









YEAR 1, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring pulse through songs and movement	What Is Pulse? <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To respond to music in creative ways ★ To maintain a steady pulse 	Sing Listen Compose	Pulse Rhythm Tempo Dynamics		<i>Radetsky March</i> by Strauss I <i>'Colonel Hathi's March'</i> by Robert and Richard Sherman from <i>The Jungle Book</i>	Hello, Hello, Good Morning Look What I Can Do! Marching In The Snow One, Two, Three Little Acorns Wake Up!
	Copy Me <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To respond to music in creative ways ★ To maintain a steady pulse ★ To follow simple musical instructions 	Sing Listen Notation Compose	Pulse Rhythm			
	Music And Movement <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To maintain a steady pulse through movement ★ To identify the pulse in two contrasting pieces of music ★ To discuss how music makes us move in different ways 	Listen	Pulse Rhythm Tempo Dynamics		<i>'Mattachins'</i> from <i>Capriol Suite</i> by Warlock <i>Rondo Alla Turca</i> by Mozart	
2. Controlling pulse using voices and instruments	Move Together <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To perform movements to a steady pulse ★ To recognize and respond to changes in tempo 	Sing Listen	Pulse Rhythm Tempo		<i>Walking On The Beat</i> by Bobby McFerrin	Counting Get Going Hello, Hello, Good Morning Look What I Can Do! Marching In The Snow March To The Beat Turning The Skipping Rope We're Strong Ants
	Pass It On! <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To maintain a steady pulse through movement ★ To work together and develop ensemble skills 	Listen	Pulse Rhythm Tempo			Building Bricks Hello, Hello, Good Morning Look What I Can Do! March To The Beat Marching In The Snow Our Big Band Turning The Skipping Rope We're Strong Ants
	Play To The Pulse <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To play a steady pulse using percussion instruments ★ To create a musical accompaniment ★ To interpret a simple graphic score 	Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure		<i>'La Réjouissance'</i> from <i>Music For The Royal Fireworks</i> by Handel	Building Bricks/Our Big Band Get Going Hello, Hello, Good Morning Look What I Can Do! Marching In The Snow March To The Beat We're Strong Ants

YEAR 1, TERM 1 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Our Big Band! <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To play a steady pulse using untuned percussion instruments ★ To explore and discuss the properties of instruments and their sounds (timbre) 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Timbre		<i>In The Mood</i> by Glenn Miller <i>Hungarian Dance No. 5</i> by Brahms	Our Big Band
3. Exploring the difference between pulse and rhythm	Playing Like Clockwork <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To play a steady pulse using percussion instruments ★ To begin to recognize the difference between pulse and rhythm 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Timbre		'Clock' Symphony, second movement by Haydn	Big Ben Big Round Clock Sixty Seconds
	March To The Beat <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To explore pulse and rhythm through movement 	Sing Listen Play	Pulse Rhythm		Kathak Dance	March To The Beat
	Body Rhythm <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To identify the rhythm of words and explore the rhythm through movement 	Sing Listen Play Improvise	Rhythm Structure		'In The Hall of the Mountain King' from <i>Peer Gynt</i> by Grieg	Singing Syllables
4. Copying and creating rhythmic patterns.	Clockwork Rhythms <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To perform a steady pulse using percussion instruments ★ To copy simple rhythmic patterns 	Sing Listen Play Genre/History/ Musicians	Rhythm Timbre Structure		The Evolution of Call and Response	Big Ben
	Copy My Pattern <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To copy rhythmic action patterns ★ To practise starting and stopping together 	Sing Listen Improvise Genre/History/ Musicians	Rhythm Structure		Gumboot Dancing	Christmas Conga Hey, You in the Middle
	Long Or Short? <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To create musical patterns using longer and shorter sounds ★ To represent sounds using simple graphic notation 	Sing Listen Play Compose Notation	Rhythm Timbre			We're Detectives



KEY KSI NATIONAL CURRICULUM REQUIREMENTS



Use their voices expressively and creatively by singing songs and speaking chants and rhymes



Play tuned and untuned instruments musically



Listen with concentration to a range of high-quality live and recorded music




Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 1, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring how sounds can be changed	Fast Or Slow? Ideal for a single session	★ To recognize changes in tempo	Sing Listen Notation Play	Tempo		<i>Flight of the Bumblebee</i> by Rimsky-Korsakov <i>'The Swan'</i> from <i>Carnival of the Animals</i> by Saint-Saëns	Clap Hands! Stamp Feet! Counting That's The Way We're Put Together
	Sound Collectors Ideal for 1-2 sessions	★ To investigate how sounds can be changed ★ To recognize and describe musical changes	Sing Play Improvise Genre/History/ Musicians	Articulation Dynamics Tempo Timbre Pitch		<i>Étude Aux Chemins De Fer</i> by Schaeffer	Sound Collectors We're Detectives
	Ways To Play Ideal for a single session	★ To create a variety of different vocal sounds (longer and shorter, louder and quieter, higher and lower) ★ To investigate different ways of playing an instrument	Sing Listen Improvise Play	Articulation Dynamics Tempo Timbre		Recycled Orchestra	Spider Music Blow, Tap, Pluck, Shake
2. Exploring the timbre of instruments and voices	Musical Characters Ideal for a single session	★ To explore vocal timbre ★ To perform songs with expression	Sing Listen Notation Improvise	Articulation Dynamics Timbre		<i>Artful Dodger</i> from <i>Oliver!</i> by Lionel Bart <i>Major-General</i> from <i>The Pirates of Penzance</i> by Gilbert and Sullivan <i>Rum Tum Tugger</i> from <i>Cats</i> by Andrew Lloyd Webber	It's A New Year Good Morning Hello, Hello
	Different Voices Ideal for a single session	★ To explore vocal timbre	Sing Listen Improvise	Articulation Dynamics Timbre			I'll Sing This Song Make A Face Who Am I?
	Unique Timbre Ideal for a single session	★ To explore vocal timbre ★ To explore instrumental timbre	Sing Listen Play	Dynamics Timbre			I'm A Miracle It's A New Year Good Morning Hello, Hello
	Sounds From Words Ideal for 2 sessions	★ To create vocal and instrumental sound effects ★ To choose, order and combine sounds ★ To use musical vocabulary to describe sounds	Sing Listen Play Compose Improvise	Dynamics Rhythm Structure Tempo Timbre			Sounds
3. Sequencing sounds to tell stories and create effects	Create A Character Ideal for a single session	★ To recognize how music can communicate character 	Sing Listen	Dynamics Pitch Tempo Timbre			<i>'The Hut on Fowl's Legs'</i> from <i>Pictures At An Exhibition</i> by Mussorgsky <i>Flight of the Bumblebee</i> by Rimsky-Korsakov <i>'Waltz of the Flowers'</i> from <i>The Nutcracker</i> by Tchaikovsky <i>'He's A Pirate'</i> from <i>Pirates of the Caribbean</i> by Klaus Badelt and Hans Zimmer <i>'Mars'</i> from <i>The Planets</i> by Hoist



YEAR 1, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES	
(3.)	Character Motifs <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To create simple sound and movement motifs ★ To perform a sequence of motifs using instruments 	Compose Improvise Listen Play	Dynamics Tempo Timbre Pitch			I Am A Giant Fairytale Tea Party Who Am I?	
	The Mouse And The Giant <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To begin to control dynamics using voices and instruments ★ To use music to tell a story 	Sing Listen Play	Dynamics Pitch Timbre		<i>William Tell Overture</i> by Rossini	The Mouse And The Giant	
4. Copying and creating rhythmic patterns	Inventing Notation <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To investigate different ways of playing an instrument ★ To create a variety of contrasting sounds ★ To create notation to represent sounds 	Sing Play Notation	Articulation Dynamics Structure Tempo Timbre			Spider Music	
	Musical Storyboards <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To compose a sequence of sounds (beginning/middle/end) ★ To interpret simple notation (e.g. pictorial storyboard) ★ To follow simple performance directions 	Sing Play Notation Compose	Dynamics Pitch Structure Tempo Timbre			The Seed Song A Tiny Seed Was Sleeping Once Upon A Time I Don't Want To Be A Frog's Egg Food Chain	
	A Spring Score <i>Ideal for 2-3 sessions</i>	<ul style="list-style-type: none"> ★ To explore musical texture ★ To play instruments while following a graphic score 	Play Notation	Tempo Texture Dynamics Timbre Structure			<i>Symphony No. 1 'Spring'</i> by Schumann <i>On Hearing The First Cuckoo In Spring</i> by Delius	A Perfect Day In Spring A Tiny Seed Was Sleeping The Seed Song Springtime
	A Tiny Seed <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To experiment with musical texture ★ To follow simple notation ★ To create a graphic score 	Sing Play Notation Compose	Structure Texture Timbre			<i>'Waltz Of The Flowers'</i> from <i>The Nutcracker</i> by Tchaikovsky <i>'Flower Duet'</i> from <i>Lakmé</i> by Delibes	A Tiny Seed Was Sleeping

KEY KSI NATIONAL CURRICULUM REQUIREMENTS



Use their voices expressively and creatively by singing songs and speaking chants and rhymes



Play tuned and untuned instruments musically



Listen with concentration to a range of high-quality live and recorded music



Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 2, TERM 1 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Have You Heard Me? Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform a rhythmic chant with a steady pulse ★ To begin to recognize patterns of sound and silence ★ To choose suitable sounds to accompany a poem 	Sing Play Compose	Articulation Dynamics Pulse Rhythm Timbre			Have You Heard Me?
3. Combining rhythmic patterns	Body Percussion Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize repeated rhythmic patterns ★ To compose and perform a simple rhythmic ostinato 	Sing Listen Play Compose	Pulse Rhythm		Stomp - Live	Coordination Funk Medication Together We Are The Even Numbers
	We Can Play! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To combine simple rhythm patterns ★ To identify changes in musical texture ★ To maintain a simple rhythmic part in a group 	Sing Listen Play	Pulse Rhythm Tempo Texture			I Can Play
	Combining Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To explore pulse and rhythm through movement ★ To copy rhythm patterns ★ To experiment with musical texture ★ To perform a rhythmic ostinato 	Sing Listen Play	Pulse Rhythm Texture		Beardyman's Kitchen Diaries	March To The Beat
4. Representing rhythmic patterns	Choose Your Beat! Ideal for a single session	<ul style="list-style-type: none"> ★ To internalize pulse ★ To identify beats in a bar ★ To compose simple beat patterns ★ To follow a simple graphic score 	Sing Listen Play	Pulse Rhythm Structure Texture Timbre			Coordination Funk London Bells Marching In The Snow Medication Put Your Coat On Together We Are The Even Numbers
	Four-Beat Patterns Ideal for a single session	<ul style="list-style-type: none"> ★ To identify beats in a bar ★ To compose four-beat sound patterns ★ To create a simple graphic score 	Sing Listen Play Compose Notation	Pulse Rhythm Structure Texture		We Are Family by Sister Sledge	Coordination Funk London Bells Medication The Brussel Sprout Blues Wake Up! We Are The Even Numbers
	Meet The Beat Monsters! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify patterns in music ★ To copy rhythm patterns ★ To identify rests in music ★ To compose and play simple rhythm patterns 	Sing Listen Play Compose Notation	Pulse Rhythm			Black And White Christmas Dear Santa Our Christmas Tree The Mince Pie Song Three Little Pigs

KEY KSI NATIONAL CURRICULUM REQUIREMENTS



Use their voices expressively and creatively by singing songs and speaking chants and rhymes



Play tuned and untuned instruments musically



Listen with concentration to a range of high-quality live and recorded music























Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 2, TERM 2 – CONTENT COVERAGE


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Recognizing and exploring musical mood	How Do You Feel? <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recognize how songs can communicate different moods ★ To use movement to respond to the mood of music 	Sing Listen	Dynamics Tempo		'Air On The G String' from <i>Orchestral Suite No. 3</i> by J. S. Bach <i>Gymnopédie No. 3</i> by Satie <i>Maple Leaf Rag</i> by Scott Joplin <i>'Triumphal March'</i> from <i>Aida</i> by Verdi <i>'Wedding March'</i> from <i>A Midsummer Night's Dream</i> by Mendelssohn <i>'Jupiter'</i> from <i>The Planets</i> by Holst	Clap Hands! Stamp Feet! Get Going Let's Be Quiet Make A Face Keep On Smiling
	Musical Moods <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recognize how music can communicate different moods ★ To explore vocal timbre ★ To choose appropriate vocabulary to describe music (e.g. fast, slow, spiky, smooth, loud, quiet, etc.) 	Sing Listen	Articulation Dynamics Tempo Timbre			Count Your Blessings Good Morning Hello, Hello Hello, Hello, Good Morning I'll Sing This Song Keep On Smiling Let's Be Quiet
	Walk Like This! <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To recognize and describe changes in musical mood ★ To recognize how tempo affects the mood of a song ★ To begin to identify tempos in contrasting pieces of music 	Sing Listen	Dynamics Tempo		Piano Sonata No. 14 'Moonlight' by Beethoven Symphony No. 1 'Classical' by Prokofiev Symphony No. 9 'From the New World' by Dvořák	
2. Choosing sounds to match a character, mood or theme	Peaceful Percussion <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To begin to control dynamics ★ To select appropriate vocal and percussion sounds to match a theme 	Sing Listen Play Compose	Dynamics Pitch Tempo Timbre		4'33" by John Cage	Hush Let's Be Quiet Rapunzel's Song
	Calm And Cross <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To begin to learn about musical articulation and how it can be used expressively within music ★ To compose and notate a piece of music with contrasting sections ★ To vary tempo, dynamics and timbre to communicate a mood 	Sing Listen Play Compose Notation	Articulation Dynamics Structure Tempo Timbre			I'll Sing This Song I'm Cross! I'm A Wicked Witch, That's Me! I'm The Big, Bad Wolf Let's Be Quiet Rapunzel's Song Spider Music Who's That Stealing My Lettuces?
	Musical Doodle Boards <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To use symbols to represent instrumental or vocal sounds ★ To use musical vocabulary to describe sounds ★ To follow a graphic score 	Sing Listen Play Notation Compose	Articulation Dynamics Structure Timbre Tonality		'Infernal Galop' from <i>Orpheus In The Underworld</i> by Offenbach <i>Adagio</i> from <i>Clarinet Concerto in A Major</i> by Mozart <i>'Mars'</i> from <i>The Planets</i> by Holst <i>Fanfarra Cabua-Le-Le</i> by Sergio Mendes	The Doodling Song


YEAR 2, TERM 2 – CONTENT COVERAGE (cont.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Scrape, Tap, Blow, Shake Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To use symbols to represent instrumental or vocal sounds ★ To follow a conductor 	Sing Listen Play Notation Compose	Articulation Dynamics Structure Tempo Timbre	   	'Spring' from <i>The Four Seasons</i> by Vivaldi <i>Night On Bald Mountain</i> by Mussorgsky 'Air On The G String' from <i>Orchestral Suite No. 3</i> by J. S. Bach	Colours Of The World Sing Of A Rainbow The Doodling Song
3. Sequencing and combining sounds to tell stories and create effects	Stormy Weather Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify and describe a sequence of sounds ★ To identify and control dynamics 	Sing Listen Play Notation Compose	Dynamics Texture Timbre	   	<i>Easter Song</i> by GLAD 'Storm Interlude' from <i>Peter Grimes</i> by Britten	
	Weather Improvisation Ideal for a single session	<ul style="list-style-type: none"> ★ To select sounds to accompany a song ★ To create and perform a sequence of weather sounds ★ To improvise sounds within a structure 	Sing Play Improvise Compose	Texture Tempo Dynamics Timbre Articulation Structure	   	<i>Helios Overture</i> by Nielsen <i>Symphony No. 1 'Winter Daydreams'</i> by Tchaikovsky	Can You See The Lightning? Hey Little April Shower Lazy Days Mister Wind Song For Every Season Wet, Wet, Wet! When It's A Sunny Day
4. Creating and performing soundscapes	Spring Soundscapes Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize different instrumental timbres ★ To improvise sounds on a given theme ★ To experiment with and recognize changes in musical texture 	Sing Play Improvise	Structure Texture Timbre	   		Five Shiny Eggs I'm A Little Chick Spring Chicken
	Morning Soundscapes Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To begin to define and recognize a range of timbres and dynamics ★ To create a musical story using appropriate timbres and dynamics on instruments 	Sing Listen Play Notation Compose	Dynamics Texture Timbre	   	'Morning Mood' from <i>Peter Gynt</i> by Grieg	Get A Move On Monday Morning Morning Has Broken It's Time To Wake Up Wake Up!




KEY KSI NATIONAL CURRICULUM REQUIREMENTS

 Use their voices expressively and creatively by singing songs and speaking chants and rhymes

 Play tuned and untuned instruments musically

 Listen with concentration to a range of high-quality live and recorded music

 Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 3, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Identifying the inter-related dimensions of music	Dynamic Actions <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recognize differences in dynamic levels in music ★ To define different dynamic levels using musical vocabulary 	Sing Listen	Dynamics		Symphony No.5, first movement by Beethoven Piano Sonata No. 14 'Moonlight Sonata' by Beethoven	I'm Cross! Music Italiano Sing Anyway The Mouse And The Giant
	Dynamic Improvisation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To define different dynamic levels using musical vocabulary ★ To improvise sound effects using body percussion, voices and instruments ★ To control dynamics 	Sing Listen Play Improvise	Dynamics Timbre			I'm Cross! Music Italiano Sing Anyway The Mouse And The Giant
	Musical Doodling <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To use symbols to represent instrumental or vocal sounds ★ To identify and describe the inter-related dimensions of music 	Sing Listen Notation	Articulation Dynamics Notation Pitch Pulse Rhythm Structure Tempo Texture Timbre		'Winter' from <i>The Four Seasons</i> by Vivaldi <i>Short Ride In A Fast Machine</i> by John Adams Hungarian Dances No. 5 and 6 by Brahms <i>Sabre Dance</i> by Khachaturian	The Doodling Song
2. Accompanying songs with suitable timbre and expression	We're Going Round The World <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To select suitable instruments to accompany a song ★ To identify instruments according to a criterion (e.g. instrument families, country of origin) 	Sing Listen Play Genre/History/ Musicians	Rhythm Timbre		<i>Asturias (Leyenda)</i> by Albeniz	We're Going Round The World
	Suitably Samba! <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To identify instruments used in samba music ★ To select appropriate instruments according to their timbre ★ To perform simple samba rhythms 	Sing Listen Play Genre/History/ Musicians	Rhythm Structure Timbre		Batucada	Al Caramba Samba Harvest Samba
	Musical Instructions <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recognize and define different dynamics and articulation in music ★ To perform using different musical techniques ★ To use notation for dynamics and articulation 	Sing Listen Notation Genre/History/ Musicians	Articulation Dynamics		'Berceuse' from <i>Dolly Suite</i> by Fauré <i>Pizzicato Polka</i> by Strauss II	Silly Donkey! Spider Music The Body Song
3. Creating sounds in response to a stimulus	Sound Actions <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To begin to define and recognize different timbres of instruments ★ To improvise sounds in response to a stimulus ★ To play instruments with varied dynamics, articulation and tempo ★ To use musical vocabulary to describe sounds 	Listen Play Improvise	Articulation Dynamics Timbre			Stretch And Grow What A Flexible Body!
	Poetry In Motion <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To explore and select suitable sounds to communicate mood and atmosphere ★ To vary the inter-related dimensions of music to achieve an intended effect ★ To identify some features of a symphonic poem 	Listen Play Compose Genre/History/ Musicians	Articulation Dynamics Structure Tempo Timbre		<i>The Hebrides Overture 'Fingal's Cave'</i> by Mendelssohn <i>Nuages</i> by Debussy	Poetry in Motion The Love Of God For Us These Simple Things

YEAR 3, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Describing and experimenting with pitch	Farewell Melodies <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recognize and describe changes in pitch ★ To pitch-match with growing accuracy ★ To compose a two-note melody based on the rhythm of words 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm		Prelude No. 18 by Weinberg - encore performance	Encore! Goodbye School Is Nearly Over So Long, Farewell, Cheerio!
	Identifying Pitch <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To identify high-, mid- and low-pitched sounds ★ To listen to and recall a sequence of sounds ★ To represent pitch using actions and identify note names 	Sing Listen Play	Pitch Structure		<i>The Skaters' Waltz</i> by Émile Waldteufel	Happy Sun High In 1666 Sunflowers Growing
	Pass The Solo <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To sing a solo line ★ To recall pitch ★ To sing accurately with variations in dynamics, articulation and timbre 	Sing Listen Genre/History/ Musicians	Articulation Dynamics Pitch Texture Timbre		Symphony No. 1 by Brahms 'No. 2 Adonai Roi' from <i>Chichester Psalms</i> by Leonard Bernstein	Down, Down To The Allotment The 'Losing Things' Song
	Park Soundscape <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To use pitch to create an effect ★ To describe pitch ★ To compose motifs, using appropriate pitch and timbre 	Sing Listen Play Compose	Pitch Structure Timbre		'Let's Go Fly A Kite' from <i>Mary Poppins</i> by Richard and Robert Sherman	Go To The Park The Park
2. Representing pitch	Pipe Cleaner Notation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To imitate and describe changes in pitch ★ To use graphic notation to represent pitch 	Sing Listen Play Compose Notation	Pitch Rhythm Structure			
	Coin Notation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To begin to describe the shape of a melody ★ To use graphic notation to represent pitch ★ To gain an understanding of different forms of musical notation 	Sing Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		<i>O Virgo Splendens</i> (Plainsong)	Healthy Heart Mr Jack-In-A-Box Sunflowers Growing
	Dotty Notation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To use listening skills to correctly order a sequence of notes (C D E) ★ To play music from graphic notation 	Sing Listen Play Compose Notation	Pitch Structure			Un, Deux, Trois
	Dotty Call And Response <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To create simple call-and-response (question and answer) phrases ★ To represent music using graphic notation 	Sing Listen Play Compose Notation	Dynamics Pitch Structure Tempo			Un, Deux, Trois



YEAR 3, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
3. Exploring the pentatonic scale	Pentatonic Improvisation Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To sing pentatonic songs ★ To improvise using the pentatonic scale 	Sing Listen Play Improvise	Articulation Dynamics Structure Texture Timbre		<i>A La Claire Fontaine</i> (Traditional) <i>Skye Boat Song</i> (Traditional)	Just Five Notes
	Try A Pentatonic Scale Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize and play a pentatonic scale ★ To improvise and compose a pentatonic melody ★ To perform an ostinato accompaniment on tuned percussion ★ To compose a melody to reflect the mood of the lyrics 	Sing Listen Play Compose Improvise	Dynamics Pitch Rhythm Tempo Timbre		Symphony No.9 by Beethoven	Sing Something Silly! Try And Try Again
	Pentatonic Haiku Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To work as a class to compose a pentatonic melody for a haiku ★ To perform a pentatonic melody ★ To read informal notation (note names) 	Play Improvise	Pitch Rhythm Structure		<i>Acadian Lullaby</i> (Traditional)	
4. Performing songs with tuned accompaniments	In Harmony Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform a simple harmony ★ To maintain a part in an ensemble 	Sing Listen Play	Pitch Rhythm Structure		'Hallelujah Chorus' from Messiah by Handel 'Barcarolle' from <i>The Tales of Hoffmann</i> by Offenbach	Just Sing! Music Matters
	Trip-Trap Melody Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play a simple melody using rhythmic notation ★ To understand the note values of crotchets, quavers and minims ★ To maintain a part in an ensemble 	Sing Listen Play	Pitch Pulse Rhythm Structure		'March Of The Trolls' from <i>Lyric Pieces</i> by Grieg	Trip, Trip-Trap
	Melodic Ostinato Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play a melodic ostinato ★ To play melodies and rhythms accurately and in time together as an ensemble 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture			The Gift Of The Nile The Road Building Song



YEAR 3, TERM 3 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(4.)	Musical Interludes Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To combine ostinato patterns ★ To perform a melodic tuned ostinato ★ To compose a musical interlude for a performance 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture		'Intermezzo' from <i>Cavalleria Rusticana</i> by Mascagni	Are You Ready For Some Summer Fun? Don't Forget Your Sun Cream Fun At The Seaside Start The Celebrations What I Love Best On A Summer's Day
	Plan A Performance Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To prepare songs for performance ★ To suggest ways to improve a performance 	Sing Listen Play Genre/History/ Musicians	Articulation Dynamics Structure Tempo Texture		'There's No Business Like Show Business' from <i>Annie Get Your Gun</i> by Irving Berlin	Your choice of songs from Year 3 Encore! Note To The Audience



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

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

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

Listen with attention to detail and recall sounds

Use and understand staff/stave and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music

YEAR 4, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Copying rhythmic patterns and performing together	One Action Behind <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To perform rhythmic actions to a steady pulse ★ To internalize pulse ★ To develop ensemble skills 	Listen Play	Pulse Rhythm		Symphony No. 6, third movement by Tchaikovsky	Coordination Funk Food Colours Start The Day With Exercise The Vegetable Song Walking To School
	Bouncy Waltz <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To identify the first beat of a bar in $\frac{3}{4}$ ★ To maintain a steady beat accurately and in time with balls and percussion instruments in $\frac{3}{4}$ 	Listen Play Genre/History/ Musicians	Pulse Rhythm Tempo		'Waltz No. 2' from Jazz Suite No. 2 by Shostakovich 'Waltz' from Masquerade Suite by Khachaturian	Come To The Globe Hibernation Just The Same Thank You For Loving Me
	Call-And-Response Cups <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To identify the first beat of a bar in $\frac{4}{4}$ ★ To copy and create simple call-and-response rhythm patterns ★ To create a rhythmic accompaniment to a song 	Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Tempo		Jambo recorded by Ella Jenkins	Alfred The Great Build A Fort Coordination Funk Medication Monday Morning
	Rhythm Grids <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To read and perform rhythms accurately and in time using body percussion ★ To recall vocabulary of different tempos in music and apply them accurately ★ To compose rhythmic patterns and perform at different tempos 	Listen Play Notation Compose	Pulse Rhythm Tempo		'In The Hall of the Mountain King' from Peer Gynt by Grieg	Join In The Dance Moving To The Music The School Rule Song
2. Exploring notation	Introducing Note Values <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recognize and define the duration of different note values while maintaining a steady beat ★ To maintain movement accurately in time to music 	Listen Play Notation	Pulse Rhythm Tempo			Coordination Funk Start The Day With Exercise The Vegetable Song Well Done!
	Recognizing Note Lengths <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To recognize and define the duration of different note values while maintaining a steady beat ★ To maintain movement accurately in time to music 	Listen Play Notation	Pulse Rhythm Tempo			Down, Down To The Allotment Sing A Song In Unison The Harvest Of The Whole World Well Done!
	Rhythm Pizzas <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To recognize the duration of different note values ★ To create and perform a rhythmic accompaniment ★ To experiment with different rhythmic structures 	Play Notation Compose	Pulse Rhythm Structure			Doing Our Bit For The Nation Pizza! Pizza Pieces Space (If I Had A Rocket) We're Going To The Country
	Four Beats In A Bar <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To identify rhythms from song lyrics ★ To compose a sequence of four-beat rhythms using minims, crotchets and quavers ★ To recognize how the dimensions of music are used to establish mood and atmosphere ★ To identify instruments in the string family 	Listen Play Notation Compose Genre/History/ Musicians	Articulation Dynamics Pulse Rhythm Structure Tempo Timbre		Lyric For Strings by George Walker	Sometimes I Wonder

YEAR 4, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
3. Sticking to my part	Drum Away <i>Ideal for 2-3 sessions</i>	<ul style="list-style-type: none"> ★ To perform a rhythmic ostinato ★ To perform instrumental polyrhythms accurately as an ensemble ★ To control dynamics 	Sing Listen Play	Dynamics Rhythm Texture			Seeds of Friendship Sing A Song In Unison The Vegetable Song
	Samba Band <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To perform individual rhythms accurately and in time on instruments ★ To play instrumental polyrhythms accurately and in time as an ensemble ★ To identify instruments used in samba music ★ To select instruments according to their timbre 	Sing Listen Play Genre/History/ Musicians	Rhythm Structure Timbre		<i>Magalena</i> by Sergio Santos Mendes	Ai Caramba Samba Harvest Samba
	More Mystery Numbers <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To internalize pulse and rhythm ★ To maintain an independent part in an ensemble ★ To perform rhythmic patterns together accurately and in time 	Listen Play Notation	Pulse Rhythm Texture Timbre			
	I Like... <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To maintain an independent part in an ensemble ★ To lead a call-and-response chant in small groups ★ To recognize and use different articulation, dynamics and tempos when playing instruments 	Sing Listen Notation Improvise Genre/History. Musicians	Articulation Dynamics Pulse Rhythm Tempo			Different Drums I'm OK! This Is Me!
4. Composing in a rhythmic framework	This Is Me! <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To compose a verse of a song following a rhythmic structure ★ To perform a rhythmic ostinato 	Sing Listen Compose	Pulse Rhythm Structure Texture			This Is Me!
	Beatbox <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To create vocal beatbox sounds that imitate the timbre of a drum kit ★ To perform beatbox sounds using polyrhythms as a group ★ To compose and perform a rap accurately and in time with a beatbox accompaniment 	Sing Listen Notation Compose	Pulse Rhythm Structure Texture Timbre		<i>Beatbox Ventriloquism</i> by Beardyman	A Great Big Change Give It All You've Got

YEAR 4, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(4.)	Festive Phrases Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To compose music using spoken phrases ★ To combine musical layers ★ To develop a rhythmic composition ★ To follow graphic notation ★ To vary dynamics, tempo and articulation to enhance a performance 	Sing Listen Play Improvise Compose Notation	Articulation Dynamics Rhythm Pulse Structure Texture Tempo		<i>Carol Symphony</i> by Hely-Hutchinson	Ding Dong! Ding Dong! Merrily On High Joy To The World O Come All Ye Faithful O Little Town Of Bethlehem
	Rhythmic Layers Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To compose music using spoken phrases ★ To combine musical layers ★ To develop a rhythmic composition ★ To follow graphic notation ★ To vary dynamics, tempo and articulation to enhance a performance 	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Pulse Structure Texture Tempo		<i>'Little' Fugue in G minor</i> by J.S. Bach	In The Band Just Sing! Life Is A Song Music Italiano Sing - Just Because We Can! Sing Anyway The Bonkers Song
	Character Motifs Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform a rhythmic motif ★ To vary timbre, articulation, pitch, dynamics and tempo ★ To structure a composition ★ To perform as an ensemble 	Sing Listen Play Compose Notation	Articulation Dynamics Rhythm Pulse Structure Texture Timbre		<i>Symphony No.5</i> by Beethoven	I Like Books!



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS



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



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



Listen with attention to detail and recall sounds



Use and understand staff/stave and other musical notations




Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians













Develop an understanding of the history of music

YEAR 4, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring instrumental timbre and instrument families	Instrument Families <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recall instruments of all orchestral families: strings, woodwind, brass and percussion ★ To recognize different timbres of instruments: metallic, wooden, high-/low-pitched, stringed, untuned/tuned percussion 	Sing Listen Genre/History/ Musicians	Articulation Timbre			In The Band We're Going Round The World
	Instruments Of The Orchestra <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To recognize and define the instrumental families in an orchestra ★ To recognize and define timbres of different instruments ★ To recognize and recall the structure of a piece of music 	Listen Notation Genre/History/ Musicians	Structure Timbre		<i>The Young Person's Guide To The Orchestra</i> by Benjamin Britten	Composer Fun Facts Fireworks (Warm Up) Please Miss!
	A Musical Journey <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To recognize and define a range of timbres ★ To use appropriate timbres and dynamics on instruments ★ To create a journey soundscape 	Compose Listen Notation Play Genre/History/ Musicians	Dynamics Structure Timbre		'Vltava' from <i>Má Vlast</i> by Smetana <i>Kočka leze dírou</i> (Traditional)	Living and Learning On The Move Round The Bend The Gift Of The Nile Walk To School
2. Exploring major and minor tonalities	Major Or Minor? <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To begin to recognize major and minor tonalities 	Sing Listen	Pitch Tempo Timbre Tonality		Piano Sonata No. 14 'Moonlight' by Beethoven Toccatina and Fugue in D minor by J. S. Bach <i>Eine Kleine Nachtmusik</i> by Mozart 'Hallelujah Chorus' from <i>Messiah</i> by Handel	Mary's Song Sad Song (In Winter) Song Of The Wives Today Is The Start
	Melancholic Music <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To begin to recognize major and minor tonalities ★ To create musical ideas to communicate different moods ★ To organize sounds in a musical structure 	Sing Listen Play Compose Notation	Dynamics Pitch Rhythm Tempo Timbre Tonality		<i>Eleanor Rigby and Ob-La-Di, Ob-La-Da</i> by The Beatles	
	Major And Minor Call And Response <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To begin to recognize major and minor tonalities ★ To play major and minor chords ★ To perform call-and-response rhythms 	Sing Listen Play Compose Notation	Pitch Rhythm Tonality			Florence Nightingale Great Explorers Song Of The Wives

YEAR 4, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(4.)	Musical Antonyms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize and recall the structure of a piece of music ★ To explore techniques to vary dynamics, articulation, pitch and tempo ★ To describe sounds using appropriate musical vocabulary ★ To compose music following an AB structure 	Sing Play Listen	Articulation Dynamics Pitch Structure Tempo	  	<i>Blowin' In The Wind</i> by Bob Dylan <i>Heidenröslein</i> by Schubert	All Things Bright And Beautiful Make A Mummy What Goes In, Must Come Out Where On Earth Is My Philtrum?
	Catchy Chorus Returns Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To create music with contrasting sections ★ To recognize a rondo structure ★ To follow a graphic score 	Sing Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Structure Tempo Timbre	   	<i>Für Elise</i> by Beethoven	Spring Chicken Spring Into Action Spring Fever! Wake Up!
	Musical Top Trumps Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To compose musical motifs ★ To assign musical characteristics to characters, justifying choices ★ To organize musical ideas into a structure 	Play Compose	Articulation Dynamics Pitch Rhythm Structure Tempo Timbre	 		



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS



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



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



Listen with attention to detail and recall sounds



Use and understand staff/stave and other musical notations



Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



Develop an understanding of the history of music

YEAR 5, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Developing an understanding of the inter-related dimensions and musical vocabulary	Musical Ingredients Ideal for a single session	<ul style="list-style-type: none"> ★ To identify and describe the inter-related dimensions of music (pitch, dynamics, rhythm/duration, tempo, timbre, articulation) ★ To use the inter-related dimensions of music to enhance a performance ★ To recognize Italian musical vocabulary 	Sing Listen Improvise Notation	Articulation Dynamics Pitch Rhythm Tempo Timbre			I'll Sing This Song Music Italiano
	Italiano Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize and use Italian musical vocabulary ★ To vary tempo, dynamics and articulation when singing ★ To follow musical directions 	Sing Listen Genre/History/ Musicians	Articulation Dynamics Tempo		Trumpet Concerto, third movement by Haydn 'Largo' from Xerxes by Handel Piano Sonata No. 14 'Moonlight' by Beethoven Symphony No. 9 'From The New World', second movement by Dvořák 'Summer' from The Four Seasons by Vivaldi	I'll Sing This Song Music Italiano
	Symbols And Colours Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To listen to and describe how the dimensions of music are used in a piece of music ★ To use musical vocabulary associated with timbre, tempo and dynamics ★ To devise graphic notation in response to music 	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Tempo Timbre		'Artikulation' by Ligeti 'Cellogram' from Postal Pieces by James Tenney Postcard Pieces by Deborah Pritchard, Will Darkin, Samantha Fernando, Helen Darkin, James Joslin and Bethany Porter Lewis, performed by Louise McMonagle	Today
	Meet The Artists Ideal for a single session	<ul style="list-style-type: none"> ★ To listen to and describe how the dimensions of music are used in a piece of music ★ To recognize changes in musical style ★ To create artwork in response to features in a piece of music 	Sing Listen Notation Genre/History/ Musicians	Articulation Notation Pitch Rhythm Tempo Texture Timbre		English Folk Song Suite by Vaughan Williams	Take 5 Styles
2. Improvising musical patterns	Beat Improvisation Ideal for a single session	<ul style="list-style-type: none"> ★ To create sounds using voices and body percussion ★ To improvise sounds to a four-beat pulse ★ To develop ensemble skills, playing sounds accurately and together 	Listen Play Improvise	Articulation Pitch Rhythm Timbre			Coordination Funk New Day Blues Monday Morning Song Of Blessing Start The Day With Exercise Thank You For Loving Me The 'Good Times' Tables (Any Table)

YEAR 5, TERM 2 – CONTENT COVERAGE (CONT.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Mind The Gap Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify the call-and-response structure of a song ★ To improvise rhythmic patterns to a four-beat pulse ★ To develop ensemble skills, playing accurately and together 	Sing Listen Play Improvise	Dynamics Pitch Pulse Rhythm Structure		<i>'I'd Do Anything'</i> from <i>Oliver!</i> by Lionel Bart	A Song You'll Love To Know! Music Makes The World Go Round Song Of The Social Classes Thank You God The Road Building Song
	Musical Conversations Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play call-and-response rhythms ★ To improvise rhythmic patterns, performing to a steady pulse ★ To develop ensemble skills, playing accurately and together 	Listen Play Improvise Genre/History/ Musicians	Dynamics Rhythm Structure Timbre		Trumpet Concerto, first movement cadenza by Haydn Concerto for Turntables and Orchestra by Gabriel Prokofiev	At The Cross Music Makes The World Go Round Thank You God
	Improvising Melodies Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play an improvised instrumental 'response' on pitched percussion ★ To improvise simple melodies over four beats 	Sing Play Improvise	Pitch Rhythm Structure		Spontaneous Inventions by Bobby McFerrin	Springtime
3. Exploring Jazz	That's Jazz Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize some stylistic features of jazz music ★ To find out about influential jazz musicians ★ To sing songs with an awareness of style 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Timbre		<i>Heebie Jeebies</i> or <i>Indiana</i> by Louis Armstrong And His Hot Five	In The Band Jazz Is Cool Shoo-be-doo-ah
	Scat Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To explore vocal timbre, imitating instrumental sounds ★ To compose rhythms using 'scat' sounds ★ To use the inter-related dimensions of music (timbre, dynamics, structure, tempo) in a composition ★ To gain an understanding of 'scat' singing as a feature of jazz and blues music 	Sing Listen Compose Improvise Genre/History/ Musicians	Dynamics Pitch Rhythm Structure Tempo Timbre		<i>How High The Moon</i> performed by Ella Fitzgerald <i>Take The 'A' Train</i> performed by Duke Ellington and His Orchestra <i>Heebie Jeebies</i> performed by Louis Armstrong And His Hot Five	In The Band Jazz Is Cool Shoo-be-doo-ah
	Scat Im- provisation Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To improvise melodies musically and in time using 'scat' syllables 	Sing Listen Improvise Genre/History/ Musicians	Pitch Rhythm Timbre		<i>One Note Samba</i> performed by Ella Fitzgerald	Have You Heard? (He Has Risen!) Something Special


YEAR 5, TERM 2 – CONTENT COVERAGE (CONT.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Composing and notating music inspired by lyrics and poetry	Volcano Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To use the inter-related dimensions of music expressively when composing ★ To identify how music can be used to create an atmosphere or mood ★ To create and perform from a graphic score 	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Texture Tempo Timbre		<i>Artikulation</i> by Ligeti <i>'Clair de lune'</i> from <i>Suite Bergamasque</i> by Debussy	Volcano
	Word Work-Out! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To use voices creatively, making subtle changes to vocal timbre to achieve an effect ★ To use the inter-related dimensions expressively when composing ★ To create graphic notations 	Sing Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Structure Texture Tempo Timbre Tonality		<i>'The Hut On Fowl's Legs'</i> from <i>Pictures At An Exhibition</i> by Mussorgsky	The Synonym Song Wonderful Words
	Composing From Lyrics Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play a melody to accompany a song using standard notation ★ To compose music inspired by song lyrics over a simple melodic accompaniment ★ To represent musical ideas using a combination of standard and graphic notation ★ To recognize how music can establish mood and atmosphere 	Sing Listen Play Compose Notation	Articulation Dynamics Notation Pitch Rhythm Structure Texture Timbre		<i>Piece Peace</i> by Bill Evans	Crazy Clapping Memories That's The Way We're Put Together Warm The Brain When Morning Comes





KEY KS2 NATIONAL CURRICULUM REQUIREMENTS


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

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


 Listen with attention to detail and recall sounds

 Use and understand staff/stave and other musical notations

 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

 Develop an understanding of the history of music


YEAR 5, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring melodic layers	Round We Go Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain a part in a group when singing ★ To perform a simple round ★ To sing with a good awareness of pitch 	Sing Listen	Pitch Rhythm Structure Texture		<i>Canon In D</i> by Pachelbel	Poor Little Pluto School Is Nearly Over Tick Tock (The Clocks Go Forward)
	Round And Round Ideal for a single session	<ul style="list-style-type: none"> ★ To identify the structure of a round ★ To identify phrases in a round ★ To sing in two parts, identifying the difference between unison and harmony singing ★ To compare rounds 	Listen Sing Genre/History/ Musicians	Pitch Structure Timbre		<i>Three Blind Mice</i> (Traditional) <i>Three Country Dances In One</i> (Traditional compiled by Thomas Ravenscroft)	School Is Nearly Over
	Layers Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To sing a song in parts ★ To describe how melodies fit together and produce harmony ★ To develop listening skills when performing as a group 	Sing Listen	Pitch Pulse Rhythm Structure Texture		<i>'One Day More'</i> from <i>Les Misérables</i> by Alain Boublil and Claude-Michel Schönberg Live Looping by Reinhardt Buhr	I Got A Little Dog In The Band The Bonkers Song We Sing Your Praise
	Play A Round Ideal for a single session	<ul style="list-style-type: none"> ★ To identify the structure of a round ★ To play phrases from a round ★ To play a round in two parts 	Sing Listen Play Notation Genre/History/ Musicians	Pitch Structure Timbre		<i>Frère Jacques</i> (Traditional) performed by Mundwerk	I Love To Sing! I Went To The Shop Sing A Round Start The Day With Exercise
2. Exploring scales, intervals and chords	Melodies From Words Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify scalic patterns ★ To compose simple melodies ★ To notate melodies using informal and standard notation 	Sing Listen Play Notation	Dynamics Pitch Rhythm Tempo			Celebrate Life Today! Chocolate Take A Major Scale
	Try A Triad Ideal for a single session	<ul style="list-style-type: none"> ★ To play triads based on a major scale ★ To hear the difference between major and minor chords ★ To play a scale following letter and staff notation 	Sing Listen Play Notation	Pitch Structure Tonality			Harmony Our Time To Shine Ubuntu

YEAR 5, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Exploring Intervals Ideal for a single session	<ul style="list-style-type: none"> ★ To hear the difference between musical intervals ★ To identify, play and sing musical intervals ★ To begin to recognize intervals that are consonant or dissonant 	Sing Listen Play Notation	Pitch		'Buckaroo Holiday' from 'Four Dance Episodes' from Rodeo by Copland Beethoven's 5th Symphony (First movement) Star Wars Theme by John Williams	EarWarm
	Match The Chord To The Word Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To select pitches to create major and minor chords ★ To choose major and minor chords to establish mood ★ To play chords accurately together as a group and produce harmony 	Play Notation	Pitch Pulse Rhythm		Nocturne No. 2, Op. 9 by Chopin Scarborough Fair (Traditional)	Newspaper Pictures Sometimes I Wonder
3. Creating and playing harmonic accompaniments (drones, chords and basslines)	Drones And Melodies Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To compose a short pentatonic melody above a drone ★ To notate a melody using staff and letter notation ★ To sing a song with harmony parts 	Sing Listen Play Notation Improvise Compose Genre/History/ Musicians	Dynamics Pitch Rhythm Tempo		Amazing Grace (Traditional) The Peacock Followed The Hen (Traditional)	As The Sun Rises
	Now That's Called Harmony! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify notes from the C major chord (triad) ★ To listen to and play short melodies by ear ★ To combine melodic parts to create harmony 	Sing Listen Play Notation	Pitch Structure Texture		Smile by Charlie Chaplin	Harmony The Harmony Blues Ubuntu
	Playing With Chords Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To select pitches to create simple major chords ★ To play chords accurately together as a group and produce three-part harmony ★ To play a chordal accompaniment using staff and letter notation 	Play Notation	Pitch Pulse Rhythm			He'll Be There
	Extra-ordinary Ensemble Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To accompany a song with a bassline ★ To play as an ensemble, accurately and in time ★ To identify characteristics of country rock music 	Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		Turn! Turn! Turn! by The Byrds I Can't Dance by Gram Parsons	Extraordinary Me! Extraordinary You!

YEAR 5, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Combining lyrics, melody and harmony	Write Your Own Song Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To recognize rhythmic syllable placement in music using lyrics ★ To recognize the structure of a song ★ To compose lyrics to fit a given melody ★ To add a bassline accompaniment to a song 	Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		<i>Wuthering Heights</i> by Kate Bush <i>'The Old Castle'</i> from <i>Pictures At An Exhibition</i> by Mussorgsky	Take A Major Scale
	Class Jingle Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify features of jingles ★ To compose and perform a class jingle ★ To notate a melody using staff or letter notation 	Sing Play Compose Notation	Pitch Rhythm Structure		Coordinating Conjunctions (FANBOYS) Give It All You've Got Perimeter-ter-ter! Ubuntu We Are One We're So Proud Of Our School	
	Lyrics And Melody Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To compose a song following a melodic structure ★ To perform a melody and harmony part on tuned percussion ★ To notate a melody using letter notation 	Sing Play Compose Notation	Pulse Pitch Rhythm Structure		<i>I'm Still Standing and Your Song</i> by Elton John and Bernie Taupin <i>The Gnu Song</i> by Michael Flanders and Donald Swann	Take A Major Scale
	We're Building A Song Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To compose a song following a melodic structure ★ To perform a melody and harmony part on tuned percussion ★ To notate a melody using letter notation 	Play Sing Listen Compose Notation	Pitch Rhythm Structure		<i>Olympic Hymn</i> by Spyridon Samaras <i>The Olympian: The Lighting Of The Torch and Closing</i> by Philip Glass <i>Call Of The Champions</i> by John Williams	Singing A Thankful Song Sing Together We Are One We're Building



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS



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



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



Listen with attention to detail and recall sounds



Use and understand staff/stave and other musical notations



Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



Develop an understanding of the history of music

YEAR 6, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring time signatures and performing together	Rumpty Tumpty Ideal for a single session	<ul style="list-style-type: none"> ★ To begin to understand the construction of a $\frac{6}{8}$ time signature ★ To maintain a steady beat in $\frac{6}{8}$ 	Sing Listen Play Notation	Pulse Rhythm		<i>Sicilienne</i> for cello and piano Op. 78 by Fauré	Benediction Song Harvest Song I Will Rejoice J'ai Perdu Mon Chapeau! 93 Million Miles Ring Out Silent Night Song Of The Street Children Turn Back The Clocks
	Pass The Pebble Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To maintain a steady pulse in different time signatures ($\frac{4}{4}$ and $\frac{6}{8}$) ★ To maintain a part in a small group ★ To perform rhythmic patterns to the pulse 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm		<i>You've Got To Hide Your Love Away</i> by the Beatles <i>Sir Eglamore</i> by Kate Rusby	Benediction Song Coordination Funk Harvest Song In 1666 J'ai Perdu Mon Chapeau! 93 Million Miles This Christmas Time
	Cup Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To maintain a steady pulse in different time signatures ($\frac{4}{4}$ and $\frac{6}{8}$) ★ To maintain a part in an ensemble ★ To perform rhythmic patterns accurately 	Sing Listen Play	Dynamics Pulse Rhythm			Coordination Funk Harvest Song 93 Million Miles Silent Night Turn Back The Clocks
	Mixed-up Rhymes Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To maintain a steady pulse in $\frac{6}{8}$ ★ To copy and create $\frac{6}{8}$ rhythms ★ To identify characteristics of a jig (gigue) 	Sing Listen Play Compose Genre/History/ Musicians	Pulse Rhythm Structure		<i>Gigue</i> from Cello Suite No.1 by J.S. Bach <i>The Kesh Jig</i> (Traditional)	Flea Song (It's The Bee's Knees!) Ful-de-loo-de-loo Sing A Song For Harvest The 'Losing Things' Song Tickled Me Pink
	Take Five Styles Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize changes to musical pulse ★ To perform accurately in different tempos and time signatures ★ To demonstrate appropriate articulation on instruments in different styles of music 	Sing Listen Play Genre/History/ Musicians	Articulation Dynamics Pulse Rhythm Tempo		<i>Libertango</i> by Piazzolla	Take 5 Styles

YEAR 6, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
2. Performing rhythms expressively – solo and in small groups	Mad On Popping Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To select suitable timbres to accompany a poem ★ To create layers of rhythm ★ To perform a poem with expression ★ To perform a solo part in a small group performance 	Sing Listen Play Compose	Articulation Dynamics Pulse Rhythm Structure Timbre			Mad On Popping
	Plastic Wrap Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To experiment with using accents to create different musical effects ★ To prepare a poem for performance ★ To follow rhythmic notation 	Sing Listen Play Notation	Articulation Pulse Rhythm Structure		African talking drum performed by Ayan Bisi Adeleke	Plastic Wrap
	Quack, Twitter, Cluckety! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize the duration of quavers, crotchets and triplets ★ To compose and perform rhythms accurately and in time 	Sing Listen Play Compose	Pulse Rhythm Structure Tempo		<i>Cantus Arcticus</i> by Einojuhani Rautavaara	Dawn Chorus Juicy Fruit Lazy Days The Mad Moon Song
	Raps Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify some features of rap music ★ To perform a rap as a class ★ To perform rhythms expressively in small groups ★ To listen carefully and give feedback about each other's performance 	Sing Listen Genre/History/ Musician	Articulation Dynamics Pulse Rhythm Timbre		<i>Rapper's Delight</i> by The Sugarhill Gang	1066 Rap
3. Performing polyrhythms with expression	African Drums Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play three different tones on an African drum ★ To play a rhythmic ostinato on drums or other untuned percussion ★ To perform polyrhythms accurately and in time as part of a group 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Texture Timbre		Djembe solo performed by M'Bemba Bangoura	Living And Learning
	Latin Rhythms Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform polyrhythms ★ To recognize some features of Latin music ★ To create and perform an ostinato as an accompaniment 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Structure Texture		Examples of Latin American instruments <i>La Salsa Nunca Se Acaba</i> by Susie Hansen	Ai Caramba Samba Life Is Good! Fiesta



YEAR 6, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
	Samba Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play polyrhythms accurately and in time as an ensemble ★ To identify characteristics of samba music 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Texture		Examples of Samba percussion instruments Batucada	Al Caramba Samba Fiesta Harvest Samba
4. Organizing rhythmic ideas in a structure	Write A Rap Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize the structure of a song written in rap style ★ To compose appropriate rap lyrics over an eight-bar verse 	Sing Listen Compose	Pulse Rhythm Structure		<i>Planet Rock</i> by Afrika Bambaataa & Soulsonic Force	The Gift Of Life
	Cup Choreography Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform rhythms accurately and expressively ★ To organize rhythmic ideas into a structure ★ To identify and describe changes in musical texture ★ To compose cup and body-percussion rhythms from rhythmic notation 	Play Listen Compose Improvise Notation Genre/History/ Musicians	Dynamics Pulse Rhythm Texture Timbre		Konnakol performance by V. Shivapriya and B. R. Somashekar Jois	Christmas Has Started Coordination Funk Light Up The Sky Midnight
	Body-Beat Composition Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform body-percussion rhythms as an ensemble ★ To organize rhythmic ideas into musical structures ★ To notate a composition ★ To compare how body percussion is used in different cultures and traditions 	Sing Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure Tempo		Gumboot dancing Saman dancing Traditional Romany dancing	



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS



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



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



Listen with attention to detail and recall sounds



Use and understand staff/stave and other musical notations



Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



Develop an understanding of the history of music

YEAR 6, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
I. Investigating song ingredients	What's The Message? <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To discuss how songs can be used to tell a story, express a feeling and communicate a message ★ To analyze a song, identifying how the musical dimensions are used to express the lyrical content ★ To recognize the importance of song lyrics in communicating a message 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure Timbre Tonality		<i>What Have They Done To The Rain</i> , by Malvina Reynolds, performed by Joan Baez <i>Big Yellow Taxi</i> by Joni Mitchell	A Great Big Change Green Song In The Bin (7 million Tons)
	Song Structures <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To evaluate the structure of a song ★ To listen for structural features in contrasting pieces of music ★ To recognize key characteristics of pop songs 	Listen Sing Genre/History/ Musicians	Structure		<i>Hey Jude</i> and <i>With A Little Help From My Friends</i> by The Beatles	Conkers! Don't Forget Your Sun Cream Everybody Sing Harvest Samba London Bells Song For Every Day The Mary Rose We're So Proud Of Our School When We Celebrate
	Song And Dance <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To recognize the structural features of a song ★ To interpret the lyrical content of a song ★ To identify 'hooks' in pop songs ★ To represent song features with movement and dance 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure		<i>Hound Dog</i> by Elvis Presley <i>Respect</i> by Aretha Franklin	Everybody Sing! When We Celebrate
	Song Detectives <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To identify and describe musical features of a song ★ To recognize the structure of a song ★ To develop critical listening skills 	Sing Listen Genre/History/ Musicians	Pitch Structure Tempo Texture Timbre Tonality			A Great Big Change All Around The World There Is Singing Benediction Song Different Drums Dragonfly Jazz is Cool Singsational Sun Arise The White Cliffs Of Dover 1066 Rap Today We're Building Who Was William Shakespeare?



YEAR 6, TERM 3 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(3.)	Create A Chord Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To select pitches to create chords ★ To play a simple chord progression ★ To follow graphic and rhythmic notation 	Sing Listen Play Notation	Dynamics Pitch Rhythm Structure Tempo Tonality			Different Drums Fiesta Harmony Harmony Blues Ubuntu
4. Composing and performing music for an occasion	Song Of Celebration Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To explore the structure of a song ★ To compose and notate the lyrics and melody for a celebratory song ★ To perform as an ensemble 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Tonality		<i>Zadok The Priest</i> by Handel <i>Haffner Serenade</i> by Mozart <i>This Is The Day</i> by John Rutter	Celebrate Life Today Everybody Sing! Fiesta Start The Celebrations When We Celebrate
	Moving On Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To perform a simple bassline accurately ★ To compose lyrics and melody ★ To perform together as an ensemble 	Sing Listen Play Improvise Compose Notation	Dynamics Pitch Rhythm Structure Tonality		<i>You Are My Sunshine</i> by Jimmie Davies and Charles Mitchell <i>Rock Around The Clock</i> by Billy Haley and His Comets	Leavers' Song Moving On Start The Celebrations So Long, Farewell, Cheerio! Today We Celebrate
	School Fanfare Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To compose a fanfare ★ To recognize characteristics of fanfares ★ To notate a melody using letter or staff notation 	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Dynamics Pitch Rhythm Structure Tempo Timbre Tonality		<i>Royal Entrance Fanfare</i> by Randy Dunn <i>Fanfare for St Edmundsbury</i> by Benjamin Britten <i>'The Big Turtle Fanfare'</i> from <i>South China Sea</i> and <i>'Vorspiel'</i> from <i>Le Grande Macabre</i> by György Ligeti <i>Fanfare For The Common Man</i> by Eric Copland	As One Fanfare Give It All You've Got! Sing A Song In Unison This Is our School We Are One



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS



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



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



Listen with attention to detail and recall sounds



Use and understand staff/stave and other musical notations



Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



Develop an understanding of the history of music

Year 1 Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Move To The Beat	Term 2: Exploring Sounds	Term 3: Glockenspiels
<p>Children can:</p> <ul style="list-style-type: none"> Learn to recognise pulse, matching movements to music Explore percussion instruments Perform simple instrumental accompaniments to familiar songs Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance 	<p>Children can:</p> <ul style="list-style-type: none"> Explore how sounds can be produced in different ways using voices and instruments Sing simple songs, adding facial expressions and actions to enhance performance Recognise how composers using dynamics, tempo and timbre to reflect a character or theme Use song lyrics as a stimulus for a composition Compose short sound sequences to tell a story and perform them to each other Follow musical instructions and invent notation to represent sound sequences 	<p>Children can:</p> <ul style="list-style-type: none"> Play a glockenspiel by holding the beaters correctly and striking the glockenspiel to produce the correct sound Understand simple notation including quavers, crotchets and minims Recognise and understand pulse, pitch and rhythm Play together as an ensemble Follow a conductor to help stay in time with the music Recognise the difference between songs with 4 beats in a bar and with three beats in a bar Know about performance etiquette.

Skills Overview:

The Music Curriculum for Y1 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. The 'at a glance' table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y1 and you can aim for your class to:

- Talk about music making, identifying things that they enjoy or work well
- Follow instructions and listen to the suggestions of others
- Take turns

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y1 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform songs to other classes or in assemblies each term

Our Music Curriculum will enable children in Y1 to develop these SINGING and PLAYING skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: GLOCKENSPIEL
1. Sing simple songs, chants and rhymes as a class	√	√	
2. Copy simple pitch patterns accurately (e.g. singing call and response songs) *	√	√	√
3. Respond to visual performance directions (e.g. start, stop, loud, quiet)	√	√	√
4. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	√	√	
5. Perform short copycat rhythms patterns accurately e,g, word pattern chants	√	√	√
6 Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)	√		√
7. Play pitch patterns on tuned instruments		√	√
8. Explore instrumental and vocal timbre, recognising how sounds can be changed	√	√	√
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√

Our Music Curriculum will enable children in Y1 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: GLOCKENSPIEL
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes. .	√	√	√
3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)	√	√	√
4. Listen to sounds in the local school environment, comparing high and low sounds.			√

Our Music Curriculum will enable children in Y1 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: GLOCKENSPIEL
1. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases	√		√
2. Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)	√	√	√
3. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers	√	√	√
4. Create simple rhythm patterns	√		√
5. Create simple pitch patterns		√	√
6. Use music technology (if available, to capture, change and combine sounds)		√	
7. Experiment with different ways to create sound (e.g. body percussion, vocal sounds)	√	√	
8. Explore percussion sounds to enhance songs and storytelling		√	
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√

Our Music Curriculum will enable children in Y1 to develop these NOTATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: GLOCKENSPIELS
1. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols	√	√	√
2. Follow pictures and symbols to guide singing and playing	√	√	√

*You can develop this skill when learning any of our songs. Take advantage of the double-click feature on our WOS player -double-click any line and get the class to sing it back!

** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or try an impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!

Year 2 Music Curriculum Key Learning and Skills Overview

Key Learning

TERM 1: Ukulele	TERM 2: Time to Play – Exploring Pulse and Rhythmic Patterns	TERM 3: Musical Moods and Pictures
<p>Children can:</p> <ul style="list-style-type: none"> • Learn what a ukulele is and where ukuleles originate from • Learn the parts of a ukulele • Say how the different strings are tuned • Hold and play the ukulele using both plucking and strumming techniques • Play the chords C and C7 • Read ukulele TAB. • Discuss the interrelated dimension of pulse, rhythm, pitch and duration • Play a range of pieces in different styles • Perform as an ensemble. 	<p>Children can:</p> <ul style="list-style-type: none"> • Develop ensemble skills through singing a range of songs and musical passing games • Learn to recognise the difference between pulse and rhythm • Investigate different ways to play rhythms, varying instrumental timbre and dynamics • Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre • Create simple 4 beat rhythms and represent using graphic notation • Listen with concentration to a range of music, recognising rhythmic features 	<p>Children can:</p> <ul style="list-style-type: none"> • Learn how songs and music can communicate different emotions • Investigate different ways to express the mood of a song, adding facial expressions and changing voice • Work as a class and in small groups to compose and improvise music on the theme of weather • Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme • Learn to follow and give simple musical instructions • Use songs to inspire a simple soundscape • Listen to music and represent sounds using a range of graphic symbols

Skills Overview:

The Music Curriculum for Y2 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notations. The ‘at glance’ table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y2 and you can aim for your class to:

- Explore, sing and perform a range of age-appropriate songs as a class
- Work collaboratively as a class and in small groups, trying out musical ideas and making improvements where necessary
- Talk about music making, identifying things that they enjoy or work well

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y2 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform songs to other classes or in assemblies each term

Our Music Curriculum will enable children in Y2 to develop these SINGING and PLAYING skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: UKULELE
1. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control	√	√	√
2. Sing songs and play singing games, copying pitch patterns accurately *	√	√	√
3. Sing short phrases independently as part of a singing game or short song		√	√
4. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)	√	√	√
5. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion	√		√
6. Play simple repeated rhythms or melody (ostinato)	√		√
7. Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion	√		√
8. Control simple dynamics and tempo when singing and playing	√	√	√
9. Play simple melodies and accompany songs using tuned percussion			√
10. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)		√	√
11. Perform to an audience**			√

*You can develop this skill when learning any of our songs. Take advantage of the double-click feature on our WOS player -double-click a line and get the class to sing it back!

** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!

Our Music Curriculum will enable children in Y2 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: UKULELE
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music	√	√	√
3. Listen to and interpret features in recorded or live music using dance, art or drama	√	√	√
4. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo	√	√	√
5. Respond independently to pitch changes heard in melodic phrases, indicating with actions			√

Our Music Curriculum will enable children in Y2 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: UKULELE
1. Create music in response to a non-musical stimulus	√	√	√
2. Compose or improvise simple descriptive sounds to match a mood, character or theme		√	√
3. Recognise and explore how to change and combine sounds to create simple effects		√	√
4. Explore musical structures, choosing and ordering sounds	√	√	√
5. Recognise and explore how to change and combine sounds to create simple effects		√	√
6. Use music technology, if available to capture change and combine sounds			√
7. Create rhythmic patterns from various stimuli, eg spoken words	√		√
8. Compose simple melodies using a given range of notes			√
9. Collaborate with others, trying out musical ideas and make improvements where necessary	√		√

Our Music Curriculum will enable children in Y2 to develop these NOTATION skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: UKULELE
1. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)		√	√
2. Use graphic notation to represent rhythmic or melodic patterns	√	√	√
3. Use graphic symbols to keep a record of a composed piece		√	√
4. Follow graphic notations to guide singing and playing	√	√	√

Year 3 Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Ocarina	Term 2: Painting Pictures With Sound	Term 3: Sing, Play, Notate!
<p>Children can:</p> <ul style="list-style-type: none"> • Say what an ocarina is and where the ocarina originates from • Say the parts of an ocarina • Hold the ocarina and know how to play the ocarina using the correct blowing and tonguing techniques • Ensure their fingers cover the holes completely • Read ocpics and staff notation • Recognise a quaver, crotchet, minim and semibreve and know its duration • Play a range of songs in different styles and time signatures • Play and perform together as an ensemble and know about stage etiquette. 	<p>Children can:</p> <ul style="list-style-type: none"> • Learn to identify and describe the ingredients (dimensions) that make up music • Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song • Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere • Compose music inspired by stories or settings • Create and organise music with layers of musical sound (texture) and represent them using graphic notations 	<p>Children can:</p> <ul style="list-style-type: none"> • Learn to identify and describe the direction of pitch in simple melodies • Use voices creatively, creating simple soundscapes singing independently and as part of a group • Learn to represent melodies from songs using dot notation and other graphic representations • Explore pentatonic scales, singing songs and composing or improvising simple melodies • Listen and compare versions of music, understanding the elements that shape a performance • Prepare music for a performance

Skills Overview:

The Music Curriculum for Y3 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notations. The 'at a glance' table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y3 and you can aim for your class to:

- Explore and sing a widening range of age-appropriate songs as a class
- Work collaboratively as a class and in small groups, trying out musical ideas and making improvements where necessary
- Show growing awareness of different musical roles (conductor, performer, audience, ensemble)

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y3 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform songs to other classes or in assemblies each term

Our Music Curriculum will enable children in Y3 to develop these SINGING and PLAYING skills:	Term 1: OCARINA	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Sing a widening range of unison songs of varying styles and structures, tunefully and with expression	√	√	√
2. Perform actions and movements confidently and in time as a group.			√
3. Sing call and response songs with accurate tuning	√		√
4. Play call and response rhythms and melodies	√		√
5. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.	√		
6. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values	√		√
7. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, <, >)	√	√	√
8. Explore and select instrumental timbres to suit the mood or style of a piece of music		√	√
9. Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)	√		√
10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) *	√		√
11. Show growing awareness of different musical roles (conductor, performer, audience, ensemble)	√	√	√

* This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!

Our Music Curriculum will enable children in Y3 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: OCARINA	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Listen to music developing and understanding of its background, history and context.	√	√	√
2. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary	√	√	√
3. Listen, and describe how the interrelated dimensions are used to create moods and effects	√	√	√
4. Use listening skills to correctly order a sequence of notes	√		√
5. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments	√	√	√
6. Listen, and interpret features in recorded or live music using dance, art or drama		√	

Our Music Curriculum will enable children in Y3 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: OCARINA	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Compose or improvise simple call and response phrases	√	√	
2. Compose rhythmic accompaniments using untuned percussion	√		√
3. Experiment with musical texture (e.g. combining layers of rhythm)	√	√	
4. Structure a composition with a clear beginning/middle/end and combine layers of musical sound.		√	√
5. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)	√	√	
6. Compose and improvise simple pentatonic melodies			√
7. Vary the interrelated dimensions to create different moods and effects.		√	
8. Collaborate with others, trying out musical ideas and making improvements where needed.	√	√	√

Our Music Curriculum will enable children in Y3 to develop these NOTATION skills:	Term 1: OCARINA	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Play from rhythmic notation and understand the value of minims, crotchets and quavers	√		√
2. Follow graphic notation to guide singing and playing	√	√	√
3. Use graphic notation to represent rhythmic or melodic patterns	√	√	√
4. Create graphic notation to represent two or more layers of musical sound	√	√	
5. Apply word chants to rhythms, understanding how to link each syllable to a musical note		√	√

Year 4 Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Playing With Rhythm – Playing Together and Rhythmic Structures	Term 2: Musical Contrasts	Term 3: Ukulele
<p>Children can:</p> <ul style="list-style-type: none"> • Develop ensemble skills, learning to perform together rhythmically • Follow and lead musical instructions • Develop their knowledge of rhythmic notations • Play from range of rhythmic notations, performing as a class and in small groups • Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) • Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs) 	<p>Children can:</p> <ul style="list-style-type: none"> • Explore instrumental timbres, learning how instruments can be grouped and classified in different ways • Listen to music such as The Young Person’s Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion) • Identify changes in tonality and develop recognition of major and minor chords through simple listening games • Follow and lead performance directions, controlling instruments and voices • Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics • Compose music in a given structure such as AB or Rondo form or by exploring musical motifs 	<p>Children can:</p> <ul style="list-style-type: none"> • Say what a ukulele is and know where the ukulele originates from • Tune a ukulele • Hold the ukulele and play it using strumming and plucking techniques • Play chords C, C7, F and Am • Read ukulele TAB • Play a wide range of songs from different genres • Play a range of songs with different time signatures • Perform together as an ensemble and demonstrate good stage etiquette.

Skills Overview:

The Music Curriculum for Y4 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. The ‘at a glance’ table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y4 and you can aim for your class to:

- Explore and perform a widening range of appropriate songs as a class
- Work collaboratively as a class and in small groups, trying out musical ideas
- Suggest improvements for own and others work
- Explore different musical roles (performer, audience, conductor, ensemble)
- Talk about music, expressing preferences

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y4 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform as a class or small group in assemblies or concerts each term

Our Music Curriculum will enable children in Y4 to develop these SINGING and PLAYING skills:	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: UKULELE
1. Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	√	√	√
2. Internalize pitch and copy melodic phrases accurately*			√
3. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	√		√
4. Sing songs in major and minor keys recognizing the difference in tonality		√	√
5. Perform rhythms accurately, recognizing and defining note values and rests	√		√
6. Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.	√		√
7. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble	√		√
8. Play and perform simple melodies as a whole class or in small groups following appropriate notations			√
9. Control changes in dynamics, tempo and articulation when singing and playing	√		√
10. Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)			√
11. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) **			√
12. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	√		√

** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!

Our Music Curriculum will enable children in Y4 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: UKULELE
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).	√	√	
3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)		√	√
4. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
5. Listen and describe direction and shape of melodies	√		√
6. Recognize major and minor chords		√	√
7. Listen and compare music, discussing similarities and differences and expressing preferences.	√	√	√

Our Music Curriculum will enable children in Y4 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: UKULELE
1. Improvise rhythms or melodies	√		√
2. Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	√	√	√
3. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases	√		√
4. Compose layers of rhythm (ostinato phrases)	√		√
5. Make decisions about the overall structure of compositions and improvisations	√	√	
6. Compose music following a given musical structure (e.g. call and response, rondo, AB)		√	√
7. Compose lyrics following a given rhythmic/rhyming structure			√
8. Carefully select instrumental timbres to achieve an effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato)		√	√

/presto/lento, major/minor)			
9. Evaluate performances, making improvements where needed.	√	√	√

Our Music Curriculum will enable children in Y4 to develop these NOTATION skills:	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: UKULELE
1. Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers	√		√
2. Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)			√
3. Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble	√		√
4. Use graphic notations to represent layers of rhythm.	√		
5. Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.		√	√
6. Use a graphic score to represent musical structure		√	

Year 5 Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Music and Words	Term 2: Recorders	Term 3: Song Ingredients – Exploring Melody, Harmony and Lyrics
<p>Children can:</p> <ul style="list-style-type: none"> • Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary • Explore creative listening activities, learning to represent expressive features in music in a graphic score • Improvise rhythmic and melodic patterns to a four beat pulse and perform with a sense of style • Learn how improvisations have been used throughout musical history • Learn about music styles such as jazz and influential musicians such as Louis Armstrong • Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere 	<p>Children can:</p> <ul style="list-style-type: none"> • Hold the recorder correctly and sit with good posture • Produce a reliable sound through good embouchure • Blow and use tonguing correctly. • Sing and play simple tunes using B, A and G • Recognise simple rhythms and pitches learned from notation. • Improvise a short response over 4 beats • Copy back rhythms and simple melodies over 4 beats within the pitches learned • Increase pitch range to include high C and D and low E • Control sound without squeaking through blowing and tonguing correctly • Sing and play simple tunes and/or rounds in two parts • Play pieces in a range of time signatures. • Perform as an ensemble and demonstrate good stage etiquette 	<p>Children can:</p> <ul style="list-style-type: none"> • Learn about key ingredients used in songs: rhythm, melody, harmony and lyrics! • Learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog • Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present • Develop their understanding of intervals, scales and chords • Learn to notate pitches using staff and letter notation • Play together as an ensemble and accompany song melodies using chords, drones or basslines • Learn how songs can reflect the time and place in which they are written and may be sung to mark a social or cultural occasion. • With a selection of activities to choose from, write a section of a song, compose a school jingle or write a song to celebrate their school community.

Skills Overview:

The Music Curriculum for Y5 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. The ‘at a glance’ table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y5 and you can aim for your class to:

- Explore and perform a widening range of songs
- Talk confidently about the music they make and listen to
- Evaluate own and others’ work, explaining ideas using musical vocabulary and making necessary adjustments

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y5 we recommend that children:

- Revisit songs and musical activities throughout the week

- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Our Music Curriculum will enable children in Y5 to develop these SINGING and PLAYING skills:	Term 1: MUSIC AND WORDS	Term 2: RECORDERS	Term 3: SONG INGREDIENTS
1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style	√	√	√
2. Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together	√	√	√
3. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)	√	√	√
4. Play rhythmic patterns accurately and expressively using instruments or body percussion	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.		√	√
6. Develop knowledge of scales and intervals through singing and playing		√	√
7. Understand how triads are formed and play them on tuned percussion or keyboards			√
8. Play simple chords, drones, or bass lines and use them to accompany a familiar song			√
9. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)	√	√	√
10. To evaluate performances, suggesting ways to improve and making necessary adjustments		√	

Our Music Curriculum will enable children in Y5 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: MUSIC AND WORDS	Term 2: RECORDERS	Term 3: SONG INGREDIENTS
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics	√	√	
4. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation	√	√	√
5. Interpret features of music through visual art or movement	√		√
6 Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
7. Understand how pitches can be combined to create harmony and describe the effect	√	√	√

Our Music Curriculum will enable children in Y5 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: MUSIC AND WORDS	Term 2: RECORDERS	Term 3: SONG INGREDIENTS
1. Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character	√	√	√
2. Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere	√	√	√
3. Compose and notate short melodies using: staff and informal notation		√	√
4. Compose music with contrasting sections	√		

5. Use chords to evoke a specific atmosphere or mood			√
6. Compose music using a combination of lyrics and melody			√
7. Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments	√	√	√

Our Music Curriculum will enable children in Y5 to develop these NOTATION skills:	Term 1: MUSIC AND WORDS	Term 2: RECORDERS	Term 3: SONG INGREDIENTS
1. Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)	√	√	
2. Develop understanding of time signatures (3/4 and 4/4)		√	
3. Read and perform pitch notation within an octave		√	√
4. Represent compositions using a combination of graphic and standard notations	√		√
5. Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions	√		√

Year 6 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: We've Got Rhythm: Rhythmic Devices and Structure	Term 2: Ukulele	Term 3: Celebrating Songs
<p>Children can:</p> <ul style="list-style-type: none"> • Explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature. • Perform rhythms expressively, experimenting with vocal and instruments effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform. • Listen to rhythms from around the world • Learn to play polyrhythms and create different polyrhythmic textures. • Compose in a rhythmic structure. From a choice of activities, write a short rap, choregraph a routine with plastic cups or create a 16 beat (four bar) body percussion break to accompany the song, <i>Fiesta!</i> 	<p>Children can:</p> <ul style="list-style-type: none"> • Say what a ukulele is and know where the ukulele originates from • Tune a ukulele • Hold a ukulele and play it using varied strumming and plucking techniques • Play chord C, C7, F, Am, G, G7, D and D7 • Explore a wider range of repertoire • Read ukulele TAB • Play a wide range of songs from different genres • Play a range of songs with different time signatures • Perform together as an ensemble and demonstrate excellent stage etiquette. 	<p>Children can:</p> <ul style="list-style-type: none"> • Develop their knowledge of song ingredients. • Learn how composers uses the inter-related dimensions to communicate the message of a song as well as identifying structural features such as verse, chorus and bridge. • Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. • Compose and notate simple melodies inspired by <i>Ring Out The Bells</i> and <i>London Bells</i> • Play as an ensemble and learn to play simple chord progressions and bass lines to accompany songs • Listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world. • Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare.

Skills Overview:

The Music Curriculum for Y6 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. The 'at a glance' table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y6 and you can aim for your class to:

- Explore and perform a widening range of songs as a class
- Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve
- Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y6 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Our Music Curriculum will enable children in Y6 to develop these SINGING and PLAYING skills:	Term 1: WE'VE GOT RHYTHM	Term 2: UKULELE	Term 3: CELEBRATING SONGS
1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.	√	√	√
2. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together	√	√	√
3. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances		√	√
4. Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.	√	√	
6. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments		√	√
7. Play chord progressions, drones or bass lines and use them to accompany a song		√	√
8. Use knowledge of scales to explore intervals, sequences and chromatic scales			√
9. Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)		√	√
10. Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)		√	√

Our Music Curriculum will enable children in Y6 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: WE'VE GOT RHYTHM	Term 2: UKULELE	Term 3: CELEBRATING SONGS
1. Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used	√	√	√
4. Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation	√	√	√
5. Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)	√	√	√
6 Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to	√		

Our Music Curriculum will enable children in Y6 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: WE'VE GOT RHYTHM	Term 2: UKULELE	Term 3: CELEBRATING SONGS
1. Improvise vocal and instrumental effects as a class and in small groups		√	
2. Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere	√	√	
3. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)		√	
4. Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)	√	√	
5. Use song structures as a basis for a composition (e.g. composing lyrics)	√		√
5. Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony		√	√
6. Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve	√	√	√

Our Music Curriculum will enable children in Y6 to develop these NOTATION skills:	Term 1: WE'VE GOT RHYTHM	Term 2: UKULELE	Term 3: CELEBRATING SONGS
1. Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver)	√	√	√
2. Develop understanding of time signatures (3/4 and 4/4, 6/8)	√	√	
3. Read and perform from pitch notation		√	√
4. Read and perform from graphic notation	√	√	√
5. Represent compositions using graphic and standard notations		√	√
6. Notate melodies and chords using staff or informal notation.		√	√
7. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions	√	√	√

Sing and Play Skills

Our Music Curriculum will enable children in Y1 to develop these SINGING and PLAYING skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: GLOCKENSPIEL
1. Sing simple songs, chants and rhymes as a class	√	√	√
2. Copy simple pitch patterns accurately (e.g. singing call and response songs) *	√	√	√
3. Respond to visual performance directions (e.g. start, stop, loud, quiet)	√	√	√
4. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	√	√	
5. Perform short copycat rhythms patterns accurately e,g, word pattern chants	√	√	√
6 Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)	√		
7. Play pitch patterns on tuned instruments		√	√
8. Explore instrumental and vocal timbre, recognising how sounds can be changed	√	√	√
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√
Our Music Curriculum will enable children in Y2 to develop these SINGING and PLAYING skills:	Term 1: UKULELE	Term 2: TIME TO PLAY EXPLORING PULSE	Term 3: MUSICAL MOODS AND PICTURES
1. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control	√	√	√
2. Sing songs and play singing games, copying pitch patterns accurately *	√	√	√
3. Sing short phrases independently as part of a singing game or short song	√		√
4. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)	√	√	√
5. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion	√	√	
6. Play simple repeated rhythms or melody (ostinato)	√	√	
7. Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion	√	√	
8. Control simple dynamics and tempo when singing and playing	√	√	√
9. Play simple melodies and accompany songs using tuned percussion	√		
10. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)	√		√
11. Perform to an audience**	√		
Our Music Curriculum will enable children in Y3 to develop these SINGING and PLAYING skills:	Term 1: OCARINA	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Sing a widening range of unison songs of varying styles and structures, tunefully and with expression	√	√	√
2. Perform actions and movements confidently and in time as a group.			√
3. Sing call and response songs with accurate tuning	√		√
4. Play call and response rhythms and melodies	√		√
5. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.	√		
6. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values	√		√
7. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, <, >)	√	√	√

8. Explore and select instrumental timbres to suit the mood or style of a piece of music	√	√	√
9. Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)	√		√
10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) *	√		√
11. Show growing awareness of different musical roles (conductor, performer, audience, ensemble)	√	√	√
Our Music Curriculum will enable children in Y4 to develop these SINGING and PLAYING skills:	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: UKULELE
1. Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	√	√	√
2. Internalise pitch and copy melodic phrases accurately*			√
3. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	√		√
4. Sing songs in major and minor keys recognizing the difference in tonality		√	√
5. Perform rhythms accurately, recognizing and defining note values and rests	√		√
6. Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.	√		√
7. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble	√		
8. Play and perform simple melodies as a whole class or in small groups following appropriate notations			√
9. Control changes in dynamics, tempo and articulation when singing and playing	√		√
10. Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)			√
11. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) **			√
12. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	√		√
Our Music Curriculum will enable children in Y5 to develop these SINGING and PLAYING skills:	Term 1: MUSIC AND WORDS	Term 2: RECORDERS	Term 3: SONG INGREDIENTS
1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style	√	√	√
2. Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together	√	√	√
3. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)	√	√	√
4. Play rhythmic patterns accurately and expressively using instruments or body percussion	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.		√	√
6. Develop knowledge of scales and intervals through singing and playing		√	√
7. Understand how triads are formed and play them on tuned percussion or keyboards			√
8. Play simple chords, drones, or bass lines and use them to accompany a familiar song			√
9. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)		√	√
10. To evaluate performances, suggesting ways to improve and making necessary adjustments		√	
Our Music Curriculum will enable children in Y6 to develop these SINGING and PLAYING skills:	Term 1: WE'VE GOT RHYTHM	Term 2: UKULELE	Term 3: CELEBRATING SONGS
1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.	√	√	√
2. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together	√	√	√
3. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances		√	√

4. Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.	√	√	
6. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments		√	√
7. Play chord progressions, drones or bass lines and use them to accompany a song		√	√
8. Use knowledge of scales to explore intervals, sequences and chromatic scales		√	√
9. Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)		√	√
10. Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)		√	√

Listening Skills and Genre / History / Musicians Knowledge

Our Music Curriculum will enable children in Y1 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: GLOCKENSPIEL
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes. .	√	√	√
3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)	√	√	√
4. Listen to sounds in the local school environment, comparing high and low sounds.			√
Our Music Curriculum will enable children in Y2 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: UKULELE	Term 2: TIME TO PLAY EXPLORING PULSE	Term 3: MUSICAL MOODS AND PICTURES
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music	√	√	√
3. Listen to and interpret features in recorded or live music using dance, art or drama		√	√
4. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo	√	√	√
5. Respond independently to pitch changes heard in melodic phrases, indicating with actions	√		
Our Music Curriculum will enable children in Y3 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: OCARINA	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Listen to music developing an understanding of its background, history and context.	√	√	√
2. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary	√	√	√
3. Listen, and describe how the interrelated dimensions are used to create moods and effects	√	√	√
4. Use listening skills to correctly order a sequence of notes	√		√
5. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments	√	√	√
6. Listen, and interpret features in recorded or live music using dance, art or drama		√	
Our Music Curriculum will enable children in Y4 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: UKULELE
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).	√	√	√
3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)		√	√
4. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
5. Listen and describe direction and shape of melodies	√		√
6. Recognize major and minor chords		√	√
7. Listen and compare music, discussing similarities and differences and expressing preferences.	√	√	√

Our Music Curriculum will enable children in Y5 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: MUSIC AND WORDS	Term 2: RECORDERS	Term 3: SONG INGREDIENTS
1. Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics	√	√	
4. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation	√	√	√
5. Interpret features of music through visual art or movement	√		√
6 Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
7. Understand how pitches can be combined to create harmony and describe the effect	√	√	√
Our Music Curriculum will enable children in Y6 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: WE'VE GOT RHYTHM	Term 2: UKULELE	Term 3: CELEBRATING SONGS
1. Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used	√	√	√
4. Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation	√	√	√
5. Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)	√	√	√
6 Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to	√	√	

Compose and Improvise Skills

Our Music Curriculum will enable children in Y1 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: GLOCKENSPIEL
1. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases	√		√
2. Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)	√	√	√
3. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers	√	√	√
4. Create simple rhythm patterns	√		√
5. Create simple pitch patterns		√	√
6. Use music technology (if available, to capture, change and combine sounds)		√	
7. Experiment with different ways to create sound (e.g. body percussion, vocal sounds)	√	√	
8. Explore percussion sounds to enhance songs and storytelling		√	
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√
Our Music Curriculum will enable children in Y2 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: UKULELE
1. Create music in response to a non-musical stimulus	√	√	√
2. Compose or improvise simple descriptive sounds to match a mood, character or theme		√	√
3. Recognise and explore how to change and combine sounds to create simple effects		√	√
4. Explore musical structures, choosing and ordering sounds	√	√	√
5. Recognise and explore how to change and combine sounds to create simple effects		√	√
6. Use music technology, if available to capture change and combine sounds			√
7. Create rhythmic patterns from various stimuli, eg spoken words	√		√
8. Compose simple melodies using a given range of notes			√
9. Collaborate with others, trying out musical ideas and make improvements where necessary	√		√
Our Music Curriculum will enable children in Y3 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: OCARINA	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Compose or improvise simple call and response phrases	√	√	
2. Compose rhythmic accompaniments using untuned percussion	√		√
3. Experiment with musical texture (e.g. combining layers of rhythm)	√	√	
4. Structure a composition with a clear beginning/middle/end and combine layers of musical sound.		√	√
5. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)	√	√	
6. Compose and improvise simple pentatonic melodies			√
7. Vary the interrelated dimensions to create different moods and effects.		√	
8. Collaborate with others, trying out musical ideas and making improvements where needed.	√	√	√

Our Music Curriculum will enable children in Y4 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: UKULELE
1. Improvise rhythms or melodies	√		√
2. Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	√	√	√
3. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases	√		√
4. Compose layers of rhythm (ostinato phrases)	√		√
5. Make decisions about the overall structure of compositions and improvisations	√	√	
6. Compose music following a given musical structure (e.g. call and response, rondo, AB)		√	√
7. Compose lyrics following a given rhythmic/rhyming structure			√
8. Carefully select instrumental timbres to achieve an effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato /presto/lento, major/minor)		√	√
9. Evaluate performances, making improvements where needed.	√	√	√
Our Music Curriculum will enable children in Y5 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: MUSIC AND WORDS	Term 2: RECORDERS	Term 3: SONG INGREDIENTS
1. Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character	√	√	√
2. Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere	√	√	√
3. Compose and notate short melodies using: staff and informal notation		√	√
4. Compose music with contrasting sections	√		
5. Use chords to evoke a specific atmosphere or mood			√
6. Compose music using a combination of lyrics and melody			√
7. Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments	√	√	√
Our Music Curriculum will enable children in Y6 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: WE'VE GOT RHYTHM	Term 2: UKULELE	Term 3: CELEBRATING SONGS
1. Improvise vocal and instrumental effects as a class and in small groups		√	
2. Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere	√	√	
3. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)		√	
4. Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)	√	√	
5. Use song structures as a basis for a composition (e.g. composing lyrics)	√		√
5. Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony		√	√
6. Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve	√	√	√

Notate Skills

Our Music Curriculum will enable children in Y1 to develop these NOTATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: GLOCKENSPIELS
1. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols	√	√	√
2. Follow pictures and symbols to guide singing and playing	√	√	√
Our Music Curriculum will enable children in Y2 to develop these NOTATION skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: UKULELE
1. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)		√	√
2. Use graphic notation to represent rhythmic or melodic patterns	√	√	√
3. Use graphic symbols to keep a record of a composed piece		√	√
4. Follow graphic notations to guide singing and playing	√	√	√
Our Music Curriculum will enable children in Y3 to develop these NOTATION skills:	Term 1: OCARINA	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Play from rhythmic notation and understand the value of minims, crotchets and quavers	√		√
2. Follow graphic notation to guide singing and playing	√	√	√
3. Use graphic notation to represent rhythmic or melodic patterns	√	√	√
4. Create graphic notation to represent two or more layers of musical sound	√	√	
5. Apply word chants to rhythms, understanding how to link each syllable to a musical note		√	√
Our Music Curriculum will enable children in Y4 to develop these NOTATION skills:	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: UKULELE
1. Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers	√		√
2. Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)			√
3. Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble	√		√
4. Use graphic notations to represent layers of rhythm.	√		
5. Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.		√	√
6. Use a graphic score to represent musical structure		√	
Our Music Curriculum will enable children in Y5 to develop these NOTATION skills:	Term 1: MUSIC AND WORDS	Term 2: RECORDERS	Term 3: SONG INGREDIENT S
1. Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)	√	√	
2. Develop understanding of time signatures (3/4 and 4/4)		√	
3. Read and perform pitch notation within an octave		√	√
4. Represent compositions using a combination of graphic and standard notations	√		√
5. Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions	√		√

Our Music Curriculum will enable children in Y6 to develop these NOTATION skills:	Term 1: WE'VE GOT RHYTHM	Term 2: UKULELE	Term 3: CELEBRATING SONGS
1. Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver	√	√	√
2. Develop understanding of time signatures (3/4 and 4/4, 6/8)	√	√	
3. Read and perform from pitch notation		√	√
4. Read and perform from graphic notation	√	√	√
5. Represent compositions using graphic and standard notations		√	√
6. Notate melodies and chords using staff or informal notation.		√	√
7. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions	√	√	√

*You can develop this skill when learning any of our songs. Take advantage of the double-click feature on our WOS player, double-click a line and get the class to sing it back!

** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!