and chorus</p> <p>5. Children control sounds (tuned and untuned percussion) which represent characters’ mood etc in a story or a poem. They perform with accuracy and develop their pieces through rehearsal and evaluation.</p> <p>6. Scott Joplin, The entertainer – ragtime music. Three little birds – reggae music</p> <p>Cross curricular: 3 bears rap, When Goldilocks went to the house of the bears</p> | <p>1. Sing songs developing control – develop confidence and accuracy in singing through solo response songs and singing as a small group e.g. Epoi tai tai</p> <p>2. Respond to the pitch through movement.</p> <p>3. Beats and silent beats – children play from the rhythm trifle maintaining a steady pulse. ‘The clock song’ Singup</p> <p>4. They compose their own rhythm phrases.</p> <p>5. Perform from simple pitch notation</p> <p>6. Britten: A young person’s guide to the orchestra</p> <p>Cross curricular: When I was one</p> | <p>1. Control sounds made by the voice with attention to rests</p> <p>2. Songs such as John Kanaka, Nosey dog, In the woods (Echo songs – Feierabend)</p> <p>3. Improvising musical patterns with understanding of tempi, timbre and dynamics</p> <p>4. Vaughan Williams ‘March of the kitchen utensils’, ‘Lark Ascending’</p> <p>5. ‘Mi Caballo’ – Chilean music/Tam tam tambalay – Senegalese call and response song</p> | <p>1. Children develop a sense of relative pitch (singing/playing) through organising symbols representing high, low and middle pitch.</p> <p>2. Children compose and can perform from their own scores which indicate beats and rests.</p> <p>3. Leading into traditional notation</p> <p>4. Listening: Haydn ‘Surprise Symphony’, Mozart ‘Twinkle Twinkle’</p> | <p>1. Develop co-ordination and feel for pulse when singing – ‘Down in the valley’, ‘Here we go Looby Loo’, ‘Engine engine number nine’</p> <p>2. Build an ensemble piece with one or two ostinati</p> <p>3. Child performs with others with a sense of audience, venue and occasion</p> <p>4. Listening to pieces with ostinati</p> <p>Cross curricular: London’s Burning</p> | <p>1. Develop co-ordination and feel for pulse when singing – ‘Down in the valley’, ‘Here we go Looby Loo’, ‘Engine engine number nine’. Develop this with percussion instruments.</p> <p>2. Children perform from symbols and begin to recognise that these can represent sounds including tempi and dynamics of the sound</p> <p>3. Build an ensemble piece with three or four ostinati</p> <p>4. Child performs with others with a sense of audience, venue and occasion</p> <p>5. Listening to pieces from a range of periods that have different dynamics and tempi</p> |
| | <p>Vocabulary: high/low, pitch. Verse/chorus. Composer/music genre e.g. reggae</p> | <p>Vocabulary: steady beat, rhythm, compose, ta, ta-te, rest. Compose. Pitch. Names of composers.</p> | <p>Vocabulary: singing technique words e.g. breathing, lungs etc. Echo songs. Forte, piano. Names of composers. Patterns in music.</p> | <p>Vocabulary: higher/lower, compose, score. Names of composers.</p> | <p>Vocabulary: pulse, pattern, repeat, ostinato, audience, singing chair/spot for performing. Audience.</p> | <p>Vocabulary: dynamics – piano/forte, tempo, composer’s name. Ostinato/repeating pattern</p> |
| | <p>Prior Learning: songs for pitch, hand gestures. Knowledge of instruments and how to play them. Songs with a verse and chorus</p> | <p>Prior Learning: songs for beat and rhythm, slugs and spiders. Composers</p> | <p>Prior Learning: singing posture, call and response songs</p> | <p>Prior Learning: Pitch exercises and songs, improvising.</p> | <p>Prior Learning: singing chair, steady beat, pattern. Setting different speeds.</p> | <p>Prior Learning: loud/soft, fast/slow. Composers. Playing as a group.</p> |
| Year 3 | <p>1. Develop playing and singing around a structure e.g. poem or story</p> <p>2. Sing songs in major and minor keys</p> <p>3. Rounds such as: Si si si, Autumn leaves are falling, Whose pigs be these?</p> <p>4. Compose and perform rhythm grids</p> <p>5. Singing developing an inner sense of pulse and rhythm.</p> <p>6. Listening and create a composer timeline e.g. Grieg – ‘Hall of the mountain king’ Dukas – ‘The sorcerer’s apprentice’</p> <p>7. Will Marion Cook Stravinsky – Firebird Suite (10 pieces)</p> <p>Cross curricular: Prokofiev’s Cinderella</p> | <p>1. Develop playing and singing around a structure e.g. poem or story</p> <p>2. School performance e.g. Harvest and Christmas – Develop an awareness of audience, venue and occasion.</p> <p>3. Continue to recognise and use traditional notation e.g. ta, ta-te, crotchet rest</p> <p>4. Compose ostinato using the pentatonic scale</p> <p>5. Singing developing an inner sense of pulse and rhythm.</p> <p>6. Listening and create a composer timeline e.g. Will Marion Cook Stravinsky – Firebird Suite (10 pieces)</p> <p>Cross curricular: Once I caught a fish alive. Rhythm piece using phrases from the rhyme.</p> | <p>1. Improve singing by developing control of various elements e.g. expression, breathing, dynamics and mood. Songs such as: A ram sam sam/Pease pudding, Peace like a river, Wizard Singers</p> <p>2. Play and perform their compositions with accuracy and control using expressions and elements such as dynamics and tempi.</p> <p>3. Read traditional rhythms – crotchet/paired quavers/crotchet rest</p> <p>4. Syllable beats – compose/perform rhythm patterns. Explore different groups of beats. Record using standard notation.</p> <p>5. Improvise ways of using instruments in a musical conversation</p> | <p>1. Improve singing by developing control of various elements e.g. expression, breathing, dynamics and mood. Songs such as: A ram sam sam/Pease pudding, Peace like a river, Wizard Singers</p> <p>2. Play and perform their compositions with accuracy and control using expressions and elements such as dynamics and tempi.</p> <p>3. Read traditional rhythms – crotchet/paired quavers/crotchet rest</p> <p>4. Listening/Composers of Folk songs Britten, Delius. Fairy Tales e.g. Humperdinck</p> <p>5. Develop the rhythm compositions by composing melodies adding drones, static and moving harmony and melodic ostinatos.</p> <p>6. Recall sounds through voice and using glockenspiels. Eg sing or play a 3-note phrase after it has been sung or played by the teacher.</p> <p>Cross curricular: Music Hall songs e.g. Daisy, Daisy</p> | <p>1. Develop co-ordination and rhythm whilst singing e.g. Barbecue blues, I love the flowers, Ubuntu</p> <p>2. Listening to music for stories: Prokofiev – ‘Peter and the Wolf’ Tchaikovsky: Swan Lake/ The Nutcracker/Waltz of the flowers (10 Pieces)</p> <p>3. Ostinato ensembles –Develop the ability to perform with others rhythmically and at the same tempo e.g. Snail, snail. Assign traditional notation where appropriate</p> <p>4. Improvise short tunes over the top of the ostinato ensemble pieces. E.g over the top of Snail, snail, star light</p> <p>5. Create symbols that define musical elements such as dynamics and form to their compositions.</p> <p>6. Continue to learn traditional terms for dynamics</p> <p>Cross curricular: Plants – rhythm rap</p> | <p>1. Develop co-ordination and rhythm whilst singing e.g. Dreams across the ocean, I love the flowers, Hey ho/Ding dong bell/cello song</p> <p>2. Listening to music for stories: Prokofiev – ‘Peter and the Wolf’ Tchaikovsky: Swan Lake/ The Nutcracker/Waltz of the flowers (10 Pieces)</p> <p>3. Compose pieces which are representative of mood and atmosphere e.g. Summer. Listen to Vivaldi’s</p> <p>4. Play melodies and accompaniments e.g. Sarasponda Funga Alafia</p> <p>Cross curricular: Volcano song. MC Grammar.</p> |
| | <p>Vocabulary: crotchet, quaver, rest, semibreve. Descending and ascending pitch, round, happy and sad keys (major/minor)</p> | <p>Vocabulary: ostinato, pentatonic scale</p> | <p>Vocabulary: expression, dynamics, breath control, crotchet, quaver, rest, semibreve</p> | <p>Vocabulary: drone, crotchet, quavers, rest, semibreve. Dynamics, tempo.</p> | <p>Vocabulary: waltz, ballet, ostinato, tune</p> | <p>Vocabulary: mood, atmosphere, timbre, orchestration.</p> |
| | <p>Prior Learning: ta’s and ta-te’s etc. Singing simple 2-part songs.</p> | <p>Prior Learning: repeating patterns, going up and down in pitch</p> | <p>Prior Learning: listening carefully to your singing voice, listening carefully when playing. Note lengths.</p> | <p>Prior Learning: playing long notes to accompany (drone), rhythm clapping and chanting etc. Listening to others when playing and singing.</p> | <p>Prior Learning: Clapping in 3. Identifying 3. Repeating pattern. Dancing/movement to pieces of music.</p> | <p>Prior Learning: choosing instruments for their particular type of sound, dynamics, playing tuned instruments.</p> |

| | | | | | | |
|--------|---|--|---|---|--|--|
| Year 4 | <p>1. Children sing in two parts and more maintaining a simple ostinato part and listen to other performers. Singing of rounds and partner songs e.g. Bella mama, Nanuma</p> <p>2. Musical Stories/Poems - Explore, select and organise sounds (body/vocal/ found/ instrumental/keyboard) into structures e.g. Binary/Ternary e.g. Hand on the bridge</p> <p>3. Compose rhythmic ensembles controlling co-ordination and sounds. Incorporate a variety of different tempi (where appropriate) and evaluate accuracy of their own and others - Combine this with the Hand on the bridge composition</p> <p>4. Develop melodic compositions - Compose short melodic ostinatio to combine with the Hand on the bridge piece.</p> <p>5. Listening:Holst – ‘The Planets’ Beatles Mussorgsky – Night on a bare mountain (BBC 10 Pieces)</p> <p>6. Add composers to a timeline.</p> <p>Cross curricular: Composer timeline</p> | <p>1. Children sing in two parts and more maintaining a simple ostinato part and listen to other performers. Singing of rounds and partner songs e.g. She’ll be coming round the mountain/Oh when the saints, Rain on the green grass</p> <p>2. Singing playing major and minor songs. E.g. Gaudete, You are my sunshine</p> <p>3. Learn to sing two-part songs from memory e.g. A ram sam sam/Pease pudding</p> <p>4. Learn to accompany these songs from memory</p> <p>5. Use the correct staff notation for the accompaniments of the two-part songs. G and E.</p> <p>6. Record compositions with staff notation of crotchet/quaver/ minim and crotchet rest</p> <p>7. Record the melodic compositions with notation indicating pitch and duration.</p> <p>Cross curricular: Amazing Egyptians</p> | <p>1. Singing -Developing songs and technique e.g. diction. Songs such as : Whose pigs be these?,</p> <p>2. Improvise ways of using voice, and playing.</p> <p>3. Learn and incorporate dynamics terminology, phrasing and articulation.</p> <p>4. Listening: Mozart – ‘The Magic Flute’, Piano Sonatas and Flute and harp concerto; Clarinet Concerto/Horn concerto (BBC Ten Pieces)</p> <p>5. Add composers to a timeline.</p> <p>6. Compose 4 part ensembles with ostinato rhythms and melodies.</p> <p>7. Create melodies to different beats/time signatures</p> <p>8. Be able to say whether or not a piece is in ¾ or 4/4.</p> <p>9. Sing or play back a 2-beat or 3-beat melodic or rhythmic phrase.</p> <p>10. Sing and identify syncopation</p> <p>Cross curricular: European Composers e.g. Mozart, Steve Reich</p> | <p>1. Singing -Developing songs and technique e.g. diction. Songs such as : Janie Mama</p> <p>2. Improvise ways of using voice, and playing.</p> <p>3. Learn and incorporate dynamics terminology, phrasing and articulation.</p> <p>4. Listening: The Supremes Copland – Hoe down from ‘Rodeo’</p> <p>5. Add composers to a timeline.</p> <p>6. Play accompaniments, including static and moving parts to two-part songs using a variety of tuned and untuned instruments.</p> <p>7. Incorporate triads and chord progressions</p> <p>8. Perform from traditional notation, in different time signatures (groups of beat).</p> | <p>1. To develop co-ordination whilst singing. Improve tone of singing. Songs such as: Hey Mr Miller, This is my walking song, Ah poor bird</p> <p>2. Compose and perform from their own symbols which define musical elements.</p> <p>3. Compose duets which have a melody and accompaniment incorporating the pentatonic scale and the scale of C major.</p> <p>4. Listening: Vivaldi – ‘The Four Seasons’ Nigel Kennedy Frankie Valli and the Four Seasons, Chevalier de Saint-Georges (BBC Ten Pieces)</p> <p>5. Add composers to a timeline.</p> <p>6. Ensemble improvising - Explore/improvise different textures and structures within rhythmic ensembles.</p> <p>7. Call and response songs – sing and play accurately a phrase that has been sung or played and alter the pitch etc accordingly e.g. ‘Have you brought your singing voice?’ using the same notes as the caller.</p> <p>Cross curricular: Ain’t no mountain high enough, La Vltava Smetana</p> | <p>1. To develop co-ordination whilst singing. Improve tone of singing. Songs such as: Hey Mr Miller, This is my walking song, Ah poor bird</p> <p>2. Listening: Vivaldi – ‘The Four Seasons’ Nigel Kennedy Frankie Valli and the Four Seasons, Chevalier de Saint-Georges (BBC Ten Pieces)</p> <p>3. Compose pieces in different forms e.g. binary and ternary . Use the penatatonic scale or scale of C</p> <p>4. Continue to use and read traditional staff notation whenever possible.</p> <p>5. Add composers to a timeline.</p> <p>6. Identify musical forms such as verse and chorus</p> <p>Cross curricular: Just like a Roman song</p> |
| | <p>Vocabulary: 2-parts, binary, ternary. minim</p> | <p>Vocabulary: round, staff, notes G and E on the stave.</p> | <p>Vocabulary: diction, phrasing, legato, 2/4, 4/4, 3/4</p> | <p>Vocabulary: articulation, mezzo forte, piano, crescendo, decrescendo</p> | <p>Vocabulary: C major scale, duet, melody, pentatonic scale.</p> | <p>Vocabulary: stave and the notes G and E. Binary/ternary/rondo. Syncopation</p> |
| | <p>Prior Learning: ostinato, previous rhythms</p> | <p>Prior Learning: xylophone playing for note recognition. Rhythm reading</p> | <p>Prior Learning: careful listening to singing and playing to assess what needs to be improved, steady beat work. Waltz recognition, marches.</p> | <p>Prior Learning: relevant dynamics, starting notes whilst listening carefully, diction</p> | <p>Prior Learning: next door note patterns, singing and playing whilst listening for quality of sound.</p> | <p>Prior Learning: reading G and E on the stave. Singing songs with syncopated passages.</p> |
| Year 5 | <p>1. Sing songs in 2, 3 or more parts maintaining accurate pitch whilst being aware of other performers e.g. I’m gonna sing, Funga Alafia</p> <p>2. Pentatonic layers – Compose and perform pieces in groups which have several parts thus developing the ability to listen to others. Accurately perform their melody compositions using their written records</p> <p>3. Music elements e.g. tempo and dynamics</p> <p>4. Be able to accurately produce rhythmic dictation</p> <p>5. Accurately record the notation for their melodic compositions</p> <p>6. Include composers in timeline</p> <p>7. Learn the different musical eras eg Romantic/Classical and sort pieces of music into the correct category. Elgar – ‘Enigma Variations’ (BBC Ten Pieces) Telemann – Recorder Suite in A minor ‘Les Plaisirs’ George Walker Samuel Coleridge-Taylor</p> <p>Cross curricular: The Romans</p> | <p>1. Sing songs in 2, 3 or more parts maintaining accurate pitch whilst being aware of other performers e.g. I’m gonna sing, Funga Alafia</p> <p>2. Learn songs and instrumental pieces from memory</p> <p>3. Be able to play and sing back phrases with accuracy of pitch and rhythm. E.g. Two at Twilight</p> <p>4. Music elements e.g. tempo and dynamics</p> <p>5. Be able to accurately produce rhythmic dictation</p> <p>6. Accurately record the notation for their melodic compositions</p> <p>7. Include composers in timeline</p> <p>8. Learn the different musical eras eg Romantic/Classical and sort pieces of music into the correct category. Elgar – ‘Enigma Variations’ (BBC Ten Pieces) Telemann – Recorder Suite in A minor ‘Les Plaisirs’ George Walker Samuel Coleridge-Taylor</p> | <p>1. Perform simple melodies on instruments and singing concentrating on accuracy, control and expression and using traditional notation– Great big house, Rain on the green grass</p> <p>2. Improvise ‘Question and Response’ phrases e.g. using the pentatonic scale</p> <p>3. Compose a round using a simple rhythm grid</p> <p>4. Begin to use diatonic scales in different keys.</p> <p>5. Increase knowledge of traditional notation</p> <p>6. Include composers in timeline and musical era. Beethoven – ‘Moonlight Sonata’, Symphonies 5 (10 Pieces) and overtures – Lang Lang recording? John Adams – Short ride on a fast machine (BBC Ten Pieces)</p> | <p>1. Perform round accurately and with control: Peace round, Bella mama, Peggy Babcock – incorporate chords</p> <p>2. Improvise ‘Question and Response’ phrases e.g. using the pentatonic scale</p> <p>3. Compose a round using a simple rhythm grid</p> <p>4. Write and perform a song – learning of verse and chorus – Use pentatonic scale or 3 chord progression</p> <p>5. Accurately play back simple 4 or 3 beat melody or rhythm</p> <p>6. Sing songs with syncopation and compound time signatures.</p> <p>7. Begin to use diatonic scales in different keys.</p> <p>8. Increase knowledge of traditional notation</p> <p>9. Include composers in timeline and musical era. Beethoven – ‘Moonlight Sonata’, Symphonies 5 (10 Pieces) and overtures – Lang Lang recording? John Adams – Short ride on a fast machine (BBC Ten Pieces)</p> | <p>1. Class rhythm ensembles incorporating a melody into a rhythm from lines of a well-known rhyme.</p> <p>2. Concentrate on the accurate playing of these melodies e.g. left and right hand beaters Songs such as: Don’t worry, be happy, Hi lo chickalo</p> <p>3. Sing and accompany themselves using simple percussion parts – C major scale and G major scale</p> <p>4. Include composers in timeline and musical era. Anna Meredith – Connect it (BBC Ten Pieces)</p> <p>5. Haydn trumpet concerto (10 Pieces)</p> <p>6. Ravi Shakar</p> | <p>1. binary and ternary – identify and compose as a class using garageband.</p> <p>2. Perform simple melodies on tuned instruments using traditional notation</p> <p>3. Include composers in timeline and musical era. Anna Meredith – Connect it (BBC Ten Pieces) Haydn trumpet concerto (10 Pieces) Ravi Shakar</p> |
| | <p>Vocabulary: 2-part and 3-part, legato, pp, ff, mf, mp. Variations.</p> | <p>Vocabulary: Identify rhythmic phrases</p> | <p>Vocabulary: Phrases, round, semiquaver</p> | <p>Vocabulary: Question and Answer using the Pentatonic scale. Key. Tonic. Compound time. Syncopation.</p> | <p>Vocabulary: ensemble, pitch, C and G major scale.</p> | <p>Vocabulary: Garageband</p> |
| | <p>Prior Learning: 2-part songs, p/f etc. Cross curricular: BBC Ancient Greece songs</p> | <p>Prior Learning: clapping 4 bar phrases and naming the rhythms. Barlines. Cross Curricular: Mars The Planets bbc Ten Pieces</p> | <p>Prior Learning: clapping/playing and identifying rhythmic patterns. Drawing arcs for phrases.</p> | <p>Prior Learning: 4/4, ¾. Pentatonic scale. Note names. Songs featuring syncopation. Cross Curricular: Rodeo – Copeland. Frank Sinatra New York, New York</p> | <p>Prior Learning: Playing together, scales Cross Curricular: I’m an Anglo Saxon song Youtube</p> | <p>Prior Learning: choosing rhythmic note values and orchestration. Ability to listen to and improve upon melodic phrases.</p> |
| Year 6 | <p>1. Play increasingly complex rhythmic pieces whilst internalising the pulse.</p> <p>2. Sing and play in 2, 3 or 4 parts with an awareness of others. E.g. Calypso, Blinded by your grace</p> <p>3. Use a range of instruments and develop successful techniques for playing them</p> <p>4. Explore different timbres and textures within the rhythmic compositions and pieces that the children are playing.</p> <p>5. Perform melodic pieces and accompaniments with an extended structure</p> <p>6. Incorporate composers into timeline and musical era. Bernstein – ‘West Side Story’ Mambo (10 Pieces) Bob Marley Florence B Price Gabriel Prokofiev – Turntable Concerto (BBC 10 Pieces)</p> <p>Cross curricular: Ellis Island</p> | <p>1. Play increasingly complex rhythmic pieces whilst internalising the pulse.</p> <p>2. Sing and play in 2, 3 or 4 parts with an awareness of others. E.g. Calypso, Blinded by your grace, Love shone down</p> <p>3. Use a range of instruments and develop successful techniques for playing them</p> <p>4. Learn a range of songs accurately</p> <p>5. Continue to play music from traditional notation</p> <p>6. Learn the traditional symbols for loud/quiet/crescendo/decrecendo/repeat</p> <p>7. Incorporate composers into timeline and musical era. Bernstein – ‘West Side Story’ Mambo (10 Pieces) Bob Marley Florence B Price Gabriel Prokofiev – Turntable Concerto (BBC 10 Pieces)</p> <p>Cross Curricular: Star Wars – John Williams</p> | <p>1. Develop the quality of singing with phrasing and singing</p> <p>2. Play and perform solo and ensemble pieces with accuracy e.g. Siyahamba,</p> <p>3. 2-line/Five-line – compose 5-note compositions incorporating elements of dynamics/tempo</p> <p>4. Improvise question/response songs ‘My voice is really funky’ as an example</p> <p>5. Continue to understand and use dynamics, timbre and tempi</p> <p>6. Play phrases accurately after a caller has played them e.g. ‘Nanuma’</p> <p>7. Incorporate composers into timeline and musical era. Wagner – ‘Tannhauser – Wagner trombones’/Ride of Valkyries – BBC Ten Pieces Beethoven – Symphony 5 1st Movt (BBC Ten Pieces) Evelyn Glennie Harry Lawrence Freeman</p> <p>Cross curricular: Samba music</p> | <p>1. Develop the quality of singing with phrasing and singing</p> <p>2. Play and perform solo and ensemble pieces with accuracy e.g. Siyahamba,</p> <p>3. Perform increasingly complex pieces requiring greater dexterity and control</p> <p>4. Reading rhythms building on previous years</p> <p>5. Reading staff notation</p> <p>6. Identify and use syncopation</p> <p>7. Clap along and play to different time signatures</p> <p>8. Incorporate composers into timeline and musical era. Wagner – ‘Tannhauser – Wagner trombones’/Ride of Valkyries – BBC Ten Pieces Beethoven – Symphony 5 1st Movt (BBC Ten Pieces) Evelyn Glennie Harry Lawrence Freeman</p> <p>Cross Curricular: Calypso</p> | <p>1. Compose and develop musical ensembles into extended pieces</p> <p>2. Binary and Ternary form/Verse, Chorus and Bridge: e.g. The trumpet shall sound, JS Bach Minuet in G, Don’t stop believing</p> <p>3. Incorporate triads and chord progressions</p> <p>4. Create symbol scores from a stimulus such as a picture</p> <p>5. Listen to pieces and describe their pitch/dynamics and other elements</p> <p>6. Listen for syncopation, major and minor keys</p> <p>7. Read notation for the accompaniment of their songs</p> <p>8. Learn diatonic scales such as C major and G Major</p> <p>9. Incorporate composers into timeline and musical era. Verdi – ‘Aida – Trumpet March’/Requiem – BBC Ten Pieces Jacqueline Du Pre – Elgar Cello Concerto? Shostakovich – Jazz Suite no. 2</p> <p>Cross curricular: Three little pigs rap</p> | <p>1. Develop musical ensembles into extended pieces</p> <p>2. Sing and accompany themselves on tuned percussion</p> <p>3. Songs such as: Wayfaring stranger, One moment, one people</p> <p>4. Singing for Year 6 Production. Breathing, tone etc</p> <p>5. Listen to pieces and describe their pitch/dynamics and other elements</p> <p>6. Listen for syncopation, major and minor keys</p> <p>7. Read notation for the accompaniment of their songs</p> <p>8. Learn diatonic scales such as C major and G Major</p> <p>9. Incorporate composers into timeline and musical era. Verdi – ‘Aida – Trumpet March’/Requiem – BBC Ten Pieces Jacqueline Du Pre – Elgar Cello Concerto? Shostakovich – Jazz Suite no. 2/Symphony No 10 – BBC Ten Pieces</p> |
| | <p>Vocabulary: rap, pop, texture, introduction. Technique when singing e.g. breathing, head voice</p> | <p>Vocabulary: Calypso rhythms, off-beat, syncopation</p> | <p>Vocabulary: stave, reading notes on the stave depending on ability, improvisation</p> | <p>Vocabulary: control, accuracy, syncopation. Reading rhythms and pitch.</p> | <p>Vocabulary: major and minor keys. Binary, ternary, chorus, verse, and bridge.</p> | <p>Vocabulary: performance skills, posture, breathing, singing as an ensemble. Listening for pitch. Voice production/tone. Enjoyment. Stage presence.</p> |
| | <p>Prior Learning: ensemble singing, accompaniment skills.</p> | <p>Prior Learning: keeping a steady beat whilst playing in an ensemble, blending your voice with others. Singing in parts</p> | <p>Prior Learning: note reading on the stave, deciding upon tempo. Playing as a soloist/part of a group.</p> | <p>Prior Learning: techniques acquired singing and playing. Being able to stay in time.</p> | <p>Prior Learning: Listening to different keys, repertoire of songs to identify verse and chorus etc</p> | <p>Prior Learning: An accumulation of everything.</p> |

