



Marsh Green Primary School

MUSIC CURRICULUM



Music - Long Term Plan

| <u>Early Years and Key Stage One</u> | | | | | | |
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| <u>Year Group</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
| EYFS | Exploring Sound | Celebration Music | Music and Movement | Musical Stories | Transport | Big Band |
| Year 1 | Keeping the Pulse (My favourite things) | Tempo (snail and mouse) | Dynamics (seaside) | Sound patterns (Fairytale) | Pitch (Superheroes) | Musical Symbols (Under the Sea) |
| Year 2 | Call and Response (Animals) | Instruments (Musical Storytelling) | Singing (On this Island) | Contrasting Dynamics (Space) | Structure (Myths and Legends) | Pitch (Musical Me) |

Key Stage 2

| <u>Year Group</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Year 3 | Ballads | Creating compositions in response to an animation (Theme: Mountains) | Developing singing technique (Theme: The Vikings) | (Pentatonic Melodies and Composition) (Theme: Chinese New Year) | Jazz | Traditional Instruments and improvisation (Theme: India) |
| Year 4 | WOPs (Tuned and Untuned percussion) | Rock and Roll | Changes in pitch, tempo and dynamics (Theme: Rivers) | Haiku, music and performance (Theme: Hanami) | WOPs (Samba – drumming) | Adapting and transposing motifs (Theme: Romans) |
| Year 5 | Composition notation (Theme: Ancient Egypt) | Blues | South and West Africa | Composition to represent the festival of colour (Theme Holi festival) | Looping and Remixing | Musical theatre |
| Year 6 | Dynamics, Pitch and Texture (Theme: Fingal's Cave) | Songs of WW2 | Film Music | Themes and Variation (Theme: Pop Art) | Baroque | Composing and Performing a Leavers Song |

Music – Medium Term Plans

| Early Years and Key Stage One | | | | | | |
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| <u>Year Group</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
| EYFS | <u>Exploring Sound</u> L1 – Vocal Sounds L2 –Body Sounds L3 – Instrument Sounds L4 – Environmental Sounds L5 – Nature Sounds | <u>Celebration Music</u> L1 – Diwali Music L2 – Hanukkah Music L3 – Kwanzaa Music L4 – Traditional Christmas Music L5 – Christmas Action Songs | <u>Music and Movement</u> L1 – Action Songs L2 – Finding the Beat L3 – Exploring Tempo L4 – Exploring Tempo and Pitch through Dance L5 – Music and Movement Performance | <u>Musical Stories</u> L1 – Moving to Music L2 – Storytelling with Actions L3 – Using instruments to represent actions L4 – Musical Story Compositions L5 – Musical Story Performance | <u>Transport</u> L1 – Exploring different types of transport L2 – Trains L3 – Boats L4 – Cars L5 – Transport Journey | <u>Big Band</u> L1 – What makes an instrument? L2 – Introduction to Orchestra L3 – Follow the beat L4 – Tuned and Untuned instruments L5 – Big Band Performance |
| Year 1 | <u>Keeping the Pulse</u> L1 – Finding the Pulse L2 – Singing a Sound Pattern L3 – Using a thinking voice L4 – Reading Sound Patterns L5 – Practice Makes Perfect | <u>Tempo</u> L1 – Snail and Mouse L2 – Exploring rhyme with snail and mouse L3 – Singing snail and mouse L4 – Performing snail and mouse L5 – The story of snail and mouse | <u>Dynamics</u> L1 – Vocal and Body Sounds L2 – Embodying the Seaside L3 – Musical Treasure Hunt L4 – Seaside Story L5 – Seaside Soundscape | <u>Sound Patterns</u> L1 – Character Voices L2–Starting with Instruments L3 – Sound Patterns L4 – Responding to Music L5 – Fairytale Performance | <u>Pitch</u> L1 – Recognising Sounds L2 – Pitch Patterns L3 – Changing Tempo L4 – Superhero Theme Tune L5 – Final Performance | <u>Musical Symbols</u> L1 – Showing Tempo L2 – Exploring Dynamics L3 – Rhythm L4 – Using Pitch L5 – Under the Sea Performance |
| Year 2 | <u>Call and Response</u> L1 – Animal Sounds L2 – Sound Pattern Safari L3 – Call and Response L4 – Instrumental Response | <u>Instruments</u> L1 – Listening for dynamics and tempo L2 – Sound effects and dynamics L3 – Creating a soundscape | <u>Singing</u> L1 – Seaside Sounds L2 – Countryside sounds L3 – City Sounds L4 – Structured Soundscape | <u>Contrasting Dynamics</u> L1 – Vocal Soundscape L2 – Creatively responding to music L3 – Comparing Music | <u>Structure</u> L1 – Reading and clapping rhythms L2 – Clapping and writing rhythms L3 – Structure | <u>Pitch</u> L1 – Exploring pitch patterns L2 – Singing pitch patterns L3 – Introducing notation |

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| | L5 – Dynamics Performance | L4 – Using sound to represent events L5 – Musical Story Performance | L5 – Performing a composition | L4 – Pitch Patterns L5 – Creating and Performing a Musical Structure | L4 – Compose with structure L5 – Rehearse and perform | L4 – Instrumental pitch practice L5 – Writing musical notation |
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Key Stage 2

| <u>Year Group</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Year 3 | <u>Ballads</u> L1 – What is a ballad? L2 – Performing a ballad L3 – The story behind the song L4 – Writing lyrics L5 – Singing my ballad | <u>Creating compositions in response to an animation</u> L1 – Telling stories through music L2 – Creating a soundscape L3 – Story sound effects L4 – Adding rhythm L5 – Musical Mountain | <u>Developing singing techniques</u> L1 – Here come the Vikings! L2 – Sing like a Viking L3 – Viking notation L4 – Viking battle song L5 – Perform like a Viking | <u>Pentatonic Melodies and composition</u> L1 – Dragon Dance L2 – Pentatonic scale L3 – Letter notation L4 – Enter the dragon L5 – Final Performance | <u>Jazz</u> L1 – Ragtime L2 – Traditional Jazz L3 – Scat singing L4 – Jazz Motifs L5 – Swung rhythms | <u>Traditional instruments and improvisation</u> L1 – Introducing traditional Indian music and instruments L2 – Indian Music – play a rag L3 – Indian music – adding a drone L4 – Indian Music – introducing a tal L5 – Indian Music – Performing Anile vaa |
| Year 4 | WOPs (Tuned and Untuned percussion) | <u>Rock and Roll</u> L1 – Hand Jive L2 – Rock around the clock L3 – Walking bass line L4 – Performing the bass L5 – Rock and roll performance | <u>Changes in pitch, tempo and dynamics</u> L1 – the singing river L2 – The listening river L3 – The repeating river L4 – The percussive river L5 – The performing river | <u>Haiku, music and performance</u> L1 – Describing blossom L2 – Sounds of blossom L3 – Blossom haiku L4 – Haiku melodies L5 – Haiku performance | WOPs (Samba – drumming) | <u>Adapting and transposing motifs</u> L1 – Here come the Romans L2 – Musical motifs L3 – Motifs and mosaics L4 – Motif development L5 – Combine and perform |
| Year 5 | <u>Composition Notation</u> L1 – Here come the Egyptians L2 – Hieroglyphic score L3 – Play like an Egyptian | <u>Blues</u> L1 – History of the blues L2 – Playing a chord L3 – The 12 bar blues L4 – Blues scale | <u>South and West Africa</u> L1 – Shosholoza capella L2 – Playing Shosholoza | <u>Composition to represent the festival of colour</u> L1 – Hearing colours L2 – Picturing music L3 – Vocal composition | <u>Looping and Remixing</u> L1 – Body percussion loops L2 – Mixing loops | <u>Musical Theatre</u> L1 – What is musical theatre L2 – Character or action song |

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| | L4 – Pitch Pyramids L5 – Egyptian farewell | L5 – Improvisation and the blues | L3 – The Shosholoza show L4 – Drumming away to Africa L5 – Eight-beat breaks | L4 – Colour composition L5 – Performing in colour | L3 – Learning the original L4 – Looping fragments L5 - Remix | L3 – Create your own musical L4 – Rehearsing my musical L5 – Performing my musical |
| Year 6 | <u>Dynamics, pitch and texture</u> L1 – Exploring Fingal’s cave L2 – Making waves: Pitch and Dynamics L3 – Making Waves – Texture L4 – Group compositions L5 – We are waves | <u>Songs of World War II</u> L1 – Singing for victory L2 – The White Cliffs of Dover L3 – Pitch Up L4 – Harmonise L5 – Let’s notate | <u>Film Music</u> L1 – Soundtracks L2 – Scenes and sounds L3 – Following the score L4 – Composing for film L5 – The soundtrack | <u>Theme and Variation</u> L1 – Pop art and music L2 – The Young Person’s Guide to the Orchestra L3 – Learning the theme L4 – Exploring rhythms L5 – Picturing pop art | <u>Baroque</u> L1 – Monteverdi and the invention of opera L2 – Johann Pachelbel and the canon L3 – Henry Purcell and the ground bass L4 – JS Bach and the fugue L5 – George Frideric Handel and the oratorio | <u>Composing and performing a leavers’ song</u> L1 – A single year L2 – Writing chorus lyrics L3 – Writing verse lyrics L4 – Backing track L5 – Creating a melody L6 – The final piece |

Key Vocabulary Overview

| Early Years and Key Stage One | | | | | | |
|-------------------------------|---|---|--|---|--|---|
| <u>Year Group</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
| EYFS | <u>Exploring Sound</u> voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds | <u>Celebration Music</u> music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion | <u>Music and Movement</u> actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience | <u>Musical Stories</u> classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance | <u>Transport</u> car, boat, train, beat, fast, slow, speed, cruise, rowing, water, symbols, slower, faster, stopping, journey, score | <u>Big Band</u> music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass |
| Year 1 | <u>Keeping the Pulse (My favourite things)</u> pulse, singing voice, speaking voice, thinking voice | <u>Tempo (snail and mouse)</u> beat, fast, singing voice, slow, speaking voice, warm up | <u>Dynamics (seaside)</u> dynamics, instrument, seaside, soundscape, symbol, volume | <u>Sound patterns (Fairytale)</u> character, voice, sound pattern | <u>Pitch (Superheroes)</u> high, low, pattern, performance, pitch, tempo | <u>Musical Symbols (Under the Sea)</u> dynamics, pitch, rest (gap), sound pattern, tempo |
| Year 2 | <u>Call and Response (Animals)</u> | <u>Instruments (Musical Storytelling)</u> | <u>Singing (On this Island)</u> | <u>Contrasting Dynamics (Space)</u> | <u>Structure (Myths and Legends)</u> | <u>Pitch (Musical Me)</u> |

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| | call and response, sound pattern, dynamics | dynamics, encore, instrumental sound, sound effect, tempo | composer, composition, dynamics, inspiration, pitch | composer, dynamics, pitch pattern, planet, representation, soundscape, tempo | legend, myth, composition, notation, rest, rhythm, structure, tempo, two half beats, one beat. | dot, low, notation, phrase, pitch, stave |
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| Key Stage 2 | | | | | | |
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| <u>Year Group</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
| Year 3 | <p><u>Ballads</u></p> <p>ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume</p> | <p><u>Creating compositions in response to an animation</u></p> <p>atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, melodic pattern, melody, opinion, notation, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion,</p> | <p><u>Developing singing technique</u></p> <p>accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minim, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up,</p> | <p><u>Pentatonic Melodies and Composition</u></p> <p>accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion,</p> | <p><u>Jazz</u></p> <p>call and response, traditional jazz, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune,</p> | <p><u>Traditional Instruments and improvisation</u></p> <p>Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo,</p> |
| Year 4 | <p><u>WOPs</u></p> <p><u>(Tuned and Untuned percussion)</u></p> | <p><u>Rock and Roll</u></p> <p>bass line, beat, chorus, dynamics, flat notes,</p> | <p><u>Changes in pitch, tempo and dynamics</u></p> <p>acapella, breath control, cue, diction, directing, dynamics, expression,</p> | <p><u>Haiku, music and performance</u></p> <p>composing, col legno, descriptive, dynamics, duration, effect, forte,</p> | <p><u>WOPs</u></p> <p><u>(Samba – drumming)</u></p> <p>agogo, bateria, caixa, carnival, chocalho,</p> | <p><u>Adapting and transposing motifs</u></p> <p>backing track, bass line, beat, call and response, compose, crotchet,</p> |

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| | body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion | hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned percussion, verse, vocals, walking bass line | harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato | glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary. | composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion | dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups |
| Year 5 | <p><u>Composition notation</u></p> <p>accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups</p> | <p><u>Blues</u></p> <p>12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation</p> | <p><u>South and West Africa</u></p> <p>acapella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals</p> | <p><u>Composition to represent the festival of colour</u></p> <p>dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds</p> | <p><u>Looping and Remixing</u></p> <p>accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure</p> | <p><u>Musical theatre</u></p> <p>action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions</p> |
| Year 6 | <p><u>Dynamics, Pitch and Texture</u></p> <p>classical, characterise, composition, conductor, depict, dynamics, ensemble,</p> | <p><u>Songs of WW2</u></p> <p>accuracy, backing track, compare, contrast, complement, control,</p> | <p><u>Film Music</u></p> <p>accelerando, body percussion, brass, characteristics, chords,</p> | <p><u>Themes and Variation</u></p> <p>3/4 time, 4/4 time, accidentals, body percussion,</p> | <p><u>Baroque</u></p> <p>Baroque, bass clef, bass instrument, canon, counter melody, counter-</p> | <p><u>Composing and Performing a Leavers Song</u></p> |

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| | <p>graphic score, improvisation, notation, orchestra, pitch, texture</p> | <p>counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo</p> | <p>chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency</p> | <p>diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind</p> | <p>subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture</p> | <p>allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse</p> |
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Skills Progression

| EYFS | | ✦ <u>Exploring sound</u> | <u>Celebration music</u> | ✦ <u>Music and movement</u> | <u>Musical stories</u> | ✦ <u>Transport</u> | ✦ <u>Big band</u> |
|--|--------------------------|--------------------------|--------------------------|-----------------------------|------------------------|--------------------|-------------------|
| Listening appropriately to someone leading a short musical phrase, song or rhyme. | Listening and evaluating | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Exploring spontaneous movement with different parts of their body in response to music. | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Identifying and imitating sounds from a variety of music. | | ✓ | ✓ | | ✓ | | ✓ |
| Considering whether background music and sound effects can enhance storytelling. | | | | | ✓ | ✓ | |
| Listening to music from a wide variety of cultures and historical periods. (<i>*Not covered if following our condensed curriculum</i>) | | | ✓ | | | | |

| EYFS | | ✦ <u>Exploring sound</u> | <u>Celebration music</u> | ✦ <u>Music and movement</u> | <u>Musical stories</u> | ✦ <u>Transport</u> | ✦ <u>Big band</u> |
|--|----------------|--------------------------|--------------------------|-----------------------------|------------------------|--------------------|-------------------|
| Singing short, rhythmic rhymes and songs. | Creating sound | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Using both speaking and singing voices. | | ✓ | | | | ✓ | |
| Unconsciously beginning to sing to the pulse of a song. | | ✓ | | | | ✓ | |
| Exploring vowel sounds through call and response activities. | | ✓ | | | | ✓ | |
| Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) | | ✓ | ✓ | | ✓ | | ✓ |
| Exploring different ways of holding a range of instruments. (Groups A, B and C.) | | ✓ | | | ✓ | ✓ | ✓ |
| Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) | | ✓ | | | ✓ | ✓ | ✓ |
| Using instruments expressively to music. (Group B.) | | | ✓ | | ✓ | | ✓ |
| Using instruments to begin to follow a beat, with guidance. (Group A.) | | | ✓ | | | | ✓ |
| Finding a comfortable static position when playing instruments or singing. | | ✓ | | | ✓ | ✓ | ✓ |

| EYFS | ✦ <u>Exploring sound</u> | <u>Celebration music</u> | ✦ <u>Music and movement</u> | <u>Musical stories</u> | ✦ <u>Transport</u> | ✦ <u>Big band</u> |
|-----------------------------|---|---|---|---|--|---|
| Key knowledge from the unit | To understand how to listen carefully and talk about what I hear. | To know that there are special songs we can sing to celebrate events. | To know that the beat is the steady pulse of a song. | To understand that a piece of music can tell a story with sounds. | To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). | To know that an orchestra is a big group of people playing a variety of instruments together. |
| | To know that sounds can be copied by my voice, body percussion and instruments. | To understand that my voice or an instrument can match an action in a song. | To recognise music that is 'fast' or 'slow.' | To know that different instruments can sound like a particular character. | To know that the beat is the steady pulse of a song. | To know that music often has more than one instrument being played at a time. |
| | To understand that instruments can be played loudly or softly. | To recognise that different sounds can be long or short. | To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. | To understand what 'high' and 'low' notes are. | To recognise music that is 'fast' or 'slow.' | To understand that performing means playing a finished piece of music for an audience. |

| EYFS | | ✦ <u>Exploring sound</u> | <u>Celebration music</u> | ✦ <u>Music and movement</u> | <u>Musical stories</u> | ✦ <u>Transport</u> | ✦ <u>Big band</u> |
|---|---------------------------|--------------------------|--------------------------|-----------------------------|------------------------|--------------------|-------------------|
| Developing an awareness of high and low through pictorial representations of sound. | Notation | ✓ | | | | | |
| Exploring and imitating sounds from their environment and in response to events in stories. | Improvising and composing | ✓ | | | ✓ | ✓ | ✓ |
| Exploring and imitating sounds. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Experimenting with creating sound in different ways using instruments, body percussion and voices. | | ✓ | | | ✓ | ✓ | ✓ |
| Selecting classroom objects to use as instruments. | | | ✓ | | | | ✓ |
| Selecting sounds that make them feel a certain way or remind them of something. | | | ✓ | | ✓ | | ✓ |
| Playing sounds at the relevant point in a storytelling. (<i>*Not covered if following our condensed curriculum</i>) | | | | | ✓ | | |
| Beginning to say what they liked about others' performances. | Performing | | | | | ✓ | |
| Facing the audience when performing. | | | | ✓ | ✓ | ✓ | ✓ |
| Spontaneously expressing feelings around performing. | | | | ✓ | ✓ | ✓ | ✓ |
| Performing actively as part of a group. | | | | ✓ | ✓ | ✓ | ✓ |
| Demonstrating being a good audience member, by looking, listening and maintaining attention. | | | | ✓ | ✓ | ✓ | ✓ |

| Year 1 | | ✦ <u>Keeping the pulse (My favourite things)</u> | <u>Tempo (Snail and mouse)</u> | <u>Dynamics (Seaside)</u> | ✦ <u>Sound patterns (Fairytale)</u> | ✦ <u>Pitch (Superheroes)</u> | ✦ <u>Musical symbols (Under the sea)</u> |
|---|--------------------------|--|--------------------------------|---------------------------|-------------------------------------|------------------------------|--|
| Listening with concentration to short pieces of music or excerpts from longer pieces of music. | Listening and evaluating | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Engaging with and responding to longer pieces of music. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Coordinating the speed of their movements to match the speed of the music (not the beat). | | | ✓ | ✓ | | ✓ | ✓ |
| Beginning to move in time with the beat of the music. | | ✓ | ✓ | | | | ✓ |
| Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy) | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identifying some common instruments when listening to music. | | | | ✓ | ✓ | | ✓ |
| Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). | | | | ✓ | ✓ | | ✓ |
| Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). | | ✓ | | | ✓ | | |
| Recognising simple patterns and repetition in pitch (e.g. do re mi). | | ✓ | | | | ✓ | |
| Talking about the tempo of music using the vocabulary of fast and slow. | | | ✓ | ✓ | | ✓ | ✓ |
| Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. | | | | ✓ | ✓ | | ✓ |
| Talking about the pitch of music, using the vocabulary of high and low. | | | | ✓ | | ✓ | ✓ |

| Year 1 | | ♦ <u>Keeping the pulse (My favourite things)</u> | <u>Tempo (Snail and mouse)</u> | <u>Dynamics (Seaside)</u> | ♦ <u>Sound patterns (Fairytale)</u> | ♦ <u>Pitch (Superheroes)</u> | ♦ <u>Musical symbols (Under the sea)</u> |
|--|--------------------------|--|--------------------------------|---------------------------|-------------------------------------|------------------------------|--|
| Stating what they enjoyed about their peers' performances. | Listening and evaluating | | | ✓ | ✓ | ✓ | ✓ |
| Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. (*Not covered in Year 1 if following our condensed curriculum) | | | ✓ | | | | |
| Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. (*Not covered if following our condensed curriculum) | | | | ✓ | | | |
| Appreciating music from a wide variety of cultures and historical periods. (*Not covered if following our condensed curriculum) | | | | ✓ | | | |
| To recognise and name the following instruments: up to three instruments from Group A and B. | | ✓ | | ✓ | | | ✓ |
| To know that sections of music can be described as fast or slow and the meaning of these terms. (*Not covered if following our condensed curriculum) | | | ✓ | | | | |
| To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. | | | | ✓ | ✓ | | |
| To know that sounds within music can be described as high or low sounds and the meaning of these terms. | | | | | | ✓ | |

| Year 1 | | ✦ <u>Keeping the pulse (My favourite things)</u> | <u>Tempo (Snail and mouse)</u> | <u>Dynamics (Seaside)</u> | ✦ <u>Sound patterns (Fairytale)</u> | ✦ <u>Pitch (Superheroes)</u> | ✦ <u>Musical symbols (Under the sea)</u> |
|--|----------------|--|--------------------------------|---------------------------|-------------------------------------|------------------------------|--|
| Singing simple songs, chants and rhymes from memory. | Creating sound | ✓ | ✓ | | | | |
| Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. | | ✓ | | | | | |
| Competently singing songs with a very small pitch range (two notes that are different but close together). | | ✓ | ✓ | | | | |
| Breathing at appropriate times when singing. | | ✓ | ✓ | | | | |
| Exploring changing their singing voice in different ways. | | ✓ | ✓ | | | | |
| Singing a range of call and response songs, attempting to match the pitch and tempo they hear. (*Not covered if following our condensed curriculum) | | | ✓ | | | | |
| Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) (*Not covered in Year 1 if following our condensed curriculum) | | | ✓ | ✓ | | | |
| Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) | | | | | ✓ | | ✓ |
| Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) | | ✓ | ✓ | | | | |
| Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) | | | | ✓ | ✓ | ✓ | ✓ |
| Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) | | | ✓ | ✓ | ✓ | ✓ | |
| Starting to understand how to produce different sounds on pitched instruments. (Group C.) | | | | | ✓ | | ✓ |
| Maintaining a comfortable position when sitting or standing to sing and play instruments. | | ✓ | | ✓ | ✓ | ✓ | ✓ |

| Year 1 | | ✦ <u>Keeping the pulse (My favourite things)</u> | <u>Tempo (Snail and mouse)</u> | <u>Dynamics (Seaside)</u> | ✦ <u>Sound patterns (Fairytale)</u> | ✦ <u>Pitch (Superheroes)</u> | ✦ <u>Musical symbols (Under the sea)</u> |
|--|----------|--|--------------------------------|---------------------------|-------------------------------------|------------------------------|--|
| Reading different types of notation by moving eyes from left to right as sound occurs. | Notation | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Recognising pitch patterns using dots. | | | | | | ✓ | |
| Using pictorial representations to stay in time with the pulse when singing or playing. | | ✓ | ✓ | | | | |
| Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). | | ✓ | | | | | |
| To know that notation is read from left to right. | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. | | | | | | ✓ | |
| To know that pictorial representations of rhythm show sounds and rests. (*Not covered in Year 1 if following our condensed curriculum) | | | ✓ | | | | |

| Year 1 | | ✦ <u>Keeping the pulse (My favourite things)</u> | <u>Tempo (Snail and mouse)</u> | <u>Dynamics (Seaside)</u> | ✦ <u>Sound patterns (Fairytale)</u> | ✦ <u>Pitch (Superheroes)</u> | ✦ <u>Musical symbols (Under the sea)</u> |
|---|---------------------------|--|--------------------------------|---------------------------|-------------------------------------|------------------------------|--|
| Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. | Improvising and composing | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Improvising simple question and answer phrases, using untuned percussion or voices. | | ✓ | | | | | |
| Experimenting with creating different sounds using a single instrument. | | | | ✓ | | ✓ | ✓ |
| Experimenting with creating loud, soft, high and low sounds. | | | | ✓ | | ✓ | ✓ |
| Selecting objects and instruments to create sounds to represent a given idea or character. | | | | ✓ | ✓ | ✓ | ✓ |
| Playing and combining sounds under the direction of a leader (the teacher). | | | | | ✓ | ✓ | ✓ |

| Year 1 | | ✦ <u>Keeping the pulse (My favourite things)</u> | <u>Tempo (Snail and mouse)</u> | <u>Dynamics (Seaside)</u> | ✦ <u>Sound patterns (Fairytale)</u> | ✦ <u>Pitch (Superheroes)</u> | ✦ <u>Musical symbols (Under the sea)</u> |
|--|------------|--|--------------------------------|---------------------------|-------------------------------------|------------------------------|--|
| Offering positive feedback on others' performances. | Performing | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Starting to maintain a steady beat throughout short singing performances. | | ✓ | ✓ | | | | |
| Keeping head raised when singing. (*Not covered if following our condensed curriculum) | | | ✓ | | | | |
| Keeping instruments still until their part in the performance. | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Performing actively as part of a group; keeping in time with the beat. | | ✓ | ✓ | | | | |
| Showing awareness of leader particularly when starting or ending a piece. | | ✓ | ✓ | ✓ | | ✓ | ✓ |

| Year 1 | ✦ <u>Keeping the pulse (My favourite things)</u> | <u>Tempo (Snail and mouse)</u> | <u>Dynamics (Seaside)</u> | ✦ <u>Sound patterns (Fairytale)</u> | ✦ <u>Pitch (Superheroes)</u> | ✦ <u>Musical symbols (Under the sea)</u> |
|-----------------------------|--|---|--|--|---|---|
| Key knowledge from the unit | To know that pulse is the regular heartbeat within music. | To understand that the pulse of the music can change. | To know that dynamics can change how someone listening feels about music. | To know that an instrument or rhythm pattern can represent a character in a story. | To know that sounds within music can be described as high or low sounds and the meaning of these terms. | To know that sounds within music can be described as high or low sounds and the meaning of these terms. |
| | To know that notation is read from left to right. | To know that sections of music can be described as fast or slow and the meaning of these terms. | To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. | To know that the voice can whisper and shout to help tell a story. | To understand that music can be represented by pictures or symbols. | To recognise and name the following instruments: up to three instruments from Group A and B. |
| | To recognise and name the following instruments: up to three instruments from Group A and B. | To know that my voice, body and instruments can show fast and slow beats. | To understand that music can be represented by pictures or symbols. | To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. | | To know that notation is read from left to right. |

| Year 2 | | ✦ <u>Call and response</u> (Animals) | ✦ <u>Instruments</u> (Musical storytelling) | <u>Contrasting dynamics</u> (Space) | <u>Singing (On this island)</u> | ✦ <u>Structure</u> (Myths and legends) | ✦ <u>Pitch</u> (Musical Me) |
|--|--------------------------|---|--|--|---------------------------------|---|--------------------------------|
| Listening with concentration to short pieces of music or excerpts from longer pieces of music. | Listening and evaluating | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Engaging with and responding to longer pieces of music. | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Confidently moving in time with the beat of the music when modelled. | | | ✓ | | ✓ | ✓ | |
| Beginning to keep movements to the beat of different speeds of music. | | | | | | ✓ | |
| Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Identifying some common instruments when listening to music. | | | ✓ | ✓ | ✓ | ✓ | |
| Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). | | | ✓ | ✓ | | | |
| Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). | | ✓ | | ✓ | | | |
| Recognising simple patterns and repetition in pitch (e.g. do re mi). | | | | | | | ✓ |
| Talking about the tempo of music using the vocabulary of fast and slow. | | | ✓ | ✓ | ✓ | | |
| Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. | | | ✓ | ✓ | ✓ | | |
| Talking about the pitch of music, using the vocabulary of high and low. | | | ✓ | | ✓ | | ✓ |

| Year 2 | | ✦ <u>Call and response</u> (Animals) | ✦ <u>Instruments</u> (Musical storytelling) | <u>Contrasting dynamics</u> (Space) | <u>Singing (On this island)</u> | ✦ <u>Structure</u> (Myths and legends) | ✦ <u>Pitch</u> (Musical Me) |
|---|--------------------------|---|--|--|---------------------------------|---|--------------------------------|
| Stating what they enjoyed about their peers' performances. | Listening and evaluating | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. | | ✓ | | | | | |
| Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. (<i>*Not covered if following our condensed curriculum</i>) | | | | ✓ | | | |
| Appreciating music from a wide variety of cultures and historical periods. (<i>*Not covered if following our condensed curriculum</i>) | | | | ✓ | ✓ | | |
| To recognise and name the following instruments: up to three instruments from Group A and B. | | ✓ | ✓ | | | | |
| To know that sections of music can be described as fast or slow and the meaning of these terms. | | | ✓ | ✓ | ✓ | | |
| To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. | | | ✓ | ✓ | ✓ | | |
| To know that sounds within music can be described as high or low sounds and the meaning of these terms. | | | ✓ | | ✓ | | ✓ |

| Year 2 | | ✦ <u>Call and response</u> (Animals) | ✦ <u>Instruments</u> (Musical storytelling) | <u>Contrasting dynamics</u> (Space) | <u>Singing (On this island)</u> | ✦ <u>Structure</u> (Myths and legends) | ✦ <u>Pitch</u> (Musical Me) |
|---|----------------|---|--|--|---------------------------------|---|--------------------------------|
| Singing simple songs, chants and rhymes from memory. | Creating sound | | | | ✓ | | ✓ |
| Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. | | | | | ✓ | | ✓ |
| Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). | | | | | | | ✓ |
| Breathing at appropriate times when singing. | | ✓ | | | ✓ | | ✓ |
| Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. | | ✓ | | | | | |
| Singing part of a given song in their head (using their 'thinking voice'). | | ✓ | | | ✓ | | ✓ |
| Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) | | | | | | | ✓ |
| Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) | | ✓ | ✓ | | | | |
| Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) | | ✓ | | | | | ✓ |
| Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) | | | ✓ | ✓ | ✓ | ✓ | |
| Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) | | | ✓ | ✓ | | ✓ | |
| Starting to understand how to produce different sounds on pitched instruments. (Group C.) | | | ✓ | ✓ | | ✓ | ✓ |
| Maintaining a comfortable position when sitting or standing to sing and play instruments. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Year 2 | | ✦ <u>Call and response</u> (Animals) | ✦ <u>Instruments</u> (Musical storytelling) | <u>Contrasting dynamics</u> (Space) | <u>Singing (On this island)</u> | ✦ <u>Structure</u> (Myths and legends) | ✦ <u>Pitch</u> (Musical Me) |
|--|----------|---|--|--|---------------------------------|---|--------------------------------|
| Reading different types of notation by moving eyes from left to right as sound occurs. | Notation | | | ✓ | ✓ | ✓ | ✓ |
| Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches). | | | | | | | ✓ |
| Using pictorial representations to stay in time with the pulse when singing or playing. | | | | | | ✓ | |
| Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). | | | | ✓ | | ✓ | |
| Beginning to read simple rhythmic patterns which include two half beats (quavers). | | | | | | ✓ | |
| To know that notation is read from left to right. | | | | | ✓ | | ✓ |
| To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. | | | | ✓ | | | ✓ |
| To know that pictorial representations of rhythm show sounds and rests. | | | | | | ✓ | |

| Year 2 | | ✦ <u>Call and response</u> (Animals) | ✦ <u>Instruments</u> (Musical storytelling) | <u>Contrasting dynamics</u> (Space) | <u>Singing (On this island)</u> | ✦ <u>Structure</u> (Myths and legends) | ✦ <u>Pitch</u> (Musical Me) |
|--|---------------------------|---|--|--|---------------------------------|---|--------------------------------|
| Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. | Improvising and composing | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Improvising simple question and answer phrases, using untuned percussion or voices. | | ✓ | | ✓ | | | |
| Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. | | ✓ | ✓ | ✓ | | | |
| Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. | | ✓ | ✓ | ✓ | ✓ | ✓ | |

| Year 2 | | ✦ <u>Call and response</u> (Animals) | ✦ <u>Instruments</u> (Musical storytelling) | <u>Contrasting dynamics</u> (Space) | <u>Singing (On this island)</u> | ✦ <u>Structure</u> (Myths and legends) | ✦ <u>Pitch</u> (Musical Me) |
|---|------------|---|--|--|---------------------------------|---|--------------------------------|
| Offering positive feedback on others' performances. | Performing | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Starting to maintain a steady beat throughout short singing performances. | | ✓ | | | | ✓ | |
| Standing or sitting appropriately when performing or waiting to perform. | | ✓ | | | ✓ | ✓ | ✓ |
| Beginning to acknowledge their own feelings around performance. | | | | ✓ | ✓ | | ✓ |
| Performing actively as a group, clearly keeping in time with the beat. | | ✓ | | | | | |
| Following a leader to start and end a piece appropriately. | | | | | ✓ | ✓ | |

| Year 2 | ♦ <u>Call and response (Animals)</u> | ♦ <u>Instruments (Musical storytelling)</u> | <u>Contrasting dynamics (Space)</u> | <u>Singing (On this island)</u> | ♦ <u>Structure (Myths and legends)</u> | ♦ <u>Pitch (Musical Me)</u> |
|-----------------------------|--|--|---|--|--|---|
| Key knowledge from the unit | To know that dynamics can change the effect a sound has on the audience. | To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. | To know that sections of music can be described as fast or slow and the meaning of these terms. | To know sections of music can be described as fast or slow and the meaning of these terms. | To know pictorial representations of rhythm show sounds and rests. | To know notation is read from left to right. |
| | To be able to recognise and name up to three instruments from Group A and B. | To know that sections of music can be described as fast or slow and the meaning of these terms. | To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. | To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. | | To know sounds within music can be described as high or low sounds and the meaning of these terms. |
| | | To know that sounds within music can be described as high or low sounds and the meaning of these terms. | To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. | To know sounds within music can be described as high or low sounds and the meaning of these terms. | | To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. |

| Year 3 | | ✦ <u>Ballads</u> | <u>Creating compositions in response to an animation (Mountains)</u> | ✦ <u>Developing singing technique (Vikings)</u> | ✦ <u>Pentatonic melodies and composition (Chinese New Year)</u> | <u>Jazz</u> | ✦ <u>Traditional instruments and improvisation (India)</u> |
|--|--------------------------|------------------|--|---|---|-------------|--|
| Explaining their preferences for a piece of music using musical vocabulary. | Listening and evaluating | ✓ | ✓ | | | ✓ | ✓ |
| Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Understanding that music from different parts of the world, and different times, has different features. | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognising and explaining the changes within a piece of music using musical vocabulary. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Beginning to show an awareness of metre. | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding that music from different times has different features. | | | | | | ✓ | |

| Year 3 | | ✦ Ballads | Creating compositions in response to an animation (Mountains) | ✦ Developing singing technique (Vikings) | ✦ Pentatonic melodies and composition (Chinese New Year) | Jazz | ✦ Traditional instruments and improvisation (India) |
|--|---------------------------|---------------------------|---|--|--|----------------------|---|
| To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. | Notation | | | ✓ | | | |
| Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. | | | | ✓ | ✓ | ✓ | ✓ |
| Composing a piece of music in a given style with voices and instruments. | Improvising and composing | ✓ | | ✓ | | ✓ | ✓ |
| Beginning to improvise musically within a given style using their voice. | | | | | | ✓ | |
| Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). | | | ✓ | ✓ | ✓ | ✓ | |
| Suggesting and implementing improvements to their own work, using musical vocabulary. | | | ✓ | | ✓ | | |
| Offering constructive feedback on others' performances. | Performing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. | | ✓ | | ✓ | | ✓ | |
| Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Year 3 | ♦ <u>Ballads</u> | <u>Creating compositions in response to an animation (Mountains)</u> | ♦ <u>Developing singing technique (Vikings)</u> | ♦ <u>Pentatonic melodies and composition (Chinese New Year)</u> | <u>Jazz</u> | ♦ <u>Traditional instruments and improvisation (India)</u> |
|-----------------------------|---|--|---|--|--|---|
| Key knowledge from the unit | To know that a ballad tells a story through song. | To understand that the timbre of instruments played affect the mood and style of a piece of music. | To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. | To know that the word 'crescendo' means a sound getting gradually louder. | To understand that 'syncopation' means a rhythm that is played off the natural beat. | To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. |
| | To know that lyrics are the words of a song. | To know that an ensemble is a group of musicians who perform together. | To know that different notes have different durations, and that crotchets are worth one whole beat. | To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. | To know that Ragtime is piano music that uses syncopation and a fast tempo. | To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. |
| | To know that in a ballad, a 'stanza' is a verse. | To know that to perform well, it is important to listen to the other members of your ensemble. | To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. | To understand that a pentatonic melody uses only the five notes C D E G A. | To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. | To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' |
| | | | To know that written music tells you how long to play a note for. | | To know that 'scat singing' is using made-up words to create the sound of an instrument playing. | To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. |
| | | | | | | To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. |

| Year 4 | | ✦ Body and tuned percussion (Rainforests) | Rock and roll | ✦ Changes in pitch, tempo and dynamics (Rivers) | Haiku music and performance (Hanami) | ✦ Samba and carnival sounds and instruments (South America) | ✦ Adapting and transposing motifs (Romans) |
|---|--------------------------|---|-------------------------------|---|--|---|--|
| Explaining their preferences for a piece of music using musical vocabulary. | Listening and evaluating | | ✓ | ✓ | | | |
| Recognising the use and development of motifs in music. | | ✓ | | ✓ | | | ✓ |
| Identifying gradual dynamic and tempo changes within a piece of music. | | ✓ | | ✓ | | | ✓ |
| Identifying common features between different genres, styles and traditions of music. | | | ✓ | | | ✓ | ✓ |
| Recognising, naming and explaining the effect of the interrelated dimensions of music. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. | | ✓ | | ✓ | | | ✓ |
| Using musical vocabulary to discuss the purpose of a piece of music. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. | | | ✓ | ✓ | | ✓ | |
| Using musical vocabulary when discussing improvements to their own and others' work. | | ✓ | ✓ | ✓ | ✓ | | ✓ |

| Year 4 | | ♦ Body and tuned percussion (Rainforests) | Rock and roll | ♦ Changes in pitch, tempo and dynamics (Rivers) | Haiku music and performance (Hanami) | ♦ Samba and carnival sounds and instruments (South America) | ♦ Adapting and transposing motifs (Romans) |
|---|---------------------------|---|-------------------------------|---|--|---|--|
| To know that 'performance directions' are words added to music notation to tell the performers how to play. | Notation | | | ✓ | | | |
| Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. | | | | ✓ | ✓ | | ✓ |
| Composing a coherent piece of music in a given style with voices, bodies and instruments. | Improvising and composing | ✓ | | ✓ | ✓ | | ✓ |
| Beginning to improvise musically within a given style using an instrument. | | | | ✓ | ✓ | ✓ | ✓ |
| Developing melodies using rhythmic variation, transposition, inversion, and looping. | | ✓ | | ✓ | ✓ | | ✓ |
| Creating a piece of music with at least four different layers and a clear structure. | | ✓ | | | ✓ | ✓ | |

| Year 4 | | ♦ <u>Body and tuned percussion</u> (Rainforests) | <u>Rock and roll</u> | ♦ <u>Changes in pitch, tempo and dynamics</u> (Rivers) | <u>Haiku music and performance</u> (Hanami) | ♦ <u>Samba and carnival sounds and instruments</u> (South America) | ♦ <u>Adapting and transposing motifs</u> (Romans) |
|--|------------|--|----------------------|--|---|--|---|
| Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. | Performing | | ✓ | ✓ | | | ✓ |
| Singing and playing in time with peers with accuracy and awareness of their part in the group performance. . | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | | ✓ | ✓ | | ✓ | | ✓ |
| Playing syncopated rhythms with accuracy, control and fluency. | | | | | | ✓ | |
| ♦ NB. Unit appears in the condensed curriculum | | | | | | | |

| Year 4 | ♦ <u>Body and tuned percussion (Rainforests)</u> | <u>Rock and roll</u> | ♦ <u>Changes in pitch, tempo and dynamics (Rivers)</u> | <u>Haiku music and performance (Hanami)</u> | ♦ <u>Samba and carnival sounds and instruments (South America)</u> | ♦ <u>Adapting and transposing motifs (Romans)</u> |
|-----------------------------|--|--|---|--|--|--|
| Key knowledge from the unit | To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. | To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. | To know that when you sing without accompaniment it is called 'A Capella'. | To know that a glissando in music means a sliding effect played on instruments or made by your voice. | To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. | To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). |
| | To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. | To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. | To understand that harmony means playing two notes at the same time, which usually sound good together. | To know that expressive language (like a poem) can be used as inspiration for composing music. | To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. | To know that 'transposing' a melody means changing its key, making it higher or lower pitched. |
| | To know that a 'loop' in music is a repeated melody or rhythm. | To know that playing in time means all performers playing together at the same speed. | An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. | To understand that both instruments and voices can create audio effects that describe something you can see. | To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. | To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. |
| | To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. | To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. | To know that 'performance directions' are words added to music notation to tell the performers how to play. | To know that grouping instruments according to their timbre can create contrasting 'textures' in music. | | |

| Year 5 | | + Composition notation (Ancient Egypt) | + Blues | + South and West Africa | + Composition to represent the festival of colour (Holi) | Looping and remixing | Musical theatre |
|---|--------------------------|--|-------------------------|---|--|--------------------------------------|---------------------------------|
| Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. | Listening and evaluating | | ✓ | | | | ✓ |
| Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. | | | ✓ | ✓ | | ✓ | ✓ |
| Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. | | ✓ | ✓ | | ✓ | | |
| Comparing, discussing and evaluating music using detailed musical vocabulary. | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. | | | ✓ | | | | |

| Year 5 | | ♦ Composition notation (Ancient Egypt) | ♦ Blues | ♦ South and West Africa | ♦ Composition to represent the festival of colour (Holi) | Looping and remixing | Musical theatre |
|--|---------------------------|--|-------------------------|---|--|--------------------------------------|---------------------------------|
| To know that simple pictures can be used to represent the structure (organisation) of music. | Notation | ✓ | | | | | |
| To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. | | ✓ | | | | | |
| Using staff notation to record rhythms and melodies. | | ✓ | ✓ | | | | |
| Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). | Improvising and composing | ✓ | | | ✓ | ✓ | ✓ |
| Improvising coherently within a given style. | | ✓ | ✓ | ✓ | | ✓ | |
| Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. | | | | ✓ | | ✓ | |
| Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Suggesting and demonstrating improvements to own and others' work. | | ✓ | ✓ | | | | ✓ |

| Year 5 | | ✦ Composition notation (Ancient Egypt) | ✦ Blues | ✦ South and West Africa | ✦ Composition to represent the festival of colour (Holi) | Looping and remixing | Musical theatre |
|--|------------|--|-------------------------|---|--|--------------------------------------|---------------------------------|
| Using musical vocabulary to offer constructive and precise feedback on others' performances. | Performing | | ✓ | | ✓ | | ✓ |
| Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. | | ✓ | ✓ | ✓ | | | ✓ |
| Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. | | ✓ | ✓ | ✓ | ✓ | ✓ | |

| Year 5 | ✦ <u>Composition notation (Ancient Egypt)</u> | ✦ <u>Blues</u> | ✦ <u>South and West Africa</u> | ✦ <u>Composition to represent the festival of colour (Holi)</u> | <u>Looping and remixing</u> | <u>Musical theatre</u> |
|-----------------------------|--|--|---|--|--|---|
| Key knowledge from the unit | To know that simple pictures can be used to represent the structure (organisation) of music. | To understand that a chord is the layering of several pitches played at the same time. | To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. | To know that a vocal composition is a piece of music created only using voices. | To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. | To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. |
| | To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. | To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. | To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. | To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. | To know that a loop is a repeated rhythm or melody, and is another word for ostinato. | To know that choreography means the organisation of steps or moves in a dance. |
| | To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. | To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. | To understand that major chords create a bright, happy sound. | To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. | To know that remix is music that has been changed, usually so it is suitable for dancing to. | To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. |
| | | To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. | To know that poly-rhythms means many rhythms played at once. | To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. | | |

| Year 6 | | ✦ <u>Dynamics, pitch and texture</u> (<u>Coast- Fingal's Cave</u>) | <u>Songs of World War 2</u> | <u>Film music</u> | ✦ <u>Theme and variations</u> (<u>Pop Art</u>) | ✦ <u>Baroque</u> | ✦ <u>Composing and performing a Leavers' song</u> |
|---|--------------------------|---|-----------------------------|-------------------|---|------------------|---|
| Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. | Listening and evaluating | | | ✓ | | ✓ | |
| Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles | | ✓ | ✓ | | ✓ | ✓ | |
| Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. | | ✓ | ✓ | ✓ | ✓ | | |
| Identifying the way that features of a song can complement one another to create a coherent overall effect. | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Use musical vocabulary correctly when describing and evaluating the features of a piece of music. | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. | | | ✓ | ✓ | | ✓ | ✓ |
| Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. | | | | | | ✓ | |
| Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. | | ✓ | | ✓ | ✓ | ✓ | |

| Year 6 | | ✦ <u>Dynamics, pitch and texture</u> (<u>Coast- Fingal's Cave</u>) | <u>Songs of World War 2</u> | <u>Film music</u> | ✦ <u>Theme and variations</u> (<u>Pop Art</u>) | ✦ <u>Baroque</u> | ✦ <u>Composing and performing a Leavers' song</u> |
|--|---------------------------|---|-----------------------------|-------------------|---|------------------|---|
| To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. | Notation | | | ✓ | | | |
| To know that chord progressions are represented in music by Roman numerals. | | | | | | | ✓ |
| Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. | | ✓ | | ✓ | | ✓ | ✓ |
| Performing with accuracy and fluency from graphic and staff notation and from their own notation. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Improvising coherently and creatively within a given style, incorporating given features. | Improvising and composing | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. | | ✓ | | | ✓ | ✓ | ✓ |
| Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. | | | | | | | ✓ |
| Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. | | ✓ | ✓ | | ✓ | ✓ | |
| Constructively critique their own and others' work, using musical vocabulary. | | ✓ | | ✓ | ✓ | ✓ | ✓ |

| Year 6 | | ✦ <u>Dynamics, pitch and texture</u> (Coast- Fingal's Cave) | <u>Songs of World War 2</u> | <u>Film music</u> | ✦ <u>Theme and variations</u> (Pop Art) | ✦ <u>Baroque</u> | ✦ <u>Composing and performing a Leavers' song</u> |
|---|------------|--|-----------------------------|-------------------|--|------------------|---|
| Using musical vocabulary to offer constructive and precise feedback on others' performances. | Performing | | ✓ | ✓ | | | ✓ |
| Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. | | | ✓ | | ✓ | | ✓ |
| Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Performing a solo or taking a leadership role within a performance. | | ✓ | | | | | ✓ |
| Performing by following a conductor's cues and directions. | | ✓ | ✓ | | | | ✓ |

| Year 6 | ◆ <u>Dynamics, pitch and texture</u> (Coast- Fingal's Cave) | <u>Songs of World War 2</u> | <u>Film music</u> | ◆ <u>Theme and variations</u> (Pop Art) | ◆ <u>Baroque</u> | ◆ <u>Composing and performing a Leavers' song</u> |
|-----------------------------|---|--|--|--|---|--|
| Key knowledge from the unit | To know that the conductor beats time to help the performers work well together. | To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2 | To know that a film soundtrack includes the background music and any songs in a film. | To know that a 'theme' is a main melody in a piece of music. | To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon. | To know that a chord progression is a sequence of chords that repeats throughout a song. |
| | To understand that improvisation means making up music 'on the spot'. | To know that the Solfa syllables represent the pitches in an octave. | To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. | To know that 'variations' in music are when a main melody is changed in some way throughout the piece. | To know that music in which very similar parts are introduced one by one to overlap is called a canon. | To know that a melody can be adapted by changing its dynamics, pitch or tempo. |
| | To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. | A 'counter-subject' or 'counter-melody' provides contrast to the main melody. | To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. | To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. | To know that ground bass is a repeating melody played on a bass instrument in Baroque music. | To know that chord progressions are represented in music by Roman numerals. |
| | To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright. | To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. | To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. | To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. | To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. | To understand that all types of music notation show note duration. |
| | | | | | To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. | |
| | | | | | To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. | |

◆ NB. Unit appears in the condensed curriculum

| Instrumental scheme | | | ✦ South Africa | ✦ Caribbean | South America | Indonesia | India | North America |
|---|--------|--------------------------|--------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------|-------------------------------|
| Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. | Year 3 | Listening and evaluating | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding that music from different parts of the world, and different times, have different features. | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognising and explaining the changes within a piece of music using musical vocabulary. | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Beginning to show an awareness of metre. | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Beginning to use musical vocabulary when discussing improvements to their own and others' work. | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding that music from different times has different features. | | | | ✓ | | | ✓ | |
| Explaining their preferences for a piece of music using musical vocabulary. | Year 4 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognising the use and development of motifs in music. | | | ✓ | | ✓ | ✓ | | ✓ |
| Identifying common features between different genres, styles and traditions of music. | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Instrumental scheme | | | South Africa | Caribbean | South America | Indonesia | India | North America |
|---|--------|---------------------------|------------------------------|---------------------------|-------------------------------|---------------------------|-----------------------|-------------------------------|
| Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. | Year 3 | Notation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Using staff notation to record rhythms and melodies. | Year 5 | | ✓ | | ✓ | ✓ | | |
| Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). | Year 3 | Improvising and composing | | ✓ | ✓ | ✓ | | ✓ |
| Suggesting and implementing improvements to their own work, using musical vocabulary. | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Beginning to improvise musically within a given style. | Year 4 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. | Year 3 | Performing | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | Year 4 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Instrumental scheme | ♦ South Africa | ♦ Caribbean | South America | Indonesia | India | North America |
|-----------------------------|---|---|--|---|--|--|
| Key knowledge from the unit | To know the key features of South African Gumboot music. | To know the key features of Calypso music. | To know the history and key features of salsa music. | To know the history and key features of gamelan music. | To know the history and key features of Bollywood music. | To know the history and key features of minimalist music. |
| | To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown. | To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts. | To understand how to play pitches and rhythms from staff notation without prompts. | To understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch. | To understand how to play melodies in three parts from staff notation without prompts. | To understand how to play complex melodies in two parts from staff notation without prompts. |
| | To know the correct technique for playing tuned percussion instruments. | To be able to play tuned percussion with the correct technique. | To be able to play tuned percussion with the correct technique. | To be able to play tuned percussion with the correct technique. | To be able to play tuned percussion with the correct technique. | To be able to play tuned percussion with the correct technique. |