

Music Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Autumn 1 Music: Let's be friends This unit is all about making friends, turntaking, sharing, working together, and building confidence and unity in a classroom full of new faces.	Autumn 2 Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car What about if we could fly? Let's see where our imaginations take us!	Spring 1 Music: This is me This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.	Music: Animal tea party This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song	Music: I've got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds	Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of
		imaginations take us!		musical terms	different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings	want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and
					through the sounds and music that we make?	freedom in playing freely through improvisation. Having fun making music can



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						have a huge impact on the cohesion of your class, and the wellbeing of the children.
Reception	I've got a grumpy face • Timbre • Beat • Pitch contour The sorcerer's apprentice • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre	Witch, witch Call-and-response Pitch (la-so-mi-do) Timbre Row, row, row your boat Beat Pitch (step/leap) Timbre	Bird Spotting: Cuckoo polka • Active listening • Beat • Pitch (so-mi) • Vocal play Shake my sillies out • Timbre • Pitch (higher/ lower) • Tempo (faster/ slower) • Beat	Up and down • Pitch contour (rising and falling) Five fine bumble bees • Timbre • Tempo • Structure (calland-response) • Active listening	Down there under the sea Timbre Structure Active listening Tune moving in step Soundscape It's oh so quiet! Dynamics Timbre Musical Storytelling	Slap clap clap • Music in 3-time • Beat Bow, bow, bow Belinda • Beat • Active listening • Accompaniment
Year 1	It's good to be me! Singing - Pupils should be taught to use their voices expressively and creatively by singing songs and	Carnival of the Animals Singing - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and	Why was Lowry important? Singing - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Make different	SINGUP YEAR 1 COMPOSE 2 Playing an instrument – Pupils should be taught to play tuned an untuned instruments musically. Use instrumen	SINGUP YEAR 1 LISTEN 3 Listen and appreciate - To listen with concentration and understanding to a range of high quality live and	Pitch Playing an instrument — Pupils should be taught to play tuned an untuned instruments musically. Use instruments to perform
	speaking	rhymes.	sounds with	ts to	recorded	and choose



the ability to

bedtime story

					Primary School
<u>chants and</u>	Make	voice	perform	music.	sounds to
<u>rhymes.</u>	different	 Use voice 	and	Say	represent
Make	sounds	and body to	choose	whether	different
differe	with	create	sounds to	they like	things
nt	voice	sounds -	represent	or	 Begin to use
sound	Use	humming,	different	dislike a	correct
s with	voice	whispers,	things	piece of	technique
voice	and body	clicks and	 Begin to 	music	when
• Use	to create	whistles.	use	Listen	playing a
voice	sounds -	Follow	correct	actively and	range of
and	hummin	instructions	technique	develop skills	percussion
body	g,	about when	when	by responding	instruments.
to	whispers	to play and	playing a	to musical	
create	, clicks	sing	range of	signals and	To play tuned and
sound	and	 Sing simple 	percussion	musical themes	untuned
S -	whistles.	songs and	instrumen	using	instruments
humm	Follow	chants (with	ts.	movement,	musically
ing,	instructio	actions)		matching	
whisp	ns about	building	Focusing on	movements to	To use their voices
ers,	when to	rhythmic	aspects of singing,	musical	expressively and
clicks	play and	and melodic	playing,	gestures in the	creatively by singing
and	sing	memory.	improvising,	piece.	songs and speaking
whistl	Sing	Keep a	composing, and	Listen	chants and rhymes.
es.	simple	steady beat	listening.	actively and	
• Follow	songs	and copy		develop a sense	Learn and sing "Once
instru	and	simple	Embedding skills,	of pitch through	a Man" and "Cyril the
ctions	chants	rhythm	knowledge and	movement.	Squirrel" using hands
about	(with	patterns.	understanding	Listen	to show ascending
when	actions)	• C	through singing,	actively and	and descending the
to	building		playing,	develop	scale.
play	rhythmic	Create own music	improvising,	awareness of	Use xylophone to
and	and	<u>– Pupils shpuld be</u>		duration and	create "up and down"

taught to experiment

sing

melodic



•	Jing
	simple
	songs
	and
	chant
	S
	(with
	action
	s)
	buildi
	ng
	rhyth
	mic
	and
	melod
	ic
	memo
	ry.
•	Keep

Sina

а stead v beat and copy simple rhyth m patter ns.

Listen and appreciate -To listen with concentration memory.

Keep a steady beat and copy simple rhythm patterns.

Listen and appreciate - To listen with concentration and understanding to a range of high quality live and recorded music.

> Say whether they like or dislike a piece of music

Create own music - Pupils shpuld be taught to experiment with, create, select and combine sounds using the interrelated

with, create, select and combine sounds using the interrelated dimensions of music.

- Clap and • repeat short rhythmic and melodic patterns
- Create and clap own rhvthms

Playing an instrument - Pupils should be taught to play tuned an untuned instruments musically.

- Use instruments to perform and choose sounds to represent different things
- Begin to use correct technique when playing a range of percussion instruments.

composing, and listenina

Improvise musical conversations (duets) based on sona – "Who Stole the Chicken and the Hen?"

Improvise on xylophones, taking turns.

Create graphic scores to notate compositions and perform from graphic scores

move slowly. Perform beat actions to music, reinforcing a sense of beat. Create art work, drawing freely and imaginatively in response to a piece of music.

Listen, copy, move – play the **'Bossy signals'** game

This game provides an engaging way to develop children's *active* listening skills and awareness of pitch. Play the 'Shapes' game This playful movement game helps children to establish an inner sense of beat and

an awareness of

different length

choosing child from class as subject. Children create their own up and down story for a friend. Teach how to hold beaters and playing technique (bouncing beater not pushing).



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and understanding to a range of high quality live and recorded music. Say whethe r they like or dislike a piece of music Create own music — Pupils shpuld be taught to experiment with, create, select and combine sounds using the inter- related dimensions of music. Clap and repeat short	dimensions of music. Clap and repeat short rhythmic and melodic patterns Create and clap own rhythms Invent symbols to represent sound and create a simple graphic score for pitch or notation that others can follow. Playing an instrument — Pupils should be taught to play tuned an untuned instruments	Listen to and learn Matchstalk Men by Brian and Michael. Create a soundscape of Industrial machinery using instruments to represent different machines. Introduce FORM, TIMBRE and TEXTURE to help structure composition. Introduce idea of graphic scores to link with concept of painting and expression.	durations. Moving slowly can be challenging for children as it requires them to have good balance. This game helps them to practise this skill in readiness for the Nautilus dance in the activity that follows later in the unit. Explore Nautilus through movement and active listening Draw to music - engage imaginatively with the music	



			I Primary School
rhythi			
c and	Use		
meloc	dic instruments		
patter	n to perform		
S	and choose		
Create	e sounds to		
and	represent		
clap	different		
own	things		
rhythi	m • Begin to		
S	use correct		
• Inven	t technique		
symbo			
s to	playing a		
repres			
nt	percussion		
sound	l instruments		
and			
create	2		
a			
simple	e		
graph	ic Move and dance		
score			
for	wat each animal		
pitch			
notati			
n that	the music sound		
others			
can	use long sounds,		
follow	,		
Listen to and	loud or quiet?		
learn 123 It's	DYNAMICS,		
Good To Be M	le DURATION. Use		



	with sign	instruments to				I Primary School
	language. Link with PSHE –	make your own sounds for the				
	good about	animal. What				
	yourself/good	does it sound like				
	about a	if you play with a				
	friend/what is	friend? In a				
	the same/what	three?				
	is different.					
	Use body	Sing animal songs				
	percussion to	– Hermann the				
	create rhythms.	Worm etc.				
	In pairs, create a structure of					
	different					
	rhythms.					
	Use symbols to					
	record sounds					
	and try to read					
	each others					
	music.					
Year 2	Little Red	Singup	Why was Rosa Parks	Under the sea	Sing up Year 2	Music/PSHE/
	Riding Hood	Year 2 Sing	significant? BBC Ten		Sing 3 Grandma	Geography
	BBC learning	2 Creepy	Prices – Florence	Listen and	Rap	
	Singing	Castle	Price – 3 rd Symphony -Juba dance	appreciate -	Create own	Create own
	<u>Singing -</u> <u>Pupils should</u>	Listen and	Jupa dalice	To listen with	music – Pupils	music – Pupils
	be taught to	appreciate - To	To use their voices	concentration and	shpuld be	should be taught
	use their	listen with	expressively and	understanding	taught to	to experiment
	voices	concentration	creatively by singing	to a range of	experiment	with, create, select



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<u>expressively</u>	and	songs and speaking	high quality live	with, create,	and combine
and creatively	understanding to	chants and rhymes	and recorded	select and	sounds using the
<u>by singing</u>	a range of high		music.	combine sounds	inter-related
songs and	quality live and		Make	using the inter-	dimensions of
<u>speaking</u>	recorded music.	We will learn about	connecti	<u>related</u>	music.
<u>chants and</u>	Make	Florence Price, the first	ons	dimensions of	Order
<u>rhymes.</u>	connectio	African American female	between	music.	sounds to
• Sing	ns	composer to have her	notation		create a
or	between	music performed in	s and	order	beginning,
clap	notations	public by a professional	musical	sounds to	middle
increa	and	orchestra.	sounds.	create	and end
sing	musical		Duration	beginning,	Create
and	sounds.		:distingu	middle and	music in
decre	Duration:	<u>Create own music</u>	ish	end.	response
asing	distinguis	– Pupils shpuld be	between	 Create 	to
tempo	h between	taught to experiment	a pulse	music in	different
Perfor	a pulse	with, create, select	and a	response	starting
m _.	and a	and combine sounds	rhythm.	to different	points.
simple	rhythm.	using the inter-	Understa	starting	Use
patter	Understan	related dimensions of	nd that	points. Use	instrument
ns	d that	music.	rhythmic	instrument	s to reflect
and	rhythmic		patterns	s to reflect	topic or
accom	patterns	 order sounds to 	fit to a	a topic or	create
pania	fit to a	create	beat.	add sound	sound
ments	beat.	beginning,	Constant of	effects to a	effects in
keepi		middle and end.	Create own	story.	a story.
ng a	Create own	Create music in	music — Pupils		
stead	music — Pupils	response to	shpuld be taught		<u>.</u>
y	shpuld be taught	different	to experiment		Listen to Buster and
pulse.	to experiment	starting points.	with, create,	Listen to a variety	Pong's recycling
Listen and	with, create, select and	Use instruments	select and	of music and show	song. Sing and
appreciate -	combine sounds	to reflect a topic or add sound	combine sounds	the following	learn. Analyse
appreciate -	COMDINE SOUNDS	or add Sourid	using the inter-	durations with	



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	isten with	using the inter-	effects to a	<u>related</u>	actions 'walk'	structure – verse,
con	centration	<u>related</u>	story.	dimensions of	(crotchet)	chorus, bridge.
and		dimensions of		music.	and 'jogging'	Link with literacy –
	erstanding	music.	Use Juba dance to	Order	(quavers)	in groups write a
	range of	Order	create rhythms using	sounds		verse for class rap.
	n quality	sounds to	body percussion, then	to create	Chant the piece	Lesson on rhyming
_	and	create a	untuned percussion then	a	rhythmically and	words and
	orded	beginning,	tuned percussion.	beginnin	perform both	rhythm/scanning.
mus		middle .	Arrange rhythms and	g,	unison and in a	Create recycle raps
•	Make	and end	play with musical form	middle	round.	and think about
	connec	Create	and other elements e.g.	and end		pulse so it will fit
	tions	music in	dynamics.	• Create	Chant and play	into whole class rap.
	betwee	response		music in	rhythms (using	Re-cap on year 1
	n	to		response	crotchets, quavers,	writing rhythms to
	notatio	different		to	and crotchet rests)	doo and doo-day.
	ns and	starting		different	from stick notation.	,
	musical sounds.	points. Use		starting		
	Duratio	instrumen		points. Use	Compose rhythms	
•	n:distin	ts to		instrume	patterns (based on	
	guish	reflect		nts to	durations) using	
	betwee	topic or		reflect	music teachnology	
	n a	create		topic or	to capture, change,	
	pulse	sound		create	and combine	
	and a	effects in		sound	sounds.	
	rhythm	a story.		effects	Alternatively	
	mydiin	a story.		in a	perform the	
	Unders	Embedding skills,		story.	invented rhythm	
	tand	knowledge and		Story.	patterns on	
	that	understanding		Liston to Coltic	percussion.	
	rhythmi	through singing,		Listen to Celtic		
	C	playing, improvising,		Woman's Full		
	pattern	playing, improvising,		Fathom Five.		
	paccerri			Introduce and use		



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s fit to	, 5,	pentatonic scale	
a beat	t. listening	to create melodies	
		and gentle sea	
	Listen to music in a	sounds. Introduce	
	minor key,	OSTINATO and	
	recognising small	DRONE. choose	
	steps in the music	appropriate	
Links with lite	racy	untuned	
comprehens	ion thinking about 'key'	percussion as	
questions on 6	each is through <i>Creepy</i>	sound effects.	
episode, with	castle is written in a		
emphasis on	minor key, which		
inference.	gives the music a		
Learn and sing			
songs, add	reflective, or sad		
instruments to	9.5		
demonstrate f			
e.g. Rhythm, pitch, dynamic	Sing small intervals		
Revisit and	accurately and		
consolidate ye	confidently, and vary		
teaching.	ear 1 dynamic contrast.		
teaching.			
	Compose/Improvise		
	a sequence of		
	sounds in response		
	to a given stimulus		
	Play a piece by		
	following a graphic		
	score		



Г	T	T T	1	I Primary School
Year 3	Rivers	How did things change from the Stone Age to	What impact did the Romans have on	Ravi SHANKAR
. ca. s	https://www.bbc.c	the Iron Age?	Britain?	(1920–2012)
Wider opps	o.uk/northernirela	Play and peform in solo and ensemble	play and peform in solo and ensemble	Symphony – finale
djembe,	nd/forteachers/wa	contexts, usng their voices and playing	contexts, usng their voices and playing	, , , , , , , , , , , , , , , , , , , ,
ukulele and	ter/river/ft cl wat	musical instruments with increasing accuracy,	musical instruments with increasing	
recorder.	er river haiku.sht	fluency, control and expression	accuracy, fluency, control and	play and peform in
	ml	improvise and compose music for a range of	expression	solo and ensemble
	Use and	purposes using the inter-related dimensions	improvise and compose music for a	contexts, usng
	understand -	of music	range of purposes using the inter-	their voices and
	use and	listen with attention to detail and recall	related dimensions of music	playing musical
	undesrstand	sounds with increasing aural memory	listen with attention to detail and recall	instruments with
	staff and other	appreciate and understand a wide range of	sounds with increasing aural memory	increasing
	<u>musical</u>	high quality live and recorded music drawn	appreciate and understand a wide	accuracy, fluency,
	<u>notations</u> .	from different traditions and from great	range of high quality live and recorded	control and
	Create	composers and musicians	music drwn from different traditions	expression
	repeate	develop an understanding of the history of	and from great composers and	improvise and
	d	music.	musicians	compose music for
	pattern		develop an understanding of the	a range of
	s with	Performing – play and perform in solo and	history of music.	purposes using the
	differen	ensemble contexts, using their voices and	Performing – play and perform in	inter-related
	t	playing musical instruments with increasing	solo and ensemble contexts, using	dimensions of
	instrum	accuracy, fluency, control and expression	their voices and playing musical	music
	ents	Play clear notes on instruments and	instruments with increasing accuracy,	listen with
	Improv	use different elements in	fluency, control and expression	attention to detail
	e my	composition.	Play clear notes on	and recall sounds
	work,	 Play a contrasting rhythm in time 	instruments and use different	with increasing



explaini
ng how
it has
been
improv
ed.

- Use simple notatio n to record rhythmi c pattern s.
- Pitch; recoani se and respon d to higher and lower sounds and general shapes of melody . Begin to recogni se

with another student.

 Read and play 3 notes on an instrument with care and a degree of accuracy.

Compose- improvise and compose music for a range of purposes using the inter-related dimensions of music.

- Combine different sounds to create a specific mood or feeling
- Compose four bars of music using 3 notes with an understanding of note value and time signature including 5/4.
- Understand and use Italian musical terminology within vocal and instrumental composition.

Drumming

https://www.youtube.com/watch?v=NW7vZ22u
gdE

https://www.youtube.com/watch?v=3F9uiIXFeiI

Singup Year 3 Compose 1 Sound Symmetry

Listen – listen with attention to detail and recall sounds with increasing aural memory.

• <u>Listen carefully and recognise high and low phrases</u>

elements in composition.

- Play a contrasting rhythm in time with another student.
- Read and play 3 notes on an instrument with care and a degree of accuracy.

Compose- improvise and compose music for a range of purposes using the interrelated dimensions of music.

- Combine different sounds to create a specific mood or feeling
- Compose four bars of music using 3 notes with an understanding of note value and time signature including 5/4.
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<u>Listen</u> – listen with attention to detail and recall sounds with increasing aural memory.

- <u>Listen carefully and recognise</u>
 <u>high and low phrases</u>

Mars from Holst Planet Suite. BBC TEN PIECES

Listen to the music – note the 5/4 time signature. "Get in a spaceship got to

aural memory appreciate and understand a wide range of high quality live and recorded music drwn from different traditions and from great composers and musicians develop an understanding of the history of music.

Performing –
play and perform
in solo and
ensemble
contexts, using
their voices and
playing musical
instruments with
increasing
accuracy, fluency,
control and
expression

 Play clear notes on instrument s and use different elements



Performin

q – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Play clear notes
 on instrum ents and use differen

Compose- improvise and compose music for a range of purposes using the inter-related dimensions of music.

- Combine different sounds to create a specific mood or feeling
- Compose four bars of music using 3 notes with an understanding of note value and time signature including 5/4.
- Understand and use Italian musical terminology within vocal and instrumental composition.

Performing – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

- Play clear notes on instruments and use different elements in composition.
- <u>Play a contrasting rhythm in time</u> with another student.
- Read and play 3 notes on an instrument with care and a degree of accuracy.
- Sing rounds (canons) and partner songs, maintainging own part with some support.

Listen to and analyse the pitch and melody of a song, identifying how the song has been developed using symmetry

Mars". Using Roman phrases create own marching music in 5/4 eg. "Romans and Celts were enemies". Combine rhythms – AB ABA and two different rhythms simultaneously.

<u>in</u> compositio

<u>n.</u>

- Play a contrastin g rhythm in time with another student.
- Read and play 3 notes on an instrument with care and a degree of accuracy.

Compose- improvise and compose music for a range of purposes using the inter-related

dimensions of music.

Combine
 different
 sounds to
 create a
 specific mood
 or feeling



		I Primary School
<u>t</u>	Sing by improvising simple melodies and	• <u>Compose</u>
<u>elemen</u>	rhythms	<u>four bars of</u>
<u>ts in</u>		music using 3
<u>compos</u>	Compose a simple song on xylophones using	notes with an
<u>ition.</u>	symmetry to develop a melody, structure, and	<u>understandin</u>
• <u>Play a</u>	rhythmic accompaniment on untuned	g of note
<u>contras</u>	percussion.	<u>value and</u>
<u>ting</u>		time
<u>rhythm</u>		signature
<u>in time</u> with		including 5/4. • Understand
another		and use
<u>student</u>		Italian
<u>staucht</u>		<u>rtalian</u> musical
• <u>Read</u>		terminology
and		within vocal
play 3		and
notes		<u>instrumental</u>
<u>on an</u>		composition.
<u>instrum</u>		<u>Listen</u> – listen with
<u>ent</u>		attention to detail
<u>with</u>		and recall sounds
<u>care</u>		with increasing aural
and a		memory.
<u>degree</u>		• <u>Listen</u>
<u>of</u>		carefully and
<u>accurac</u>		recognise
<u>γ.</u> Sing		high and low
 Sing rounds 		phrases Explain why
<u>(canon</u>		silence is
s) and		often needed
partner		in music and
pa.c.c.		in masic and



	I Primary School
songs,	what effect it
<u>maintai</u>	<u>has</u>
nging	 <u>Describe and</u>
<u>own</u>	give opinions
<u>part</u>	of the music
<u>with</u>	<u>heard with</u>
<u>some</u>	some use of
<u>support</u>	<u>musical</u>
<u> -</u>	vocabulary.
	<u>History of music –</u>
Compose-	develop an
improvise and	understanding of the
compose music for	history of music
a range of	December
purposes using	 Recognise the work of
the inter-related dimensions of	at least one
music.	famous
• Combine	composer
different	Smetana and
sounds to	Holst.
create a	Recognise
specific	the
mood or	contribution
feeling	of music from
• Compose	other
four bars	cultures; Ravi
of music	Shankar.
using 3	
notes with	
<u>an</u>	
<u>understan</u>	
ding of	



	note value	
	and time	
	<u>signature</u>	
	<u>including</u>	
	<u>5/4.</u>	
•		
	<u>d and use</u>	
	<u>Italian</u>	
	<u>musical</u>	
	<u>terminolo</u>	
	gy within	
	vocal and	
	<u>instrumen</u>	
	<u>tal</u>	
	<u>compositi</u>	
	on.	
	<u>n – listen</u>	
with a	attention to	
	and recall	
	<u>ls with</u>	
	<u>ising aural</u>	
memo		
•	<u>=:000::</u>	
	<u>carefully</u>	
	and .	
	<u>recognise</u>	
	high and	
	<u>low</u>	
	phrases	
Histo	ory of music	
	relop an	
<u>under</u>	standing of	

Indian musician and composer
Known as a sitar maestro
Brought Indian classical music to a western audience in the 1960s and was a huge influence on George Harrison from the Beatles, US composer Philip Glass and classical violinist Yehudi Menuhin

2010 work cross between a symphony and a concerto – it has four movements like a symphony and a prominent concerto-like solo part for sitar Much of the sitar part is improvised Uses traditional Indian ragas (modes) rather than major or minor scales and keys Towards the end, there is a vocal section which uses



	■ Primary S	School
the history of music	Indian drum syll as text	
<u>IIIusic</u>	ds text	
 Recognise the work of at least one famous composer Smetana and Holst. Recognise the contributi on of music from other cultures; Ravi Shankar. 	Learn about dro and ragas Improvise a solo Create two-note patterns Learn about cal response Learn about Ind Drum Syllables a learn to sing a melody using th Create a coda Structure section music into a big piece Perform	o e e e e e e e e e e e e e e e e e e e
Listen to Smetana's Die Moldau. Create musical journey of a river meandering through the landscape using tuned percussion. Key teaching		



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	points; melody – skipping, sequencing, moving by step and rhythm – altering rhythm to denote change in landscape. Each group takes different section – start, urban, countryside, sea etc to generate class composition. Literacy links – river haiku. Songs – water themed. Bring a little water Sylvie, As I went Down to the river to pray.					I Primary School
Year 4	Why were the ancient Egyptians significant?	Manchester This is the place	Why did the Anglo- Saxons settle in England?	SingupY - ear 4 Compose 3 - Just	Singup – Global Pentatonics Year 4 Listen 3	North America



A bao a que BBC Ten Pieces

Performing play and perform in ensemble contexts, using their voices and playing musical instruments

- Sing songs from memory and with accurate pitch
- Sing songs with a simple ostinato part
- Sing with developin understan ding of expression and dynamics

Compose -

improvise and compose music for a range of purposes using the interrelated dimensions of music

> improvise with confidence and an awareness of rhythm, context and purpose.

Listen – listen with attention to detail and recall sounds with increasing aural memory

- Identify some of the structural and expressive aspects of the music heard
- Share ways to improve the

https://www.bbc.co.uk/t each/schoolradio/music-ks2-anglosaxons-index/zv43382

Legend of Beowulf

play and peform in solo and ensemble contexts, usna their voices and plaving musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory **Listen** – listen with

attention to detail and

increasing aural memory

recall sounds with

Listen – listen with attention to detail and recall sounds with increasing aural memory

Understand there are

3 Notes -**Minimilism**

Compose -

improvise and compose music for a range of purposes using the interrelated dimensions of music

- Use notation to record compostion s in a small group or individually.
- <u>impro</u>vise with confidence and an awareness of rhythm, context and purpose.

Performing - play and perform in ensemble contexts. using their voices and playing musical

instruments

- Sing songs from memory and with accurate pitch
- Sina sonas with a simple ostinato part
- Sing with a developing understand ing of expression and dynamics

Compose -

improvise and compose music for a range of purposes using the interrelated dimensions of <u>music</u>

Rhapsody in Blue Gershwin

Listen – listen with attention to detail and recall sounds with increasing aural memory

- Understand there are different scales such as blues
- Identify some of the structural and expressive aspects of the music heard
- Share ways to improve the composition of others

Performing - play and perform in ensemble contexts. using their voices and playing musical instruments



	Comp			composition	•
		ise and		of others	
	_	se music for	Use ar		
	<u>a range</u>			stand – use	
		<u>es using</u>		<u>derstand staff</u>	•
	the inte	<u>errelated</u>	and oth	<u>ner musical</u>	
	dimens	ions of	<u>notatio</u>	<u>ns.</u>	
	<u>music</u>		•	<u>Dynamics;</u>	
	•	<u>Use</u>		<u>understand</u>	
		<u>notation</u>		<u>getting</u>	•
		to record		louder and	
		<u>compostio</u>		<u>quieter in</u>	
		<u>ns in a</u>		<u>finer</u>	
		<u>small</u>		<u>graduations</u>	
		group or	•	<u>Tempo</u>	
		<u>individuall</u>	•	Notation to	Lister
		<u>y.</u>		record and	comp
	•	<u>improvise</u>		<u>interpret</u>	focus
		<u>with</u>		sequences of	skills.
		<u>confidenc</u>		<u>pitches</u>	
		e and an	•	<u>Understand</u>	Singir
		awareness		and use	other
		of rhythm,		musical	identi
		context		elements of	clapp
		and		motif,	as fin
			1		1

purpose.

Listen – listen

with attention to

detail and recall

increasing aural

sounds with

memory

- Understand there are different scales such as blues
- Identify some of the structural and expressive aspects of the music heard
- Share ways to improve the composition of others

Listen to story – comprehension focussing on inference skills.

Singing a round: find other pieces of music to identify the pulse in - clapping along, as well as finding new ways of moving to the beat - such as tapping your shoulders, clicking your fingers and tapping your feet. Listening music: Mozart Horn Concerto The music is linked to

palindrome,

percussion,

retrograde.

Timbre;

identify a

range of

ched

pitched/unpit

different scales such as blues

- Identify
 some of
 the
 structural
 and
 expressive
 aspects of
 the music
 heard
- Share ways to improve the compositio n of others

Musical development

Pitches

Patterns

- Use notation to record compostion s in a small group or individually
- improvise with confidence and an awareness of rhythm, context and purpose.

Listen – listen with attention to detail and recall sounds with increasing aural memory

- Understand there are different scales such as blues
- Identify some of the structural and

- Sing songs from memory and with accurate pitch
- Sing songs with a simple ostinato part
- Sing with a developing understandin g of expression and dynamics

Compose -

improvise and compose music for a range of purposes using the interrelated dimensions of music

- Use notation to record compostions in a small group or individually.
- improvise with confidence and an awareness of rhythm,



<u>purpose.</u> **History of music** –

understanding of the

• Begin to

identify the style of work of 20th Ccomposers;

Gershwin and

Mason Bates

history of music.

Appreciate –

appreciate and understand a wide

live etc

range of high quality

• Identify and

<u>different</u>

music Share ways

the

<u>the</u>

describe the

purposes of

to improve

composition

recognise the

family groups

orchestra and

of others#

within the

develop an

• <u>Understan</u>	<u>instruments</u>	the topic of Anglo-	<u>expressive</u>
<u>d there</u>	by name and	Saxons.	aspects of
<u>are</u>	how they are	Focus: Note patterns -	the music
<u>different</u>	<u>playrd.</u>	changing the order of	<u>heard</u>
<u>scales</u>	<u>Discuss</u>	the notes / Call and	Share ways to
such as	quality of	response / Rhythms -	improve the
<u>blues</u>	<u>"voice"</u>	changing the rhythm of	composition of
• <u>Identify</u>		the notes • Discuss how	<u>others</u>
some of		music is usually made	
the .		up of musical patterns.	
<u>structural</u>		The order of the	Listen to extracts
and .		Listening music: the	of music based on
<u>expressive</u>	Listen to Tony	Anglo-Saxon harp	the pentatonic
aspects of	Adam's This is the	For the listening music	scale and compare
the music	Place (poem	go to this YouTube link.	the musical
heard	written after	Watch from 01:51 to	features of the
• Share	Arena bombing.	03:47 notes in these	pieces
ways to	Discuss content and	patterns can change.	
<u>improve</u>	emotional responses.		Improvise melodies
the sampasiti	Why is it such a		on the pentatonic
compositi on of	successful poem? Think about rhythm		scale using voices
others			and instruments
History of music	and scanning. In groups, compose		
<u> develop an</u>	own poems on what		Use the pentatonic
<u>understanding of</u>	we feel represents		scale to create and
the history of	Manchester thinking		notate
music	ahout rhythm		compositions

about rhythm.

ostinato, pitch,

dynamic, silence,

Perform with choral

speaking – consider

music.

Begin to

identify the style

of work of 20th



			i i iiiiai y ociiooi
<u>Ccompose</u>	canon. Perform for		importance of
<u>rs;</u>	class.		<u>the</u>
<u>Gershwin</u>			conductor.
and			Use and
<u>Mason</u>			understand – use
<u>Bates</u>			and understand staff
			and other musical
Appreciate –			notations.
appreciate and			Dynamics;
understand a wide			<u>understand</u>
range of high			getting
quality live etc			<u>louder and</u>
 <u>Identify</u> 			<u>quieter in</u>
<u>and</u>			<u>finer</u>
<u>describe</u>			<u>graduations</u>
<u>the</u>			 <u>Tempo</u>
<u>different</u>			 Notation to
<u>purposes</u>			<u>record and</u>
of music			<u>interpret</u>
• <u>Share</u>			sequences of
<u>ways to</u>			<u>pitches</u>
<u>improve</u>			 <u>Understand</u>
<u>the</u>			and use
<u>compositi</u>			<u>musical</u>
on of			elements of
others#			motif,
 <u>recognise</u> 			<u>palindrome,</u>
the family			<u>pitched/unpit</u>
groups			<u>ched</u>
within the			percussion,
<u>orchestra</u>			<u>retrograde.</u>
and the			• <u>Timbre;</u>
<u>importanc</u>			<u>identify a</u>



			Primary School
e of the			range of
<u>conductor.</u>			<u>instruments</u>
<u>Use and</u>			by name and
<u>understand –</u>			how they are
<u>use and</u>			<u>playrd.</u>
<u>understand staff</u>			<u>Discuss</u>
and other musical			quality of
notations.			"voice"
 Dynamics; 			
<u>understan</u>			•
<u>d getting</u>			
<u>louder</u>			
<u>and</u>			
<u>quieter in</u>			
<u>finer</u>			
<u>graduatio</u>			
<u>ns</u>			
• <u>Tempo</u>			Make a list of the
 <u>Notation</u> 			sounds around school
to record			Describe them and
<u>and</u>			make
<u>interpret</u>			musical motifs from
<u>sequences</u>			these descriptions
<u>of pitches</u>			Structure motifs into
• <u>Understan</u>			a composition
<u>d and use</u>			Learn and invent
<u>musical</u>			'train' rhythms
<u>elements</u>			(ostinatos)
of motif,			Learn about the blues
<u>palindrom</u>			scale
<u>e,</u>			Invent a tune
<u>pitched/u</u>			
<u>npitched</u>		 	
	 ·	 ·	



		 	I Primary School
percussion		 	Use technical
			terminology where
<u>retrograde</u>			appropriate
<u>.</u>			
• <u>Timbre;</u>			Structure sections of
<u>identify a</u>			music into a bigger
range of			piece
<u>instrumen</u>			Perform
ts by			
name and			
how they			
<u>are</u>			
<u>playrd.</u>			
<u>Discuss</u>			
<u>quality of</u>			
<u>"voice"</u>			
Listen to Sprite			
from A Bao a Que			
Mason Bates.			
Note it's			
palindromic.			
Create own beast.			
Create musical			
motifs for beast			
on untuned			
percussion.			
Create palindromic			
piece of music			
incorporating			
tuned percussion.			



Year 5	How did Manchester change during Victorian times? Victorian
	Composer – Elgar Enigma Variations

Performing play and peform in solo and ensemble contexts, usng their voices and playing musical instruments with increasing accuracy, fluency, control

and expression

Maintai

n own

parts

while others are perfor ming theirs
Play percuss

ion

instrum

North and Southern hemisphere No place like – Kerry Andrew

Performing play and peform
in solo and
ensemble
contexts, usng
their voices and
playing musical
instruments with
increasing
accuracy, fluency,
control and
expression

- Maintain
 own parts
 while
 others are
 performin
 q theirs
- Play
 percussio
 n
 instrumen
 ts with an
 understan
 ding of
 pitch, 2,3
 and 4
 metre and

Why were the Ancient Greeks significant? Heroes of troy

Performing - play and peform in solo and ensemble contexts, usng their voices and playing musical instruments with increasing accuracy, fluency, control and expression

> Maintain own parts while others are performing theirs

Explore chromatic. A chromatic scale is a downward or upward stepwise movement, C C# D etc on a keyboard or any chromatic percussion instrument (ie an instrument that has all the notes like the black and white on a piano). Invite the children to play

Delia Derbyshire Dr Who https://www.bbc.co .u/teach/tenpieces/classicalmusic-deliaderbyshire-doctorwhotheme/zfh792p Compose improvise and compose music for a range of purposes using the inter-related

Compos
 e music
 which
 meets a
 specific
 criteria

dimensions of

music

Choose
 the most
 appropri
 ate
 tempo
 for a
 piece of
 music
roup sound

Group sound scape

Why was World War II a significant event? Grazvna Bacewicz female composer who composed in Nazi occupied Warsaw in WW2. Overture – Morse Code themes. https://www.bbc.c o.uk/teach/tenpieces/classicalmusic-grazynabacewiczoverture/zf2k382

Compose -

improvise and compose music for a range of purposes using the inter-related dimensions of music

- Compos
 e music
 which
 meets a
 specific
 criteria
- Choose the

Biomes

Hans Zimmer - Earth

History of music

- develop an understanding of the history of music.
- Contrast the work of a famous composer with another and explain preferences Elgar/Hans Zimmer

Performing - play and peform in solo and ensemble contexts, usng their voices and playing musical instruments with increasing accuracy, fluency, control and expression

> • Maintain own parts while others are



 					I Primary School
<u>ents</u>	<u>syncopate</u>	chromatically - start on	composition with	<u>most</u>	<u>performing</u>
<u>with an</u>	<u>d rhythms</u>	any note and play the	<u>instruments</u>	<u>appropri</u>	<u>theirs</u>
<u>underst</u>	<u>Listen - listen</u>	note next to it (up or	Compose -	<u>ate</u>	• <u>Play</u>
<u>anding</u>	with attention to	down) and keep going.	improvise and	<u>tempo</u>	<u>percussion</u>
<u>of</u>	detail and recall	The 'Is it love?'	compose music	<u>for a</u>	<u>instrument</u>
<u>pitch,</u>	sounds with	chromatic part is as	for a range of	<u>piece of</u>	<u>s with an</u>
<u>2,3 and</u>	increasing aural	shown below.	<u>purposes using</u>	<u>music</u>	<u>understan</u>
<u>4</u>	<u>memory</u>	After using the content	the inter-related	Group sound scape	<u>ding of</u>
<u>metre</u>	 Repeat a 	practise singing 'The	dimensions of	composition with	<u>pitch, 2,3</u>
<u>and</u>	<u>phrase</u>	foolish and the brave'	<u>music</u>	<u>instruments</u>	<u>and 4</u>
<u>syncop</u>	<u>from the</u>	and encourage	• <u>Compos</u>	<u>Compose -</u>	metre and
<u>ated</u>	<u>music</u>	memorising of rap.	<u>e music</u>	improvise and	<u>syncopate</u>
<u>rhythm</u>	<u>after</u>	Revise the song 'Is it	<u>which</u>	compose music	<u>d rhythms</u>
<u>S</u>	<u>listening</u>	love?'	meets a	for a range of	<u>Compose -</u>
Compose -	intently	Encourage recorder	<u>specific</u>	purposes using	improvise and
improvise and	 <u>Identify</u> 	players or other	<u>criteria</u>	the inter-related	compose music for
compose music	different	instrumentalists to learn	• <u>Choose</u>	dimensions of	a range of
for a range of	<u>ensemble</u>	to play the chorus.	the most	music	purposes using the
<u>purposes using</u>	<u>combinati</u>	Explore sequences by	<u>appropri</u>	• <u>Compos</u>	inter-related
the inter-	ons and	playing notes A A Bb A	<u>ate</u>	<u>e music</u>	dimensions of
related	instrumen	then G G A G on a piano	<u>tempo</u>	<u>which</u>	music
dimensions of	ts heard	or keyboard - see the	for a	meets a	• <u>Compose</u>
music	and their	music of that sequence	piece of	specific	<u>music</u>
• <u>Compo</u>	role within	below. Find out how	music	<u>criteria</u>	<u>which</u>
<u>se</u> .	<u>the</u>	that sequence can	- Group	• <u>Choose</u>	meets a
<u>music</u>	ensemble.	continue (F F G F) and	sound scape	the .	<u>specific</u>
<u>which</u>	Appreciate -	so on. Make up other	<u>composition</u>	most .	<u>criteria</u>
<u>meets</u>	appreciate and	sequences. Try writing	with	<u>appropri</u>	• <u>Choose</u>
<u>a</u>	<u>understand a wide</u>	on staves.	<u>instruments</u>	<u>ate</u>	the most
<u>specific</u>	range of high	Invite children to		<u>tempo</u>	<u>appropriat</u>
<u>criteria</u>	quality live and	practise the		for a	<u>e tempo</u>
• <u>Choose</u>	recorded music	instrumental parts	Watch the film	piece of	<u>for a piece</u>
<u>the</u>	drwn from	opposite and then add		<u>music</u>	of music



<u>most</u>
<u>approp</u>
<u>riate</u>
<u>tempo</u>
for a
<u>piece</u>
<u>of</u>
<u>music</u>
Listen - listen
with attention
to detail and
recall sounds
with increasing
aural memory
 Repeat
<u>a</u>
<u>phrase</u>
<u>from</u>
<u>the</u>

music

after

listenin

intently

Identify

differen

ensem

combin ations

instrum

ble

and

- different traditions and from great composers and musicians
- Describe. compare and evaluate music using musical vocabulary
- Explain why they think music is successful or unsuccessful

Uses words

contributed by children across the UK. Performed by voice with or without body percussion, beatboxing, classroom percussion Kerry says: "No Place Like' is about where we are all from, how we are connected, the homes we live in, and the sounds we

them to the song. The top part requires a pitched instrument such as a glockenspiel and the other parts can be played on un-pitched percussion - eq tambour, claves or woodblock. The scales used in music have their origins in the

Greek modes. To hear what modes sound using a xylophone find and play the note then play the next note, D and so on until you reach the next C. That mode is now our major scale. Start on any other note and do the same. The lament in Heroes of Trov is based on the mode from A to A - the 'Aeolian mode' - which led to what we call the 'minor' scale today. It is

especially used when

writing a sad piece of

music. Listen to other

especially laments or

ballads.

examples of folk music,

Listen to the performance Make a **graphic** instruments score

Play the Doctor Who theme on 'found sounds' Record sounds from around the school Manipulate sound files using music editing software

Create rhythms and melodies from **'found** sounds' using music editing software Use musical terminology appropriate to the task Structure sections of music into a bigger piece

Group sound scape composition with

Watch the film Listen to the performance Write a story

Use Bacewicz's rhythms to create an introduction Learn about Morse code and use it to transform words into musical motifs Learn about **fanfares** an d structure musical motifs into a piece

Make **graphic** scores

Invent a sad m elody Structure sections of music into a bigger piece

Listen - listen with attention to detail and recall sounds with increasing aural memory

- Repeat a phrase from the **music** after listenina intently
- Identify different ensemble combinatio ns and instrument s heard and their role within the ensemble.

Appreciate appreciate and understand a wide range of high quality live and recorded music drwn from different traditions and from great



			I Primary School
	ents find in our		composers and
	heard hometowns." Watcl	ı	<u>musicians</u>
	and the film and discuss		 Describe,
	their Brainstorm a list of		compare and
	role sounds Discuss the		<u>evaluate</u>
	within findings		music using
	the Learn the difference		<u>musical</u>
	ensem between loud and		<u>vocabulary</u>
	ble. soft, high and low		 Explain why
Appre	<u>eciate -</u> pitched Listen,		they think
<u>appred</u>	ciate and collate and describe		<u>music is</u>
unders	stand a real sounds Make a		successful or
wide r	ange of graphic score or		<u>unsuccessful</u>
<u>high q</u>	uality live diagram of these		
and re	corded Walk and collect		Watch the film
music			Create artwork
from d	lifferent school Describe /		inspired by the music
tradition	ons and record and begin to		, ,
from g			Learn to play a
	<u>sers and</u> Devise musical mot		shimmer
musici			Create vocal melodies
- <u>D</u> e	escribe, collected sounds		
	ompare Order these sounds		Create three-note
<u>ar</u>	<u>nd</u> into a structure (fre		repeating patterns
<u>e\</u>	<u>raluate</u> flowing soundscape		and play with
<u>m</u>	usic Follow/ give musica		different durations
	sing signals		Use musical
	usical Understand, perform		terminology and
	ocabulary and use pulse creat	e	notation
	xplain rhythmic ostinatos		nocacion
	hy they based on collected		Croato
	nink sounds layer and		Create
<u> </u>	usic is structure rhythmic		musical motifs inspir
			ed by 'Earth'



			 	I Primary School
9	successful ostinatos over a			Structure these into a
<u> </u>	<u>or</u> pulse			piece
<u> </u>	unsuccessf Structure ideas into	а		
<u> </u>	<u>ll</u> piece with a definit	e		Structure sections
<u>Histo</u>	ory of structure or shape			into a bigger shape
<u>mus</u> i				Learn
	lop an diagrammatic			about dynamics
	<u>rstanding</u> presentation of the			•
	<u>e history</u> music Use technica			Use chords -
of mu				triads.
	<u>Contrast</u> appropriate			
	the work			
_	<u>of a</u>			
- I	<u>famous</u>			
	<u>composer</u>			
	<u>with</u>			
	<u>another</u>			
	and .			
	<u>explain</u>			
-	<u>oreference</u>			
	<u>5 -</u>			
	Elgar/Hans			
4	<u>Zimmer</u>			
Listo	n and			
	ribe music			
	words and			
	res Watch the			
	and discuss			
	and perform			
	lody Create			
	nding to the			
ancı	iding to the			



			i Filinary School
melody and			
orchestrate it			
Create musical			
motifs and put			
them together to			
make a piece			
Create musical			
motifs and put			
them together to			
make a piece			
Develop a theme			
and structure			
musical motifs			
around it			
Structure all ideas			
into a piece			
Perform the piece			
to an audience			
Use technical			
terminology where			
appropriate			



Y	ea
6	

What was the significance of the Islamic Golden Aae? Singup year 5 sing 3

Performing -

perform in solo and ensemble contexts. usng their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Analyse features within different pieces of music.
- Tempo: understand how a wider range of tempi can be used for expressive effect.
- Texture: begin to understand different types of harmony

Appreciate evalauate how the

Volcanoes and earthquakes

Performing -

perform in solo and ensemble contexts. usng their voices and plaving musical instruments with increasing accuracy. fluency, control and expression

- Analyse features within different pieces of music.
- Tempo; understand how a wider range of tempi can be used for expressive effect.
- Texture: begin to understand different types of harmony

Appreciate evalauate how the

venue occasion and purposenaffects the way a piece of music is created.

Compose - improvise and compose music for a range of purposes

What was the cause and consequence of World War 1?

Performing -

perform in solo and ensemble contexts, usng their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Analyse features within different pieces of music.
- Tempo: understand how a wider range of tempi can be used for expressive effect.
- Texture; begin to understand different types of harmony

Appreciate -

evalauate how the venue occasion and purposenaffects the way a piece of

What was the cause and consequence of the Suffragette movement? Compare with civil rights movement.

Performing -

perform in solo and ensemble contexts. usna their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Analyse features within different pieces of music.
- Tempo; understand how a wider range of tempi can be used for expressive effect.
- Texture; begin to understand different types of harmony

Appreciate -

evalauate how the venue occasion and Singup year 6 listen 2 You to me are everything

Performing -

perform in solo and ensemble contexts, usng their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Analyse features within different pieces of music.
- Tempo: understand how a wider range of tempi can be used for expressive effect.
- Texture; begin to understand different types of harmony

Appreciate –

evalauate how the venue occasion and purposenaffects the way a piece of music is created.

Singup Year 6 term 3 listening – The Lumineers - Nobody Knows

Performing -

perform in solo and ensemble contexts. usng their voices and plaving musical instruments with increasing accuracy, fluency, control and expression

- Analyse features within different pieces of music.
- Tempo: understand how a wider range of tempi can be used for expressive effect.
- Texture; begin to understand different types of harmony

Appreciate -

evalauate how the venue occasion and purposenaffects the way a piece of music is created.

Compose - improvise



venue occasion
and
purposenaffects
the way a piece of
music is created.
Compose improvise and
compose music for
a range of purposes
using the interrelated dimensions
of music

- Use a variety of different musical devices in composition (melody, rhythm and chords)
- Start to read and write rhythmic and pitch notation more formally.
- Compose four bars of music using up to 5 notes with an understanding of note value, time signature and melody.

Use and

using the inter-related dimensions of music

- Use a variety of different musical devices in composition (melody, rhythm and chords)
- Start to read and write rhythmic and pitch notation more formally.
- Compose four bars of music using up to 5 notes with an understanding of note value, time signature and melody.

Use and understand

— use and understand

staff and other musical
notations.

- Analyse features within different pieces of music
- Tempo –
 understand how a
 range of tempi
 can be used for
 expressive effect
- Texture; begin to understand

music is created.

Compose improvise and
compose music for
a range of purposes
using the interrelated dimensions

 Use a variety of different musical devices in composition (melody, rhythm and chords)

of music

- Start to read and write rhythmic and pitch notation more formally.
- Compose four bars of music using up to 5 notes with an understanding of note value, time signature and melody.

understand – use and understand staff and other musical notations. purposenaffects the way a piece of music is created.

Compose -

improvise and compose music for a range of purposes using the interrelated dimensions of music

- Use a variety of different musical devices in composition (melody, rhythm and chords)
- Start to read and write rhythmic and pitch notation more formally.
- bars of music using up to 5 notes with an understanding of note value, time signature and melody.

 range of tempi can be used for expressive effect

 Texture; begin to understand different types of harmony

This listening unit is based on the song You to me are everything by The Real Thing – a British soul group formed in the 1970s. During this unit, pupils will explore the key musical features of this track and develop an understanding of the term 'cover version'.

Focussed listening – recognise key musical features

Get to know the song by learning the chorus

Exploring cover versions – similar or

and compose music for a range of purposes using the inter-related dimensions of music

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 of tempi can
 be used for
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Using Islamic art as starting point, notice symmetry. Discuss religious aspect and how it's never perfect, as only Allah can create perfection. Recap Year 4 and palindromes. Create a piece of music that is symmetrical on tuned percussion using

different types of harmony

Performing - perform in solo and ensemble contexts, usng their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Analyse features within different pieces of music.
- Tempo; understand how a wider range of tempi can be used for expressive effect.
- Texture; begin to understand different types of harmony

Appreciate –
evalauate how the
venue occasion and
purposenaffects the
way a piece of music
is created.

<u>Compose</u> - improvise and compose music for a range of purposes using the inter-related

- Analyse features within different pieces of music
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Performing perform in solo and
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- Analyse features within different pieces of music.
- Tempo; understand how a wider range of tempi

Singup sing 4 – Ain't gonna let nobody – civil rights movement An R'n'B-inspired arrangement of a traditional spiritual, sung in unison and three-part harmony. In addition to singing the song, comparing versions, writing new lyrics. and creating their own accompaniment ideas, in this unit, pupils will learn about the social and historical context of the civil rights movement in the USA.

Listen and develop knowledge and understanding of the origins, history, and social context of songs used in the civil rights movement in the USA. different?

 Texture; begin to understand different types of harmony

Sing the melody with expression and accuracy of rhythm and pitch

Learn the chord pattern of the song in the key of C major

- For this activity you'll need a range of instruments with the following notes:
 - C-D-E-F-G-A-B
 - for C major: C-E-G
 - for Fmajor: F-A-C
 - for G major: G-B-D
 - o for A minor: A-C-E



notation.	Think of
creating	an
interesti	ng melody,
rhythm	
(syncopa	ation),
chords.	

Madina tun Nabi is a catchy modern nasheed (Islamic song) in two parts, with a drone accompaniment. Pupils will learn to sing the song – the melody and harmony – create their own drone accompaniment, and improvise melodies with a limited note set. They'll find out about the type of song called a nasheed and its connection with the Islamic faith.

Sing a song in two parts with expression and an understanding of its origins.

dimensions of music

- Use a variety of different musical devices in composition (melody, rhythm and chords)
- Start to read and write rhythmic and pitch notation more formally.
- Compose four bars of music using up to 5 notes with an understanding of note value, time signature and melody.

Use and understand

- use and understand staff and other musical notations.
- Analyse features within different pieces of music
- Tempo –
 understand how a
 range of tempi
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- Texture; begin to understand different types of

- can be used for expressive effect.
- Texture; begin to understand different types of harmony

Appreciate – evalauate how the venue occasion and purposenaffects the way a piece of music is created.

Compose improvise and
compose music for
a range of purposes
using the interrelated dimensions
of music

- Use a variety of different musical devices in composition (melody, rhythm and chords)
- Start to read and write rhythmic and pitch notation more formally.
 Compose four

Play chords to accompany the song on tuned percussion, ukulele, keyboard, or apps.

Create a rhythmic backing for the song using voices, apps, or untuned percussion.

Compose a leavers' song



				Primary School
Use major chords to	harmony	bars of music		
create a drone		using up to 5		
accompaniment.	Verdi Requiem Dies	notes with an		
	Irae	understanding		
Improvise freely	https://www.bbc.co.uk	of note value,		
over a drone.	<u>/teach/ten-</u>	time signature		
	pieces/giuseppe-verdi-	and melody.		
	dies-irae-and-tuba-	<u>Use and</u>		
	mirum-from-	understand – use		
	requiem/zdfs2sg	and understand		
		staff and other		
	Listen and describe a	musical notations.		
	piece of music Watch the	 Analyse 		
	orchestral performance	features within		
	and discuss Create	different		
	artwork inspired by the	pieces of		
	music	music		
	Learn motifs from the	 Tempo – 		
	'Dies Irae' and orchestrate	understand		
	them	how a range		
	Learn to sing antiphonally	of tempi can		
	Write words and melody	be used for		
	Structure ideas together	expressive		
	using the idea of	effect		
	antiphony	 Texture; begin 		
	Orchestrate sung ideas to	to understand		
	create a fanfare	different types		
	Structure sections	of harmony		
	together to make a big			
	piece	Vesta Tilley		
		https://www.youtube.c		
		om/watch?v=NL1PDd9		

MsKY



 	I Primary School
Develop a knowledge	
and understanding of	
the history and social	
context of music	
associated with the	
First World War	
Develop a knowledge	
and understanding of	
the history and social	
context of music	
associated with the	
First World War	
Listen to 1915	
recording of The Army	
of Today's Alright sung	
by Vesta Tilly. Find	
out more about her	
role in recruitment in	
WW1 and discuss	
upbeat nature of song	
and how music has a	
role in influencing	
society. Learn song	
and create movement	
and drama to	
accompany.	
Listen to Hanging on	
the old barbed wire –	
Chumbawumaba.	
Discuss contrast with	
previous song. Drama	
and movement.	



	Primary School
https://www.youtube.c om/watch?v=OKXADjR OrH8 Only Remembered- War Horse-Coop, Boys and Simpson. Learn song with harmonies. Drama and movement.	
Qui a defer cirus sicut fumis dies tui (for their days have vanished like smoke). Learn and perform song in parts with harmonies. Sing with expression and an appreciation of the song's history and purpose (PPT slides 17–19)	
Based around the C major triad compose a fanfare in memory of the men and women who were involved in WW1	