

# Music Curriculum

## Intent:

- To allow all children to have the experience of learning how to play an instrument.
- To ensure all children access high quality live and recorded music that reflects the culture and society they live in.
- To develop their self-confidence, creativity and imagination by providing opportunities for self-expression.
- To build upon what they have learnt about working as a team and being a part of a community.
- To understand musical concepts through a repetition-based approach to learning. For children to understand basic notation and musical vocabulary to help them perform within an ensemble.

	Autumn	Spring	Summer
<b>EYFS</b>	<b>ELGS that feed into Music:</b> Expressive arts and design: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Expressive arts and design: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.		
<b>Year 1</b>	Toys	People Who Help Us	The Park
<b>Year 2</b>	Voyages	Dirty Beasts	The Seaside
<b>Year 3</b>	The Stone Age/Darlington	The Rainforest	Ancient Egypt
<b>Year 4</b>	Ancient Greece	Spain	The Roman Empire
<b>Year 5</b>	Anglo-Saxons and Vikings	The Tudors	Rivers- Local Study
<b>Year 6</b>	Britain at War	Brazil	America

		<b>Topic: Toys</b>	<b>Term: Autumn</b>	<b>Year: 1</b>
<b>Foundations of previous learning:</b> Children can join in and sing along with familiar songs, begin to move rhythmically to music, can make sounds using musical instruments, can dance to the music, tap back repeated rhythms.				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned 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.	<b>Performing (singing/playing):</b> To be able to sing simple songs, speak chants and rhymes. To begin to find the pulse by copying an adult. <b>Improvising and composing:</b> To explore and create simple musical sounds using instruments and voices. <b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song.	To begin to recognise the very basic style indicators for Hip Hop music.  To begin to understand the music language pulse, rhythm and pitch.  <b>Song</b> Hey You (Hip Hop) <i>Christmas Play</i>  <b>Cross curricular links</b> I can sing playground songs from the past.	Pulse: Steady Beat, Fast, Slow  Pitch: High sounds, Low Sounds  Rhythm  Singing Instruments Clap Rhyme Song Chant  Hip Hop: rapping, funk, scratching, percussion, deck	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	I can join in with simple songs. I can say a chant and rhyme in a group. I can say if I like or dislike a song. I can explore and create simple musical sounds using my voice and instruments.	I can recognise basic indicators of hip hop. I can begin to understand the music language pulse, rhythm and pitch.		

		Topic: People who help us	Term: Spring	Year: 1
<b>Foundations of previous learning:</b> Children can join in and sing along with familiar songs, begin to move rhythmically to music, can make sounds using musical instruments, can dance to the music, tap back repeated rhythms.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned 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.	<b>Performing (singing/playing):</b> To be able to sing simple songs. To begin to copy simple rhythms of their names, favourite food and colours. <b>Improvising and composing:</b> To compose and improvise by using simple rhythms learnt already. <b>Listening, developing knowledge and understanding:</b> To understand how a song makes them feel.	To begin to recognise the very basic style indicators for Latin music.  To begin to name and recognise drums, piano, guitar in songs.  <b>Song</b> In the Groove Round and Round (Latin Music)	Drums Piano Guitar  Latin: percussion instruments, bongos, maracas, up-beat, energetic, dance beat  Rhythms	
	Assessment of Skills	Assessment of Knowledge		
	I can join in with simple songs. I can copy simple rhythms. I can compose and improvise by using simple rhythms learnt already. I can say how a song makes me feel.	I can recognise basic indicators of Latin music.  I can name and recognise drums, piano and guitars in songs.		

		Topic: In the Park	Term: Summer	Year: 1
<b>Foundations of previous learning:</b> Children can join in and sing along with familiar songs, begin to move rhythmically to music, can make sounds using musical instruments, can dance to the music, tap back repeated rhythms.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned 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.	<b>Performing (singing/playing):</b> To begin to find the pulse by copying an adult. To begin to copy simple rhythms of their names, favourite food and colours. <b>Improvising and composing:</b> To compose and improvise by using simple rhythms learnt already. <b>Listening, developing knowledge and understanding:</b> To understand how a song makes them feel. To say whether they like or dislike a song.	Begin to name and recognise drums, piano, guitar in songs.  To begin to understand the music language pulse, rhythm and pitch.  <b>Song</b> Your imagination <i>Ukulele (play)</i>  <b>Cross Curricular Links</b> To listen to music from the Victorian time and say how it makes them feel. To say if they like or dislike music from the Victorian time.	Pulse: Steady Beat, Fast, Slow  Pitch: High sounds, Low Sounds  Rhythm  Drums Piano Guitar	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	I can join in with simple songs and perform them in a group. I can copy simple rhythms. I can compose and improvise by using simple rhythms learnt already. I can say how a song makes me feel.	I can name and recognise drums, piano and guitars in songs. I can begin to understand the music language pulse, rhythm and pitch.		




		Topic: Voyages	Term: Autumn	Year: 2
<b>Foundations of previous learning:</b> Can sing simple songs, speak chants and rhymes. Are beginning to find the pulse by copying an adult. Are beginning to copy simple rhythms of their names, favourite food and colours. Can explore and create simple musical sounds using instruments and voices. Can compose and improvise by using simple rhythms learnt already. Understand how a song makes them feel. Can say whether they like or dislike a song.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned 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.	<b>Performing (singing/playing):</b> To begin to sing and move with a sense of melody and pulse.	To begin to recognise the very basic style indicators for South African music.	South African music – call and response, strong dance beat, drums, Afro-pop	
	<b>Improvising and composing:</b> To compose and improvise by using one or two note melodies.	To name and recognise drums, piano, guitar, trumpets, violins and tambourines in songs.	Melody – high and low Pulse – fast and slow  Notes	
	<b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song and begin to explain why.	<b>Song</b> Hands, Feet, Heart (South African music) <i>Christmas Play</i>  <b>Cross Curricular Links</b> To be able to sing and perform some sea shanties.	Drums, piano, guitar, trumpets, violins, tambourine  Sea shanties	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	I can begin to sing and move with a sense of melody and pulse. I can compose and improvise by using one or two note melodies. I can say whether I like or dislike a song and begin to explain why.	I can recognise basic indicators of South African music. I can name and recognise drums, pianos, guitars, trumpets, violins and tambourines in music.		




		Topic: Dirty Beasts	Term: Spring	Year: 2
<b>Foundations of previous learning:</b> Can sing simple songs, speak chants and rhymes. Are beginning to find the pulse by copying an adult. Are beginning to copy simple rhythms of their names, favourite food and colours. Can explore and create simple musical sounds using instruments and voices. Can compose and improvise by using simple rhythms learnt already. Understand how a song makes them feel. Can say whether they like or dislike a song.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned 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.	<b>Performing (singing/playing):</b> To copy simple rhythms of their names, favourite food and colours and begin to create their own simple rhythms. To begin to sing and move with a sense of melody and pulse.	To begin to recognise the very basic style indicators for Rock music.  To begin to understand music language (pulse, rhythm, pitch, dynamics).  <b>Song</b> I wanna play in a band  <b>Cross Curricular Links</b> I can listen to the Flight of the bumblebee by Rimsky-Korsakov and say what I like and dislike about it and why.	Pulse: Steady Beat, Fast, Slow Pitch: High sounds, Low Sounds Rhythm Dynamics – loud, quiet, soft  Melody – high and low Pulse – fast and slow  Rock Music – guitars, bass guitars, drum, keyboard, male voice	
	<b>Improvising and composing:</b> To begin to record compositions using pictorial representations or simple writing.  <b>Listening, developing knowledge and understanding:</b> To feedback to others about what they liked about their performance.			
	<b>Assessment of Skills</b> I can copy and create my own simple rhythms of names, food and colours. I can begin to sing and move with a sense of melody and pulse. I can begin to record compositions using pictures and writing. I can say what I like about other people's performances.	<b>Assessment of Knowledge</b> I can recognise the basic style indicators for rock music.  I can understand the music language pulse, rhythm, pitch and dynamics.		




		Topic: The Seaside	Term: Summer	Year: 2
<b>Foundations of previous learning:</b> Can sing simple songs, speak chants and rhymes. Are beginning to find the pulse by copying an adult. Are beginning to copy simple rhythms of their names, favourite food and colours. Can explore and create simple musical sounds using instruments and voices. Can compose and improvise by using simple rhythms learnt already. Understand how a song makes them feel. Can say whether they like or dislike a song.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play untuned and tuned 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.	<b>Performing (singing/playing):</b> To copy simple rhythms of their names, favourite food and colours and begin to create their own simple rhythms.  <b>Improvising and composing:</b> To compose and improvise by using one or two note melodies and with simple rhythms they have practised.  <b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song and begin to explain why. To feedback to others about what they liked about their performance.	To name and recognise other drums, piano, guitar, trumpets, violins, shakers and tambourines in songs.  To begin to understand the music language pulse, rhythm, pitch and dynamics.  <b>Song</b> Friendship song <i>Ukulele (play)</i>	Pulse Pitch Dynamics  Drums, piano, guitar, trumpets, violins, tambourine	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	I can copy and create my own simple rhythms of names, food and colours. I can compose and improvise by using one or two note melodies. I can say what I like about other people's performances. I can say whether I like or dislike a song and begin to explain why.	I can understand the music language pulse, rhythm, pitch and dynamics. I can name and recognise drums, pianos, guitars, trumpets, violins and tambourines in music.		

		Topic: Stone age/Darlington	Term: Autumn	Year: 3
<b>Foundations of previous learning:</b> Can sing and move with a sense of melody and pulse. Can copy simple rhythms and begin to create their own simple rhythms. Can compose and improves using one or two note melodies. Can begin to record compositions using pictures and writing. Can say whether they like or dislike a sing and begin to explain why. Can feed back to others about what they like about their performances.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<b>Performing (singing/playing):</b> To begin to sing a song in two parts.  To sing and play instruments as an ensemble confidently with a sense of pulse.  <b>Improvising and composing:</b> To compose by using their voice, instruments or by combining both.  <b>Listening, developing knowledge and understanding:</b> To feedback to others about what they think could be improved.	To understand music language and begin to use it to describe pieces of music (pulse, rhythm, pitch, dynamics, tempo).  To name and recognise common and unusual instruments in songs. (Such as drums, piano, guitar/bass guitar/electric guitar, trumpets, violins, shakers, tambourines, organ, trombone, saxophone)  <b>Song</b> Let Your Spirit Fly <i>Christmas Carols</i>	Drums, piano, guitar/bass guitar/electric guitar, trumpets, violins, shakers, tambourines, organ, trombone, saxophone  Pulse: Steady Beat, Fast, Slow Pitch: High sounds, Low Sounds Rhythm Dynamics – loud, quiet, soft, <i>piano</i> , <i>forte</i> Tempo – fast, slow  Ensemble	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	I can begin to sing a song in two parts. I can sing and play instruments as and ensemble confidently with a sense of pulse. I can compose by using my voice, instruments or by combining both. I can feedback to others about what they think could be improved.	I understand music the language pulse, rhythms, pitch, dynamics and tempo and begin to use it to describe pieces of music. I can name and recognise common and unusual instruments in songs.		











		Topic: Rainforest	Term: Spring	Year: 3
<b>Foundations of previous learning:</b> Can sing and move with a sense of melody and pulse. Can copy simple rhythms and begin to create their own simple rhythms. Can compose and improves using one or two note melodies. Can begin to record compositions using pictures and writing. Can say whether they like or dislike a sing and begin to explain why. Can feed back to others about what they like about their performances.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<b>Performing (singing/playing):</b> To sing and play instruments as an ensemble confidently with a sense of pulse and rhythm. To be able to start and stop appropriately by following a conductor.	To recognise the basic style indicators for Reggae music.  To understand the music language pulse, rhythm, pitch, dynamics, tempo and begin to use it to describe pieces of music.	Reggae – bass guitar, drums, slow tempo (laid back feel), off beat, Rastafarian beliefs/political message, lyrics  Pulse Pitch Rhythm Dynamics Tempo	
	<b>Improvising and composing:</b> To begin to compose and improvise by using one to three note melodies with simple with simple crochet and quaver rhythms they have practised.	<b>Song</b> Three Little Birds (Reggae) <i>Ukulele</i>	<b>Cross Curricular Links</b> To be able to create tribal music using simple crochet and quaver rhythms.	
	<b>Listening, developing knowledge and understanding:</b> To begin to hear and understand how pulse and rhythm fit together in Reggae music.		Crochet  = 1 beat	
	<b>Assessment of Skills</b> I can sing and play instruments as an ensemble with a sense of pulse and rhythm. I can start and stop appropriately by following a conductor. I can begin to compose and improvise by using or to three note melodies with simple crochet and quaver rhythms I have practised. I can begin to hear and understand how pulse and rhythm fit together in Reggae music.	<b>Assessment of Knowledge</b> I can recognise the basic style indicators for Reggae music. I understand music the language pulse, rhythms, pitch, dynamics and tempo and begin to use it to describe pieces of music.	Quavers  = ½ beat   = 1 beat	






		Topic: Ancient Egypt	Term: Summer	Year: 3
<b>Foundations of previous learning:</b> Can sing and move with a sense of melody and pulse. Can copy simple rhythms and begin to create their own simple rhythms. Can compose and improves using one or two note melodies. Can begin to record compositions using pictures and writing. Can say whether they like or dislike a sing and begin to explain why. Can feed back to others about what they like about their performances.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<b>Performing (singing/playing):</b> To sing and play instruments as an ensemble confidently with a sense of pulse. To be able to start and stop appropriately by following a conductor. <b>Improvising and composing:</b> To begin to compose and improvise by using one to three note melodies with simple crochet and quaver rhythms they have practised. To compose by using their voice, instruments or by combining both. <b>Listening, developing knowledge and understanding:</b> To begin to hear and understand how pulse and rhythm fit together in Disco music.	To recognise the basic style indicators for Disco music.  To name and recognise drums, piano, guitar/bass guitar/electric guitar, trumpets, violins, shakers, tambourines, organ, trombone and saxophone in songs.  <b>Song</b> Bring Us together  <b>Cross Curricular</b> To be able to listen to Egyptian music and identify some instruments and compare them to instruments used today.	Disco – strong drum and bass line, fast tempo, electric guitar, male and female vocals, lyrics about love and dancing.  Drums, piano, guitar/bass guitar/electric guitar, trumpets, violins, shakers, tambourines, organ, trombone, saxophone  Pulse Rhythm	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	Crochet  = 1 beat  Quavers  = ½ beat   = 1 beat	
	I can sing and play instruments as and ensemble confidently with a sense of pulse. I can start and stop appropriately by following a conductor. I can begin to compose and improvise by using or to three note melodies with simple crochet and quaver rhythms we have practised. I can begin to hear and understand how pulse and rhythm fit together in Disco music.	I can recognise the basic style indicators for Disco music I can name and recognise common and unusual instruments in songs.		

		Topic: Ancient Greece	Term: Autumn	Year: 4
<b>Foundations of previous learning:</b> Can begin to sing a song in two parts. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can start and stop appropriately by following a leader or conductor. Can compose by using their voice, instruments or by combining both. Can begin to compose and improvise by using one to three note melodies with simple crochet and quaver rhythms we have practised. Can feedback to others about what they think could be improved. To begin to hear and understand how pulse and rhythm fit together in some music.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<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>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>	<b>Performing (singing/playing):</b> To find the pulse by themselves and stay in time. To sing in an ensemble confidently with a sense of pulse and in time with the group.	To recognise the very basic style indicators for ABBA.  To begin to know the basic history ABBA.  <b>Song</b> Mamma Mia (ABBA)	Crochet  = 1 beat  Quavers  = ½ beat   = 1 beat  Dynamics – loud, quiet, <i>piano</i> , <i>forte</i> . Pulse - Steady Beat, Fast, Slow  ABBA – female and male voices, sing in unison, riffs	
	<b>Improvising and composing:</b> To begin to compose and improvise by using one to three note melodies with simple crochet and quaver rhythms that they have created themselves. To consider the dynamics and tempo they want to use to create their composition.			
	<b>Listening, developing knowledge and understanding:</b> To know and understand how pulse and rhythm fit together in ABBA music and how ABBA music differs to others.			
	<b>Assessment of Skills</b> I can find the pulse by themselves and stay in time. I can sing in an ensemble confidently with a sense of pulse and in time with the group I can compose and improvise by using one to three notes melodies with simple crochet and quaver rhythms that they have created. I can consider dynamics and tempo I want in my composition. I know and understand how pulse and rhythm fit together in ABBA music and how ABBA music differs to others.	<b>Assessment of Knowledge</b> I can recognise the basic style of ABBA I can begin to know the basic history of ABBA		

		Topic: Spain	Term: Spring	Year: 4
<b>Foundations of previous learning:</b> Can begin to sing a song in two parts. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can start and stop appropriately by following a leader or conductor. Can compose by using their voice, instruments or by combining both. Can begin to compose and improvise by using one to three note melodies with simple crochet and quaver rhythms we have practised. Can feedback to others about what they think could be improved. To begin to hear and understand how pulse and rhythm fit together in some music.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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.  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.	<b>Performing (singing/playing):</b> To sing and play instruments in an ensemble confidently with a sense of pulse and in time with the group. To follow a conductor cue to change the dynamics and tempo.  <b>Improvising and composing:</b> To begin to improvise and compose a piece based on a Gospel music and use some of its stylistic features. To consider the dynamics and tempo they want to use to create their composition.  <b>Listening, developing knowledge and understanding:</b> To know and understand how pulse and rhythm fit together in Gospel music and how Gospel music differs to others.	To recognise the very basic style indicators for Gospel music.  To begin to know the basic history of Gospel music.  To understand the music language pulse, rhythm, pitch, dynamics, tempo and timbre and use it to describe pieces of music.  <b>Song</b> Lean on me (Gospel) <i>Ukulele</i>  <b>Cross Curricular</b> To begin to use music language to describe music from Spain.	Gospel – religious lyrics, call and response, faster tempo, uplifting, harmony.  Pulse: Steady Beat, Fast, Slow Pitch: High sounds, Low Sounds Rhythm Dynamics – loud, quiet, soft, <i>piano</i> , <i>forte</i> Tempo – fast, slow Timbre - The quality and character of the sound.	
	Assessment of Skills	Assessment of Knowledge		
	I can sing and play instruments in an ensemble confidently with a sense of pulse and in time with the group. I can follow a conductor cue to change the dynamic and tempo. I can begin to improvise and compose a piece based on Gospel music and use some of its stylistics features. I can consider dynamics and tempo I want to use to create a composition. I know and understand how pulse and rhythm fit together in Gospel music and how Gospel music differs to others.	I can recognise the very basic style indicators for Gospel music. I begin to know the basic history of Gospel music. I understand the music language pulse, rhythm, pitch, dynamics, tempo and timbre and use it to describe pieces of music.		

		Topic: The Roman Empire	Term: Summer	Year: 4
<b>Foundations of previous learning:</b> Can begin to sing a song in two parts. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can sing and play instruments as an ensemble confidently with a sense of pulse. Can start and stop appropriately by following a leader or conductor. Can compose by using their voice, instruments or by combining both. Can begin to compose and improvise by using one to three note melodies with simple crochet and quaver rhythms we have practised. Can feedback to others about what they think could be improved. To begin to hear and understand how pulse and rhythm fit together in some music.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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.	<b>Performing (singing/playing):</b> To find the pulse by themselves and stay in time. To play instruments in an ensemble confidently with a sense of pulse and in time with the group. To follow a conductors cue to change the dynamics and tempo.	To understand the music language pulse, rhythm, pitch, dynamics, tempo and timbre and use it to describe pieces of music.  <b>Song</b> Glockenspiel  <b>Cross Curricular</b> To create own Roman war music for the Roman to march into battle with by using crochets and quavers.	Pulse Pitch Dynamics Tempo Timbre  Crochet  = 1 beat  Quavers  = ½ beat   = 1 beat	
	<b>Improvising and composing:</b> To begin to record compositions using crochets and quavers on a one lined staff.  To begin to read simple rhythms using crochets and quavers on a one lined staff.			
	<b>Listening, developing knowledge and understanding:</b> To feedback to others about what they think could be improved and explain why.			
	<b>Assessment of Skills</b> I can find the pulse by myself and stay in time. I can play instruments in an ensemble confidently with a sense of pulse and in time with the group. To follow a conductors cue to change the dynamics and tempo. I can begin to record my compositions using crochets and quavers on a one lined staff. I can begin to read simple rhythms using crochets and quavers on a one lined staff. I can feedback to others what I think they could improve and explain why.	<b>Assessment of Knowledge</b> I understand the music language pulse, rhythm, pitch, dynamics, tempo and timbre and use it to describe pieces of music.	One lined staff 	






		Topic: Anglo-Saxons and Vikings	Term: Autumn	Year: 5
<b>Foundations of previous learning:</b> Can find the pulse by themselves and stay in time. Can play instruments in an ensemble confidently with a sense of pulse and in time with the group. Can follow a conductor's cue to change the dynamics and tempo. Can begin to record compositions using crotchets and quavers on a one lined staff. Can begin to read simple rhythms using crotchets and quavers on a one lined staff. Can begin to improvise and compose a piece based on a style of music and use its stylistic features. Can consider the dynamics and tempo they want to use to create their composition. Can feedback to others about what they think could be improved and explain why. Can understand how pulse and rhythm fit together in a style of music and how it differs to others.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<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>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>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<b>Performing (singing/playing):</b> To find and internalise the pulse by themselves. To sing and play with clear dictation and tuning. <b>Improvising and composing:</b> To compose by using one to five note melodies and compose through simple rhythms based around crotchets, minims, and quavers. <b>Listening, developing knowledge and understanding:</b> To feedback to others about what could be improved and give examples of how they could improve it.	To understand and use the music language pulse, rhythm, pitch, dynamics, tempo, timbre and structure to confidently describe pieces of music.  <b>Song</b> Make you feel my love <i>Ukulele</i>	Dictation Tuning  Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre - all instruments, including voices have a certain sound quality. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	Crochet  = 1 beat Quavers  = ½ beat  = 1 beat  Minim  = 2 beats	
	I can find and internalise the pulse by myself. I can sing and play with clear dictation and tuning. I can compose by using one to five note melodies and compose through simple rhythms based on crotchets, minims and quavers. I can feedback to others about what could be improved and give examples of how they could improve it.	I can understand and use music language such as pulse, rhythm, pitch, dynamics, tempo, timbre and structure to confidently describe pieces of music.		

		Topic: The Tudors	Term: Spring	Year: 5
<b>Foundations of previous learning:</b> Can find the pulse by themselves and stay in time. Can play instruments in an ensemble confidently with a sense of pulse and in time with the group. Can follow a conductor's cue to change the dynamics and tempo. Can begin to record compositions using crochets and quavers on a one lined staff. Can begin to read simple rhythms using crochets and quavers on a one lined staff. Can begin to improvise and compose a piece based on a style of music and use its stylistic features. Can consider the dynamics and tempo they want to use to create their composition. Can feedback to others about what they think could be improved and explain why. Can understand how pulse and rhythm fit together in a style music and how it differs to others.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Use and understand staff and other musical notations.	<b>Performing (singing/playing):</b> To find and internalise the pulse by themselves To begin to become a conductor themselves.  <b>Improvising and composing:</b> To compose a piece based on a style Rock Anthems and use its stylistic features to consider what dynamics, tempo and structure they should use. To read crochets, minims and quavers on a one lined staff.  <b>Listening, developing knowledge and understanding:</b> To know, understand and begin to explain how tempo, dynamics and timbre fit together in Rock music and how Rock music differ to other styles.	To understand and recognise the basic style indicators for Rock anthems.  To understand and use the music language pulse, rhythm, pitch, dynamics, tempo, timbre and structure to confidently describe pieces of music.  <b>Song:</b> Livin' On a Prayer (Rock Anthem)  <b>Cross curricular:</b> Compare Tudor music to Rock music – how does the pitch, tempo, rhythm, dynamics, timbre, structure differ? Look at Green sleeves.	Pulse Rhythm Pitch Tempo Dynamics Timbre Structure  Rock – heavily-amplified guitar, bass guitar, drums, keyboard, male voice, solo, distortion of sound, heavy back beat  Crochet  = 1 beat Quavers  = ½ beat  = 1 beat  Minim  = 2 beats  One lined staff 	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	I can find and internalise the pulse by myself. I can begin to become a conductor. I can compose a piece based on the style of Rock anthems and use its stylistic features to consider what dynamics, temp and structure I need. I can read crochets, minims and quavers on a one lined staff. I know, understand and begin to explain how tempo, dynamics and timbre fit together in rock music and how it differs to other styles.	I can understand and recognise the basic style indicators for Rock anthems.  I can understand and use the music language such as pulse, rhythm, pitch, dynamics, tempo, timbre and structure to confidently describe pieces of music.		







### Foundations of previous learning:







Can find the pulse by themselves and stay in time. Can play instruments in an ensemble confidently with a sense of pulse and in time with the group. Can follow a conductor's cue to change the dynamics and tempo. Can begin to record compositions using crochets and quavers on a one lined staff. Can begin to read simple rhythms using crochets and quavers on a one lined staff. Can begin to improvise and compose a piece based on a style of music and use its stylistic features. Can consider the dynamics and tempo they want to use to create their composition. Can feedback to others about what they think could be improved and explain why. Can understand how pulse and rhythm fit together in a style music and how it differs to others.

### Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
<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>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>Use and understand staff and other musical notations.</p> <p>Develop an understanding of the history of music.</p>	<p><b>Performing (singing/playing):</b> To sing and play with clear dictation and tuning. To begin to become a conductor themselves.</p> <p><b>Improvising and composing:</b> To compose a piece based on the style Old School Hip Hop and use its stylistic features to consider what dynamics, tempo and structure they should use. To record compositions using crochets, minims and quavers of a one lined staff.</p> <p><b>Listening, developing knowledge and understanding:</b> To know, understand and begin to explain how tempo, dynamics and timbre fit together in Old School Hip Hop music and how it differs to other styles.</p>	<p>To understand and recognise the basic style indicators for Old School Hip Hop.</p> <p>To begin to know the basic history of Old School Hip Hop.</p> <p><b>Song:</b> Fresh Prince of Bel-Air (Old School Hip Hop)</p>	<p>Pulse Rhythm Pitch Tempo Dynamics Timbre Structure</p> <p>Old School Hip Hop – MCing, rapping, DJing, scratching, beatboxing, songs about partying, drum and percussion backing loops, decks</p> <p>Crochet  = 1 beat</p> <p>Quavers  = ½ beat  = 1 beat</p> <p>Minim  = 2 beats</p> <p>One lined staff </p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I can sing and play with clear dictation and tuning. I can begin to become a conductor. I can compare a piece based on the style Old School Hip Hop and use its stylistic features to consider what dynamics, tempo and structure I should use. I can record compositions using crochets, minims and quavers of a one lined staff. I understand and can begin to explain how tempo, dynamics and timbre fit together in Old School Hip Hop music and how it differs to other styles.</p>	<p>I understand and recognise the basic style indicators for Old School Hip Hop.</p> <p>I begin to know the basic history of Old School Hip Hop.</p>	



		Topic: Britain at war	Term: Autumn	Year: 6
<b>Foundations of previous learning:</b> Can sing and play with clear dictation and tuning. Can begin to become a conductor themselves. Can find and internalise the pulse by themselves Can compose a piece based on the style Old School Hip Hop/Rock Anthem and use its stylistic features to consider what dynamics, tempo and structure it should use. Can compose by using one to five note melodies and compose through simple rhythms based around crochets, minims, and quavers. Can record compositions using crochets, minims and quavers of a one lined staff. Can read crochets, minims and quavers on a one lined staff. Can know, understand and begin to explain how tempo, dynamics and timbre fit together in Old School Hip Hop/ Rock Anthems and how they differ to other styles. Can feedback to others about what could be improved and give examples of how they could improve it.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<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>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>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Develop an understanding of the history of music.</p>	<p><b>Performing (singing/playing):</b>          To find and internalise the pulse and rhythm by themselves with confidence.          To perform in an ensemble or begin to take a solo part.</p> <p><b>Improvising and composing:</b>          To read crochets, minims, semibreves and quavers on a one lined staff.</p> <p><b>Listening, developing knowledge and understanding:</b>          To be able to listen to other people's performances and explain what stylistic features they have used.          To know, understand and explain how tempo, dynamics, structure and timbre fit together in music from World War 2 and how it differs to other styles.</p>	<p>To understand and use the musical language pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture to confidently describe pieces of music.</p> <p>To begin to know the basic history of music from World War 2.</p> <p><b>Song:</b>          World War 2 music  <i>Ukulele</i></p> <p><b>Cross curricular:</b>          Listen music from the World War 2 and use musical language to describe it. Compare it to music from today – how is it similar/different? What is its stylistic features? Learn the history behind it.</p>	<p>Pulse – the regular heartbeat of the music; its steady beat.          Rhythm – long and short sounds or patterns that happen over the pulse.          Pitch – high and low sounds.          Tempo – the speed of the music; fast or slow or in-between.          Dynamics – how loud or quiet the music is.          Timbre - all instruments, including voices have a certain sound quality.          Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.          Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</p>	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	<p>Crochet  = 1 beat</p> <p>Quavers  = ½ beat  = 1 beat</p> <p>Minim  = 2 beats</p> <p>Semibreves  = 4 beats</p> <p>One lined staff  </p>	
	<p>I can find and internalise the pulse and rhythm by themselves with confidence.          I can perform in an ensemble or begin to take a solo part.          I can read crochets, minims, semibreves and quavers on a one lined staff.          I can listen to others performances and explain what stylistic features they have used.          I can understand, know and explain how tempo, dynamics, structure and timbre fit together in music from World War 2 and how it differs to other styles.</p>	<p>I understand and use the language pulse rhythm, pitch, dynamics, tempo, timbre, structure and texture to describe a piece of music.          I know the basic history of music from World War 2.</p>		

		Topic: Brazil	Term: Spring	Year: 6
<b>Foundations of previous learning:</b> Can sing and play with clear dictation and tuning. Can begin to become a conductor themselves. Can find and internalise the pulse by themselves Can compose a piece based on the style Old School Hip Hop/Rock Anthem and use its stylistic features to consider what dynamics, tempo and structure it should use. Can compose by using one to five note melodies and compose through simple rhythms based around crochets, minims, and quavers. Can record compositions using crochets, minims and quavers of a one lined staff. Can read crochets, minims and quavers on a one lined staff. Can know, understand and begin to explain how tempo, dynamics and timbre fit together in Old School Hip Hop/ Rock Anthems and how they differ to other styles. Can feedback to others about what could be improved and give examples of how they could improve it.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<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>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>Use and understand staff and other musical notations.</p>	<p><b>Performing (singing/playing):</b>          To find and internalise the pulse and rhythm by themselves with confidence.          To perform and interpret a song stylistically and musically as they can by singing and playing instruments.</p> <p><b>Improvising and composing:</b>          To compose and improvise a piece of Pop music and use its stylistic features to consider what dynamics, rhythms, tempo and structure they should use.          To be able to record crochets, minims, semibreves and quavers on a one lined staff.</p> <p><b>Listening, developing knowledge and understanding:</b>          To know, understand and explain how tempo, dynamics, structure and timbre fit together in Pop music and how it differs to other styles.</p>	<p>To understand and use the music language pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture to confidently describe pieces of music.</p> <p><b>Song:</b>          Happy (pop)</p> <p><b>Cross curricular:</b>          To describe Brazilian carnival music using and use the music language pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture.          To be able to compare Brazilian music with Pop music.</p>	<p>Pulse          Rhythm          Pitch          Tempo          Dynamics          Timbre          Structure          Texture</p> <p>Crochet  = 1 beat</p> <p>Quavers  = ½ beat  = 1 beat</p> <p>Minim  = 2 beats</p> <p>Semibreves  = 4 beats</p> <p>One lined staff  </p> <p>Pop – catchy melodies, chorus, upbeat.</p>	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>I can find and internalise the pulse and rhythm by myself.</p> <p>I can perform and interpret a song stylistically and musically as they can.</p> <p>I can compose and improvise a piece of Pop music and use its stylistic features to consider what dynamics, rhythms, tempo and structure they should use.</p> <p>To be able to record crochets, minims, semibreves and quavers on a one lined staff.</p> <p>I understand, know and explain how tempo, dynamics, structure and timbre fit together in Pop music</p>	<p>I understand and use the language pulse rhythm, pitch, dynamics, tempo, timbre, structure and texture to describe a piece of music.</p>		

		Topic: America	Term: Summer	Year: 6
<p><b>Foundations of previous learning:</b> Can sing and play with clear dictation and tuning. Can begin to become a conductor themselves. Can find and internalise the pulse by themselves</p> <p>Can compose a piece based on the style Old School Hip Hop/Rock Anthem and use its stylistic features to consider what dynamics, tempo and structure it should use. Can compose by using one to five note melodies and compose through simple rhythms based around crochets, minims, and quavers. Can record compositions using crochets, minims and quavers of a one lined staff. Can read crochets, minims and quavers on a one lined staff. Can know, understand and begin to explain how tempo, dynamics and timbre fit together in Old School Hip Hop/ Rock Anthems and how they differ to other styles. Can feedback to others about what could be improved and give examples of how they could improve it.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<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>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>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Develop an understanding of the history of music.</p>	<p><b>Performing (singing/playing):</b> To perform and interpret a song stylistically and musically as they can through singing and playing instruments.</p> <p>To perform in an ensemble or even begin to take a solo part.</p> <p><b>Improvising and composing:</b> To compose and improvise a piece based on a female artist and use their stylistic features to consider what dynamics, rhythms, tempo and timbre they should use.</p> <p><b>Listening, developing knowledge and understanding:</b> To understand and explain how tempo, dynamics, timbre and structure fit together in a female artist's music and how they differ to other artists.</p>	<p>To begin to know and research the basic history of female artists.</p> <p><b>Song:</b> Music and me</p> <p><b>Cross curricular:</b> To be learn the history of female artists from America.</p>	<p>Pulse Rhythm Pitch Tempo Dynamics Timbre Structure Texture</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>I can perform and interpret a song stylistically and musically as they can through singing and playing instruments.</p> <p>I can perform in an ensemble or even begin to take a solo part.</p> <p>I can compose and improvise a piece based on a female artist and use their stylistic features to consider what dynamics, rhythms, tempo and timbre they should use.</p> <p>I understand and can explain how tempo, dynamics, timbre and structure fit together in a female artist's music and how they differ to other artists.</p>	<p>I know and can research the basic history of a female artist.</p>		

