Reception

**All about me**

Children will explore getting to know each other through songs and games. They will be able to explore their voice and develop their singing voice through voice-play. Using the theme of family, they will further develop their singing voice and develop a strong sense of pulse. They will learn about high and low sounds and then develop their understanding through physical play and sound discovery around the classroom.

| **Checking for understanding:**   * What different voices can you use? * How can you make your voice change to make a high/low sound? * What pulse can you clap when you hear \_\_\_\_\_\_\_\_ music? * How can you show the pulse in different parts of your body? |
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**Celebration Festivals**

Children will be able to know about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas. Children will understand that they can use their voice or an instrument to match an action in a song. Children will be able to move to music and know that this can form part of a celebration. Children will be given opportunities to explore and engage in music making, performing solo or in groups. Children will take part in a traditional call and response song increasingly matching the pitch and following the melody of the song. They will be able to listen attentively, move to and talk about music, expressing their feelings and responses. Children will be able to recognise that different sounds can be long or short. Children will be able to recognise music that is ‘fast’ or ‘slow’.

| **Checking for understanding:**   * What is the name of celebration festivals? * How do you feel when you listen to these celebration pieces of music? * What are some of the traditional instruments used in the celebration music? * Name the six traditional instruments used to celebrate Hanukkah. * Match the sound of the instrument to the name of the instrument. * How can you use your voice/body to show the tempo in the music? * Can you copy and clap this rhythm with your body? * How can you show and match the pitch of this song with your voice? |
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**Exploring Sound**

Children will be using their voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment. Children will understand how to listen carefully and talk about what they hear. They will know that sounds can be copied by their voice, body percussion and instruments. They will understand that instruments can be played loudly or softly. They will know that music often has more than one instrument being played at a time.

| **Checking for understanding:**   * How can you use your voice to show me a loud/quiet/high/low sound? * What different ways can we make sounds with our bodies? * How can you follow this rhythm with your body? * How can I change the tempo (speed) of the sound? (Fast/slow) * What is the name of this musical instrument \_\_\_\_\_\_\_\_\_? * How can I change the tempo of this musical instrument? * What do I need to do to change the tempo of a musical instrument? * What is it called when I change how loudly/quietly an instrument is being played? (Dynamics) * How can I change the dynamics of the musical instrument? (loud/quiet) * What noises can you hear around you? * What does this noise sound like \_\_\_\_\_\_\_\_\_\_ (sound from the environment)? |
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**Music and movement**

Children will learn why songs can have actions and some simple Makaton signs to accompany a song. They will be able to explore and find the beat through body movements. Children will learn to recognise and react to different tempos in music. They will learn to express different pitch and tempo in music through dance. Children will learn that the tempo is the speed of the music. They will consider whether a piece of music has a fast, moderate or slow tempo. Children will understand that they can match their body movements to the speed (tempo) or pulse (beat) of music. They will learn that signals can tell us when to start or stop playing. Children will perform two movement songs.

| **Checking for understanding:**   * Why do some songs have actions? * What actions could go with this song \_\_\_\_\_\_\_\_\_\_? * How can you show the beat in this piece of music using your body parts/hands/feet? * What different ways can you show the tempo (speed) of this piece of music? * How would you describe the tempo for this piece of music? * Show me with your instrument/body/movement how you could play a fast/moderate/slow tempo. * What does pitch mean? * What different pitches are there? * How can you show me a high/low pitch with your instrument? * How would you describe the pitch of this instrument/sound? |
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**Musical Stories**

Children will be able to use traditional childrens’ tales and songs to learn that music and instruments can be used to convey moods or represent characters. Children will understand that a piece of music can tell a story with sounds. Children will know that different instruments can sound like a particular character. Children will listen to the lyrics and melody of the ‘Teddy Bear’s Picnic’ and follow instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece. They will listen to the classical piece of ‘Peter and the Wolf’ by Sergei Prokifiev and recall the characters from the story before exploring how each is represented in the music. They will use actions to tell the story of ‘The Sleeping Princess’ before singing and performing a group song based on the story. Children will use instruments to create a section of the story ‘We’re Going on a Bear Hunt’ by Michael Rosen. Children will write, compose, practise and perform their own musical story based on either their morning routine, the school day or anything else they find appropriate. Children will perform their musical story based upon a familiar routine using movements to express moods or actions within the story.

| **Checking for understanding:**   * Was the tempo fast or slow for \_\_\_\_\_\_\_\_ music? * Was the pitch high or low for \_\_\_\_\_\_\_\_ music? * Was the dynamic loud or quiet for \_\_\_\_\_\_\_ music? * How would you describe the tempo/pitch/dynamic for \_\_\_\_\_\_\_\_ music? * What did you like/dislike about \_\_\_\_\_\_\_\_\_\_ music? Why? * What did you think about \_\_\_\_\_\_ music? * Which instruments do you recognise from \_\_\_\_\_\_\_ music? * Which musical instrument would best represent the different parts or sections of the book? * How can you use and play your instrument to show different parts of a story? * How can you compose and make your own music to represent your story? |
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**Big Band**

Children will learn about different musical instruments. They will understand what makes a musical instrument and be able to use recyclable materials to create and play their own instruments. Children will learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor. Children will know that an orchestra is a big group of people playing a variety of instruments together. They will know that music often has more than one instrument being played at a time. Children will be able to follow a beat using an untuned instrument and play their instruments together to match the beat. Children will experiment with playing tuned and untuned instruments, playing along and singing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time. Children will understand that performing means playing a finished piece of music for an audience. They will be able to select appropriate instruments to presentent different parts of a song before performing a practised song to a small audience.

| **Checking for understanding:**   * What is a musical instrument? * What is the name of this musical instrument \_\_\_\_\_\_\_\_ ? * How are these musical instruments played? * Can you show me how to use your musical instrument to make a sound? * What type of pitch does the instrument make? * How can you use your musical instrument to show the changes in dynamic, pitch and tempo? * What is an orchestra? * What are the names of the four different types (or families) of instruments in an orchestra? * What is the role of the conductor? * Listen and watch this piece of music, which instruments do you notice? Which families of instruments can you recognise? * Can you follow and copy this beat on your instrument? * What is the difference between tuned and untuned instruments? * Can you follow along to a familiar song and change the tempo/dynamic? |
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Year 1

**Pulse and rhythm (All about me)**

Children will be able to feel the pulse in music and experiment with percussion instruments. Children will know that rhythm means a pattern of long and short notes. They will be able to understand that the pulse is the regular beat that goes through music. They will learn that the pulse of music can get faster or slower. They will be able to listen and play rhythms on untuned percussion instruments to deepen their understanding of pulse and rhythm. They will listen to music and know that they can have more than one section, eg a verse and a chorus. They will be able to practise performing either the pulse or rhythm to highlight the differences between the two.

| **Checking for understanding:**   * What does rhythm mean? * Listen to this rhythm and tell me what pattern of beats you can hear. * Listen to this music and show me by clapping what the pulse of this music is. * Tell me how you would describe the pulse of this piece of music. * What is different or the same about this piece of music? * What section is this called in this piece of music? Explain how you know? * How can you use your instrument to show me the pulse/rhythm? |
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**Classical music, dynamics and tempo (Animals)**

Children will understand that sounds can be adapted to change their mood, eg through dynamics or tempo. They will know that tempo is the speed of the music. They will learn that dynamics means how loud or soft a sound is. Children will learn that sounds can help tell a story. They will be able to move their body appropriately when listening to music. They will experiment with percussive instruments to make sounds for different animals. They will know how to sing a song in sections, listening to the words that they hear, singing the melody and staying in time with other people in the group. Children will be able to use percussion instruments to create a class improvisation of a piece of music. They will work in groups to create compositions for sections of the story, selecting appropriate instruments and focusing on tempo and dynamics, before joining their pieces together to perform as a class.

| **Checking for understanding:**   * What mood does this music create? * How would you describe the tempo of this music? * What is the dynamics of this piece of music? * How do the dynamics and tempo change throughout the music? * Group these different animal sounds into their tempo and dynamics. * Which instrument best represents this \_\_\_\_\_\_\_ animal? * How can you use percussion instruments to show the tempo? * Which ways can you demonstrate the dynamics using the instruments? * How can you use your instruments to show different parts of the story? * What did you like/dislike about your performance? * How can your group improve their performance? |
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**Musical vocabulary (Under the sea)**

Children will be able to understand key musical vocabulary. Children will understand that pitch means how high or low a note sounds. They will know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. They will learn that music has layers called 'texture'. Children will be able to demonstrate using instruments what they know and understand by the key musical vocabulary. For dynamics, children will be able to play the same instrument, rhythm and pitch, but at different volumes. For timbre, children will be able to play the same rhythm, tempo, dynamics but on a different instrument. For pitch, children will be able to play the same rhythm, instrument, dynamics but at a different pitch on a xylophone.

| **Checking for understanding:**   * Explain the following terms:   - pitch  - timbre  - texture   * How would you describe the pitch for this piece of music? * How would you describe the timbre for this piece of music? * How would you describe the texture for this piece of music? * What is the difference between the pitch / timbre / texture for these pieces of music? * Which instruments can create some of the sounds linked with the theme Under the sea? * How can the instruments be used to show the different pitch/timbre/textures from the theme ‘Under the sea’? * How can instruments be used to show the different layers of the coral? Which inter-related dimension of music would this be demonstrating? |
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**Timbre and rhythmic patterns (Fairy Tales)**

Through fairy tales, children will be introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. Children will know that an instrument or rhythm pattern can represent a character in a story. They will explore clapping along to the syllables of words and phrases and be able to create rhythmic patterns selecting appropriate instruments to tell a familiar fairy tale. They will understand that their voice can create different timbres to help tell a story. They will learn about how Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. Children will play tuned and untuned instruments in a whole class performance based on a fairy tale with the focus on keeping the pulse of the rhythm.

| **Checking for understanding:**   * Which instrument best represents each character from the story? * What is it called when we change the sound? * What does the word timbre mean? * How would you clap the rhythmic pattern for this phrase? * What are the names of the different instruments in the music ‘Peter and the Wolf’? * What worked well in the whole class performance? * How would you improve the whole class performance? |
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**Pitch and tempo (Superheros)**

Children will be able to explain what pitch is and identify high and low notes. They will be able to create a pattern using two pitches, they play or sing it. They will know that 'tuned' instruments play more than one pitch of notes. Children will be able to explain what tempo means and identify simple tempo changes in music. They will be able to understand that tempo can be used to represent mood or help tell a story. They will be able to perform a pattern that gradually gets faster (accelerando). Children will be able to follow a leader when they perform to help everyone play together accurately. They will be able to contribute to a group composition and performance by creating, selecting, combining and performing sounds. They will be able to suggest improvements to their work.

| **Checking for understanding:**   * What does the word pitch mean? * How would you explain the pitch of this instrument/voice? * What does the term tempo mean? * Describe the tempo in this piece of music. * What is the same/different in this piece of music? * How can you change the tempo when you play an instrument? What will you need to change? * Show me a pattern that has a pattern that gets faster and shows accelerando. * What mood has been created by this composition of music? How has that been created? Which instruments played a key role in creating this particular mood? * How can you improve your composition? |
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**Vocal and body sounds (By the sea)**

Children will be able to create movements that match the music, explaining why they are moving in that way. Children will be able to identify descriptive sounds within the music. They will be able to recreate and then adapt descriptive sounds heard using their voice or body. They will know that dynamics can change how someone listening feels about music. They will know that their voice can be used as a musical instrument. They will know that body percussion means making sounds with their body, not their voice e.g. clapping or slapping knees. Children will be able to control instruments and their voices to make both quiet and loud sounds. They will be able to follow simple instructions during a group performance. Children will understand that music can be represented by pictures of symbols. They will be able to create their own graphic score and play from it. They will be able to make more than one sound on their instrument and with their voice.

| **Checking for understanding:**   * How would you describe the sound? * Which sound came first? * How can you recreate that sound using your body? * What different ways can you use your body to create sounds? * What signals can be used to show how to stop/start/change the tempo/change the pitch? * How could you represent that sound in any written way? * What would the sound look like? * How did your graphic score compare to the sounds that were performed? What did you like/dislike? What would you improve for next time? |
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Year 2

**African call and response song (Animals)**

Children will be able to use instruments to replicate the sounds of African animals, experimenting with the variations of timbre (sounds). They will know that an instrument can be matched to an animal noise based on its timbre. They will be able to use their voice to imitate the sounds of the animals, learning to clap back animal rhythms in time to the music. Children will be able to use a ‘call and response’ structure to help establish the rhythms of an African song. They will be able to use instruments to invent their own animal call and response, recording their notations. Children will be able to understand that sounds can be adapted to change their mood, e.g. through dynamics (volume - loud and quiet) or tempo (speed - fast and slow). They will know that the long and short sounds of a spoken phrase can be represented by a rhythm. Children will be able to understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. They will understand that the tempo of a musical phrase can be changed to achieve a different effect. Children will be able to use instruments to play their call and response song focusing on using tempo and dynamics to represent an animal. They will be able to perform and evaluate their songs with their peers.

| **Checking for understanding:**   * What noises would you expect to hear from African animals? * What do the following terms mean?   - timbre  - tempo  - dynamics   * Which instruments can be used to imitate any African animals? * How can the tempo change the effect of the music? * What effects can be created from a change in dynamics? * How can the tempo/timbre/dynamics of instruments be used to create the sounds of African animals? * How can you compose a simple rhythm on an untuned percussion instrument to represent African animals? * How can you change the dynamics of your composition? * What feedback would you give to help improve a performance? |
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**Orchestral instruments (Traditional Western stories)**

Children will be introduced to the instruments of the orchestra and practice identifying these within a piece of music. Children will know that woodwind instruments, like flutes, are played blowing air into or across a mouthpiece. They will learn that stringed instruments, like violins, make a sound when their strings vibrate. Children will understand that a brass instrument is played by vibrating your lips against a mouthpiece. They will know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. They will know that musical instruments can be used to create ‘real life’ sound effects. They will learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.

| **Checking for understanding:**   * Name some of the instruments in an orchestra. * What is the name of \_\_\_\_\_\_\_ instrument? * How is this instrument played? * What does pitch mean? * What pitch would you expect from this instrument? * Name some instruments that would create a high/low pitch. |
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**Musical me**

Children will be able to sing, ‘Once a man fell in a well’ and use untuned percussion instruments to play the pulse and imitate specific words from the song before performing as a class. They will begin to understand that all instruments have their own unique ‘timbre’ and that composers use this and dynamics to show different emotions in their music. They will understand that 'melody' means a tune. They will know that 'notation' means writing music down so that someone else can play it, learning to record the names of the notes and the order in which they are played. Children will be able to first make up their music then write it down using letter-name notation. Children will understand that 'accompaniment' can mean playing instruments along with a song. They will know that a melody is made up from high and low pitched notes played one after the other, making a tune. Children will be able to compose a piece of music that uses dynamics and timbre to reflect an emotion, first choosing and playing their instruments and then making decisions about the structure and sound of the piece before rehearsing and performing.

| **Checking for understanding:**   * What does the word melody mean? * Using these certain notes, show me how you could create a melody on your instrument. * How would you describe the timbre for \_\_\_\_\_\_\_\_\_\_\_ instrument? * What does the term accompaniment mean? * How are accompaniments used in music? * What does the word notation mean? * How does this notation sound on your instrument? * What notation have you used for your composition? Why? * How have you structured your composition? * Why have you chosen \_\_\_\_\_\_ instruments for your composition? |
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**Dynamics, timbre, tempo and motifs (Space)**

Children will be able to develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear. Children will know that a 'soundscape' is a landscape created using only sounds. Children will be able to use their voice to make sounds to represent space, creating atmosphere by using dynamics. They will be able to visually represent music in creative and more formal ways. They will listen to space-inspired music and respond creatively by drawing what they hear and then identifying the dynamics, instruments and mood of the pieces of music. Children will know that a composer is someone who creates music and writes it down. Children will be able to compare two pieces of music by the same composer, using their developing musical vocabulary to explain differences and changes in tempo, dynamics, timbre and the instruments used. They will understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.

| **Checking for understanding:**   * What is a soundscape? * What instruments can you hear being played in this piece of music? * How would you describe the mood in this music? * What pictures represent the dynamics and mood in this piece of music? * What is a composer? * How do these two pieces of music compare? What is the same? What is different? * How would you describe the tempo/dynamics/timbre/instruments in this piece of music? * What is a motif? |
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**On this island: British songs and sounds**

Children will learn about the music of the British Isles. They will be able to describe music using simple vocabulary. They will explore multiple ways of making the same sound and represent the same sound in different ways. They will know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. They will know that 'duration' means how long a note, phrase or whole piece of music lasts. Children will know that a composition is a collection of musical elements, like the melody, percussion, dynamics that together make a piece of music. They will be able to create and compose a piece of music that represents a particular environment. They will be able to extend a piece of music so that it represents three distinct environments. Children will contribute musically to a final performance.

| **Checking for understanding:**   * How would you describe this music using musical vocabulary? * What genre of music would you describe this piece of music? * How does this style of music represent the British Isles? * What does the term ‘duration’ mean? * What needs to be included in a composition? * How can music be used to represent different environments? * What different ways can music change to represent different environments? * How can this piece of music be extended musically? What instruments/musical elements can be used to extend the music? * How will you compose your music to represent the different environments? * Why have you selected these particular elements in your composition? * What do you like/dislike about your composition? Why? * How could you change/improve your composition? |
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**Myths and legends**

Children will be able to create rhythms and arrange them in a particular order or structure. They will be able to identify the structure of a piece of music and write it down. Children will be able to describe whether a musical texture is thick or thin. Children will know that a graphic score can show a picture of the structure of music. They will understand that a graphic score can show a picture of the layers, or 'texture', of a piece of music. They will explore ways of writing down different textural layers. Children will be able to follow a given structure for a composition and write a structure score accurately. They will be able to compose music with several layers.

They will know that ‘'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

| **Checking for understanding:**   * What musical vocabulary do you know? What do these terms mean? * How would you describe the structure in this piece of music? * How does a composer show the structure within their music? * What do you understand by the term texture? * How can a graphic score show different textures? * What would a piece of music sound like with different textures? * How can you use musical instruments to create different textures? * What different ways can you compose music to create different textures? |
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Year 3

**Ballads**

Children will learn what ballads are. They will understand that a ballad tells a story through song. They will understand that lyrics are the words of a song. They will learn that in a ballad, a 'stanza' is a verse. Children will be able to identify the features of a ballad and know how to convey different emotions when performing them. Children will use an animation as inspiration and be able to carefully select vocabulary to describe the story before turning them into lyrics. They will be able to incorporate rhyming words and follow the structure of a traditional ballad.

| **Checking for understanding:**   * What is a ballad? * What are the different features of a ballad? * What do the lyrics provide within a song? * How can you convey different emotions when performing a song? * How can you use musical instruments to convey emotion in a song? |
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**Creating compositions in response to an animation (Mountains)**

Children will be able to tell stories through music. The children will listen to music and consider the narrative it could represent through careful consideration of the dynamics, pitch and tempo and how they change through a piece of music. They will understand that the timbre of instruments played affect the mood and style of a piece of music. Children will be able to create their own original compositions to match an animation, building up layers of texture. They will know that an ensemble is a group of musicians who perform together. They will be able to perform their composition and understand that during their performance it is important to listen to the other members of their ensemble.

| **Checking for understanding:**   * What do the following terms mean?   - dynamics  - pitch  - tempo   * What does the word timbre mean in music? * How can musical instruments be used to demonstrate timbre? * How can you compose a piece of music that shows timbre? * What different ways can you demonstrate timbre in your composition? * What is an ensemble? * Why have you selected these particular elements in your composition? * What do you like/dislike about your composition? Why? * How could you change/improve your composition? |
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**Developing singing technique (Vikings)**

Children will develop their singing techniques; using actions to support their learning and allow them to keep in time and remember the lyrics. They will 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. They will learn new rhythms and develop their understanding of stave notation; understanding that 'reading' music means using how the written note symbols look and their position to know what notes to play. Children will know that written music tells you how long to play a note for. Children will be able to recognise note names by sight and sound and understand that different notes have different durations, and that crotchets are worth one whole beat. They will experiment with the order of known rhythms and create their own song using instrumental effects. They will perform and evaluate their own song and discuss what they could do better next time.

| **Checking for understanding:**   * How can actions be used to keep in time to the music? * What actions can be used to help you remember a song? * What is a group of pitches called? * What words could you use to describe this song? * What are these musical notes called? * How long is each musical note? * How would this pattern of notes be clapped or played? * How would this rhythm be performed on a tuned or untuned instrument? * How can you change the rhythm of your composition? * What feedback would you give to help improve a performance? |
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**Pentatonic melodies and composition (Chinese New Year)**

Children will be able to understand that music traditionally has been used to celebrate festivals such as the Chinese New Year. They will be able to revise their knowledge of key musical terminology. Children will know that the word 'crescendo' means a sound getting gradually louder. They will be able to respond to musical elements such as crescendo, tempo and duration. Children will learn that some traditional music around the world is based on five notes called a 'pentatonic' scale. They will be able to understand that a pentatonic melody uses only the five notes C D E G A. Children will be able to use tuned instruments to play and create pentatonic melodies as a class, before moving on to playing pentatonic melodies in pairs. Children will be able to compose a piece of music in a group using layered melodies and perform their finished pieces.

| **Checking for understanding:**   * What does the word crescendo/tempo/duration mean? * How can you demonstrate what crescendo/tempo/duration means with instruments or your voice? * What is a pentatonic scale? * Which notes represent a pentatonic scale? * Demonstrate what you know about a pentatonic scale using a tuned instrument. * How can you use the pentatonic scale to compose your own melody? * Which different ways can you create your own melody using the pentatonic scale? |
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**Jazz**

Children will know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. Children will be able to explain what ragtime music is. They will understand that 'syncopation' means a rhythm that is played off the natural beat. They will be able to play on the ‘off beat’ and sing a syncopated rhythm. They will learn that Ragtime is piano music that uses syncopation and a fast tempo. Children will be able to use their singing voices to improvise a response and compose a scat singing performance with sounds and words. They will know that 'scat singing' is using made-up words to create the sound of an instrument playing. They will compose and play a jazz motif fluently, using swung quavers. They will be able to play a swung rhythm using a tuned percussion instrument.

| **Checking for understanding:**   * How would you describe Jazz music? * When/where was Jazz music created? * What is ragtime music? * How would you describe ragtime music? * What does the term syncopation mean? * How does syncopation relate to tempo? * What is ‘scat singing’? * Show me with your voice how you would represent ‘scat singing’. * What is a jazz motif? * What musical note is this? (quaver) * How long is a quaver note? |
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**Traditional instrument and improvisation (India)**

Children will know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. They will be able to verbalise feelings about music and identify likes and dislikes. They will read music notation and play the correct notes of the rag. They will know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. Children will understand that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. They will know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. Children will learn 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. Children will 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. They will be able to improvise along to a drone and tal. They will improve their singing skills by singing accurately from musical notation and lyrics. They will be able to sing and play in time with others with some degree of accuracy and awareness of each other’s parts.

| **Checking for understanding:**   * What are these musical notes called? * Which part of the world do you think this music comes from? * What is a tala? * What is a drone? * What is a rag? * What is the main rule of a rag? * What can you hear in this music? * How would you sing using these musical notes? |
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Year 4

**Body and tuned percussion (Rainforests)**

Children will explore the rainforest through music and be introduced to new musical terms. Children will be able to know the terms ‘structure’ and ‘texture’ and be able to identify these features within the music they hear. They will work in pairs and practise using body percussion and untuned instruments to create the rhythms of the rainforest, layer by layer. Children will be able to decide the structure of their music when composing and use contrasting sections. They will be able to combine different instruments and different rhythms when composing to create the layers of sound called ‘texture’. They will be able to take into consideration the pitch and tempo of their compositions. Children will know that a ‘loop’ in music is a repeated melody or rhythm. They will know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. Children will be able to combine their different sections of their compositions, building structure through combining rhythms and melodies and adding dynamics and tempo.

| **Checking understanding:**   * What does the term texture mean in music? * How can you show texture when using musical instruments? * What is a loop? * What is a melody? * Using your musical instruments, can you demonstrate how a loop/melody would sound? * What sort of sounds/rhythm would you hear on the forest floor/understory? * What sort of music would depict the canopy/emergent layers? * How can you show the different layers of a rainforest using musical instruments? * How can you represent the different animals within each layer of the rainforest using musical instruments? * Show me how to make two simple melodies to represent the canopy and emergent layers of the rainforest. |
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**Rock and roll**

Children will be able to learn about the origin and features of rock and roll music. Children will learn how to play the Hand Jive and Rock Around the Clock using glockenspiels, looking specifically at a walking bass line. Children will 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. Children will 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. Children will be able to use instruments to play in time and understand that this means all performers are playing together at the same speed. Children will understand that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed.

| **Checking understanding:**   * How would you describe the tempo of this music? * What is a walking bass line? * What is a bass line? * What is the purpose of a bass line? * Describe what a walking bass line sounds like. * Show me on a tuned instrument how to play a walking bass line. * What is percussion? * What do we mean by playing in time? |
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**Changes in pitch, tempo and dynamics (Rivers)**

Children will be able to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, children will be able to represent different stages of the river through vocal and percussive ostinatos. Children will know that when you sing without accompaniment it is called 'A Capella'. Children will understand that harmony means playing two notes at the same time, which usually sound good together. Children will understand that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. Children will know that ‘performance directions’ are words added to music notation to tell the performers how to play.

| **Checking understanding:**   * What does the term pitch/tempo/dynamics mean? * Listen to this music and describe the pitch/tempo/dynamics. * How does this music make you feel? Why? * How are different emotions in the music conveyed? * What is ‘A Capella’? * What is harmony? * What does the word ostinato mean? When might ostinato be used? How is this shown using your singing voice? * When performing a song, what do you need to remember? How can you improve your performance? |
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**Haiku music and performance (Hanami)**

After learning about the Japanese springtime festival of Hanami, children will be able to understand how this festival celebrates the fleeting beauty of spring flowers. They will know that expressive language (like a poem) can be used as inspiration for composing music. They will be able to use descriptive vocabulary to create a Haiku and create sounds to represent their descriptive words in their haiku. Children will learn that a glissando in music means a sliding effect played on instruments or made by your voice. Children will understand that both instruments and voices can create audio effects that describe something you can see. Children will be able to play the soundtrack of a blossom tree on a range of percussion instruments. Children will compose a melody to accompany their haikus, working as part of a group and recording the notes as they work. Children will know that grouping instruments according to their timbre can create contrasting ‘textures’ in music. Children will be able to perform their haiku to their original melody with accompanying sound effects.

| **Checking understanding:**   * What is a glissando? * How can instruments be used to create audio effects? * What does the word timbre mean? * How can instruments be grouped according to their timbre? * What happens when musical instruments are grouped by their timbre? |
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**Samba and carnival sounds and instruments (South America)**

Children will know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. Children will be able to explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Children will understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. Children will be able to clap on the off beat (the and of each beat) and be able to play a syncopated rhythm. Children will 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. Children will play their rhythm in time with the rest of their group and play in the correct place in the piece. They will be able to play in time with confidence, accurately playing their break.

| **Checking understanding:**   * Where does samba music originate from? * What is the main musical feature of samba music? * Which instruments are usually played in samba music? * How would you describe the on/off beat? * What is a rhythmic break? * Using musical instruments, how would you demonstrate a syncopated rhythm? * How can you show rhythmic breaks using musical instruments? |
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**Adapting and transposing motifs (Romans)**

Children will 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!). They will be able to identify motifs aurally and play a repeated pattern on a tuned instrument. They will know that 'transposing' a melody means changing its key, making it higher or lower pitched. Children will be able to create and perform a motif, notating it with reasonable accuracy. They will know that 'transposing' a melody means changing its key, making it higher or lower pitched. Children will know that a motif can be adapted by changing the notes, the rhythm or the order of notes. They will be able to transpose their motif, using sharp or flat notes where necessary and change the rhythm. They will be able to combine different versions of a musical motif and perform as a group using musical notation.

| **Checking understanding:**   * What is a musical motif? * How can you play a musical motif on a tuned/untuned instrument? * What does ‘transposing’ a melody mean? * How can a musical motif be adapted? * What musical notation can you use to demonstrate a musical motif? * What are the name of the music notation you want to use for your composition? |
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Year 5

**Composition notation (Ancient Egypt)**

Based on the theme of Ancient Egypt, children will learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation. Children will know that simple pictures can be used to represent the structure (organisation) of music. They will be able to identify the structure of a piece of music and match this to non-standard notation. Children will understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. They will be able to improvise their own piece of music; play a melody with reasonable accuracy and perform with confidence and in time with others. Children will learn that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

| **Checking understanding:**   * What does the word pitch/rhythm mean? * What is a stave? * How is music represented on a stave? * Which musical notes are these on the stave? * What do the notes on a stave represent in relation to pitch? * How can music notation on a stave represent different pitch/rhythms? * How can the tempo change to represent different moods in music? * What different ways can the mood of a piece of music be altered by the pitch? * What is a melody? |
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**Blues**

Children will be introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They will learn that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. Children will be introduced to chords and become familiar with those often used in Blues music. They will understand that a chord is the layering of several pitches played at the same time. Children will know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. Children will be able to play the first line of the 12-bar Blues scale and combine these to create an improvised piece with a familiar, repetitive backing. Children will understand that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. Children will be able to use the notes from the Blues scale and improvise their own Blues music by playing the notes in different orders.

| **Checking understanding:**   * What is Blues music? * How does Blues music convey certain emotions? * What different ways can blues music convey different messages/moods? * What is a chord? * How are chords represented in Blues music? * What is a bent note? * How are notes in the Blues scale represented? * Show me using tuned instruments how you would play the first line of the 12-bar Blues scale. |
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**South and West Africa**

Children will understand that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. Children will learn ‘Shosholoza’, a traditional South African song, sung in Ndebele, the language spoken by the Bantu people. Children will learn the chords for the ‘Shosholoza’ song, using tuned percussion instruments such as glockenspiels and steel pans. Children will understand that major chords create a bright, happy sound. They will know that poly-rhythms means many rhythms played at once. Children will be able to keep a constant pulse, practice reciting rhythms with varying dynamics and tempo before following the pulse set by the ‘master drummer’ on the traditional West African Djembe drum. Children will be able to develop the complexity of the rhythm and work in groups to create an eight beat break, performing the song in its entirety as a class.

| **Checking understanding:**   * Explain the sounds you hear from some of the traditional songs of South Africa. * What is a chord? * How are chords used in traditional South African songs? * What type of mood/atmosphere do major chords create when played? * What does poly-rhythm mean? * Show me how you would demonstrate a poly-rhythm using musical instruments/voice. * How would you keep a constant pulse when playing a poly-rhythm? * What could a group performing do to ensure that a constant pulse is maintained? |
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**Composition to represent the festival of colour (Holi)**

Children will be able to explore how music can be experienced visually by associating sounds and rhythms with different colours. They will be able to build on their knowledge of a graphic score, focusing on creating a visual representation of pieces of music. Children will know that a vocal composition is a piece of music created only using voices. They will be able to use abstract images as inspiration, and use the link between colours and music to create their own vocal compositions. Children will be able to create their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil. Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders. Children will understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. They will understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. Children will 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. They will perform their compositions to represent the clash of colours during the Holi festival.

| **Checking understanding:**   * What is a graphic score? * How can you use visual representations to show a graphic score? * What is a vocal composition? * How can you create your own musical composition to represent the Hindi festival Holi? * What is pitch/dynamics/tempo/timbre? * How can different timbres be shown using the voice? * How is note duration represented on a graphic score? |
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**Looping and remixing**

Children will learn that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. They will know that a loop is a repeated rhythm or melody, and is another word for ostinato. Children will be able to play a simple looped body percussion rhythm from notation. They will be able to use loops to create a whole piece of music, ensuring that the different aspects of music work together. They will know that remix is music that has been changed, usually so it is suitable for dancing to. Children will be able to choose a suitable fragment of music and be able to play it along to the backbeat. They will perform a piece with some structure and two different loops.

| **Checking understanding:**   * What is a loop? * What other musical words are used for a loop? * Show me how you would play a musical loop using body percussion. * What notation can you use to represent a loop? * What is a remix? * What is the backbeat? * Show me how music can be created with structure and different loops. |
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**Musical theatre**

Children will be able to explain what musical theatre is and be able to recall at least three features of this kind of music. They will understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. They will be able to categorise songs as action songs or character songs. Children will be able to select appropriate existing music for their scene to tell the story of a journey. They will know that choreography means the organisation of steps or moves in a dance. Children will learn that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. They will be able to perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

| **Checking understanding:**   * What is musical theatre? * Name three features of musical theatre music. * Can you categorise these songs into action or character songs? * What does choreography mean? * What is a transition in musical theatre music? * How are transitions used in musical theatre? * Why are transitions used? |
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Year 6

**Advanced rhythms**

Children will develop an understanding of the Kodaly music method. They will 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'. Children will understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. Children will be able to repeat rhythms accurately and successfully participate in rhythm games. They will know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972. Children will be able to feel the pulse and develop their understanding of pulse when working with rhythmic patterns. They will explore rhythmic patterns in order to build the sense of pulse. Children will be able to use their knowledge of rhythm to create their own composition notating the rhythms accurately.

| **Checking understanding:**   * What is the Kodaly music method? * What does graphic notation mean? * What is the difference between graphic notation and staff notation? * What is a stave? * What is pulse? * Show me how you would compose your own piece of music using notation. |
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**Dynamics, pitch and texture (Coast-Fingal’s Cave)**

Children will learn to appraise the work of the composer Felix Mendelssohn. They will know that the conductor beats time to help the performers work well together. They will understand that improvisation means making up music 'on the spot'. Children will be able to further develop their skills of improvisation and composition. They will understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. They will know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.

| **Checking understanding:**   * What is the role of the conductor? * What is improvisation? * What is composition? * What is the same/difference between improvisation and composition? * How can you show texture/dynamics/timbre using musical instruments? * What different ways are there to show texture/dynamics/timbre using musical instruments? |
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**Songs of World War 2**

Children will learn about songs that were sung during WW2. They will be able to use musical vocabulary to describe the features of the music of World War 2. They will know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. Children will develop a greater accuracy in pitch and control and be able to sing with expression and dynamics. Children will learn how to identify pitches with an octave by exploring the pitch and tempo of the song ‘Do-Re-Mi’ and the war-time song ‘The White Cliffs of Dover’. Children will use their knowledge of pitch to develop confidence when singing different parts and challenge themselves to sing something that is different to what they are hearing. Children will be able to identify pitches within an octave when singing. They will learn that the Solfa syllables represent the pitches in an octave. Children will understand that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. Children will be able to notate a melody using pitches up to an octave.

| **Checking understanding:**   * What songs were popular during WW2? Why were these songs popular at the time? * What is pitch? How can you show different pitches using your singing voice? * What is an octave? How can you show an octave using your voice/tuned instruments? * Show me how you would notate a melody using pitches up to an octave. * What are solfa syllables? * What is a counter-melody? |
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**Film music**

Children will be able to identify the characteristics of film music and appraise different musical features in a variety of film contexts. Children will know that a film soundtrack includes the background music and any songs in a film. Children will use Wallace and Gromit to identify and understand the composing techniques that create action, tension and emotion in the score of a film. Children will use graphic scores to interpret different emotions in film music. They will

understand that 'major' key signatures use note pitches that sound cheerful and upbeat. They will understand that 'minor' key signatures use note pitches that can suggest sadness and tension. Children will be able to make up their own graphic score interpretation and perform it to the rest of the class.

| **Checking understanding:**   * What does a film soundtrack contain? * What different composition techniques are used to create the score of a film soundtrack? * What is a key signature used for? * What is the same/difference between major and minor key signatures? * What is the duration of each note used in notation? * How can I use different notation to create a composition? * What did I like/dislike about my performance? * How can I improve/change my performance? |
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**Theme and variations (Pop Art)**

Children will be able to identify the sounds of different instruments and discuss what they sound like. They will be able to recall the names of several instruments according to their orchestra sections. Children will know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. They will know that a 'theme' is a main melody in a piece of music. Children will be able to keep the pulse with the body percussion section and sing with control and confidence. Children will be able to name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. They will know that 'variations' in music are when a main melody is changed in some way throughout the piece. Children will understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly. They will be able to draw the rhythm accurately and show a difference between each of their variations. Children will perform their rhythms and showcase their creativity through their compositions.

| **Checking understanding:**   * What instruments can you hear from this piece of music? * Which family of the orchestra does this instrument belong to? * What is a theme in music? * Show me how you would follow the pulse/melody/rhythm in this piece of music. * What are variations in music? * How are pauses/silence in music represented? * Why are rests important in music? * What is the duration of each rest in music notation? * How can you include rests in your composition to create different effects? |
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**Composing and performing a Leavers’ song**

Children will be able to identify and evaluate the musical features of a song. They will know that a chord progression is a sequence of chords that repeats throughout a song. They will understand that a melody can be adapted by changing its dynamics, pitch or tempo. Children will be able to contribute ideas to their group chorus, suggesting how lyrics can fit into a song structure and how lines within their song can rhyme. They will be able to create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. They will know that chord progressions are represented in music by Roman numerals. Children will record their melodies using letter notation. They will be able to perform their leavers’ song with confidence.

| **Checking understanding:**   * What is a chord progression? * How can a melody be changed or adapted? * What are lyrics? * How can lyrics be used alongside a chorus? * Show me different melodies that can be used to fit with \_\_\_\_\_\_\_ lyrics. * How can notation be used to record your melody? * What different ways can you perform your song? * How can you achieve the greatest impact for your performance? * How can your performance be improved? |
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