

Michael Syddall CofE (Aided) Primary School


Music Curriculum Overview


YEAR 1

Unit Title and Focus	Overview	National Curriculum Links	Specific Objectives – children will be
<p>Ourselves</p> <p>Musical Focus – Exploring Sounds</p>	<p>Children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p>	<ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes• Experiment with, create, select and combine sounds using the inter-related dimensions of music	<ol style="list-style-type: none">1. Creating and responding to vocal sounds (Lessons 1 and 2)2. Exploring how to change sounds (Lesson 2)3. Creating and placing vocal and body percussion sounds (Lesson 3)4. Exploring descriptive sounds (Lesson 3)
<p>Number</p> <p>Musical Focus – Beat</p>	<p>Children develop a sense of steady beat through using movement, body percussion and instruments.</p>	<ul style="list-style-type: none">• Play tuned and un-tuned instruments musically• Listen with concentration and understanding to a range of high-quality live and recorded music	<ol style="list-style-type: none">1. Recognising and developing a sense of steady beat through the use of voices and body percussion (Lesson 1)2. Identifying and performing changes in tempo (Lesson 2)3. Learning to play percussion with control (Lesson 2)4. Keeping a steady beat and using dynamics to vary the musical effect (Lesson 2)5. Identifying and keeping a steady beat using movement, body percussion, and instruments (Lesson 3)6. Recognising and responding to changes in tempo in music (Lesson 3)

<p>Animals</p> <p>Musical Focus – Pitch</p>	<p>Children develop an understanding of pitch through using movement, voice and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 1. Understanding pitch, and making high and low vocal sounds (Lesson 1) 2. Relating pitch to high and low body posture (Lesson 1) 3. Understanding pitch by singing a song with contrasting high and low melodies (Lesson 2) 4. Identifying and playing high and low pitches in music (Lesson 2) 5. Exploring and developing an understanding of pitch using the voice and body movements (Lesson 3) 6. Recognising and performing pitch changes and contrasts (Lesson 3)
<p>Weather</p> <p>Musical Focus – Exploring Sounds</p>	<p>Children use voices, movement and instruments to explore different ways that music can be used to describe weather.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-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 	<ol style="list-style-type: none"> 1. Exploring and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments (Lessons 1 and 2) 2. Improvising descriptive music (Lesson 2) 3. Identifying a sequence of sounds (structure) in a piece of music (Lesson 3) 4. Responding to music through movement (Lesson 3)

<p>Machines</p> <p>Musical Focus – Beat</p>	<p>Children explore beat by using movement, body percussion and instruments. They combine a steady beat with word rhymes, and explore changes in tempo.</p>	<ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 1. Maintaining a steady beat (Lesson 1) 2. Sequencing sounds (Lesson 1) 3. Playing to a steady beat (Lessons 1, 2, and 3) 4. Playing at different speeds (tempi) (Lesson 2) 5. Controlling changes in speed (tempi) (Lesson 3)
<p>Seasons</p> <p>Musical Focus – Pitch</p>	<p>Children develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.</p>	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1. Identifying changes in pitch and responding to them with movement (Lessons 1 and 2) 2. Contrasting changes in pitch with changes in dynamics (volume) (Lesson 1) 3. Relating pitch changes to graphic symbols and performing pitch changes vocally (Lesson 2) 4. Listening and responding to a falling pitch signal (Lesson 3) 5. Distinguishing between pitched and unpitched percussion sounds (Lesson 3) 6. Listening in detail to a piece of orchestral music (Lesson 3)
<p>Our school</p> <p>Musical Focus – Exploring Sounds</p>	<p>Children explore sounds found in their school environment. They investigate ways to produce and record sounds, using ICT to stimulate musical ideas related to geography.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-tuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 1. Exploring different sound sources and materials (Lesson 1) 2. Analysing the dynamics and duration of sounds around the school (Lesson 1) 3. Exploring these elements/dimensions on instruments (Lesson 2) 4. Creating two contrasting textures (Lesson 2) 5. Singing a song (Lesson 3) 6. Interpreting sounds and exploring instruments (Lesson 3) 7. Creating a soundscape as part of a song performance (Lesson 3)

<p>Pattern</p> <p>Musical Focus – Beat</p>	<p>Children develop an understanding of metre – groupings of steady beat – through counting, body percussion and reading scores.</p> 	<ul style="list-style-type: none"> • Play tuned and un-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 	<ol style="list-style-type: none"> 1. Marking a steady beat with voices and body percussion (Lesson 1) 2. Counting and performing a steady beat in patterns of two, three, and four beats (metre) (Lesson 1) 3. Exploring different ways to emphasise the first beat in a repeating pattern or metre (Lesson 2) 4 4. Identifying metre by recognising its pattern (Lesson 2) 5. Dividing the number 12 into twos, threes, and fours (Lesson 3) 6. Exploring different ways to emphasise beats to form a group (metre) (Lesson 3) 7. Exploring sounds on instruments and finding different ways to vary their sound (Lesson 3)
<p>Story time</p> <p>Musical Focus – Exploring sounds</p>	<p>Children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p>	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1. Discussing basic musical terms – fast, slow, loud, quiet (Lesson 1) 2. Understanding how music can tell a story (Lesson 1) 3. Performing with concentration (Lesson 1) 4. Playing fast, slow, loud, and quiet (Lesson 2) 5. Creating music that matches an event in a story (Lesson 2) 6. Rehearsing and performing with others (Lesson 3) 7. Learning new songs and chants (Lesson 3)
<p>Our bodies</p>	<p>Children develop a sense of steady beat using their own bodies. They respond to</p>	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music 	<ol style="list-style-type: none"> 1. Performing a steady beat at two different speeds (tempi) (Lesson 1) 2. Responding to change of mood in a piece of music with a slow and fast steady beat (Lesson 1)

<p>Musical Focus – Beat</p>	<p>music and play rhythm patterns on body percussion.</p> 	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 3. Identifying a repeated rhythm pattern (Lesson 2) 4. Combining a rhythm pattern and a steady beat (Lesson 2) 5. Performing together with concentration (Lesson 3) 6. Performing rhythm patterns on body percussion to a steady beat (Lesson 3) 7. Inventing and performing new rhythms to a steady beat (Lesson 3)
<p>Travel</p> <p>Musical Focus – Performance</p>	<p>Children develop their performance skills and learn songs about travel and transport from around the world.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded music 	<ol style="list-style-type: none"> 1. Combining voices, movement, and instruments to perform a chant and a song (Lesson 1) 2. Keeping a steady beat, including on instruments (Lessons 2 and 3) 3. Creating word rhythms (Lesson 2) 4. Performing word rhythms with movement (Lesson 2) 5. Responding to music in movement (Lesson 3) 6. Playing and combining simple word rhythms (Lesson 3)
<p>Water</p> <p>Musical Focus – Pitch</p>	<p>Children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-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 	<ol style="list-style-type: none"> 1. Creating a picture in sound (Lesson 1) 2. Understanding musical structure by listening and responding (Lesson 2) 3. Performing a simple repeated pattern (Lesson 3)

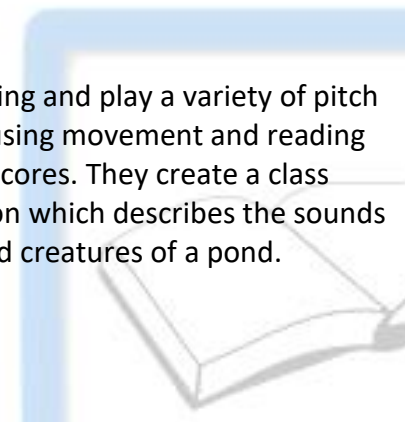
YEAR 2

Unit Title and Focus	Overview	National Curriculum Links	Specific Objectives – children will be
<p>Ourselves</p> <p>Musical Focus – Exploring Sounds</p>	<p>Children explore ways of using their voices to explore feelings and moods. They explore, create and perform vocal sounds and notate pitch and duration, building to a performance.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 1. Creating and responding to vocal sounds and body percussion (Lesson 1) 2. Developing the use of vocal sounds to express feelings (Lesson 2) 3. Exploring expression in a conversation without words (Lesson 2) 4. Notating pitch shape and duration using simple line graphics (Lesson 2) 5. Understanding how mood can be expressed using the voice (Lesson 3) 6. Understanding the structure of call and response songs (Lesson 3)
<p>Toys</p> <p>Musical Focus – Beat</p>	<p>Children move and play to a steady beat and sequences of sounds and learn to control changing tempo as they take a scooter ride.</p>	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 1. Keeping a steady beat at different speeds (tempi) (Lesson 1) 2. Marking beats within a four-beat metre (Lessons 1 and 2) 3. Developing a sense of steady beat through chant, actions, and instruments (Lesson 2) 4. Performing a steady beat (Lesson 3) 5. Changing tempo (Lesson 3) 6. Responding to images (Lesson 3)
<p>Our Land</p>	<p>Children explore timbre and texture as they listen to and explore descriptive</p>	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music 	<ol style="list-style-type: none"> 1. Exploring timbre and texture to understand how sounds can be descriptive (Lesson 1) 2. Matching descriptive sounds to images (Lessons 1 and 2)

<p>Musical Focus – Exploring Sounds</p>	<p>sounds and perform music inspired by myths.</p>	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 3. Identifying ways of producing sounds (Lesson 2) 4. Listening to and evaluating composition (Lesson 2) 5. Rehearsing and refining to develop a performance (Lesson 3)
<p>Our bodies</p> <p>Musical Focus – Beat</p>	<p>Children develop a sense of steady beat using their own bodies. They respond to music with a steady beat and play rhythm patterns on body percussion and instruments.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-tuned instruments musically 	<ol style="list-style-type: none"> 1. Recognising and responding to steady beats, including at different tempi (Lessons 1, 2, and 3) 2. Recognising and playing rhythmic patterns (Lesson 1) 3. Recognising and responding to a rhythm ostinato pattern (Lesson 1) 4. Playing steady beats at different tempi on body percussion and instruments (Lesson 2) 5. Singing in two parts and combining steady beats (Lesson 2) 6. Performing rhythmic movement patterns to a steady beat (Lesson 3) 7. Performing rhythmic patterns on percussion (Lesson 3)
<p>Animals</p> <p>Musical Focus – Pitch</p>	<p>Animal movement is linked with pitch to help children develop understanding and recognition of changing pitch. Children interpret and create pitch line notation using both voices and tuned instruments.</p>	<ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 1. Listening to a steady beat and responding in movement (Lesson 1) 2. Identifying and responding to changes in pitch, upwards and downwards (Lesson 1) 3. Performing changes in pitch using whole body movement and voice (Lesson 1) 4. Understanding and performing upwards and downwards pitch direction (Lesson 2) 5. Reading pitch line notation (Lesson 2)

			<p>6. Playing pitch lines on tuned percussion (Lesson 3)</p> <p>7. Combining pitch change with changes in other elements/dimensions (Lesson 3)</p>
<p>Number</p> <p>Musical Focus – Beat</p>	<p>Children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa, and create their own body percussion, voices and instruments.</p>	<ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>1. Performing a steady beat and simple rhythms using movement, percussion, and body percussion (Lessons 1, 2, and 3)</p> <p>2. Understanding and differentiating between beat and rhythm (Lessons 1, 2, and 3)</p>
<p>Story time</p> <p>Musical Focus – Exploring Sounds</p>	<p>Introduces children to famous pieces to stimulate composition. Children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>1. Combining sounds to create a musical effect (Lessons 1 and 3)</p> <p>2. Understanding how music, dance, and drama can combine in storytelling (Lesson 1)</p> <p>3. Exploring voices to create descriptive musical effects (Lesson 2)</p> <p>4. Creating and matching descriptive sounds made with the voice (Lesson 2)</p> <p>5. Performing to an audience (Lesson 3)</p>
<p>Seasons</p> <p>Musical Focus – Pitch</p>	<p>Children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-tuned instruments musically 	<p>1. Singing with expression, paying attention to the pitch shape of the melody (Lessons 1 and 3)</p> <p>2. Using sign language in a song (Lesson 1)</p> <p>3. Accompanying a song with vocal and instrumental ostinati (Lesson 1)</p> <p>4. Identifying rising and falling pitch (Lesson 2)</p> <p>5. Performing a rising pitch sequence in a song (Lesson 2)</p>

		<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music 	6. Listening and responding to pitch changes with movements (Lesson 3)
<p>Weather</p> <p>Musical Focus – Exploring Sounds</p>	<p>Weather raps and songs give children opportunities to create descriptive sounds and word rhythms. Children create a descriptive class composition using voices and instruments.</p>	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 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 	<ol style="list-style-type: none"> Performing a rhythmic chant and playing an independent rhythm pattern to accompany it (Lesson 1) Listening in detail to a piece of orchestral music (Lesson 1) Performing an updated version of a traditional nursery rhyme with a rap section included (Lesson 2) Accompanying a song with three different repeated word patterns (Lesson 2) Composing music to illustrate a story (Lesson 3)
<p>Pattern</p> <p>Musical Focus – Beat</p>	<p>Using simple notations, children play, create and combine mini-beast rhythms using body percussion and instruments.</p>	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> Performing steady beat patterns, including in groups, to accompany a song (Lessons 1 and 2) Playing different patterns of steady beat within four beats, and matching them to a simple score (Lessons 1 and 2) Performing and creating simple rhythms using a simple score (Lesson 1) Performing and creating simple three-beat rhythms using a simple score (Lesson 2) Interpreting a score to perform different beat patterns (Lesson 3) Performing beat patterns with voices and percussion (Lesson 3) Exploring different ways to organise music (Lesson 3)

<p>Water</p> <p>Musical Focus – Pitch</p>	<p>Children sing and play a variety of pitch shapes, using movement and reading from scores. They create a class composition which describes the sounds and creatures of a pond.</p> 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-tuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ol style="list-style-type: none"> 1. Understanding pitch through singing, movement, and note names (Lesson 1) 2. Performing a melody (Lesson 1) 3. Understanding melody through songs, movement, and performing pitch shapes on tuned instruments (Lesson 2) 4. Exploring and developing an understanding of pitch (Lesson 3) 5. Using musical scales, high notes and low notes in a composition (Lesson 3)
<p>Travel</p> <p>Musical Focus – Performance</p>	<p>Children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive ‘theme park’ music.</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-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 	<ol style="list-style-type: none"> 1. Exploring patterns of physical movement in a game song (Lesson 1) 2. Responding to a song with movement (Lesson 1) 3. Using simple musical vocabulary to describe music (Lesson 1) 4. Combining steady beat and rhythms to accompany a song (Lesson 2) 5. Listening and responding to contemporary orchestral music (Lesson 2) 6. Playing an instrument game to practise steady beat at changing tempi (Lesson 2) 7. Preparing and improving a performance using movement, voice, and percussion (Lesson 3) 8. Using instruments expressively (Lesson 3) 9. Understanding notation (Lesson 3)

YEAR 3

Unit Title and Focus	Overview	National Curriculum Links	Specific Objectives – children will be
<p>Environment</p> <p>Musical Focus – Composing</p>	<p>Songs and poems about places are used to explore music. Children create accompaniments and sound pictures to reflect sounds in their local environments.</p>	<ul style="list-style-type: none"> • 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 interrelated 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 	<ol style="list-style-type: none"> 1. Selecting descriptive sounds to accompany a poem (Lesson 1) 2. Creating a musical re-telling of a poem (Lesson 1) 3. Singing in two-part harmony (Lesson 1) 4. Accompanying a song with a melodic ostinato (Lesson 1) 5. Exploring timbre to create a descriptive piece of music (Lesson 2) 6. Learning about ternary form (Lesson 2) 7. Singing a song with expression (Lesson 2) 8. Developing the lyrics of a song (Lesson 3) 9. Choosing timbre to make an accompaniment (Lesson 3) 10. Combining chants and sound pictures in a class performance in rondo structure (Lesson 3)
<p>Building</p> <p>Musical Focus – Beat</p>	<p>The sights and sounds of a building site provide inspiration for exploring and creating rhythms. Children play games, sing and compose music to build into a performance.</p>	<ul style="list-style-type: none"> • 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 interrelated dimensions of music 	<ol style="list-style-type: none"> 1. Understanding how music can be organised in sequences and layers (Lessons 1 and 2) 2. Using voices and actions to perform simple rhythms within a steady beat (Lesson 1) 3. Combining rhythms in layers (Lesson 2) 4. Creating music using children's own ideas (Lesson 3) 5. Making choices about musical structure (Lesson 3)

		<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	
<p>Sounds</p> <p>Musical Focus – Exploring Sounds</p>	<p>Explore how instruments can be classified according to the sounds they produce. Music from around the world introduces the children to different timbres and structures as they create musical conversations.</p>	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ol style="list-style-type: none"> 1. Learning how sounds are produced and how instruments are classified (Lessons 1, 2, and 3) 2. Learning about aerophones (Lesson 1) 3. Understanding musical conversation structure (Lesson 2) 4. Learning about idiophones (Lesson 2) 5. Developing an understanding of call and response (Lesson 2) 6. Learning about chordophones (Lesson 3) 7. Creating a call and response (Lesson 3)
<p>Poetry</p> <p>Musical Focus – Performance</p>	<p>Children explore three contrasting poems, using voices, body percussion, instruments and movement to create their own expressive performances.</p>	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory 	<ol style="list-style-type: none"> 1. Enhancing and extending the performance of a poem using vocal patterns (Lesson 1) 2. Improvising descriptive music (Lesson 2) 3. Identifying a sequence of sounds (structure) in a piece of music (Lesson 3) 4. Responding to music through movement (Lesson 3)
<p>China</p> <p>Musical Focus – Pitch</p>	<p>Explores the pentatonic scale through traditional Chinese music. Children explore different ways of notating pitch as they sing, read and compose music,</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ol style="list-style-type: none"> 1. Understanding the pentatonic scale (Lesson 1) 2. Using graphic notation with the pentatonic scale (Lesson 2) 3. Understanding pitch through composing, notating, and reading graphic notation (Lesson 2)

	ending with a musical celebration of the Chinese New Year.	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 4. Performing a pentatonic song with tuned and un-tuned accompaniment (Lesson 2) 5. Exploring the pentatonic scale (Lesson 3) 6. Playing in steps using graphic notation (Lesson 3)
Time Musical Focus – Beat	Develop children’s understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of the final performance.	<ul style="list-style-type: none"> • 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 interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Develop an understanding of the history of music 	<ol style="list-style-type: none"> 1. Identifying the metre in a piece of music (Lesson 1) 2. Playing independent parts in more than one metre simultaneously (Lesson 1) 3. Identifying and performing an ostinato (Lesson 2) 4. Improvising to an ostinato accompaniment (Lesson 2) 5. Performing rhythmic ostinati individually and in combination (Lesson 3) 6. Layering rhythms (Lesson 3) 7. Recognising rhythm patterns in staff notation (Lesson 3)
In the past	The origins of pitch notations are introduced as children make hand signals and compose three-note melodies. They	<ul style="list-style-type: none"> • Use and understand staff and other musical notations • Develop an understanding of the history of music 	<ol style="list-style-type: none"> 1. Understanding pitch (Lesson 1) 2. Learning to read simple pitch notation (Lesson 1) 3. Understanding and using pitch notations (Lesson 2)

Musical Focus – Pitch	learn basic dance steps and prepare a performance.		4. Reading simple rhythm notation (Lesson 3) 5. Learning a Tudor dance (Lesson 3)
Communication Musical Focus – Composition	Children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations 	1. Representing sounds with symbols (Lesson 1) 2. Using voices creatively and expressively (Lesson 2) 3. Exploring different ways to emphasise the first beat in a repeating pattern or metre (Lesson 2) 4. Creating and performing from a symbol score (Lesson 3)
Human Body Musical Focus – Structure	Skeleton dances and songs teach children about the human body. Percussion instruments are used to improvise, create word rhythms and build a final skeleton dance.	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	1. Understanding call and response structure (Lesson 1) 2. Performing word rhythms (Lesson 1) 3. Exploring sounds (Activities 1 and 2) 4. Singing in two parts (Lesson 2) 5. Performing call and response structure (Lesson 2) 6. Understanding and performing binary form (Lesson 3) 7. Performing call and response (Lesson 3)
Singing French	Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music 	1. Understanding pitch through melody (Lesson 1) 2. Developing a song (Lesson 1) 3. Understanding pitch through singing and playing a melody (Lesson 2) 4. Recognising pitch shapes (Lesson 3)

<p>Musical Focus – Pitch</p>	<p>greetings, vocabulary and numbers as they play lively singing games.</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 	<p>5. Reading notations to play a melody (Lesson 3)</p>
<p>Ancient</p> <p>Musical Focus – Structure</p>	<p>Children explore Ancient Greece with music inspired by Theseus, Orpheus and Echo. They perform a song cycle and a round and compose their own ostinati.</p>	<ul style="list-style-type: none"> • 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 interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Develop an understanding of the history of music 	<ol style="list-style-type: none"> 1. Exploring tuned and un-tuned percussion to create soothing, repetitive music based on ostinati (Lesson 1) 2. Singing a song and accompanying it with tuned percussion ostinati (Lesson 1) 3. Exploring musical phrases, melodic imitation and rounds (Lesson 2) 4. Performing a round in three parts (Lesson 3) 5. Arranging an accompaniment with attention to balance and musical effect (Lesson 3)
<p>Food and Drink</p> <p>Musical Focus – Performance</p>	<p>Serving up a feast of songs, chants and performances! Composing word rhythms, singing a round and creating musical recipes will develop children's skills from breakfast through until dinnertime.</p>	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music 	<ol style="list-style-type: none"> 1. Exploring simple accompaniments using beat and rhythm patterns (Lesson 1) 2. Using a score and combining sounds to create different musical textures (Lesson 2) 3. Exploring different types of accompaniment (Lesson 3)

YEAR 4


Unit Title and Focus	Overview	National Curriculum Links	Specific Objectives – children will be
<p>Poetry</p> <p>Musical Focus – Performance</p>	<p>Children develop performances of contrasting poems. They use their voices to speak expressively and rhythmically and discover ways to create ostinati and accompaniments to enhance their performance.</p>	<ul style="list-style-type: none">• 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 interrelated dimensions of music• Listen with attention to detail and recall sounds with increasing aural memory	<ol style="list-style-type: none">1. Looking at music notation with reference to metre and accent (Lesson 1)2. Building an extended performance piece from a poem (Lesson 1)3. Using canon and ostinati as accompaniments (Lesson 1)4. Using beatbox techniques to imitate the sound of a drum kit (Lesson 2)5. Performing a rap with a vocal beatbox accompaniment (Lesson 2)6. Performing a poem with rhythmic accuracy (choral speaking) (Lesson 3)7. Devising a rhythmic accompaniment based on repeated text fragments (Lesson 3)8. Balancing voices in a performance (Lesson 3)
<p>Environment</p> <p>Musical Focus – Composition</p>	<p>Seasons and the environment provide the stimuli for compositions in this unit. Children make descriptive accompaniments and discover how the environment has inspired composers through history.</p>	<ul style="list-style-type: none">• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<ol style="list-style-type: none">1. Exploring how different timbres can be descriptive (Lesson 1)2. Exploring combinations of different timbres to accompany a song (Lesson 1)3. Learning how to accompany a song with drone and ostinato on tuned percussion (Lesson 2)4. Exploring the descriptive music of two major composers (Lesson 3)5. Composing an introduction for a song (Lesson 3)

<p>Sounds</p> <p>Musical Focus – Exploring Sounds</p>	<p>This unit looks at the way sounds are produced and classified. Children use their voices to make beatbox sounds, learn to sing four part songs and perform a jazzy round.</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Develop an understanding of the history of music 	<ol style="list-style-type: none"> 1. Learning about classifying instruments by the way sounds are produced (Lesson 1) 2. Learning some simple beatboxing sounds (Lesson 1) 3. Singing a song and adding beatboxing sounds (Lesson 1) 4. Learning about aerophones (Lesson 2) 5. Learning to sing partner songs (Lesson 2) 6. Learning about classifying instruments by the way sounds are produced (Lesson 3) 7. Exploring the combined expressive effects of different instrument groups (Lesson 3)
<p>Recycling</p> <p>Musical Focus – Structure</p>	<p>Provides an opportunity for children to be creative and make their own instruments from junk. They use these instruments to improvise, compose and play junk jazz music in a variety of different structures.</p>	<ul style="list-style-type: none"> • 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 interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and 	<ol style="list-style-type: none"> 1. Making instruments (Lessons 1 and 2) 2. Performing verse and chorus structure (Lessons 1 and 2) 3. Interpreting notation (Lessons 1 and 2) 4. Improvising (Lessons 1 and 2) 5. Understanding ABA structure (Lesson 2) 6. Performing repeating rhythms (Lesson 3) 7. Chanting in three parts (Lesson 3) 8. Exploring sounds (Lesson 3) 9. Performing rondo form (Lesson 3)

		recorded music drawn from different traditions and from great composers and musicians	
<p>Building</p> <p>Musical Focus – Beat</p>	<p>Building themed songs allow children to explore different music textures. Children use layers and rondo structure to combine ostinati using body percussion and tuned instruments.</p>	<ul style="list-style-type: none"> • 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 interrelated 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 	<ol style="list-style-type: none"> 1. Learning about verse and chorus song structure (Lesson 1) 2. Combining four body percussion ostinati as a song accompaniment (Lesson 1) 3. Understanding texture (Lesson 2) 4. Learning about layered structure in a rhythmic ostinato piece (Lesson 2) 5. Creating rhythmic ostinati (Lesson 2) 6. Accompanying a melody with a drone (Lesson 2) 7. Describing the structure of a piece of orchestral music (Lesson 3) 8. Reading a clock score to play a piece combining drone and melodic ostinati (Lesson 3) 9. Using rondo structure to build a performance (Lesson 3)
<p>Around the world</p> <p>Musical Focus – Pitch</p>	<p>Children explore pentatonic melodies and syncopated rhythms, and learn that the fundamental dimensions of music are the same all over the world.</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations 	<ol style="list-style-type: none"> 1. Exploring the pentatonic scale (Lesson 1) 2. Playing leaps (Lesson 1) 3. Reading graphic notation (Lesson 1) 4. Developing listening skills (Lesson 2) 5. Describing music using musical and non-musical terms (Lesson 2) 6. Composing and notating pentatonic melodies (Lesson 2) 7. Playing a pentatonic song with leaps (Lesson 3) 8. Combining tuned percussion, un-tuned percussion, and singing (Lesson 3)

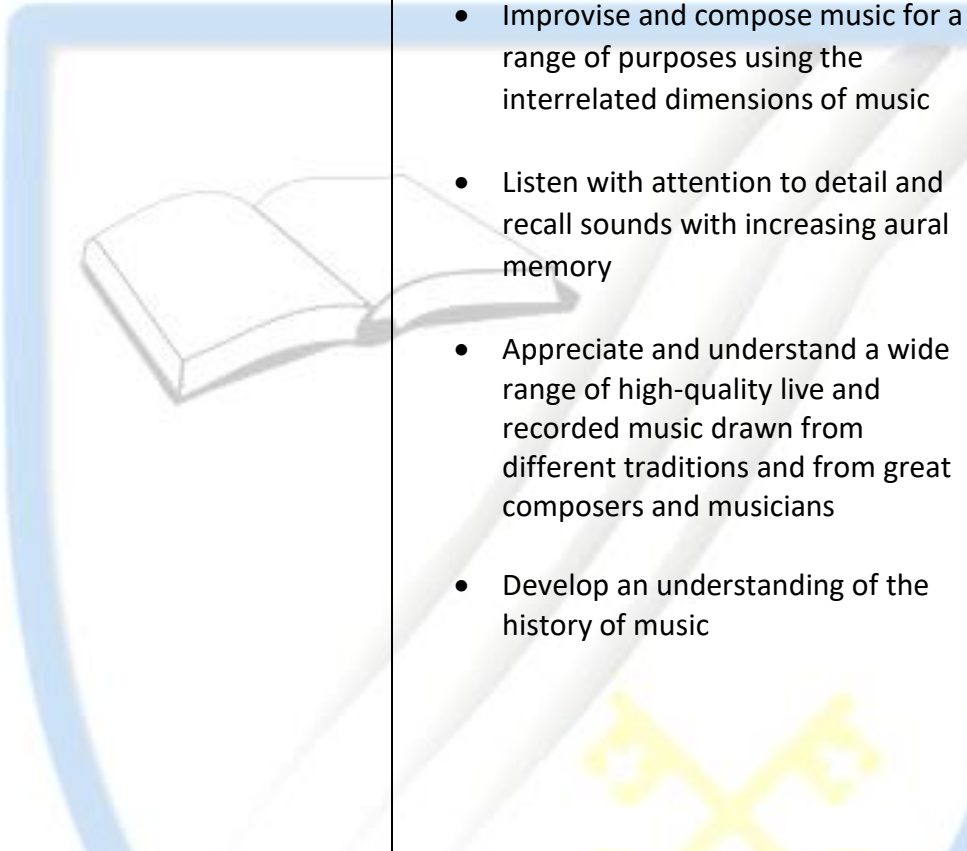
		<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	
<p>Ancient worlds</p> <p>Musical Focus – Structure</p>	<p>Children celebrate achievements of the 'Amazing Egyptians'. They explore 20th Century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure.</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 • Develop an understanding of the history of music 	
<p>Singing Spanish</p> <p>Musical Focus – Pitch</p>	<p>Children sample the sights and sounds of the Spanish speaking world as they learn greetings, count to twelve and play a singing game. They explore part-singing and accompaniments in four contrasting songs.</p>	<ul style="list-style-type: none"> • 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 interrelated dimensions of music 	<ol style="list-style-type: none"> 1. Singing in groups (Lesson 1) 2. Creating descriptive music (Lesson 1) 3. Singing in a minor key in groups (Lesson 2) 4. Developing descriptive song accompaniments (Lesson 2) 5. Singing in two parts with accompaniment (Lesson 3) 6. Performing repeating rhythms (Lesson 3) 7. Combining tuned percussion, un-tuned percussion, and singing (Lesson 3)
<p>Communication</p>	<p>Children create a news programme compete with theme music and school news headlines. Using songs and raps,</p>	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music 	<ol style="list-style-type: none"> 1. Copying rhythms and a short melody (Lesson 1) 2. Playing ostinati and layering them in a performance (Lesson 1) 3. Using music to communicate a meaning (Lesson 2)


<p>Musical Focus – Composition</p>	<p>this musical news bulletin will alert the school to the burning issues of the day!</p>	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory 	<ol style="list-style-type: none"> 4. Composing a rap (Lesson 2) 5. Playing ostinati and layering them in a performance (Lesson 3)
<p>Time</p> <p>Musical Focus – Beat</p>	<p>Music featuring clocks helps children to understand rhythm and syncopation in this unit. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.</p>	<ul style="list-style-type: none"> • 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 interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Develop an understanding of the history of music 	<ol style="list-style-type: none"> 1. Identifying the metre of a new song (Lesson 1) 2. Singing in three independent parts (Lesson 1) 3. Playing and singing repeated patterns (ostinati) from notation (Lesson 1) 4. Identifying metre in a piece of music (Lesson 2) 5. Understanding syncopation and using off-beat rhythms in improvisation (Lesson 2) 6. Combining independent parts in more than one metre (Lesson 2) 7. Identifying how a well-known story has been told in music (Lesson 3) 8. Creating music which tells a story (Lesson 3)
<p>In the past</p> <p>Musical Focus – Notation</p>	<p>Children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ol style="list-style-type: none"> 1. Learning to play a Renaissance dance from notations (Lesson 1) 2. Composing a fanfare (Lesson 1) 3. Understanding simple musical structures (Lesson 1) 4. Learning a dance and playing music used for celebrations (Lesson 2)

	<p>to Wagner's Bridal march and dance the mashed potato!</p> 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Use and understand staff and other musical notations • Develop an understanding of the history of music 	<ol style="list-style-type: none"> 5. Learning a 1960s pop song (Lesson 3) 6. Creating a performance (Lesson 3)
<p>Food and Drink</p> <p>Musical Focus – Performance</p>	<p>Children cook up a musical feast, enjoying a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating a song performance.</p>	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated 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 	<ol style="list-style-type: none"> 1. Combining expressive use of the voice with physical movement (Lesson 1) 2. Responding to sound with visual signals (Lesson 1) 3. Performing sequences of sounds matched to visual sequences (Lesson 1) 4. Singing a call and response chant (Lesson 2) 5. Composing and playing sequences of word rhythms (Lesson 2) 6. Understanding and performing rondo structure (Lesson 2) 7. Learning a traditional West African call and response song (Lesson 3) 8. Learning to sing a verse and chorus song (Lesson 3) 9. Learning rhythmic and melodic accompaniments for a song and combining them in a performance (Lesson 3)

YEAR 5

Unit Title and Focus	Overview	National Curriculum Links	Specific Objectives – children will be
<p>Our community</p> <p>Musical Focus – Performance</p>	<p>The song Jerusalem is the basis for looking at changes through time. Children are given opportunities to compose and perform music inspired by their local community, past and present.</p>	<ul style="list-style-type: none"> • 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 interrelated 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 	<ol style="list-style-type: none"> 1. Learning to sing a song (Lesson 1) 2. Understanding metre through singing and playing instruments (Lesson 1) 3. Conducting a metre of four (Lesson 1) 4. Conducting metres of two and three (Lessons 2 and 4) 5. Writing lyrics (Lessons 2 and 3) 6. Learning to sing a song from our musical heritage (Lesson 4) 7. Developing accompaniments using ostinato and invented or improvised rhythms (Lesson 5) 8. Rehearsing for a performance (Lesson 6) 9. Developing a performance by adding other media (Lesson 6) 10. Performing with awareness of audience (Lesson 6)
<p>Solar System</p> <p>Musical Focus – Listening</p>	<p>Children embark on a musical journey through the solar system, exploring how the universe inspired composers including Debussy, Holst and George Crumb. Children learn and song and compose pieces linked to space.</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ol style="list-style-type: none"> 1. Listening to music with focus and analysing using musical vocabulary (Lesson 1) 2. Relating sound sequences to images (Lesson 1) 3. Interpreting images to create descriptive sound sequences (Lesson 1)

		<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • 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 	<ol style="list-style-type: none"> 4. Developing the use of dynamics in a song (Lesson 2) 5. Listening to music, focusing on dynamics and texture (Lesson 2) 6. Learning a melodic ostinato using staff notation (Lesson 2) 7. Developing techniques of performing rap using texture and rhythm (Lesson 3) 8. Learning a song with a complex texture (Lesson 4) 9. Learning about the sound of the whole tone scale (Lesson 4) 10. Listening to music and describing its effects and use of the musical dimensions (Lesson 5) 11. Performing a song with expression and with attention to tone and phrasing (Lesson 5) 12. Creating a musical background to accompany a poem (Lesson 5) 13. Creating and presenting a performance of song, music, and poetry (Lesson 6)
<p>Life cycles</p> <p>Musical Focus – Structure</p>	<p>Children explore the human life cycle with music from Brahms, Berio, Liszt and Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 	<ol style="list-style-type: none"> 1. Singing in two and three parts (Lessons 1 and 2) 2. Reading a melody in staff notation (Lesson 1) 3. Accompanying a song with tuned and un-tuned instruments (Lesson 1) 4. Composing and performing together (Lesson 2) 5. Combining vocal sounds in performance (Lesson 3)

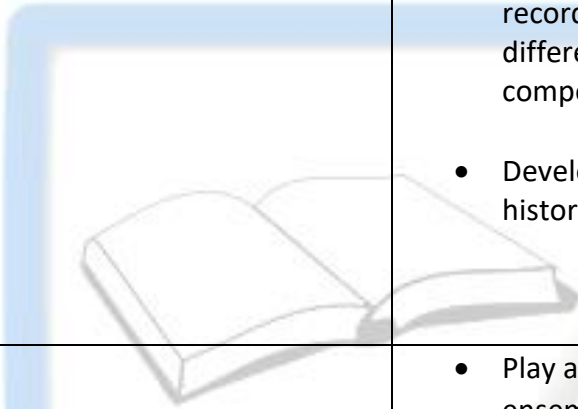
		<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<ol style="list-style-type: none"> 6. Creating a performance using voices and instruments in four parts (Lesson 3) 7. Exploring extended vocal techniques (Lesson 4) 8. Developing a structure to combine sounds (Lesson 4) 9. Creating musical effects using contrasting pitch (Lesson 5) 10. Learning about the music of an early opera (Lesson 6) 11. Creating descriptive music (Lesson 6) 12. Developing a performance with awareness of audience (Lesson 6)
<p>Keeping healthy</p> <p>Musical Focus – Beat</p>	<p>From body-popping and gospel-singing skeletons to swimming and cycling, children are taken through their paces and put together a performance using new musical techniques.</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • 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 	<ol style="list-style-type: none"> 1. Exploring beat at different tempi (Lesson 1) 2. Singing syncopated melodies (Lesson 1) 3. Developing rhythm skills through singing, playing, and moving (Lesson 1) 4. Singing and playing scales and chromatic melodies (Lesson 2) 5. Using steady beat and syncopated rhythms (Lesson 2) 6. Accompanying a song with sung and played drones (Lesson 3) 7. Singing in unison and two parts (Lesson 3) 8. Developing an arrangement of a two-part song (Lesson 4) 9. Learning and creating accompaniments for a song (Lesson 4) 10. Reading grid or staff notation to play a bassline (Lesson 4)

			<p>11. Learning to perform a song with syncopated rhythms (Lesson 5)</p> <p>12. Arranging a complete performance of music and songs (Lesson 6)</p> <p>13. Using a score to notate and guide selected elements of a performance (Lesson 6)</p>
<p>At the movies</p> <p>Musical Focus – Composition</p>	<p>Children explore movie music from 1920s animated films to present day movies. They learn techniques for creating soundtracks and film scores and compose their own movie music.</p>	<ul style="list-style-type: none"> • 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 interrelated 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 	<ol style="list-style-type: none"> 1. Understanding music narrative, and exploring and using narrative structure (Lessons 1 and 2) 2. Interpreting notation (Lesson 1) 3. Using a storyboard to structure sounds (Lesson 1) 4. Learning about the use of sound effects in movies (Lesson 2) 5. Composing sound effects to perform with a movie (Lesson 2) 6. Identifying changes in tempo and their effects (Lesson 3) 7. Exploring and understanding phrase structure of a song melody (Lesson 3) 8. Creating and performing a sequence of melodic phrases with a movie (Lesson 3) 9. Learning about the use of musical clichés in movie soundtracks (Lesson 4) 10. Exploring the effect of music in movies (Lesson 4) 11. Using the musical dimensions to create and perform music for a movie (Lesson 4) 12. Learning about and exploring techniques used in movie soundtracks (Lesson 5)


			<p>13. Creating sounds for a movie, following a timesheet (Lesson 5)</p> <p>14. Working in groups to create descriptive movie music (Lesson 6)</p> <p>15. Evaluating and refining compositions (Lesson 6)</p> <p>16. Learning about using cue scores (Lesson 6)</p>
<p>Celebration</p> <p>Musical Focus – Performance</p>	<p>Includes lively pieces that can be developed into a performance at a school celebration: a class assembly, a school concert or fete. Its celebratory, upbeat mood will soon have the audience joining in!</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory 	<ol style="list-style-type: none"> 1. Singing a song in unison and three-part harmony (Lesson 1) 2. Learning a melody and harmony part on instruments to accompany a song (Lesson 1) 3. Performing ostinati and body percussion accompaniments to a song (Lesson 2) 4. Exploring a song arrangement and its structure (Lesson 2) 5. Performing a song with a complex structure in four parts (Lesson 3) 6. Developing a song performance with awareness of audience (Lesson 3) 7. Understanding and using a song structure (Lesson 4) 8. Applying singing techniques to improve performance (Lesson 4) 9. Developing accurate ensemble playing (Lesson 5) 10. Controlling short, loud sounds on a variety of instruments (Lesson 5) 11. Rehearsing and improving an ensemble performance (Lesson 6) 12. Preparing a performance with awareness of audience (Lesson 6)

YEAR 6

Unit Title and Focus	Overview	National Curriculum Links	Specific Objectives – children will be
<p>World unite</p> <p>Musical Focus – Step Dance Performance</p>	<p>Get into the groove by exploring rhythm and melody in singing, movement and dance. Children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.</p>	<ul style="list-style-type: none"> • 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 interrelated dimensions of music • Use and understand staff and other musical notations 	<ol style="list-style-type: none"> 1. Exploring beat and syncopation through a song and body percussion (Lesson 1) 2. Developing coordination and rhythm skills (Lesson 2) 3. Performing a rhythmic sequence to a piece of music (Lesson 2) 4. Developing the idea of pitch shape and relating it to movement (Lesson 3) 5. Understanding pitch through movement and notation (Lesson 3) 6. Creating rhythm patterns (Lesson 4) 7. Arranging different musical sections to build a larger scale performance (Lesson 4) 8. Exploring rhythm through dance (Lesson 5) 9. Combining different rhythms (Lesson 5) 10. Exploring ways of combining and structuring rhythms through dance (Lesson 6)
<p>Journeys</p> <p>Musical Focus – Song Cycle Performance</p>	<p>Focuses on songs that can be sung in different combinations. The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song-cycle performance.</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Appreciate and understand a wide range of high-quality live and 	<ol style="list-style-type: none"> 1. Singing in three-part harmony (Lesson 1) 2. Exploring expressive singing in a part-song with echoes (Lesson 2) 3. Developing song cycles for performance (Lesson 3) 4. Staging a performance with awareness of audience (Lesson 3) 5. Singing a pop song with backing harmony (Lesson 4)

		<p>recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music 	<ol style="list-style-type: none"> 6. Learning about a song's structure (Lesson 4) 7. Learning to sing major and minor note patterns accurately (Lesson 5) 8. Learning a pop song with understanding of its structure (Lesson 5) 9. Developing a song cycle performance incorporating mixed media (Lesson 6) 10. Developing planning, directing, and rehearsal skills (Lesson 6)
<p>Growth</p> <p>Musical Focus – Street Dance Performance</p>	<p>'The street' is the setting for this unit of buskers and flash mobs. Children explore Ravel's Bolero through rhythmical mime, learn songs with instrumental accompaniments and create a dance to build into a thrilling street performance.</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • 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 	<ol style="list-style-type: none"> 1. Feeling and moving to a three-beat pulse and revising rhythmic ostinato (Lesson 1) 2. Performing and improvising rhythmic and melodic ostinati (Lesson 2) 3. Singing in harmony (Lesson 3) 4. Learning about chords (Lesson 3) 5. Performing music and dance (Lesson 4) 6. Revising, rehearsing, and developing music for performance (Lesson 5) 7. Exploring extended vocal techniques (Lesson 4) 8. Developing a structure to combine sounds (Lesson 4) 9. Creating musical effects using contrasting pitch (Lesson 5) 10. Understanding the process of a musical performance (Lesson 6)

<p>Roots</p> <p>Musical Focus – Mini Musical Performance</p>	<p>Provides a complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spider-man Anansi, who saves the day!</p>	<ul style="list-style-type: none"> • 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 interrelated 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 	<ol style="list-style-type: none"> 1. Singing a traditional Ghanaian song (Lesson 1) 2. Devising rhythmic actions to music (Lesson 1) 3. Developing a performance of a musical (Lesson 1) 4. Improvising descriptive music (Lesson 2) 5. Singing a traditional children’s game song from Ghana (Lesson 2) 6. Playing rhythm cycles (Lesson 3) 7. Combining rhythm cycles in a percussion piece (Lesson 3) 8. Singing call and response songs in two groups (Lesson 4) 9. Devising rhythmic movement (Lesson 4) 10. Developing a descriptive composition (Lesson 4) 11. Planning and structuring pieces to make a finale (Lesson 5) 12. Combining songs with rhythmic cycles (Lesson 5) 13. Developing and rehearsing for a performance (Lesson 6) 14. Performing to an audience (Lesson 6)
<p>Class Awards</p> <p>Musical Focus – Awards Show Performance</p>	<p>Provides an ideal opportunity to celebrate children’s achievements at the end of primary school with a musical awards show customised for the class. Awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ol style="list-style-type: none"> 1. Learning music for a special occasion (Lesson 1) 2. Composing programme music from a visual stimulus (Lesson 2) 3. Singing a verse and chorus song (Lesson 3) 4. Writing new verses for a rap (Lesson 3)

		<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Develop an understanding of the history of music 	<ol style="list-style-type: none"> 5. Developing a song performance (Lesson 4) 6. Performing together (Lessons 4, 5, and 6) 7. Developing an extended performance (Lesson 5) 8. Developing a song arrangement (Lesson 6) 9. Rehearsing for a performance (Lesson 6) 10. Performing together with an awareness of audience (Lesson 6)
<p>Moving On</p> <p>Musical Focus – Leavers’ Assembly Performance</p>	<p>Two songs – one looking back, one looking forward – and a musical device for linking them provide a moving celebration of children’s happy memories and their hopes for the future.</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 	<ol style="list-style-type: none"> 1. Singing a song with expression and sustained notes (Lessons 1 and 2) 2. Singing in two-part and three-part harmony (Lessons 1 and 4) 3. Performing complex song rhythms confidently (Lesson 2) 4. Identifying the structure of a piece of music (Lesson 3) 5. Learning to play a melody with chordal accompaniment (Lesson 3) 6. Experiencing the effect of harmony changing (Lesson 3) 7. Playing instrumental parts to accompany a song (Lesson 5) 8. Performing a song with complex structure (Lesson 5) 9. Listening to and understanding modulation in a musical bridge (Lesson 6) 10. Preparing for a performance (Lesson 6)