







Music - Curriculum Progression

Cycle A	LMT Units	End points - Knowledge	End points - Skills: Listening Performing Composing Evaluating	Key Vocabulary	Focus Musicians/ Composers	Resources/ Song Repertoire
<p>Class 1 NC -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Graphic Notation</p>  <p>Rhythmic notation</p>  <p>Pitch Untuned percussion (4 dots=4 taps)</p>	<p>Autumn 1 Tell me a Story LMT Unit 1:1</p>	<p>-Know what unison and that singers can sing in unison -know that pictures can represent sounds -know what the pulse is -know that instruments and sounds can be represented by pictures -know that by organising pictures a piece of music can be created</p>	<p>-Sing in unison -use pictures to organise sounds -play untuned percussion instruments in to response to a picture stimulus -identify pulse in a song or piece of music -keep a steady pulse-sing in unison and keep the pulse at the same time</p>	<p>Pitch Dynamics Tempo Crescendo Decrescendo Pause improvise graphic symbol notation dot stick crotchet quaver rest</p>	<p>Blues: Runaway Blues by Ma Rainey</p>	<p>Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? • Voices Foundation: Hello, How are You • Bance: Copy Kitten •</p>
	<p>Autumn 2 Fireworks and Fantasy LMT Unit 1:2</p>	<p>-know what accompaniment means -know how untuned percussion instruments can be used to accompany a song -know that sounds can be long and short (duration) -know that symbols/pictures can represent a long or short sound</p>	<p>-play an untuned percussion instrument as an accompaniment to a song -recognise long and short sounds in a piece of music -use symbols/pictures to represent long and short sounds -play long and short sounds in response to symbols</p>	<p>melodic phrases beater cymbal drum high (sound) listen low (sound) perform quiet shaker steady beat tambourine tempo</p>	<p>Music for the Royal Fireworks by Handel</p>	<p>Voicelinks: I'm a Train • Bounce High, Bounce Low • Singing Sherlock: Dr Knickerbocker • Dragon Dance • Trad. Bangladesh: Mo matchi (Song of the Bees) • Trad. Ghana: Kye Kye Kule •</p>
	<p>Spring 1 Get on Board LMT Unit 1:3</p>	<p>-know that symbols can be used to compose pieces of music</p>	<p>-use symbols to compose their own piece of music</p>	<p>triangle tune accompany</p>	<p>Bolero by Ravel (20th Century)</p>	<p></p>



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 Pitch tuned percussion 		<ul style="list-style-type: none"> -know that choices of instrument and symbol can be made to create effects (+ revision of Autumn 2)	<ul style="list-style-type: none"> -create effects through their instrument and symbol choices when composing -play their composition to others -listen to compositions made by other and say what they like and would improve. 	body percussion chime bar chord claves compose duration ostinato percussion phrase pulse score tuned percussion untuned volume duration rap Pulse Lyrics		Trad. England: An Acre of Land Little Sally Saucer • Trad. Star Light, Star
	Spring 2 Changes LMT Unit 1:4	<ul style="list-style-type: none"> -know what lyrics are -identify lyrics in musical examples -know that composers make choices about instruments -know that composition can be improved 	<ul style="list-style-type: none"> -write own lyrics for a song -create a class composition, working collaboratively contributing my musical ideas -play a class composition contributing to the ensemble -suggest instruments which would be suitable for a class composition -suggest ways a composition could be further improved -suggest ways a performance could be improved 		Pop: With A Little Help from My Friends by The Beatles	Bright, First Star I See Tonight • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away • Trad. Acka Backa • Voicelinks: The King is in the Castle • Young Voiceworks:
	Summer 1 Under the Sea LMT Unit 1:5	<ul style="list-style-type: none"> -know that music is organised for different reasons and purposes -know how music can be organised -identify how different music starts and ends 	<ul style="list-style-type: none"> -organise symbols for a particular purpose and to create particular effects -suggest ways to start and end a piece of music 		Saint Saens: Carnival of the Animals, The Swan	Ebenezer Sneezzer • Trad. Oats and Beans and Barley Grow • Singing Sherlock 1: Teddy Bear
	Summer 2 Blast Off LMT Unit 1:6	<ul style="list-style-type: none"> -identify different accompaniments -know that music is played in a controlled way -know that performances can be refined -know that words to songs can be changed whilst 	<ul style="list-style-type: none"> -perform simple accompaniments Play with control and coordination -change lyrics to songs -maintain a rhythmic pattern 		Strauss: Sunrise	Rock n Roll • Trad. Oliver Cromwell • Trad. Lovely Joan • Trad. Searching for Lambs • Voicelinks: Fireworks •



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		<p>rhythmic patterns are maintained</p> <ul style="list-style-type: none"> -know what tempo is -know what dynamics are 				<p>Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird) • Trad. Bangladesh: Charti Kula beng (Four Fat Frogs) • Trad. Australia: I Got Kicked by a Kangaroo • Trad. America: Built My Lady a Fine Brick House • Sing Up: Paintbox</p>
<p>Class 2 NC</p> <p>-Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>-improvise and compose music for a range of purposes using</p>	<p>Autumn 1 Peter and the Wolf LMT Unit 3:1</p>	<ul style="list-style-type: none"> -know what timbre is - know what a graphic score is -identify mood, themes, movement and character in a graphic score -know musical vocabulary needed to describe themes, movement, mood and characters -know what an ostinato is -know standard notation for crotchet, quaver/paired quaver and minim -know how to use graphic and standard notation in a composition 	<ul style="list-style-type: none"> - identify a repeated musical theme - build multiple layers on a graphic score -create a graphic score -change my graphic score to create mood, themes, movement and character -describe how a musical theme matches character -describe the mood of a piece of music -use music vocabulary correctly in my descriptions -perform an ostinato as part of a group -use standard notation (crotchet, quaver and minim) 	<p>Downbeats Allegro (fast) Adagio (slow) rising Falling Range Unison Layered Solo Forte (loud) Piano (soft) Crotchet Paired quaver Minim names of orchestral instruments accompaniment</p>	<p>Peter and the wolf by Sergei Prokofiev Russian folk tale</p>	<p>Sing Up: Heads and Shoulders • Singing Sherlock 2: Si, Si, Si • Flying a Round: To stop the train • Trad. Japan: Kaeru no uta • Trad. Morocco: A ram sam sam/Pease Pudding Hot • Trad. Bangladesh: Now charia de (A Boatman's</p>



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<p>the inter-related dimensions of music</p> <ul style="list-style-type: none"> -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music 	<p>Autumn 2 Planet Exploration LMT Unit 3:3</p>	<ul style="list-style-type: none"> - know how to structure a composition to create a short piece of music -know different musical dimensions, such as pitch, duration, texture and dynamics. - know how to recognise repeated musical themes -know that repeated musical themes can have variances 	<ul style="list-style-type: none"> -create a short piece of music with a given structure -explain how different musical dimensions can be combined and use with expression -identify different musical themes in a piece of music -identify variances in repeated musical themes 	<ul style="list-style-type: none"> call and response castanets conductor drone duet duration lyrics melodic phrase melody orchestra orchestration round scale stepwise movement structure theme unison 	<p>Jupiter from The Planets by Holst (classical)</p>	<p>Song) • Junior Songscape: Listen to the Rain • Voicelinks: Extreme Weather • Sing Up: Skye Boat Song • Trad. Ireland: Be Thou My Vision • Junior Voiceworks 1: Now The Sun Is Shining • Voiceworks 1: Candle Light • Singing Sherlock 2: Shadow • Singing Express 3: Mirror • Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose</p>
	<p>Spring 1 Food Fabulous Food LMT Unit 3:5</p>	<ul style="list-style-type: none"> -know how to create structure in a composition -know what rests are and how to use them -know what a time signature is -recognise patterns in compositions and how these fit together (including rests) 	<ul style="list-style-type: none"> -compose a short piece of music with a given structure -use a time signature in their composition -use rests in their composition -play with expression and awareness of rhythm -fit patterns together in their composition 	<ul style="list-style-type: none"> harmony pentatonic compound Notation texture timbre 	<p>Hallelujah from Messiah Handel (Baroque)</p> <p>Musical: Oliver and song Food Glorious Food by Lionel Bart</p>	<p>Junior Voiceworks 1: Calypso • Junior Voiceworks 2: Our Dustbin • Voiceworks 1: Hear the Wind • Kendrick:</p>
	<p>Spring 2 Stone Age Man</p>	<ul style="list-style-type: none"> -know how to match words to rhythms and rhythms to words 	<ul style="list-style-type: none"> -match words to rhythms and rhythms to words 		<p>Night on a Bare Mountain</p>	<p>Voiceworks 1: Hear the Wind • Kendrick:</p>



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	LMT Unit 3:4	-know what a stave is -know what pitch is	-use graphic notation and notation to select, organise and order sounds to perform -use a stave to record rhythms -demonstrate a sense of pitch		Mussorgsky (Romantic)	Servant King • Happy Birthday • Great Weather Songs: Long Journey •
	Summer 1 Meet and Greet LMT Unit 3:6	- Understand the differences between crotchets and quavers and their values. - Know Italian terms such as forte (loud) and piano (quiet).	- Perform simple parts with expression and awareness of rhythm. - Compose a short piece of music with a given structure. - Develop active listening skills and relate what they hear to the inter-related dimensions of music.		Che Che Kule Handel's 'The Arrival of the Queen of Sheba'	Great Celebration Songs: World in Union • Sing Up: Just like a Roman • Trad. Ghana: Namuma • Sing for Pleasure: Ghosts • Sing for Pleasure: Lost in Space
	Summer 2 Sporting Themes LMT Unit 3:7	Know the following terms: - Ostinato - a repeated pattern - Chord - a group of three or more notes played together - Drone - long held notes	- Perform simple parts with expression and awareness of rhythm. - Sing a widening range of unison songs of varying styles and structures. - Play and perform melodies following stave notation using a small range of 5 notes. - Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords.		Soul Limbo Lightning Seeds – Three Lions	
Class 3 Year A and B Wider Opportunities Y5 Clarinet Y6 Saxophone NC	Autumn - Bronze	Clarinet -know how to hold the instrument correctly and with good posture. -know vocabulary related to the clarinet -know how to assemble and look after their	Getting started and general musical understanding -Pupils show an awareness of pitch and pulse/beat. -They are learning to control pitch when singing and on their instrument. -They can maintain a steady beat	Semibreve Semiquavers Unison Fortissimo (very loud) Mezzo Forte (moderately loud)	Local Music: Various performed by The Foden's Brass Band 20 th Century:	Trad. Ireland: Danny Boy • Kodály: Rocky Mountain • Kodály: My Paddle • High Low Chickalo • Ally Ally O •



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<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>-improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>-listen with attention to detail and recall sounds with increasing aural memory</p> <p>-use and understand staff and other musical notations</p> <p>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>-develop an understanding of the history of music</p>		<p>instrument and hold it correctly.</p> <p>-know how to play different pitches on a clarinet</p> <p>-know how to make loud (forte) and quiet (piano) sounds</p> <p>Saxophone</p> <p>-know how to empty moisture using the water key</p> <p>-know vocabulary related to their brass instrument</p> <p>-know how to assemble and look after their instrument and hold it correctly.</p> <p>-know how to shape their mouth and blow to create a steady buzz</p> <p>-know how to change the pitch on their instrument, through keys or a slide</p> <p>General Performance</p> <p>-know the role of the conductor and their importance in an ensemble</p> <p>Improvising/Creativity/Composing</p> <p>- know what a rhythmic call and response is</p>	<p>General Performance</p> <p>-Pupils show an awareness of the conductor. They watch when to start, try to keep together and know when to stop.</p> <p>Specific instrument skills – Clarinet</p> <p>Pupils can find their way around given notes. They hold beaters correctly and can use the basic stroke. They can create loud and soft sounds.</p> <p>Specific instrument skills - Saxophone</p> <p>Pupils can produce a steady buzz and can clearly produce a note with the tongue. They can play 3 sequential pitches. They can control their fingering or the slide.</p> <p>Improvising/Creativity/Composing</p> <p>- Pupils can listen to a rhythmic call and response and reproduce it accurately on their instruments using appropriate techniques.</p> <p>Practising and Concert Performances</p> <p>They can show evidence of having practised my instrument which supports my progress and highlights areas requiring development.</p>	<p>Pianissimo (very quiet)</p> <p>Mezzo Piano (moderately quiet)</p> <p>Pizzicato</p> <p>tremolo</p> <p>ostinati</p> <p>scale</p> <p>improvise</p> <p>leaping (large interval between two notes)</p> <p>diatonic</p> <p>syncopation</p> <p>compound</p> <p>diatonic</p> <p>keys</p> <p>ternary</p> <p>Accent</p> <p>Bass</p> <p>diction interval</p> <p>triad</p> <p>groove</p> <p>octave range</p>	<p>English Folk Song</p> <p>Suit by Vaughan Williams</p> <p>Symphonic Variations on an African Air by Coleridge-Taylor</p> <p>This Little Babe from Ceremony of Carols by Britten 20th</p> <p>Romantic:</p> <p>1812 Overture by Tchaikovsky</p> <p>21st Century:</p> <p>Connect It by Anna Meredith</p> <p>Popular Music:</p> <p>90s:</p> <p>Play Dead by Björk</p> <p>Say my Name by Destiny’s Child</p> <p>80s:</p> <p>Smalltown Boy</p> <p>Bronski Beat</p> <p>Musical Traditions:</p> <p>Nigeria</p> <p>Drumming: Jin-Go-La-Ba (Drums</p>	<p>Trad.</p> <p>Caribbean:</p> <p>Four White Horses • Trad.</p> <p>Uganda:</p> <p>Dipidu • Are You Ready? • Row, Row, Row your Boat</p> <p>Trad. South Africa:</p> <p>Siyahamba • Junior</p> <p>Voiceworks 1:</p> <p>Calypso • Sing Up: Touch the Sky • Sing Up: Dona Nobis Pacem • Sing Up: We are the Champions • British National Anthem – God Save the Queen • Sing Up: We Go Together • Trad. Ghana: Senwa de Dende • Sing Up: Be the Change • Sing Up: One Moment, One</p>
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		<p>Practising and Concert Performances -know how to take care of my instrument in transit and whilst at home</p>			<p>of Passion) by Babatunde Olatunji</p>	<p>People • Sing Up: There's a Power in the Music</p>
Spring - Silver	<p>Getting started and general musical understanding -know how to produce notes of different values on their instrument -know how to create rhythms on their instrument</p> <p>General Performance -know how to perform as part of a whole class ensemble</p> <p>Specific instrument skills - Clarinet -know 3 or more notes -know how to use both hands equally -know how to create dynamics fortissimo, mezzo forte, pianissimo and mezzo piano</p> <p>Specific instrument skills - Saxophone -know how to improve articulation and quality of tone in the notes their produce</p>	<p>Getting started and general musical understanding -I show an awareness of and can respond to different rhythm values – quavers, crotchets, minims. - I can create/improvise a 2-bar rhythm only pattern either through clapping or on my instrument.</p> <p>General Performance -Pupils take part in whole class performance and show pride in what they have achieved.</p> <p>Specific instrument skills - Clarinet Pupils combine three or more notes with rhythms/melodies. They can co-ordinate the use of the basic stroke in both hands equally. They are able to create a wider variation of dynamics.</p> <p>Specific instrument skills - Saxophone Pupils can focus more on articulation and quality of tone. They can move confidently around 3 notes and scalar pieces. They can vary their lips to reach higher notes. They can control their breathing in order to sustain longer notes and may now be able to slur between neighbouring notes.</p>		<p>South Africa Choral - Inkanyezi Nezazi by Ladysmith Black Mambazo</p> <p>Folk: Middle East - Sprinting Gazelle by Reem Kelani</p> <p>England - Sea Shanties by Various</p> <p>Poland - Mazurkas Op. 24 by Chopin</p> <p>Argentina Tango - Libertango by Piazzolla</p>		



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		<p>-know three notes -know how to change their lips to reach higher notes -know how to control breathing to create longer notes -know how to slur</p> <p>Practising and Concert Performances -know some short pieces off by heart</p>	<p>Improvising/Creativity/Composing - I can perform and follow whole pieces of music of 8 bars or more using appropriate methods of learning e.g. memory, notation.</p> <p>Practising and Concert Performances I can demonstrate playing to class any items that the teacher asks for or things that they have learnt themselves at home.</p>			
	<p>Summer – Gold</p>	<p>Getting started and general musical understanding – Saxophone -know the correct instrumental fingering/slide</p> <p>General Performance -know how to create balance in class performances through dynamic choice</p> <p>Specific instrument skills - Clarinet Know 5 or more notes, including at least one accidental.</p> <p>Specific instrument skills - Saxophone</p>	<p>Getting started and general musical understanding - Clarinet -I can remember more complex rhythmic patterns/melodic phrases.</p> <p>Getting started and general musical understanding - Saxophone -I can follow notations used in lessons and associate it with the correct instrumental fingering.</p> <p>General Performance -Pupils make informed choices to help improve class performances showing particular regard to dynamics and balance.</p> <p>Specific instrument skills - Clarinet Use 5 or more notes, including at least one accidental, to combine them into rhythmical melodies.</p>			






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		<p>Know how to articulate sound in greater detail. Know what chromatic notes are.</p> <p>Improvising/Creativity/Composing - know what improvisation is and how this can be embedded into a performance.</p>	<p>Specific instrument skills - Saxophone Pupils show themselves to be strong and accurate performers of their part showing greater detail in articulation. They can move fluently between 5 notes with greater precision moving between intervals. They can use some chromatic notes and extra low notes.</p> <p>Improvising/Creativity/Composing - I can have a go at improvising phrases of more than 2 bars on my instrument. This should be of rhythmic and melodic nature. I am able to slot this into a larger piece of music at the correct time.</p> <p>Practising and Concert Performances I can join in a performance at a major concert opportunity e.g. Halle and have performed confidently and willingly in performances at school or beyond.</p>			
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Cycle B	LMT Units	Knowledge Listening Performing	Skills: Composing Evaluating	Key Vocabulary	Focus Musicians/ Composers	Resources/Song Repertoire
<p>Class 1 NC -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Graphic Notation</p>  <p>Rhythmic notation</p>  <p>Pitch Untuned percussion (4 dots=4 taps)</p> 	<p>Autumn 1 Down to the Woods LMT Unit 2:1</p>	<p>-know what verse is -know what a chorus is -know that melodies can be found in music -know what high pitch is and how it can be represented on a score -know what low pitch is and how it can be represented on a score</p>	<p>-sing in unison following the melody -sing the chorus -sing the verse -create a 4-beat rhythmic pattern -show a high pitch on a score -show a low pitch on a score -create a score for three pitches</p>	<p>Pitch Dynamics Tempo Crescendo Decrescendo Pause improvise graphic symbol notation dot stick crotchet quaver rest melodic phrases beater cymbal drum high (sound) listen low (sound) perform quiet shaker steady beat tambourine tempo triangle tune accompany body percussion chime bar chord claves compose duration ostinato</p>	<p>Pop: Wild Man by Kate Bush</p>	<p>Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? • Voices Foundation: Hello, How are You • Bance: Copy Kitten •</p>
	<p>Autumn 2 Fire Fire LMT Unit 2:2</p>	<p>-know how to select, organise and combine sounds to perform. -know what expressive impact is -know new ways (layering sounds) to represent sounds using symbols and notation (crotchet, quaver, minim) -know that instruments can be selected for a particular effect -know what a two-part and four-part round are</p>	<p>- select, organise and combine sounds to perform. -discuss expressive impact -represent sounds in new ways using graphic notation -select instruments for a particular effect -sing in a two-part round progressing to a four-part round -create layers of sound in my graphic scores</p>	<p>quaver rest melodic phrases beater cymbal drum high (sound) listen low (sound) perform quiet shaker steady beat tambourine tempo triangle tune accompany body percussion chime bar chord claves compose duration ostinato</p>	<p>Rondo alla Turca y Mozart (Classical)</p>	<p>Voicelinks: I'm a Train • Bounce High, Bounce Low • Singing Sherlock: Dr Knickerbocker • Dragon Dance • Trad. Bangladesh: Mo matchi (Song of the Bees) • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land</p>
	<p>Spring 1 Round the World</p>	<p>-know that music can be performed in different ways to reflect occasion</p>	<p>-change the way they perform to reflect occasion</p>		<p>Brazil: Samba - Fanfarra</p>	<p>Little Sally Saucer • Trad. Star Light, Star Bright, First Star I See Tonight</p>



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<p>Pitch tuned percussion</p>	LMT Unit 2:3	-know what an ostinato is	-use a range of instruments to accompany songs -sing entirely in tune - accompany singing with an ostinato	<p>percussion phrase pulse score tuned percussion untuned volume rap Pulse Lyrics Tune Rhythm Pattern</p>	(Cabua-Le-Le) by Sérgio Mendes/Carlinhos Brown	<ul style="list-style-type: none"> • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away • Trad. Acka Backa • Voicelinks: The King is in the Castle • Young Voiceworks: Ebenezer Sneezer • Trad.
	Spring 2 Whatever the Weather LMT Unit 2:4	-know what pulse and rhythm are -know what dynamics are -know that symbols can be used to represent sound -know the difference between tuned and untuned percussion	-sing in unison keeping the pulse -play tuned and untuned percussion demonstrating pulse -play tuned and untuned percussion demonstrating rhythm -recognise changes in dynamics as loud or quiet/soft -identify gradual changes in dynamics -use dynamics to create effect		Rock n Roll Hound Dog Elvis Presley	<ul style="list-style-type: none"> • Oats and Beans and Barley Grow • Singing Sherlock 1: Teddy Bear Rock n Roll • Trad. Oliver Cromwell • Trad. Lovely Joan • Trad. Searching for Lambs
	Summer 1 Down in the Jungle LMT Unit 2:5	-know that sounds can be selected, organised and ordered to create effects -know how graphic scores can be used to reflect mood, themes, movement and character Know the difference between verse and chorus	- select, organise and order sounds to create effects -discuss the effects created using musical vocabulary - use graphic scores to reflect mood, themes, movement and character -use symbols to represent sound on a grid -identify the verse and chorus		The Girl from Ipanema by Antonio Carlos Jobim Orchestral version:	<ul style="list-style-type: none"> • Voicelinks: Fireworks • Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird) • Trad. Bangladesh: Charti Kula beng (Four Fat Frogs) • Trad. Australia: I Got Kicked by a Kangaroo • Trad. America: Built My Lady a Fine Brick House • Sing Up: Paintbox
	Summer 2 Moon and Stars LMT Unit 2:6	-know how to create my own graphic score -know how my graphic score can be represented	-create a graphic score -represent my graphic score with notation (crotchet, minim, quaver) -identify texture and timbre in a piece of music		Night Ferry by Anna Clyne (21st Century)	

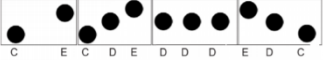



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		with notation, crotchet, minim and quaver. Know what texture is -know what timbre is -know what pitch, tempo, dynamic, timbre and texture are	-make suggestions how to improve my performances -recognise changes in pitch, tempo, dynamic, timbre and texture				
Class 2 NC Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. -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 with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Autumn 1 – Folk Music LMT Unit 4:1	-know the musical vocabulary needed to evaluate and describe music -know vocabulary for musical dimension, such as pitch, duration, texture and dynamics. -know what folk melodies are and listen to some examples	-use vocabulary to evaluate and describe music -use vocabulary to describe musical dimension -sing or play with an awareness of different parts -sing a simple folk melody -play a simple accompaniment to a folk melody	Downbeats Allegro (fast) Adagio (slow) rising Falling Range Unison Layered Solo Forte (loud) Piano (soft) Crotchet	The Almanac Singers: Which side are you on?	Sing Up: Heads and Shoulders • Singing Sherlock 2: Si, Si, Si • Flying a Round: To stop the train • Trad. Japan: Kaeru no uta • Trad. Morocco: A ram sam sam/Pease Pudding Hot • Trad. Bangladesh:	
	Autumn 2 Paint a Picture LMT Unit 4:3	-identify different parts within a song or piece of instrumental music -know what rests (silent beats) are -know what rhythmic notation is -know what two-part singing is	-sing and play with an awareness of different parts -identify rests (silent beats) and use them in my music -create rhythmic patterns using words, phrases and rhythmic notation -sing in two-parts and add rhythmic accompaniment	Paired quaver Minim names of orchestral instruments accompaniment call and response castanets conductor drone duet duration lyrics	Paired quaver Minim names of orchestral instruments accompaniment call and response castanets conductor drone duet duration lyrics	North West band: Oasis Wonderwall (90s)	Now charia de (A Boatman's Song) • Junior Songscape: Listen to the Rain • Voicelinks: Extreme Weather • Sing Up: Skye Boat Song • Trad. Ireland: Be Thou
	Spring 1 Vikings LMT Unit 4:4	Know the difference between use of staccato (detached) and legato (smooth).	Improvise on a limited range of pitches on any melodic instrument. Use the inter-related dimensions of music when composing music to create a specific mood.	melodic phrase melody orchestra orchestration round	melodic phrase melody orchestra orchestration round	Grieg's Hall of the Mountain King	My Vision • Junior Voiceworks 1: Now The Sun Is Shining •



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<p>-develop an understanding of the history of music</p> <p>Dot Notation</p>  <p>Composing</p> 		<p>Know the terms major and minor chords.</p> <p>Know the term chromatic.</p>	<p>Follow and perform simple rhythmic notation to a steady beat.</p> <p>Identify chordal accompaniment and melody.</p> <p>Identify and discuss the inter-related dimensions of music when listening to a piece of music.</p> <p>Begin to identify key stylistic features within a genre.</p>	<p>scale</p> <p>stepwise movement</p> <p>structure</p> <p>theme</p> <p>unison</p> <p>harmony</p> <p>pentatonic</p> <p>compound</p> <p>Notation</p> <p>texture</p> <p>timbre</p>		<p>Voiceworks 1: Candle Light • Singing Sherlock 2: Shadow • Singing Express 3: Mirror • Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose</p>
	<p>Spring 2 Tasty Tunes LMT Unit 4:5</p>	<p>-know what a ternary structure is</p> <p>-know how to compose a piece with a three-part ternary structure</p> <p>- know musical vocabulary for discussing and implementing improvements to performance</p> <p>-know how to make contrasting sections of music</p>	<p>-create a piece of music with a three-part ternary structure</p> <p>-use musical vocabulary to discuss and implement improvements to performance</p> <p>-compose a contrasting section of music</p>		<p>Funk: I Got You (I Feel Good) by James Brown</p> <p>Disco: Le Freak by Chic</p>	<p>Junior Voiceworks 1: Calypso • Junior Voiceworks 2: Our Dustbin • Voiceworks 1: Hear the Wind • Kendrick: Servant King • Happy Birthday • Great Weather Songs: Long Journey • Great Celebration Songs: World in Union • Sing Up:</p>
	<p>Summer 1 Say Hello, Wave Goodbye LMT Unit 4:6</p>	<p>-know the difference between pulse and rhythm</p> <p>-know how sounds combine and create different effects, moods and feelings</p> <p>-know what a rap is</p>	<p>-recognise and explain differences in pulse and rhythm</p> <p>-sing or play with an awareness of different parts</p> <p>-perform a part in a rap</p> <p>-describe how their performance evokes emotions</p> <p>-direct (conduct) other performers in their performances</p>		<p>Indian Classical: Sahela Re by Kishori Amonkar</p>	<p>Just like a Roman • Trad. Ghana: Namuma • Sing for Pleasure: Ghosts • Sing for Pleasure: Lost in Space</p>



Music - Curriculum Progression

	Summer 2 Advertising LMT Unit 4:7	Read pitch notation within a defined range (octave). Copy short melodic phrases including those using the Pentatonic.	Play and perform melodies following stave notation using a small range of notes. Perform in 2 or more parts from simple notation. Use music technology e.g., keyboards, Garage Band, electronic sounds when composing. Begin to make decisions about the overall structure of compositions. Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches. Include a range of different instruments to create small ensembles when composing.		Advert jingles: Milky Way, Coca Cola
Class 3					
See above for Cycle A.					