IV/I	us	IC
	as	

Know how to	0:		Know what/key concepts:			
	Autumn		Spring	Summe		
EYFS	In the EYFS children have	ve the opportunities to explore sound	ls and make music through the	e continuous provision. There a	re a range of percussion instr	uments and simple tuned
	percussion instruments	for children to explore. The outdoor	area has a percussion wall. Ch	ildren are encouraged to respo	ond to what they have heard,	expressing their thoughts
	and feelings. The childr	en are familiar with a wide range of s	ongs and are encouraged to in	nprovise with familiar songs.	n nursery children explore the	sounds of different
	0 1	nase 1 phonics activities encouraging	5	,	1 1	
	move into Reception, the	hey use the Charanga music curriculu	m to lay the foundations for K	S1. Through Charanga children	learn a range of songs, play c	lassroom instruments,
		y are exposed to different styles of m		e world.		
	It is expected that by the	e end of Reception children will be a	ble to:			
		engage in music making and dance, p	U U U			
	0 0	of well-known nursery rhymes and se	0			
		gs, rhymes, poems and stories with o	thers, and (when appropriate)	try to move in time with musi	С.	
Key Stage 1:						
•	d be taught to:					
		and creatively by singing songs and s	peaking chants and rhymes			
	play tuned and untuned inst	,				
		d understanding to a range of high-qu	•			
		ect and combine sounds using the inte			1	
Year 1	Hey You!	Rhythm in the Way we Walk and	In the Groove	Round and Round	Your imagination.	Reflect, Rewind and
	Key Concept/Skills:	the Banana Rap. Key Concept/ Skills: Reggae.	Key concert (Shill) Old	Key concert (Chills Downd	Kan ann an t (Chille	Replay. Key Concepts/Skills:
	Old School Hip Hop.	Exploring pulse, rhythm and pitch,	Key concept/Skill: Old chool hip hop	Key concept/Skill: Round and Round – Groove	Key concept/Skill: Your imagination – pop	Classical.
	Explore how pulse,	rapping, dancing and singing.	Listening and	Listening and	Listening and	Explore and learn about the
	rhythm and pitch work	Listening and Appraising:	Appraising: To be able to	Appraising: To be able to	Appraising: To be able to	history of music. Look back
	together.	To be able to ask and answer	ask and answer questions	ask and answer questions	ask and answer guestions	and consolidate learning.
	Listening and	questions about the music.	about the music.	about the music.	about the music.	Learning some of the
	Appraising:	To recognise different styles of	To recognise different styles	To recognise different styles	To recognise different styles	language of music.
	To be able to ask and	music.	of music.			Listening and
	To be usic to usit unu		of music.	of music.	of music.	0
	answer questions	Know how to:-	Know how to:-	of music. Know how to:-	of music. To imagine simple pictures	Appraising: To be able to
	answer questions about the music.	Know how to:- Find the pulse/steady beat to the				Appraising: To be able to ask and answer questions
	answer questions about the music. To recognise different	Know how to:- Find the pulse/steady beat to the music you are listening to.	Know how to:-	Know how to:-	To imagine simple pictures	Appraising: To be able to ask and answer questions about the music.
	answer questions about the music. To recognise different styles of music.	Know how to:- Find the pulse/steady beat to the music you are listening to. To recognise different styles of	Know how to:- To recognise different styles of music. Recognise and identify	Know how to:- Recognise and identify	To imagine simple pictures in your mind as you listen to the music. Know how to:-	Appraising: To be able to ask and answer questions about the music. To recognise different styles
	answer questions about the music. To recognise different styles of music. Know how to:-	Know how to:- Find the pulse/steady beat to the music you are listening to. To recognise different styles of music.	Know how to:- To recognise different styles of music. Recognise and identify instruments and voices you	Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat	To imagine simple pictures in your mind as you listen to the music. Know how to:- Recognise and identify	Appraising: To be able to ask and answer questions about the music. To recognise different styles of music.
	answer questions about the music. To recognise different styles of music. Know how to:- To recognise different	Know how to:- Find the pulse/steady beat to the music you are listening to. To recognise different styles of music. Recognise and identify instruments	Know how to:- To recognise different styles of music. Recognise and identify instruments and voices you can hear.	Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are	To imagine simple pictures in your mind as you listen to the music. Know how to:- Recognise and identify instruments and voices you	Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. Know how to:-
	answer questions about the music. To recognise different styles of music. Know how to:- To recognise different styles of music.	Know how to:- Find the pulse/steady beat to the music you are listening to. To recognise different styles of music. Recognise and identify instruments and voices you can hear.	Know how to:- To recognise different styles of music. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat	Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.	To imagine simple pictures in your mind as you listen to the music. Know how to:- Recognise and identify instruments and voices you can hear.	Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. Know how to:- Listen and Appraise Classical
	answer questions about the music. To recognise different styles of music. Know how to:- To recognise different styles of music. Recognise and identify	Know how to:- Find the pulse/steady beat to the music you are listening to. To recognise different styles of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm	Know how to:- To recognise different styles of music. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are	Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm	To imagine simple pictures in your mind as you listen to the music. Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat	Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. Know how to:- Listen and Appraise Classical music
	answer questions about the music. To recognise different styles of music. Know how to:- To recognise different styles of music. Recognise and identify instruments and	Know how to:- Find the pulse/steady beat to the music you are listening to. To recognise different styles of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns.	Know how to:- To recognise different styles of music. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.	Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns.	To imagine simple pictures in your mind as you listen to the music. Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are	Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. Know how to:- Listen and Appraise Classical music Sing some of the lyrics and
	answer questions about the music. To recognise different styles of music. Know how to:- To recognise different styles of music. Recognise and identify	Know how to:- Find the pulse/steady beat to the music you are listening to. To recognise different styles of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patters of names.	Know how to:- To recognise different styles of music. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm	Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patterns of	To imagine simple pictures in your mind as you listen to the music. Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.	Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. Know how to:- Listen and Appraise Classical music Sing some of the lyrics and melodies.
	answer questions about the music. To recognise different styles of music. Know how to:- To recognise different styles of music. Recognise and identify instruments and	Know how to:- Find the pulse/steady beat to the music you are listening to. To recognise different styles of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns.	Know how to:- To recognise different styles of music. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.	Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns.	To imagine simple pictures in your mind as you listen to the music. Know how to:- Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are	Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. Know how to:- Listen and Appraise Classical music Sing some of the lyrics and

Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patters. Clap rhythm patters of names. Create own rhythm patterns. Play tuned instruments with the music. Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C, D or C, D, E. Perform and share- a class performance of Hey you with rapping, singing and playing. Key Questions. Can I improvise to a piece of music? Can I find the pulse in music? Can I recognise a starting point and performing in a group Can I use my voice in different ways; speaking, singing, chanting? Key vocabulary: Pulse, rhythm, pitch, rap, improvise, melody, compose, bass guitar, drums. Cross curricular links: English: Speaking and listening.	To rap and sing songs in unison. Perform and share- a class performance of Hey you with rapping, singing and playing. Key Questions. Can I improvise to a piece of music? Can I recognise a starting point and performing in a group Can I use my voice in different ways; speaking, singing, chanting? Can I hear and identify changes in pitch? Key Vocabulary: Pulse, rhythm, pitch, rap, melody, unison, saxophone, trumpet, singers, keyboard. Cross curricular links: P/E Dance.	Clap rhythm patterns of names and foods. Create/compose own rhythm patterns. Play tuned instruments with the music. Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Perform and share: A class performance of singing 'In the groove'. Key questions: Can I listen to and discuss different styles of music? Can I hear and name different instruments being played in the music? Can I repeat short rhythmic patterns accurately? Key vocabulary: Blues, Baroque, Latin, Folk, Funk, pulse, rhythm, pitch, melody, compose, improvise, perform. Cross curricular links: English: Speaking and listening.	Create/compose own rhythm patterns. Play tuned instruments with the music. Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Identify high and low notes/ changes in pitch. Improvise to a piece of music using own rhythms, simple melodies. Perform as a class the song 'Round and Round'. To add simple dance movements to the performance. Key questions: Can I improvise to a piece of music? Can I improvise to a piece of music? Can I use my voice in different ways; speaking, singing, chanting? Key vocabulary: Pitch, Pulse, rhythm, Improvise, compose, singing, keyboard, bass, percussion, trumpet, Cross curricular links: English: Speaking and listening.	Clap rhythm patterns of names and foods. Create/compose own rhythm patterns. Play tuned percussion instruments with the music. Learn to sing the words and melodies of the songs. Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Perform and share the playing of children's musical ideas and compositions. Key questions: Can I follow musical instruction? Can I compose my own music using different instruments? Key vocabulary: Pulse, rhythm, pitch, improvise, compose, perform. Cross curricular links: English: Speaking and listening/ creativity – using our imaginations.	Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Improvisation using voices and instruments Compose simple rhythm patterns and melodies using the music as a stimuli. Share and perform the learning that has taken place Explain my thoughts and musical ideas using musical language. Key Questions. Can I improvise to a piece of music? Can I find the pulse in music? Can I recognise a starting point and performing in a group Can I use my voice in different ways; speaking, singing, chanting? Key vocabulary: Pulse, rhythm, pitch, improvise, compose, perform, classical, baroque, composers. Cross curricular links: English: Speaking and listening.
--	---	--	---	--	--

Year 2	Hands, Feet, Heart	НО, НО, НО	I Wanna Play in a Band	Zootime	Friendship song	Reflect, Rewind and Replay
	Key concepts and	Key Concepts and Skills: To learn	Key Concepts and Skills:	Key Concepts and Skills:	Key Concepts and Skills:	Key Concepts/Skills
	skills:	how to rap as a style of singing.	Identifying rock as a style	Listening and	Recognise Pop music as a	Classical.
	Afropop, South	Develop knowledge of rhythm	of music.	Appraising: To be able to	style of music.	Explore and learn about the
	African	patterns.	Develop ability to play a	ask and answer questions	Develop knowledge of	history of music. Look back
	Listening and	To begin to improvise using	variety of percussion	about the music.	rhythm patterns and be	and consolidate learning.
	Appraising:	overall ideas and themes and own	instruments.	To recognise different styles	able to repeat them with	Learning some of the
	To be able to ask and	ideas	To listen to others playing	of music.	accuracy.	language of music.
	answer questions	Listening and Appraising:	as you play.	To recognise the structure	To sing as a choir and	Listening and
	about the music.	To be able to ask and answer	Playing together in a band	of songs – introduction,	individually,	Appraising: To be able to
	To recognise different	questions about the music.	Listening and	verse and chorus.		ask and answer questions
	styles of music.	To recognise different styles of	Appraising: To be able to	Recognise and identify	Listening and Appraising: To be able to	about the music.
	To recognise the	music.	ask and answer questions	instruments and voices you	ask and answer questions	To recognise different styles
	structure of songs –	To recognise the structure of songs	about the music.	can hear.	about the music.	of music.
	introduction, verse	– introduction, verse and chorus.	To recognise different styles	Find the pulse/steady beat	To recognise different styles	To recognise the structure
	and chorus.	Recognise and identify instruments	of music.	to the music you are	of music.	of songs – introduction,
	Recognise and identify	and voices you can hear.	To recognise the structure	listening to.	To recognise the structure	verse and chorus.
	instruments and	Find the pulse/steady beat to the	of songs – introduction,	Know how to:-	of songs – introduction,	Recognise and identify
	voices you can hear.	music you are listening to.	verse and chorus.	To find the pulse/steady	verse and chorus.	instruments and voices you
	Find the pulse/steady	Know how to:-	Recognise and identify	beat and maintain it with a	Recognise and identify	can hear.
	beat to the music you	To find the pulse/steady beat and	instruments and voices you	piece of music.	instruments and voices you	Find the pulse/steady beat
	are listening to.	maintain it with a piece of music.	can hear.	Recognise and identify	can hear.	to the music you are
	Know how to:-	Recognise and identify instruments	Find the pulse/steady beat	instruments and voices you	Find the pulse/steady beat	listening to. Know how to: -
	Recognise and identify	and voices you can hear.	to the music you are	can hear.	to the music you are	
	instruments and	Listen to and repeat rhythm	listening to.	Listen to and repeat rhythm	listening to.	Listen and Appraise Classica
	voices you can hear.	patterns.	Know how to:-	patterns.	Know how to: -	music
	Find the pulse/steady	Clap rhythm patters of names.	Recognise and identify	Clap rhythm patters of	To find the pulse/steady	Sing some of the lyrics and
	beat to the music you	Create own rhythm patterns.	instruments and voices you	names.	beat and maintain it with a	melodies.
	are listening to.	To recognise changes in pitch, high	can hear.	Create own rhythm	piece of music.	Play instruments within the
	Listen to and repeat rhythm patterns.		Find the pulse/steady beat	patterns.	Recognise and identify	song
	Clap rhythm patters of	and low sounds.	to the music you are	To recognise changes in	instruments and voices you	Recognise and identify
	names.	Play tuned percussion along with	listening to.	pitch, high and low sounds.	can hear.	instruments and voices you
	Create own rhythm	the music. (G,A,B)	Listen to and repeat rhythm	Play tuned percussion along	Listen to and repeat rhythm	can hear.
	patterns.	Sing in unison – learning the words	patterns.	with the music.	patterns.	Find the pulse/steady beat
	Play tuned percussion	to the rap.	Clap rhythm patterns of	Improvise – creating own	Clap rhythm patters of	to the music you are
	along with the music.	Improvise with words during the rap	names.	rhythm patterns and	names.	listening to.
	Improvise – creating	song,	Create own rhythm	melodies using notes C and	Create own rhythm	Listen to and repeat rhythm
	own rhythm patterns	Perform and share a class	patterns.	D.	patterns.	patterns.
	and melodies using	performance of the rap 'Ho Ho Ho'.	Play tuned percussion along with the music. F,D,C.	Compose a simple melody	Play tuned percussion along	Improvisation using voices
	notes C and D.	Key questions:			with the music using either 2 or 3 notes.	and instruments
	Compose a simple	Can I improvise with words during	Improvise – creating own rhythm patterns and	using simple rhythms,	Improvise – creating own	Compose simple rhythm
	melody using simple	a rap song?	melodies using notes F,G.	choosing from the notes C +	rhythm patterns and	patterns and melodies using
	rhythms, choosing	Can I find the pulse in music?	Compose a simple melody	D or C, D + E.	melodies using notes C and	the music as a stimuli.
	from the notes C + D	Can I use my voice in different	using simple rhythms,	Perform the songs and	D.	Share and perform the
	or C, D + E.		choosing from the notes	include your own	Compose a simple melody	learning that has taken
	Learn the lyrics and	ways; speaking, singing, chanting?	F,G/F,G,A.	compositions and	using simple rhythms,	place
	melody to the song	Can I hear and identify changes in	Perform the songs and	improvisations.	choosing from the notes C +	place
	Hands, feet, heart.	pitch?	include your own		D or C, D + E.	

Perform by sing the	Key vocabulary:	compositions and	To recognise changes in	Key questions:	Explain my thoughts and
song in unison	Keyboard, bass, guitar, percussion,	improvisations.	pitch.	Can I sing, play and	musical ideas using music
'Hands, feet, heart'.	trumpets, saxophones, pulse,	Key questions:	Learn the lyrics and melody	improvise?	language.
Key questions:	rhythm, pitch, perform, audience,	Can I improvise to a piece	to 'The friendship Song'.	Can I find the pulse in	Key questions:
Can I improvise to a	rap, improvise, dynamics, tempo	of music?	To perform the song in	music?	Can I improvise to a piec
piece of music?	Cross curricular links:	Can I find the pulse in music?	unison as a class.	Can I copy a rhythm	of music? Can I find the pulse in
Can I find the pulse in music? Can I copy a rhythm pattern accurately? Can I compose a simple melody using tuned percussion? Key vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo Cross curricular links : History: Nelson Mandela as a famous and influential person in our lifetimes.	Christmas. Literacy - Christmas vocabulary.	music? Can I copy a rhythm pattern accurately? Can I compose a simple melody using tuned percussion? Key vocabulary: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo Cross curricular links: Teamwork, working together.	Key questions: Can I find the pulse in music? Can I copy a rhythm pattern accurately? Can I recognise and identify changes in pitch? Can I compose a simple melody using tuned percussion? Can I improvise to a piece of music? Key vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo Cross curricular links: PSHE – theme: Friendship.	pattern accurately? Can I compose a simple melody using tuned percussion? Key vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo. Cross curricular links: English: Speaking and listening.	Can I find the pulse in music? Can I recognise a starting point and performing in a group Can I use my voice in different ways; speaking, singing, chanting? Key vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melo dynamics, tempo Cross curricular links English: Speaking and listening.

Key Stage 2:

Pupils should be taught:

- to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Year 5: Pupils to have the experience of learning how to play an instrument (brass, woodwind). This is to be offered through Edsential as a Wider Opportunities initiative, giving every child in Year 5 a free 10 week taster block of music lessons with a Peripatetic Music teacher. At the end of 10 weeks all children will be offered the opportunity to continue lessons either in small groups or individually. The cost of the lessons and instrumental hire is to be met by parents. Children on Pupil Premium will be offered financial assistance to continue with lessons if they choose.

	he cost of the lessons and instru					
Year 3	Let Your Spirit Fly	Glockenspiel stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and
				Key concept: Traditional		Replay
	Key concept: Develop	Key concept: Exploring and	Key concept: Reggae,	Folk tunes from around the	Key concept: This is a Disco	Key concepts – Classical
	knowledge and experience	developing playing skills	happiness and animals.	world, celebrating our	song about friendship,	music. Look back at the
	of rhythm and pulse.	using the glockenspiel.	Listening and	differences and being kind	peace, hope and unity.	history of music and
	Listening and Appraising:	Listening and Appraising:	Appraising: To be able to	to one another.	Listening and	consolidate learning through
	RnB (a mix of Soul, Hip Hop	To be able to ask and	ask and answer questions	Listening and	Appraising: To be able to	rhythm, pulse, notation,
	and Gospel music) and other	answer questions about the	about the music.	Appraising: To be able to	ask and answer questions	listening and appraising,
	musical styles.	music.	To recognise different styles	ask and answer questions	about the music.	composing and improvising.
	To be able to ask and	To recognise different styles	of music.	about the music.	To recognise different styles	Listening and Appraising:
	answer questions about the	of music.	To recognise the structure	To recognise different styles	of music.	To be able to ask and
	music.	To recognise the structure	of songs – introduction,	of music.	To recognise the structure	answer questions about the
	To recognise different styles	of songs – introduction,	verse and chorus.	To recognise the structure	of songs – introduction,	music.
	of music. To recognise the structure	verse and chorus. Recognise and identify	Recognise and identify instruments and voices you	of songs – introduction,	verse and chorus. Recognise and identify	To recognise different styles
	of songs – introduction,	instruments and voices you	can hear.	verse and chorus.	instruments and voices you	of music.
	verse and chorus.	can hear.	Find the pulse/steady beat	To discuss –do the words of	can hear.	To recognise the structure
	Recognise and identify	Find the pulse/steady beat	to the music you are	the song tell a story.	To discuss –do the words of	of music – when musical
	instruments and voices you	to the music you are	listening to.	What picture do they create	the song tell a story.	ideas are repeated.
	can hear.	listening to.	Know how to:	in your imagination?	Find the pulse/steady beat	Recognise and identify
	Find the pulse/steady beat	Know how to:	Learn the words and melody	Recognise and identify	to the music you are	instruments you can hear.
	to the music you are	Play the notes CDE and F.	to a song and sing in unison.	instruments and voices you	listening to.	Find the pulse/steady beat to the music you are to.
	listening to.	Learn how to play a variety	Play instrumental parts with	can hear.	Know how to:	Know how to:
	Know how to:	of simple tunes on tuned	the song using tuned	Find the pulse/steady beat	To play and copy back	
	Singing – beginning to sing	percussion instruments	percussion notes CD and E.	to the music you are	rhythms using 2 notes on	Copy and repeat simple rhythm patterns.
	in 2 parts.	using notes CDE and F.	To play instrumental parts	listening to.	tuned percussion.	To find and maintain a
	To be able to play	Improvise with a piece of	either by ear or from	Know how to:	To learn how to sing simple	steady beat in a piece of
	instrumental parts with a	Blues music using notes	notation.	To play and copy back	songs tuned percussion	music.
	song, both by ear and from	Cand D.	Improvisation: Create	rhythms using 2 notes on	notes CA and G.	To improvise and create
	notation. (notes, CD and E)	Compose simple melodies	individual responses to the	tuned percussion.	To play instrumental parts	own rhythm patterns in
	Improvise using up to 3	and songs using notes CDE	song/music using notes CD	To learn how to sing simple	either by ear or from	response to music.
	notes CD and E.	and F.	and E.	songs I two parts.	notation.	To improvise and create
	Compose a simple melody	Perform and share: using	Compose simple melodies	Play instrumental parts with	Improvisation: Create	tunes using voices and
	using simple rhythms and	musical ideas from	and songs using simple	the song using tuned	individual responses to the	instruments.
	choosing notes from CD and	composition and	rhythms and notes CDE F	percussion notes GA and B.	song/music using notes CA	To compose simple tunes
	E, or CDEF and G.	improvisation work.	and G.	To play instrumental parts	and G.	using a variety of percussion
	Perform and share: Perform	Key questions:	Perform and share: using	either by ear or from	Compose simple melodies	instruments.
	compositions – add simple	Can I play and read the	musical ideas from	notation.	and songs using simple	To revisit songs and pieces
	dance moves, explain to	notes C, D, E & F?	composition and	Improvisation: Create	rhythms and notes CA and	of music from throughout
	audience how you learnt/	Can I improvise using the	improvisation work.	individual responses to the	G. or CDEG and A.	the year.
	composed this song.	notes C & D?	Key questions:	song/music using notes GA	Perform and share: using	Key questions:
	Key questions:	Key vocabulary: Improvise,	Can I sing in unison?	and B.	musical ideas from	Can I talk about different
	Can I compose a simple	compose, pulse, rhythm,	Can I find the pulse as I am	Compose simple melodies	composition and	styles of music?
	melody?	pitch, tempo, dynamics,	listening?	and songs using simple	improvisation work.	Can I recognise and name
	Can I identify voices and	texture structure, melody	Key vocabulary:	rhythms and notes GA and	Key questions:	different styles of music?
	instruments from a song?	Cross curricular links:	Introduction, verse, chorus,	В.	Can I recognise the style	
			bass, drums, electric guitar,		indicators?	1

Key vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody Cross curricular links: PSHE: Feelings.	English: Speaking and listening.	keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae Cross curricular links: Humanities: origins of Reggae Music – Bob Marley – Jamaican Music.	Perform and share: using musical ideas from composition and improvisation work. Key questions: Can I use up to 3 notes when playing along with the music? Can I tell an important story through song? Key vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody Cross curricular links: PSHE: Song covers themes of respect, kindness, friendship, acceptance and happiness.	Can I imagine a story from the song? Key vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody Cross curricular links: PSHE/ Citizenship: Song covering themes of friendship, peace, hope and unity.	Can I explore and find out about the history of classical music. Can I explore and find out about music from different eras and famous composers? Key Vocabulary. pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, melody - recognising and naming a variety of brass, string and woodwind instruments. Cross curricular links: English: Speaking and listening.
--	-------------------------------------	--	--	---	--

Year 4	Mamma Mia.	Glockenspiel 2.	Stop!	Lean on Me.	Blackbird.	Reflect, Rewind and
	Key Concepts: Abba's	Key Concepts: Exploring	Key Concepts: Writing	Key Concepts:	Key Concepts: The	Replay. Key Concepts: The history
	Music.	and developing playing	lyrics linked to a theme.	Soul/Gospel music and	Beatles, equality and civil	of music, review key
	Listening and Appraising:	skills using the		helping one another.	rights.	learning aspects from the
	To be able to ask and	glockenspiels.	Listening and Appraising:	Listening and	Listening and Appraising:	year to consolidate
	answer questions about the	Listening and Appraising:	To be able to ask and	Appraising: To be able to	To be able to ask and	learning. Developing
	music.	To be able to ask and	answer questions about the	ask and answer questions	answer questions about the	knowledge of some of the
	To recognise different styles	answer questions about the	music.	about the music.	music.	language of music.
	of music.	music.	To recognise different styles	To recognise different styles	To recognise different styles	Listening and Appraising:
	To recognise the structure	To recognise different styles	of music.	of music.	of music.	To be able to ask and
	of songs – introduction,	of music.	To recognise the structure	To recognise the structure	To recognise the structure	answer questions about the
	verse and chorus.	To recognise the structure	of songs – introduction,	of songs – introduction,	of songs – introduction,	music.
	Recognise and identify	of songs – introduction,	verse and chorus.	verse and chorus.	verse and chorus.	To recognise different styles
	instruments and voices you	verse and chorus.	Recognise and identify	Recognise and identify	Recognise and identify	of music.
	can hear.	Recognise and identify	instruments and voices you	instruments and voices you	instruments and voices you	To recognise the structure
	Find the pulse/steady beat	instruments and voices you	can hear.	can hear.	can hear.	of songs – introduction,
	to the music you are	, can hear.	Find the pulse/steady beat	Find the pulse/steady beat	Find the pulse/steady beat	verse and chorus.
	listening to.	Find the pulse/steady beat	to the music you are	to the music you are	to the music you are	Recognise and identify
	Know how to:-	to the music you are	listening to.	listening to.	listening to.	instruments and voices you
	Find the pulse in different	listening to.	Know how to:-	Know how to:-	Know how to:-	can hear.
	pieces of music you are	Know how to:-	Find the pulse in different	To recognise the structure of	Talk about the instruments	Find the pulse/steady beat
	listening to.	Copy and repeat more	pieces of music you are	songs – introduction, verse	and voices you can hear in a	to the music you are
	Talk about the structure of	complex rhythm patterns.	listening to.	and chorus.	song/piece of music.	listening to.
	song/piece of music using	Revise, read and play the	Talk about the structure of	Recognise and identify	Discuss if the words in the	Know how to:-
	musical vocabulary.	notes C,D,E,F,G.	song/piece of music using	instruments and voices you	song create a picture in your	Listen and Appraise Classical
	(introduction, verse, bridge,	Recognise and hear changes	musical vocabulary.	can hear.	imagination.	music.
	chorus) Talk about the instruments	in pitch between the notes	(Introduction, verse, chorus,	Find the pulse/steady beat	Learn the melody and words	Copy and repeat simple
		C,D,E,F,G.	rap)	to the music you are	of songs and sing in unison.	rhythm patterns.
	and voices you can hear in a song/piece of music.	Begin to play simple tunes	Talk about the instruments	listening to and sustain it.	Play instrumental parts with	To find and maintain a
	Play instrumental parts with	using the notes C.D,E,F,G.	and voices you can hear in a	Play instrumental parts with	a song using up to 3 notes.	steady beat in a piece of
		Compose simple melodies	song/piece of music.	a song using up to 4 notes.	C,D,E.	music.
	a song, both by ear and from notation using up to 3 notes.	using the notes C,D,E,F,G	(Digital/electronic sounds,	(C,E,F,G)	Improvise using up to 3	To improvise and create
	(G,A,B)	and simple rhythms.	turntables, synthesisers,	Improvise using up to 3	notes C,D,E and simple	own rhythm patterns in
	(G,A,B) Improvise using up to 3	Be able to record ideas	drums)	notes F,G,A and simple	rhythms	response to music.
	notes G,A,B.	musically using simple	Join in a rap song, singing in	rhythms	Compose a simple melody	To improvise and create
	Compose a simple melody	notations.	unison and in parts.	Compose a simple melody	using simple rhythms and	tunes using voices and
	using simple rhythms and	Perform and share: Perform	Compose lyrics for a rap	using simple rhythms and	choosing notes from C,D,E	instruments.
	choosing notes from G,A,B,	compositions – add simple	song in the style of the	choosing notes from F,G,A,	or C,D,E,GG,A.	To compose simple tunes
	or G,A,B,D,E.	dance moves, explain to	songs learned.	or D,E,F,G,A.	Perform and share: Perform	using a variety of percussion
	Perform and share: Perform	audience how you learnt/	Perform compositions – add	Perform and share: Perform	compositions – Perform and	instruments.
	compositions – add simple	composed this song.	simple dance moves, explain	compositions – Perform and	share: using musical ideas	To revisit songs and pieces
	dance moves, explain to	Key Questions.	to audience how you	share: using musical ideas	from composition and	of music from throughout
	audience how you learnt/	Can I compose a simple	composed this song.	from composition and	improvisation work, and	the year.
	composed this song.	melody using a range of	Key Questions.	improvisation work, and	explain to audience how you	Singing- learn the lyrics and
	Key Questions.	notes and rhythmic	Can I write some lyrics for a	explain to audience how you	composed this song.	melodies of different songs
	Can I compose a simple	patterns.	rap song using my own ideas	learnt/ composed this song.	Key Questions.	 sing in unison and in parts.
	melody using notes and	Can I record my ideas	and themes?	Key Questions.	Does the song tell a story?	Play instruments within the
	simple rhythms?	using simple musical		Can I compose a simple	Can I discuss the main	song
		notations?		melody using a range of	points or theme to this	

	Can I identify voices and instruments from a song? Can I improvise, using my own ideas within the context of the songs we are learning? Key Vocabulary : Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison Cross curricular links: English: Speaking and listening.	Can I talk about changes in pitch between the notes C.D,E,F,G? Key Vocabulary : Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, Cross curricular links : English: Speaking and listening.	Can I find the pulse when listening to a variety of music and maintain it? Key Vocabulary : Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo Cross curricular links: PSHE: Theme Bullying	notes and rhythmic patterns. Can I record my ideas using simple musical notations? Key Vocabulary : Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo Cross curricular links: PSHE: Helping eah other.	song as told through the words? Key Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo. Cross curricular links: History: Civil rights/ citizenship.	Share and perform the learning that has taken place Key Questions. Can I talk about different styles of music? Can I recognise and name different styles of music? Can I explore and find out about the history of classical music. Can I explore and find out about music from different eras and famous composers? Key Vocabulary. pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, melody - recognising and naming a variety of brass, string and woodwind instruments. Cross curricular links: English: Speaking and listening.
Year 5	Livin' on a Prayer Key Concepts: Rock anthems. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus.	Classroom Jazz 1 Key Concepts: Jazz and improvisation. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of music – introduction, lead tune, improvisation, repeated lead tune etc.	Make you feel my Love. Key Concepts: Pop Ballads. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus.	The Fresh Prince of Belair Key Concepts: Old -school Hip Hop. Listening and Appraising To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus.	Dancing in the Street. Key Concepts: Motown. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus.	Reflect, Rewind and Replay. Key Concepts: The history of music, review key learning aspects from the year to consolidate learning. Developing knowledge of some of the language of music. Listening and Appraising: To be able to ask and answer questions about the music.

Recognise and identify	Recognise and identify	Recognise and identify	Recognise and identify	Recognise and identify	To recognise different styles
instruments and voices you	instruments and voices you	instruments and voices you	instruments and voices you	instruments and voices you	of music.
can hear.	can hear.	, can hear.	can hear.	, can hear.	To recognise the structure
Find the pulse/steady beat	Find the pulse/steady beat	Know how to:-	Find the pulse/steady beat	Find the pulse/steady beat	of songs – introduction,
to the music you are	to the music you are	Find the pulse/steady beat	to the music you are	to the music you are	verse and chorus.
listening to.	listening to.	to the music you are	listening to.	listening to.	
Know how to:-	Know how to: -	listening to.	Know how to:-	Know how to:-	Recognise and identify
Find the pulse to the	Recognise the difference	Listen to and identify	Find the pulse/steady beat	Find the pulse/steady beat	instruments and voices you
music/song.	between the 3 note Bossa	instruments you can hear.	to the music you are	to the music you are	can hear.
Identify the tempo of the	and Swing styles.	(Strings, piano, guitar, bass,	listening to.	listening to.	Find the pulse/steady beat
· ·	Recognise and talk about	drums.	Listen to and talk about the	Recognise, identify and	to the music you are
music – is it fast, slow or in-	the different instruments	Listen to and talk about the	tempo of the music.	discuss the structure of the	listening to.
between?	they can hear. (Piano, bass,	tempo of the music.	To listen to identify changes	song:- verse, introduction,	Know how to:-
Recognise and talk about	drums, glockenspiel)	To listen to identify changes	in dynamics throughout the	bridge.	Listen and Appraise Classical
changes in dynamics and	Play instrumental parts with	in dynamics throughout the	song.	Talk about the instruments	music
texture.	the music by ear using the	song.	Recognise and talk about	and voices you can hear in a	Sing in unison and in parts.
Talk about the structure of	notes G, A + B and D, E, G, A	Recognise and talk about	how the combined elements	song/piece of music.	Play instruments within the
song/piece of music using	+ B	how the combined elements	of tempo, dynamics, pitch	Listen to and talk about the	'
musical vocabulary.	Improvise in the Bossa Nova	of tempo, dynamics, pitch	create texture within the	tempo of the music.	song
(introduction, verse, bridge,	style using up to 3 notes	create texture within the	music.	To listen to identify changes	Improvisation using voices
chorus)	G,A,B.	music.	Recognise and talk about	in dynamics throughout the	and instruments
Talk about the instruments	Improvise in the swing style	To learn the words and	how the structure of the	song.	Compose simple melodies
and voices you can hear in a	using notes D,E,G,A,B	melodies to songs and sing	song is created:- Verses,	Recognise and talk about	and songs using the music as
song/piece of music.	Perform and share: Perform	in unison.	introduction, chorus, tag	how the combined elements	stimuli.
Play instrumental parts with	including some	Play instrumental parts with	ending, interlude.	of tempo, dynamics, pitch	Share and perform the
a song, both by ear and from	improvisations and	the song by ear and/or from	Sing along with the song and	create texture within the	learning that has taken place
notation using up to 3 notes.	instrumental performances.	notation using the notes	rap.	music.	Key Questions:
(G,A,B)	Key Questions:	C,D,E.	Play instrumental parts with	To learn the words of the	Can I talk about different
Improvise using up to 3	What are the key style	Improvise rhythms and	the song by ear and/or from	song and melody and sing in	styles of music?
notes G,A,B.	indicators of jazz music?	melodies using notes C,D,E.	notation using the notes	unison.	'
Compose a simple melody	How do you know this is	Compose a simple melody	D,G,A.	To recognise and copy more	Can I recognise and name
using simple rhythms and	Jazz music?	using simple rhythms	Improvise rhythms and	complex rhythm patterns	different styles of music?
choosing notes from G,A,B,	Key Vocabulary:	choosing from the notes C, D	melody using up to 3 notes,	Play instrumental parts with	Can I explore and find out
or G,A,B,D,E	Appraising, Bossa Nova,	+ E or C, D, E, F + G.	D,G,F.	the song by ear and/or from	about the history of
Perform and share: Perform	syncopation, structure,	Perform and share: Perform	Compose a simple melody	notation using the notes F,G.	classical music.
compositions – including	Swing, tune/head, note	compositions – including	using simple rhythms	Compose a simple melody	Can I explore and find out
some improvisations,	values, note names, Big	some improvisations,	choosing from the notes D, E	using simple rhythms	about music from different
compositions and	bands, improvise, pulse,	compositions and	+ F or D, E, F, G + A	choosing from the notes C,	eras and famous
instrumental performances.	rhythm, pitch, tempo,	instrumental performances.	Perform and share: Perform	D, E, F + G	
Explain to audience how you	dynamics, riff, hook, solo	Explain to audience how you	compositions – including	Improvise rhythm patterns	composers?
learnt/ composed this song.	Cross curricular links:	learnt/ composed this song.	some improvisations,	and melodies using notes	Key Vocabulary.
Key Questions:		Key Questions:	compositions and	D,E and D,E,F.	pulse, rhythm, pitch, tempo,
What are the key style	History: Swing style music	What are the key style	instrumental performances.	Perform and share: Perform	dynamics, texture structure,
indicators of Rock music?	– 1940's.	indicators of Pop ballads.	Explain to audience how you	compositions – including	compose, improvise,
How do you know this is	Geography: origins of	Do the words in the song tell	learnt/ composed this song.	some improvisations,	melody - recognising and
Rock music?	Bossa Nova music – South	a story?	Key Questions:	compositions and	naming a variety of brass,
Key Vocabulary: Rock,	America.	How does the song make	What are the key style	instrumental performances.	string and woodwind
structure, pulse, rhythm,		you feel?	indicators of Hip Hop music?	Explain to audience how you	instruments.
pitch, bridge, backbeat,		Key Vocabulary:	How do you know this is Hip	learnt/ composed this song.	Cross curricular links:
amplifier, tempo, texture,			Hop music?	Key Questions:	Cross curricular links.
dynamics, chorus, bridge,			1		1

	riff, hook, improvise, compose Cross curricular links: History: Life in the 1980's.		Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure Cross curricular links: English: Speaking and listening.	Do you know of any other Hip hop artists that you enjoy listening to? Key Vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure Cross curricular links: English: Speaking and listening.	What are the key style indicators of Motown music? How do you know this is Motown music? Key Vocabulary: :Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure Cross curricular links: PE: Dance: adding choreography to won compositions.	English: Speaking and listening.
Year 6	Happy Key Concepts: Being happy! Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Find the pulse in different pieces of music you are listening to. Talk about the structure of song/piece of music using musical vocabulary. (introduction, verse, bridge, chorus)	Classroom Jazz 2. Key Concepts: Jazz, improvisation and composition. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Listen & Appraise: Bacharach Anorak and Meet The Blues:- Recognise and discuss the style of the Jazz music. Identify the instruments you can hear. Identify how many voices you can hear.	A New Year Carol. Key Concepts: Benjamin Britten's music and cover versions. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Listen & Appraise: A New Year Carol (The music of Benjamin Britten) Recognise and discuss the style of the music. Identify the instruments you can hear. Identify how many voices you can hear.	You've got a friend. Key Concepts: The music of Carole King. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Listen & Appraise: You've Got A Friend (The music of Carole King) Recognise and describe the style of the music. Describe the structure. Identify and discuss instruments/voices you can hear?	Music and Me. Key Concepts: Improvisation and composition. Creating own musical ideas inspired by women in the music industry. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Listen & Appraise music from four different inspirational female artists As you listen to each of the featured artists, think about: What could you hear?	Reflect, Rewind and Replay. Key Concepts: The history of music, review key learning aspects from the year to consolidate learning. Developing knowledge of some of the language of music. Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Know how to:- Listen and Appraise Classical music Sing in unison and in parts.

 Talk about the instruments	Describe the tempo and	Describe the tempo, pitch	Describe the musical	Identify and talk about the	Play instruments within the
and voices you can hear in a	changes in dynamics.	and changes in dynamics.	dimensions. (Pitch, tempo,	style of the songs.	song
song/piece of music.	Play instrumental parts with	To hear and maintain a	dynamics, timbre etc)	Identify and talk about the	*
To be able to identify and	the music by ear using the	steady beat.	Repeat rhythm patterns	structure of the songs.	Improvisation using voices
talk about how pulse,	notes C, D, E, F, G, A, B + C.	To recentise and respond to	using 3 notes on the	Identify any instrumental	and instruments
rhythm, pitch, tempo,	And C, Bb, G, F + C (Meet	rhythm patterns, repeating	glockenspiels accurately.	sounds or voices?	Compose simple melodies
dynamics, texture and	The Blues).	with increasing accuracy	Learn to sing the song in	To compose/write your own	and songs using the music as
structure work together	Improvise in Bacharach	some of the rhythm patterns	unison.	music using 'Music and Me'	stimuli.
within a song.	Anorak using the notes C, D,	from within the song.	Play instrumental parts	as the theme.	Share and perform the
Play instrumental parts with	E, F, G, A, B + C.	Improvise and create own	with the song by ear and/or	Consider the 'beat' you will	learning that has taken place
a song, both by ear and from	Improvise in a Blues style	rhythm patterns to fit within	from notation using up to 4	use, whether to compose a	Key Questions.
notation using up to 3 notes.	using the notes C, Bb, G, F +	the music.	notes – B, A + G and C, D, E +	rap or a song, instruments	Can I talk about different
(G,A,B)	C	To recognise changes in	F. Improvise using up to 3	you will include.	styles of music?
Improvise using up to 3	Perform- create a	pitch.	notes – A, G + E. Bronze: A	Perform and share your	Can I recognise and name
notes G,A,B.	performance for the class	Begin to identify movement	Silver: $A + G Gold: A, G + E$	work with others/class.	different styles of music?
Compose a simple melody	Discuss how to introduce	up and down the scale by	challenge.	Key Questions.	Can I explore and find out
using simple rhythms and	your performance, add	steps or leaps.	Compose a simple melody	Did you like the music?	
choosing notes from G,A,B,	some choreography and	Learn to sing some of the	using simple rhythms	Why? Or why not?	about the history of
or C,E,G,A,B.	include examples of	musical phrases to sing in	choosing from the notes E, G	Did anything stand out to	classical music.
Perform and share: Perform	improvisation, and	the song.	+ A or E, G, A, C + D	you about any of the pieces	Can I explore and find out
compositions – including	instrumental work.	To be able to explain the	Perform and share: Perform	you listened to?	about music from different
some improvisations,	Key Questions.	difference between rhythm	compositions – including	How do they each go about	eras and famous
compositions and	What style indicators can	and steady beat/pulse.	some improvisations,	creating music?	composers?
instrumental performances.	you hear?	Singing in unison – learn to	compositions and	How has creating music	Key Vocabulary.
Explain to audience how you	Describe the structure?	sing the song in it's original	instrumental performances.	helped them to build their	pulse, rhythm, pitch, tempo,
learnt/ composed this song.	What instruments/voices	style and to sing it in the	Explain to audience how you	confidence?	dynamics, texture structure,
Key Questions.	can you hear?	Urban Gospel style.	learnt/ composed this song.	How do you know that	compose, improvise,
What style indicators can	Describe the musical	To listen to other songs or	Key Questions.	making music and	melody - recognising and
you hear?	dimensions? (pitch, tempo,	cover versions by Benjamin	What style indicators can	performing makes them	naming a variety of brass,
Can you describe the	dynamics, timbre etc.)	Britten.	you hear?	happy?	string and woodwind
structure of the songs/	Key Vocabulary: Blues, Jazz,	Key Questions.	Can you describe the	What do they say about	instruments.
music?	improvisation, by ear,	What style indicators can	structure?	themselves through their	Cross curricular links:
What instruments/voices		you hear?	What instruments/voices	music?	English: Speaking and
can you hear?	melody, compose,	Can you describe the	can you hear?	Key Vocabulary; Gender,	listening.
Can you describe the	improvise, pulse, rhythm,	structure?	Can you describe the	racism, rap, lyrics,	
musical dimensions?	pitch, tempo, dynamics,	What instruments/voices	musical dimensions?	turntablist, DJing, producer,	
Key Vocabulary: style	timbre, texture, structure,	you can hear?	Key Vocabulary: Melody,	Electronic and Acoustic	
indicators, melody,	dimensions of music, hook,	Can you describe the	compose, improvise, cover,	music	
compose, improvise, cover,	riff, solo	musical dimensions?	pulse, rhythm, pitch, tempo,	Cross curricular links:	
pulse, rhythm, pitch, tempo,	Cross curricular links:	Can you describe the mood/	dynamics, timbre, texture,	PSHE/Citizenship:	
dynamics, timbre, texture,	History: Origins of Jazz	feeling of the music and the	structure, dimensions of	1	
structure, dimensions of	music.	story told?	music, hook, riff, solo, civil	'Identity' -Gender, social	
music, neo soul, producer,		Key Vocabulary: Melody,	rights, gender equality,	and cultural differences.	
groove, Motown, hook, riff,		compose, improvise, cover,	unison, harmony	History: Exploring musical	
solo		pulse, rhythm, pitch, tempo,	Cross curricular links:	works by some	
Cross curricular links:		dynamics, timbre, texture,		contemporary female	
		structure, dimensions of	PSHE: friendship	artists over the last 100	
PSHE: Feelings.		music, ostinato, phrases,		years.	
		unison, urban gospel			
		Cross curricular links:			
		CLOSS CULLICULAR HIRKS!	1	1	1

	English: Speaking and listening.		

Optional Cross Curricular Modules

Year	Term	Торіс	Module	Skills covered	
1	Autumn	Where no man has gone before	Journeys Song pack includes:- Mars, Three little Astronauts, Countdown, Ollie from Outerspace, The Disappearing Space craft.	Singing To use voice in different ways; speaking, singing, chanting. patterns. To repeat short melodic To perform with an awareness of others. To start and stop singing when following a leader.	
2	Summer	Bats	Night Song bank: Last think at night, Cuddle him, Stars, Be Safe, I'm a Badger.	Singing: To sing with a developing knowledge of the melodies of different tunes To repeat simple melodies knowing when the notes go up and down.	
3	Spring	The Romans	Celts and Romans Hadrian's Wall, Roman clothes and appearance, Celtic clothes and appearance, Colosseum, The Roman Calendar, Roman Gods. Roman Dinner, Queen Boudica, Roman Army, Pompeii.	Singing: To sing in tune and with expression. To perform simple parts rhythmically, that use a limited range of notes. To name the main sections of a song. (introduction, verse, chorus) To know how pulse, rhythm and pitch work together to create a song. To know why we warm up our voices before singing.	
	Summer 1	The Ancient Egyptians	Ancient Egypt Building a pyramid, The Sphinx, Toys and Games, The Nile, Mummies, Hieroglyphics, etc.		

	Summer 2	Endangered Animals	Animals The Rainforest, The crocodile, Inchworm, Old Hogan, Pussy Cat.	
4	Summer	The Vikings	Vikings Sailors Adventurer's and Warriors, Jorvik market, House, The Longship, Viking Clothes, Thor the Thunderer.	Singing: To repeat and perform simple tunes/melodies by ear, whilst maintaining my own part. To develop awareness of how different parts fit together to achieve the overall effect. To listen to the people around me when singing in a choir. To know why you must warm up your voice when singing.
5		English - The Darkest Dark	Space Mars, Astronauts, Countdown, Three Little Astronauts, Ollie from Outerspace.	Singing: To repeat and perform significant parts of songs/tunes from memory. To be aware of how I can contribute to the performing/singing of a song or tune. (i.e. by leading others, taking a solo part) To perform songs in two or three parts, maintaining my own part accurately and understanding how the different parts fit together. To explain the importance of warming up your voice before singing. To explain the meaning of the lyrics of a variety of songs.
6	Autumn 1	Science - Evolution	Dinosaur Stegosaurus, Greedy Guts, Hypsilophodon, Baryonyx Walker, Tyrannosaurus Rex, Triceratops.	Singing: To repeat and perform tunes and melodies by using aural skills. To repeat and perform significant parts of
	Spring	Rivers	Oceans, seas and rivers What a wonderful world, Sussex by the Sea, A wave went up my nose. Hydrologic Cycle rag.	songs/tunes from memory. To recognise and discuss how the melodies in tunes and songs are created. (i.e. how melodies move up and down, melodic lines and phrases that are repeated in a song/ piece of music, as a round, repeated sections etc) To explain the meaning of the lyrics of a variety of songs.

	To talk about how recorded	d songs are
	performed – singing in unis	on, solo parts,
	backing vocals, lead vocals	or rapping.
	To know the importance of	i warming up the
	voice before singing.	