



	Topic	National Curriculum Objectives	Key Skills and Knowledge	Enrichment	Key Vocabulary
EYFS	<i>Autumn 1</i> Pulse	<ul style="list-style-type: none"> I can respond appropriately to music by using body movements I can show tempo by using body movements I can identify pulse in songs. I can create longer and shorter sounds. I can listen and appraise my own and other's performances. 	<ul style="list-style-type: none"> My body can move to music. All music has a pulse/ beat. Music can have a fast pulse or a slow pulse. Some sounds are long, some sounds are short. 	PE- Dance Weekly singing Listening to and discussing music of the week	Pulse/ Beat – the regular 'heartbeat' of a piece. Fast/ slow pulse - whether the heartbeat of the music is fast or slow (tempo) Long sound Short sound Musical score – the representation of music through the use of visual symbols (graphic score)
	<i>Autumn 2</i> Rhythm	<ul style="list-style-type: none"> I can begin to play along to the pulse and rhythm of songs I can begin to recognise changes in tempo I can begin to play along to the rhythm of songs I can begin to use pictures and images to represent sounds I can listen to ideas from others and take turns sensibly I can talk about my own and other children's performances. 	<ul style="list-style-type: none"> All music has a pulse. Rhythms fit in with the pulse. In some music, the pulse is fast. In some music, the pulse is slow. The pulse usually stays the same until the piece of music is finished. A picture can represent a sound. 	PE- Dance Weekly singing Listening to and discussing music of the week Christmas performances	Pulse/ Beat – the regular 'heartbeat' of a piece. Fast/ slow pulse - whether the heartbeat of the music is fast or slow (tempo) Long sound Short sound Musical score – the representation of music through the use of visual symbols (graphic score) Ostinato – a repeated musical phrase or rhythm
	<i>Spring 1</i> Pitch	<ul style="list-style-type: none"> I can recognise and broadly control changes in pitch vocally and when playing instruments I can use my voice to show different emotions through pitch I can recognise and broadly control changes in pitch through movement, and can sing well-known songs at different pitches. I can comment on and respond to recordings of my own voice, other 	<ul style="list-style-type: none"> Sounds can be high in pitch or low in pitch. Instruments can often make a mixture of high and low sounds. My voice can make sounds that are high pitched and low pitched. Symbols or pictures can be used to represent sounds. Sounds can be arranged in an order to make music 	PE- Dance Weekly singing Listening to and discussing music of the week	Dynamics - the volume of sound- loud/quiet NOT high/low. This is a very common misconception Pitch – how high or low a note is. Glissando – a continuous slide (up or down) between two differently pitched notes. Melody – the tune - notes that are played one after the other to make a tune. Tempo – the speed at which a piece of music is played. Musical score (graphic)- music notation which uses shapes, symbols and/or pictures to depict the music composed/played.

		classroom sounds and musical instruments <ul style="list-style-type: none"> I can create music, and suggest symbols to represent sounds I can sing broadly in tune with a limited pitch range 			
	<i>Spring 2</i> Music technology, structure and form	<ul style="list-style-type: none"> I can comment and respond to recordings of my own voice and other classroom sounds I can record sounds, using technology, and use the sounds in songs. I can record sounds, using technology, and use the sounds in songs. I can use symbols to help me remember the sections of songs I can begin to make comments about my own and other's performances 	<ul style="list-style-type: none"> Music can be made permanent/remembered by creating symbols to represent it. Simple technology can record and play back sounds. A song is made up of sections of music that are put together. 	PE- Dance Weekly singing Listening to and discussing music of the week	Structure- How the sections of music are put together to make the song/ piece. Music technology- the use of a device or tool to compose or perform music Record- To put into permanent form, whether on paper or in electronic form.
	<i>Summer 1</i> 20th Century music	<ul style="list-style-type: none"> To identify and perform features of Country music To identify and perform features of Big Band music To identify and perform features of Beatboxing. To create a piece of music using features of other genres To create and practise a piece of music using features of different genres. To comment on my own and other people's performances 	<ul style="list-style-type: none"> Key features of country music: Songs have a simple form structure (verse and chorus) Songs accompanied mainly by string instruments such as banjos, electric and acoustic guitars and violins. Usually have lyrics. Key features of Big Band music: Music played by a large group of musicians (usually 15-20) Based around a main melody with some variations. Use of improvisation for solos Beatboxing is using sounds from your throat, lips and mouth to recreate the sounds of a drum beat. 	PE- Dance Weekly singing Listening to and discussing music of the week	Dynamics - the volume of sound- loud/quiet <u>NOT high/low. This is a very common misconception</u> Genre/style type of music Improvise - creating music spontaneously in the moment Lyrics - the words to a song Melody - notes that are played one after the other to make a tune (a melody) Rhythm - a pattern of long and short notes
	<i>Summer 2</i> Voice	<ul style="list-style-type: none"> I can sing songs which contain a small range of notes (2 or 3 notes) for example. 	<ul style="list-style-type: none"> Voices can make lots of different sounds. 	PE- Dance Weekly singing	Dynamics - the volume of sound- loud/quiet NOT high/low. This is a very common misconception Melody - the tune Pitch - how high or low a note is

		<ul style="list-style-type: none"> I can perform actions to accompany songs. I can take turns when singing and be a good listener. 	<ul style="list-style-type: none"> The volume of a sound is called the dynamic. Words to describe dynamics are loud and quiet. A melody is a tune. When singing in a group, everyone needs to start and stop at the same time. 	Listening to and discussing music of the week	Pitch-match - Sing the same pitch as the leader Pulse – the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music
Year 1	Autumn 1 Pulse	<ul style="list-style-type: none"> I can respond appropriately to music by using body movements I can explore and play long and short sounds. I can follow a pulse and perform simple rhythms I can play simple rhythms over a steady pulse. I can create a performance using instruments to keep the pulse or play a rhythm as part of a group. I can comment on my own and other people’s performances 	Children will experience and explore hearing and making long and short sounds on a variety of instruments. They will use their listening skills to identify the different sounds and follow and create signals when performing. The children learn a simple rhyme to establish the concept of syllables and rhythms and will explore how the pulse is integral to keeping in time when performing music.	Weekly singing Listening to and discussing Music of the Week	Pulse/ beat – the regular ‘heartbeat’ of a piece of music. Tempo – the speed at which a piece of music is played Staccato – A short, detached note Rhythm – The pattern of long notes and short notes Syllable – parts/sounds in the word Ostinato - a short, repeated phrase
	Autumn 2 Rhythm	<ul style="list-style-type: none"> I can demonstrate and explain the difference between rhythm and pulse I can perform the rhythms of song lyrics I can play along to a pulse and maintain a steady tempo I can record rhythms and perform them using a graphic score I can perform as part of a group and play rhythms in time I can offer positive feedback to others about their performance and I can assess my own playing. 	Children will explore how words and syllables can be used to create rhythms and help maintain a pulse. Physical actions and movements will be used to help show pulse and also indicate rests. Children will learn some graphic notation and compose simple rhythms in small groups. These will form part of a class performance which will be recorded and appraised by peers and the teacher. This feedback will then be used to help shape and improve a repeat performance.	Weekly singing Listening to and discussing Music of the Week Christmas performances	Pulse/ beat – the regular ‘heartbeat’ of a piece of music. Tempo – the speed at which a piece of music is played Dynamics - the volume of sound- loud/quiet NOT high/low. This is a very common misconception Rest – Rests can be put in place of a note, signalling silence which is also measured. Rhythm – a pattern of long and short notes
	Spring 1 Pitch	<ul style="list-style-type: none"> I can identify and explain the difference between high and low pitched sounds. I can recognise and broadly control changes in pitch and timbre when singing and playing instruments. 	Children will focus on pitch through using their voice, playing different instruments and listening to and creating new sounds. They will order and compare sounds becoming familiar with the concepts of high and low pitch. The unit will culminate with the children creating	Weekly singing Listening to and discussing Music of the Week	Pulse – the regular ‘heartbeat’ of a piece, of music Tempo – the speed at which a piece of music is played Dynamics – the volume of sound- loud/quiet NOT high/low. This is a very common misconception Melody – A group of notes played one after another to make a tune. Pitch – How high or low a note is Interval - The difference in pitch between 2 sounds

		<ul style="list-style-type: none">I can use graphic notation to record pitch changesI can use my voice to show different pitches and record them using graphic notation.I can recognise and broadly control changes in timbre, tempo, pitch and dynamics while singing and playing instrumentsI can listen to ideas from others and use them to help improve my work	a short composition which involves them thinking about how different moods and emotions can be communicated through the use of certain pitches and other musical features.		Glissando - A rapid gliding from one pitch to another
	<i>Spring 2</i> Music technology, structure and form	<ul style="list-style-type: none">I can demonstrate an understanding of musical structure- call and response songsI can demonstrate an understanding of musical structure- verse songsI can use technology to create and change sounds.I can comment and respond to recordings of own and other's compositions	Children will explore and sing a range of call and response songs, identifying the key features that create the song structure. Children get to explore some aspects of music technology to use as accompaniment to some of their own lyrics and pieces. The unit ends with small group compositions, using graphic scoring, performances and feedback from the audience.	Weekly singing Listening to and discussing Music of the Week	Structure - How the sections of music are put together to make the song/ piece. Verse- chorus - A song structure consisting of 2 parts Call and response - A song structure using a call and a response Music technology - the use of a device or tool to compose or perform music Record - To put into permanent form, whether on paper or in electronic form.
	<i>Summer 1</i> 20th Century music	<ul style="list-style-type: none">To identify and perform features of contemporary folk music.To identify and perform features of experimental musicTo identify and perform features of disco music.To create and practise a piece of music using features of other genresTo comment on my own and other people's performances.	Children will learn the key features of folk music, experimental music and disco music. They will select at least one key feature from each genre as a basis for their own 20th Century style composition.	Weekly singing Listening to and discussing Music of the Week	Dynamics - the volume of sound- loud/quiet NOT high/low. This is a very common misconception Genre - style of music Graphic score - using non-standard symbols to represent written music Groove - a long section of music with the same rhythm parts repeated for dancing to Pulse – the regular 'heartbeat' of a piece of music. Solo - played or sung by one performer Lyrics - the words to a song Melody - notes that are played one after the other to make a tune (a melody) Rhythm - a pattern of sounds Strophic form - each verse or section of a song being sung to the same tune Tempo - the speed at which a piece of music is played

					<p>Texture - how the melody, rhythms, and harmony are combined, determining the overall quality of the sound in a piece of music</p> <p>Timbre - the unique quality of an instrument's sound; its "voice." It describes the difference between two tones played in the same pitch and volume. For example, timbre is what you hear when you decipher a piano from a guitar</p>
	<i>Summer 2</i> Voice	<ul style="list-style-type: none"> I can sing and perform songs, which contain a small range of notes, with growing confidence and follow performance instructions including starting and stopping with accuracy. I can recognise and represent higher and lower sounds using graphic notation. I can comment on my own performance. 	Children will learn a variety of songs which contain a small range of notes and develop diction skills. They will also develop their performance skills to start and stop with accuracy. They will explore, recognise and represent higher and lower sounds and use graphic notation. The unit will culminate in the class performing two songs which they have collectively chosen to an audience. This will be recorded and children will comment on their own performance.	<p>Weekly singing</p> <p>Listening to and discussing Music of the Week</p>	<p>Dynamics – loud or quiet</p> <p>Graphic score - representation of music without using common notation</p> <p>Melody - the tune</p> <p>Pause - hold the note longer than usual</p> <p>Pitch - how high or low a note is</p> <p>Pitch-match - sing the same pitch as the leader</p> <p>Pulse – the regular 'heartbeat' of a piece, of music</p> <p>Tempo – the speed at which a piece of music is played</p>
Year 2	<i>Autumn 1</i> Pulse	<ul style="list-style-type: none"> I can sing/play with a good sense of pulse and perform using graphic notation. I can sing/play with a good sense of pulse and respond to visual and aural clues. I can add pitched notes to a pulse and rhythms, and can play my rhythm in time with the pulse and another rhythm. I can sing/play with a good sense of pulse and can create a drone and/or ostinato patterns for a group composition. I can create and perform using instruments to keep the pulse or play a rhythm as part of a group. I can watch and listen to performances and offer feedback and suggestions to 	Children will be looking at pulse, rhythm and ostinatos (repeating patterns). They will practise and perform rhythms, layering them and combining them over other patterns and pulse. This unit uses space themed words in rhythm grids throughout (Earth, Saturn, Jupiter) but this can be adapted by teachers linking the work to their current topic by selecting their own 1, 2, or 3 syllable words to use.		<p>Drone – A constant low note</p> <p>Internalising words- To hear the words in their heads without saying them out loud.</p> <p>Ostinato – A repeated musical phrase or rhythm.</p> <p>Pulse – the regular 'heartbeat' of a piece, holding the core timing together in a piece of music.</p> <p>Rest – Rests can be put in place of a note, signalling a pause.</p> <p>Round – a phrase/song with each group starting at staggered times</p> <p>Tempo – the speed at which a piece of music is played.</p>

		help them improve the performance.			
	<i>Autumn 2 Rhythm</i>	<ul style="list-style-type: none">• I can recognise and perform rhythmic patterns in songs.• I can perform parts of a song with a strong sense of pulse and rhythm• I can perform parts of a song with a strong sense of pulse and rhythm• I can use graphic notation to record a rhythm and to help me perform it.• I can perform in a group, playing rhythms accurately with a steady pulse.• I can offer comments about people’s work and accept feedback from others about mine	Children will listen to a variety of music from such diverse composers as Franz Schubert, Evelyn Glennie and Steve Reich. They will explore pulse and rhythm through physical movement, playing instruments, singing, listening and making graphic scores. The unit will culminate with the children working in small groups to practice and perform an ostinato pattern which will demonstrate a steady sense of pulse, rhythmical accuracy and a clear start and end point. The performances will be recorded and an opportunity for feedback and advice will be offered by an audience.	Weekly singing Listening to and discussing Music of the Week	Pulse/ beat – the regular ‘heartbeat’ of a piece of music Tempo – the speed at which a piece of music is played Ostinato - a repeated musical phrase or rhythm. Rhythm - a pattern of sounds made of long notes and short notes Timbre - the quality of sound that makes one voice or instrument differ from another.
	<i>Spring 1 Pitch</i>	<ul style="list-style-type: none">• I can listen and respond appropriately to a musical stimulus through movement, sound based and creative activities.• I can demonstrate increased understanding of basic musical features such as volume, pitch and dynamics• I can demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.• I can use graphic notation to show pitch, rhythm and volume and perform from the score• I understand how to use musical features such as rhythm, pitch and volume and can demonstrate them in performance	Children will be focusing on building their confidence whilst singing, playing and identifying pitches. They will be responding to a range of graphic representations through singing or playing instruments. Children will also have many opportunities to compose their own music, which will incorporate elements of prior learning such as rhythm, tempo and dynamics. The unit will end with the children practicing and performing their compositions. The performances will be filmed and then assessed by the class to identify areas that could be improved.	Weekly singing Listening to and discussing Music of the Week	Pulse/ beat – the regular ‘heartbeat’ of a piece of music. Tempo – the speed at which a piece of music is played Dynamics - the volume of sound- loud/quiet NOT high/low. This is a very common misconception Crescendo – Italian for “getting louder” Diminuendo – Italian for “getting quieter” Graphic notation – using non-standard symbols to represent written music Pitch – how high or low a note is Rhythm – a pattern of long notes and short notes Score – a written form of a musical composition showing all the instrumental/ vocal parts Conducting -directing a musical performance

		<ul style="list-style-type: none">I can evaluate my own and other's work and use musical vocabulary when giving feedback			
	<i>Spring 2</i> Music technology, structure and form	<ul style="list-style-type: none">I can listen to, and make observations about, a variety of live and recorded musicI can experiment changing and combining sounds through technologyI can offer and receive comments about my own and others' work, including discussing musical structure.	Children will explore Incredibox and Sampulator software to create sections and rhythms with layers and percussion rhythms. Pupils will also combine the software with composed body percussion rhythms, counting beats and bars accurately to perform pieces with clear structure.	Weekly singing Listening to and discussing Music of the Week	Structure- How the sections of music are put together to make the song/ piece. Verse- chorus- A song structure consisting of 2 parts Call and response- A song structure using a call and a response Music technology- the use of a device or tool to compose or perform music Record- To put into permanent form, whether on paper or in electronic form.
	<i>Summer 1</i> 20th Century music	<ul style="list-style-type: none">To identify and perform features of Film MusicTo identify and perform features of Beatles' music.To identify and perform features of Modern Bhangra music.To create a piece of music using features of different genresTo comment on my own and other people's performances	Pupils will learn the key features of Film music, The Beatles and Modern Bhangra. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.	Weekly singing Listening to and discussing Music of the Week	Bar - a segment of time corresponding to a specific number of beats Bridge - a contrasting section of music, often used in the middle of a song between the verse and chorus Chaal rhythm - a rhythmic pattern found in Bhangra music Dhol - a large, barrel-shaped, double-headed wooden drum, often used in South Asia Dynamics - how loudly or softly to play a piece of music Genre - a style, or particular type of music Graphic score - using non-standard symbols to represent written music Lyrics - the words to a song Melody - notes that are played one after the other to make a tune (a melody) Ostinato - a continually repeated musical phrase or rhythm Semitone - the smallest interval in pitch Texture - how the melody, rhythms, and harmony are combined, determining the overall quality of the sound in a piece of music Timbre - the unique quality of an instrument's sound. Tumbi - an instrument with a single string, which is plucked. Often used in Bhangra music

	<i>Summer 2 Voice</i>	<ul style="list-style-type: none"> I can sing with accuracy and follow performance instructions to start and stop I can sing with accuracy and follow performance instructions to use dynamics I can recognise and demonstrate a link between pitch and shape using graphic notation. I can sing with accuracy and follow performance instructions regarding tempo. I can sing with accuracy and follow performance instructions; starting, stopping, dynamics and tempo). I understand how to be a good performer. 	Pupils will learn to sing a variety of songs with accuracy, within a range of notes. They will develop their understanding of following and using performance instructions. Within groups, children will have the opportunity to record and represent melodies of songs they have learnt in graphic notation so that they develop an awareness of the link between pitch and shape. The unit will culminate in the class performing two songs which they have structured and practised, to an audience. This will be recorded and children will comment on their own performance.	Weekly singing Listening to and discussing Music of the Week	Dynamics - the volume of sound- loud/quiet NOT high/low. This is a very common misconception Graphic score - representation of music without using common notation Melody - the tune Pitch - how high or low a note is Pitch-match - sing the same pitch as the leader Pulse – the regular ‘heartbeat’ of a piece of music Tempo – the speed at which a piece of music is played
Year 3	<i>Autumn 1 Pulse</i>	<ul style="list-style-type: none"> I can sing and play confidently and fluently, maintaining a steady pulse. I can maintain an ostinato in a piece of music I can follow simple performance directions, demonstrating I have an understanding of pulse. I can suggest ways to improve my own and other’s work using musical vocabulary. 	Pupils will learn about ostinatos and the importance of maintaining a steady pulse when performing the ostinatos. They will explore and create a range of sounds to compose their own short rhythm to be used as an ostinato. Children will then practise their ostinatos and use them in a whole class performance where several rhythmic patterns are being played at once. Visual cues will be explained, created and used to conduct groups during their performances.	Weekly singing Listening to and discussing Music of the Week	Ostinato – a repeated musical phrase or rhythm Pulse – the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music Rest -a silence Rhythm – the pattern of sounds played through time, formed by a series of notes. Tempo – the speed at which a piece of music is played
	<i>Autumn 2 Rhythm</i>	<ul style="list-style-type: none"> I can play rhythms confidently whilst maintaining a consistent pulse I can demonstrate that I understand the difference between pulse and rhythm whilst performing songs and playing instruments. 	Pupils will continue to develop composing and performing skills. They will also explore how rhythms can be created by using syllable patterns from simple spoken phrases. Children will experience working in mixed ability groups and creating graphic scores to notate	Weekly singing Listening to and discussing Music of the Week	Tempo – the speed at which a piece of music is played Graphic Notation – using non-standard symbols to represent written music Ostinato – A repeated musical phrase or rhythm. Pulse/ beat -the heartbeat of music Phrase – A musical sentence created by a succession of notes

		<ul style="list-style-type: none"> I can take part in a performance, follow musical signals and maintain a strong sense of pulse I can offer comments about others' work and accept suggestions about my own work 	their ideas. The unit will finish with a performance which is recorded, allowing for self and peer assessment.	Christmas performances	Rhythm – A pattern of sounds Tempo – The speed at which a piece of music is played. Texture – The way that pitch and rhythm are combined in a piece of music
	<i>Spring 1</i> Pitch	<ul style="list-style-type: none"> I can respond to written texts creatively and explore different pitch sounds I can begin to create simple rhythmic patterns, melodies and accompaniments I can aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range I can offer comments about others' work and accept suggestions about my own work. 	Pupils will listen to a wide variety of music which will form the stimulus for class discussion and composition. Children will learn about using pitch to create different moods and emotional responses and will use some of the music they have heard as inspiration to create their own work. These compositions will eventually be performed and then evaluated by the class.	Weekly singing Listening to and discussing Music of the Week	Pulse/ beat – the heartbeat of music Tempo – the speed at which a piece of music is played Dynamics - the volume of sound- loud/quiet NOT high/low. This is a very common misconception Interval –The difference in pitch between 2 sounds Melody - A group of notes played one after another to make a tune (a melody) Motif – A short 'musical idea 'representing a mood or character in a piece of music Ostinato – A repeated musical phrase or rhythm Pentatonic – A five note musical scale Pitch – How high or low a note is Round – A composition where each singer/instrumentalist performs the same melody, but begins at different times. Structure – The layout of a piece of music which can usually be divided into sections Texture – The way that pitch and rhythm are combined in a piece of music. Timbre – The quality or 'colour 'of sound that make one voice or instrument different from another
	<i>Spring 2</i> Music technology, structure and form	<ul style="list-style-type: none"> I can listen to and use features of music from other traditions, genres and times I can recognise and use basic musical structure I can use technology to create, change and combine sounds. I can offer comments about my own and others' work and offer ways to improve 	Pupils will learn the song: Oil in my lamp. The song will be analysed for its clear use of sections. Children will create their own class set of lyrics for the song as well as creating their own body percussion rhythms that will be performed in the intro and ending of the song. Final performances will take place and self-assessments made where children can critique their work and	Weekly singing Listening to and discussing Music of the Week	Structure - How the sections of music are put together to make the song/ piece. Verse- chorus - A song structure consisting of 2 parts Call and response - A song structure using a call and a response Music technology - the use of a device or tool to compose or perform music Record - To put into permanent form, whether on paper or in electronic form.

			discuss what went well and what could be improved.		
	<i>Summer 1 20th Century Music</i>	<ul style="list-style-type: none"> To identify and perform features of House music. To identify and perform features of Reggae music. To identify and perform features of Rock and Roll music. To create and practise a piece of music using features of different genres To comment on my own and other people's performances 	Pupils will learn the key features of House music, Reggae music and Rock and Roll music. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.	<p>Weekly singing</p> <p>Listening to and discussing Music of the Week</p>	<p>Bridge - a contrasting section of music, often used in the middle of a song between the verse and chorus</p> <p>Chords - a group of notes played together</p> <p>Genre - a style, or particular type of music</p> <p>Graphic notation - using non-standard symbols to represent written music</p> <p>Hi-hat - a pair of cymbals on a drum kit, that are operated using a foot pedal</p> <p>Kick drum - a bass drum on a drum kit, that is operated using a foot pedal</p> <p>Looped samples - short sections of music which are repeated continuously</p> <p>Lyrics - the words to a song</p> <p>Melodies - notes that are played one after the other to make a tune (a melody)</p> <p>Rhythm - a pattern of sounds</p> <p>Synthesiser - an electronic musical instrument, operated with a keyboard, that can produce a wide selection of sounds</p> <p>Tempo - the speed at which a piece of music is played</p> <p>Upbeat - A beat before the first beat of a bar</p>
	<i>Summer 2 Voice</i>	<ul style="list-style-type: none"> I can sing fluently. I can hear a melody and create a graphic score to represent it. I can sing fluently and create, use and lead a group with performance instructions. I can comment on my own and other's performances. 	Pupils will learn three new songs: Calypso Mash Up, Packed Lunch Peril and Wake Up Shake Up, which develop their vocal and musical skills. They will focus on clear diction, accurate pitch-matching and using and following performance instructions. They will also listen carefully to a range of melodies and represent and notate these in their own graphic score.	<p>Weekly singing</p> <p>Listening to and discussing Music of the Week</p>	<p>Dynamics - the volume of sound- loud/quiet NOT high/low. This is a very common misconception</p> <p>Melody - the tune</p> <p>Pitch - how high or low a note is</p> <p>Pulse - the regular 'heartbeat' of a piece, holding the core timing together in a piece of music</p> <p>Tempo - the speed at which a piece of music is played</p>
Year 4	<i>Autumn 1 WCET/ Pulse</i>	<ul style="list-style-type: none"> I can sing and play confidently and fluently, maintaining a steady pulse. I can maintain an ostinato in a piece of music 	Pupils will listen to a range of songs and chants which are underpinned with ostinatos. They will develop their understanding and feel of pulse and the importance of keeping a steady pulse when performing. Pupils will experience a	<p>Weekly singing</p> <p>Listening to and discussing</p>	<p>Ostinato - a repeated musical phrase or rhythm</p> <p>Pulse/ beat- the heartbeat of the music</p> <p>Rest - a silence</p> <p>Rhythm - a pattern of sounds made of long notes and short notes</p> <p>Tempo - the speed at which a piece of music is played</p>

	<ul style="list-style-type: none">I can follow simple performance directions, demonstrating that I have an understanding of pulse.I can suggest ways to improve my own and other's work using musical vocabulary.	range of different time signatures, including working with 10 beat rhythmic patterns.	Music of the Week	
<i>Autumn 2</i> WCET/ rhythm	<ul style="list-style-type: none">I can perform rhythmic phrases accurately, whilst maintaining a steady sense of pulseI can follow a graphic score, accurately play a rhythmical phrase and maintain a steady sense of pulseI can create and perform different rhythms and play them confidently within a set structure.I can use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.I can assess musical performances, offering constructive feedback on my own and others' work	Pupils will be introduced to playing the recorder. They will be shown correct playing position, breathing technique and basic articulation. Pupils will explore how rhythms can be created and will also experience working with formal and non-formal notation and using rhythm grids to compose music.	Weekly singing Listening to and discussing Music of the Week Christmas performances	Tempo – the speed at which a piece of music is played Graphic Notation – using non-standard symbols to represent written music Ostinato – A repeated musical phrase or rhythm. Pulse/ beat - the heartbeat of the music Phrase – A musical sentence created by a succession of notes Rhythm – A pattern of sounds made of long notes and short notes Tempo – The speed at which a piece of music is played. Texture – The way that pitch and rhythm are combined in a piece of music.
<i>Spring 1</i> WCET/ pitch	<ul style="list-style-type: none">I can respond to songs and music creatively and explore different pitch soundsI can aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range.I can share opinions about my own and other's work and am willing to justify these using musical vocabulary	Pupils will continue to develop their skills of keeping a steady pulse, recognising and playing different rhythm patterns notated in graphic form and also traditional notation. They will also compose their own rhythms and notate these in the above ways. Pupils will learn more notes on the recorder G to high D, reading these from traditional notation and explore the concept of pitch through games and activities.	Weekly singing Listening to and discussing Music of the Week	Pulse/ beat – the heartbeat of the music Tempo – the speed at which a piece of music is played Harmony – The sound of two or more notes played simultaneously Octave – The distance between one note (eg. C) and the next note of the same pitch name 8 notes apart. Ostinato – A repeated musical phrase or rhythm Phrase – A 'musical sentence' created by a series of notes which sounds complete even when played alone Pitch – How high or low a note is Scale – An ordered sequence of notes in either ascending or descending order Tempo – The speed at which a piece of music is played Timbre – The quality or 'colour' of sound that make one voice or instrument different from another.
<i>Spring 2</i> WCET/ reading	<ul style="list-style-type: none">I can name the stave, treble clef, time signature, bar lines, double bar and repeat marks	Pupils will continue to extend their range of notes and play them in response to traditional notation.	Weekly singing	Stave - 5 lines and 4 spaces that traditional notation is written on. Treble clef - Old fashioned letter G that is at the beginning of the stave, describing the location of the note G.

Year 5	standard notation	<ul style="list-style-type: none"> I can read basic rhythm patterns from traditional notation I can read notes G-highD from the musical stave I can listen to and copy rhythms and melodies 	They will clap and play a variety of tunes and exercises, increasing in technical requirements.	Listening to and discussing Music of the Week	Time signature - 2 numbers at the beginning of a piece of music that tell us how many beats in a bar and what type of beats they are. Bar lines - lines that divide the stave up into bars. Repeat marks - 2 dots before a double bar that indicate that the music must be repeated.
	Summer 1 + 2 WCET/ playing from standard notation/ ensemble and performance skills	<ul style="list-style-type: none"> I can perform on my instrument confidently and fluently, both in solo and ensemble contexts I can follow and lead simple performance directions I can play my instrument with appropriate posture, expression and technical control I can understand and respond to graphic and standard notation 	Pupils will continue to extend their range of notes and play them in response to traditional notation. They will clap and play a variety of tunes and exercises, increasing in technical requirements. They will also perform to each other and an informal audience	Weekly singing Listening to and discussing Music of the Week	Pulse - The heart-beat of the music Rhythm - Pattern of sounds consisting of long notes and short notes Crotchet - 1 beat note Crotchet rest - 1 beat rest Quaver - half a beat note Minim - 2 beat note
	Autumn 1 Pulse	<ul style="list-style-type: none"> I can identify and play to the pulse of music. I can create graphic notation to represent rhythms. I can independently maintain a part in a group performance. I can read and play musical notation to create rhythms. I can help to compose a group performance using either standard or graphic notation. I can perform a composed piece as part of a group. 	Pupils will work in small groups, composing rhythm patterns which are then practised with an emphasis on maintaining pulse. They will explore graphic and formal notation, using crotchets, quavers and rests and compare how these representations can look when placed side by side.	Weekly singing Listening to and discussing Music of the Week	Crotchet - a 1 beat note Graphic notation – using non- standard symbols to represent written music Pulse/ beat - the heartbeat of the music Quaver – a half beat note Rhythm – A pattern of sounds Standard notation – Notation using universal symbols to represent and record music Syncopation – off beat, placing different stress or accent on beats that wouldn't normally be stressed. Tempo – the speed at which a piece of music is played
	Autumn 2 Rhythm	<ul style="list-style-type: none"> I can perform a rhythm as part of a group and discuss the timbre of different sounds I can create and play rhythms within a range of time signatures I can identify a range of musical notes and perform contrasting rhythms I can maintain a part in a group performance with an awareness of structure. 	Pupils will hear music from a variety of genres that use different time signatures. These pieces, combined with a range of notation activities, will help the children to gain confidence identifying rhythms both visually and aurally. Elements such as musical arrangement, structure and texture will be explored and the unit will culminate with the children performing pieces they have composed using these techniques in small groups, to an audience. Their	Weekly singing Listening to and discussing Music of the Week Christmas performances	Crotchet –1 beat note Dynamics – How loudly or softly to play a part or piece of music Minim – A 2 beat note Ostinato – A repeated musical phrase or rhythm Pulse/ beat - the heartbeat of the music Quaver – ½ beat note Rhythm – A pattern of sounds Semibreve – a 4 beat note Timbre - The quality or 'colour' of sound that makes one voice or instrument different from another. Tempo - The speed of which a piece of music is played Time signature - Two numbers written like a

		<ul style="list-style-type: none"> I can assess, evaluate and offer feedback to peers and also discuss ways to improve my own performance 	performances will be assessed, discussed and critiqued against the success criteria.		fraction to explain how the music is to be counted.
	<i>Spring 1 Pitch</i>	<ul style="list-style-type: none"> I can begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies. I can begin to use a variety of musical devices and techniques when creating and making music and can demonstrate awareness of timbre and texture in my work I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through discussion and composition. I can demonstrate increasing confidence in rehearsal and performance and use my developing skills to communicate a higher level of musical expression. I can critique my own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary 	Pupils will listen to a wide range of music, including work from the 'minimalist' genre. They will use some of this music as a stimulus to compose their own short pieces and build on their developing knowledge around pitch and other musical devices to create more technically complex performances. These compositions will be performed, recorded, assessed and then improved by peer and self-evaluation.	<p>Weekly singing</p> <p>Listening to and discussing Music of the Week</p>	<p>Pulse – the regular 'heartbeat' of a piece, Tempo – the speed at which a piece of music is played Chord – A group of notes which sound at the same time Harmony – The sound of two or more notes played at the same time Interval – The difference in pitch between 2 sounds Melodic phrase – A 'musical sentence' created by a series of notes which sounds complete even when played alone Minimalist music - Music that has limited or minimal musical materials or ideas featuring lots of repetition Motif – A short musical 'idea' representing a mood or character in a piece of music Ostinato – A repeated musical phrase or rhythm Pitch – How high or low a note is Rhythm – A pattern of sounds Semitone – Half a tone (the smallest interval in Western Classical music) Scale – An ordered sequence of notes in either ascending or descending order Texture – The way that pitch and rhythm are combined in a piece of music Timbre -The quality or 'colour' of sound that makes one voice or instrument different from another.</p>
	<i>Spring 2 Music technology, structure and form</i>	<ul style="list-style-type: none"> I can use and identify key features of basic musical structure I can use voice, sounds, technology and instruments in creative ways I can use and identify key features of basic musical structure I can comment and respond to recordings of my own and other's compositions 	Pupils will consolidate prior learning by using texture, use of dynamics and audio effects to create pieces in Bandlab that contain A, B and C sections. Children will write raps and body percussion rhythms in small groups and perform them over compositions made in Bandlab. Performances will take place and the class will have an opportunity to assess and offer feedback.	<p>Weekly singing</p> <p>Listening to and discussing Music of the Week</p>	<p>Structure- How the sections of music are put together to make the song/ piece. Verse- chorus- A song structure consisting of 2 parts Call and response- A song structure using a call and a response Music technology- the use of a device or tool to compose or perform music Record- To put into permanent form, whether on paper or in electronic form.</p>
	<i>Summer 1</i>	<ul style="list-style-type: none"> To identify and perform features of Jazz music 	Pupils will learn the key features of Jazz, Expressionism and Film music.	Weekly singing	<p>Atonal - music not written in any particular key Bent note - a musical note that varies in pitch</p>

	20th Century Music	<ul style="list-style-type: none"> To identify and perform features of Expressionism To identify and perform features of Film music To create a piece of music using features from different genres To comment on my own and other people's performances 	They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.	Listening to and discussing Music of the Week	<p>Dissonance - musical notes that do not 'agree' - notes that clash</p> <p>Dynamics - how loudly or softly to play a piece of music</p> <p>Genre - a style, or particular type of music</p> <p>Graphic notation - using non-standard symbols to represent written music</p> <p>Harmonies - a combination of notes played together that produce a pleasing effect</p> <p>Improvisation - creating music spontaneously in the moment</p> <p>Melodies - notes that are played one after the other to make a tune (a melody)</p> <p>Motif - a short musical idea</p> <p>Pentatonic scale - a musical scale of five notes</p> <p>Pitch - how high or low a note is</p> <p>Pulse – the regular 'heartbeat' of a piece,</p> <p>Rhythm - the pattern of sounds</p> <p>Rondo - a musical structure with a recurring theme</p> <p>Standard notation - the system of writing down music commonly used in Western music, consisting of 5 lines (stave) which individual notes are written onto</p> <p>Swung rhythms - rhythms where instead of two notes of equal length, the first note is lengthened and the second shortened</p> <p>Syncopation - rhythms where strong beats become weak and vice versa</p> <p>Tempo – the speed at which a piece of music is played</p> <p>Texture - how the melody, rhythms and harmony are combined</p> <p>Unison - all performers playing the same thing together</p> <p># (sharp sign) - a musical note raised a semitone above natural pitch</p>
	Summer 2 Voice	<ul style="list-style-type: none"> I can use my voice to create sounds and interpret a graphic score. I can work with others to maintain an independent singing part. I can identify notated and graphic scores and match them to what I can hear. I can follow a graphic / notated score to sing an independent part. I can assess and evaluate my own 	Pupils will learn about the power of their voice; creating and using different sounds in different contexts. Children will interpret, practise and perform graphic scores using a variety of vocal sounds. They will learn about musical notation and match it to audio tracks. They will also combine sounds to create class and group compositions. The	Weekly singing Listening to and discussing Music of the Week	<p>Dynamics – How loudly or softly to play a part or piece of music</p> <p>Graphic score- the representation of music through the use of visual symbols</p> <p>Melody - A group of notes played one after another to make a tune (a melody)</p> <p>Pitch - how high or low a note is</p> <p>Pulse – the regular 'heartbeat' of a piece,</p> <p>Rhythm - A pattern of sounds</p> <p>Tempo – the speed at which a piece of music is played</p>

		and other's performances. I can explain my opinions about graphic and notated scores.	unit culminates in groups creating a piece of music using Zum Gali Gali phrases, beat boxing and a backing track.		
Year 6	<i>Autumn 1 Pulse</i>	<ul style="list-style-type: none"> I can play rhythms while maintaining a pulse. I can sing / play in regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) timings I can maintain a strong sense of pulse and I can recognise when a piece is going out of time. 	Pupils will be listening to a variety of music that includes a range of time signatures. They will hear, explore and create their own ostinatos using a variety of timbres of body percussion and voice. In small groups, children will create a piece in 5/4 time signature, built around several composed ostinato patterns.		Dynamics – How loudly or softly to play a part or piece of music Improvise – Composing music while performing it without notation Ostinato – A repeated musical phrase or rhythm Pentatonic – A five note scale Eg C, D, E, G, A. Pulse – the regular 'heartbeat' of a piece Rhythm – A pattern of sounds Tempo – the speed at which a piece of music is played
	<i>Autumn 2 Rhythm</i>	<ul style="list-style-type: none"> I can interpret a graphic score and use it to perform. I can create and perform a piece using my awareness of timbre and texture. I can read, play and identify short passages of rhythms using Western notation. I can maintain a part in a group performance whilst responding to dynamics and tempo changes I can notate and perform a piece of music using dynamic and tempo changes. I can assess, evaluate and offer feedback to peers and discuss ways to improve my own performance. 	Pupils will have many opportunities to perform as individuals and in groups, working with tuned and untuned instruments. They will also continue to explore graphic scores and discuss how they compare to using formal notation. Understanding of musical elements such as texture, timbre and dynamics will be further developed as the children create and conduct short performances. The unit will culminate with the children offering constructive self and peer assessment after watching recordings of their performances.	Weekly singing Listening to and discussing Music of the Week Christmas performances	Crotchet - A 1 beat note Dynamics – How loudly or softly to play a part or piece of music Minim - A 2 beat note Ostinato – A repeated musical phrase or rhythm Pulse – The regular 'heartbeat' of a piece Quaver - A 1/2 beat note Rhythm – A pattern of sounds Semibreve - A 4 beat note Timbre - The quality or 'colour' of sound that makes one voice or instrument different from another. Texture – The way that pitch and rhythm are combined in a piece of music
	<i>Spring 1 Pitch</i>	<ul style="list-style-type: none"> I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion. I can use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music. I can create music which demonstrates understanding of 	Pupils will listen to a wide variety of music and explore musical themes and motifs linked to films and iconic characters. They will investigate the impact of intervals, namely semitones, on creating mood, feeling and emotion in music. This understanding will be used to help compose and perform their own themes and link them to characters they have chosen. Children will also be encouraged to incorporate	Weekly singing Listening to and discussing Music of the Week	Pulse – the regular 'heartbeat' of a piece Tempo – the speed at which a piece of music is played Arpeggio – A type of broken chord, using notes 1,3,5 and 8 from a scale played one after another, ascending or descending Chord – A group of notes which sound at the same time Harmony – The sound of two or more notes played simultaneously Interval – The difference in pitch between 2 sounds Melodic phrase - A 'musical sentence' created by a series of notes which sounds complete even when played alone

		<p>basic structure with a focus on contrasting pitches and melodies</p> <ul style="list-style-type: none"> I can demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal. I can critique my own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary 	<p>further musical devices such as tempo and dynamics to help build a sense of mood.</p>		<p>Motif – A short musical 'idea' representing a mood or character in a piece of music Ostinato – A repeated musical phrase or rhythm Pitch – How high or low a note is Rhythm – A pattern of sounds Tone - A musical or vocal sound characterised by its pitch, quality, and strength. Semitone –Half a tone (the smallest interval in Western Classical music) Texture – The way that pitch and rhythm are combined in a piece of music Timbre - The quality or 'colour' of sound that makes one voice or instrument different from another Tone cluster – A group of notes close together played at the same time resulting in a dissonant sound</p>
	<i>Spring 2</i> Music technology, structure and form	<ul style="list-style-type: none"> I can listen to and evaluate a variety of music from different genres, cultures and times I can use a variety of musical devices when creating and playing music I can create music with an understanding of structure 	<p>Pupils will learn about a wide variety of musical sections and how these can be used to form musical structure. Pupils will hear and have to identify these sections in a variety of pre-recorded songs from a variety of genres. Children will use Bandlab to create backing tracks before writing raps and body percussion rhythms over them. Performances of these group pieces will take place with opportunity for peer and self-assessment in the final lesson.</p>	<p>Weekly singing</p> <p>Listening to and discussing Music of the Week</p>	<p>Structure- How the sections of music are put together to make the song/ piece. Verse- chorus- A song structure consisting of 2 parts Call and response- A song structure using a call and a response Music technology- the use of a device or tool to compose or perform music Record- To put into permanent form, whether on paper or in electronic form. Backing track- a recorded musical accompaniment, especially for a soloist to play or sing along with</p>
	<i>Summer 1</i> 20th Century Music	<ul style="list-style-type: none"> To identify and perform features of Hip Hop music To identify and perform features of Minimalism To identify and perform features of wartime music (swing) To create and practise a piece of music using features of different genres. To comment on my own and other people's performances 	<p>Pupils will learn the key features of Hip Hop, Minimalism and Wartime (swing) music. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.</p>	<p>Weekly singing</p> <p>Listening to and discussing Music of the Week</p>	<p>Beat - the basic heartbeat/ pulse in music Chord - a group of notes played together DJ-ing - manipulating sounds of recordings Dynamics - how loudly or softly to play a piece of music Genre - a style, or particular type of music Harmony - a combination of notes played together Improvisation - creating music spontaneously in the moment Melody - notes that are played one after the other to make a tune (a melody) Natural note - the notes ABCDEFG, which are represented by the white keys on a keyboard/piano</p>

					Ostinati - continually repeated musical phrases or rhythms (singular - an ostinato) Rapping - reciting words rapidly and rhythmically over an instrumental backing Rhythms - patterns of sounds Samples - pieces of sound recordings that are reused in other pieces of music Solos - sections played or sung by one performer Swung (rhythm) - rhythms where instead of two notes of equal length, the first note is lengthened and the second shortened
	<i>Summer 2 Voice</i>	<ul style="list-style-type: none"> I can read and write graphic scores and perform sung interpretations of different pitches. I can experiment with and refine sounds and pitches with my voice. I can maintain a sung part in a group performance. I can work with a group to perform parts from a song with accurate pitch. I can comment on my own and other peoples' performances. 	Pupils will interpret, practise and perform graphic scores. They will also be introduced to scales and use them to create their own group composition. Children will learn sections from Ed Sheeran's song called 'Sing' which they will use to create a class and group arrangement. The performances of these group arrangements will be recorded and self and peer assessed.	Weekly singing Listening to and discussing Music of the Week Leaver's performance	Harmony - arrangement of parts, combination of notes Pulse – the regular 'heartbeat' of a piece Scale - a set of ordered musical notes Tempo – the speed at which a piece of music is played