



Music Curriculum

Intent	At Wellington and Marlborough, we understand the importance of a varied musical curriculum in providing cultural capital for our pupils. The opportunities offered by a rich and deep love and appreciation of music in all its forms is an important resource for all pupils. As such, by the end of their time with us, children will be able to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, by organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Children will have the opportunity to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will develop their ability to compose music for a range of purposes using the dimensions of music, 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 and have an understanding about the history of music.									
Reception	ELG Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Educational Programme The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.									
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
	<table><tr><td><p>“Getting to Know You”</p><p>Dimensions Duration: Explore, investigate and respond to long and short sounds and recognise the steady beat in music heard and performed Timbre: Explore, investigate, use and respond to a range of sounds and sound-makers including vocal sounds</p><p>Skills Singing - Explore, investigate and use vocal sounds, talking and singing voice in response to character and/ or mood. Chant and sing familiar rhymes and songs or sections of songs from memory with growing proficiency and confidence Playing - Explore, investigate and use a range of sounds including body sounds, other sound makers and classroom percussion. Begin to develop fine and gross motor control and accuracy with growing confidence Rehearsing and performing - Sing and play individually and in a group, starting and stopping together, learning to wait, cooperate and take turns Notating - Respond to and recognise musical ideas represented and communicated through 3D objects/ props, picture cues, signs and symbols including those illustrating the musical dimensions Listening and responding - Explore, enjoy and respond to sounds from different sources focusing on musical moods, features, purposes and changes and how music makes you feel</p></td><td><p>“Tell Me a Tale”</p><p>Dimensions: Pitch: Explore, investigate and respond to high and low sounds Duration: Explore, investigate and respond to long and short sounds and recognise the steady beat in music heard and performed Dynamics: Explore, investigate and respond to and recognise loud, quiet and silence Tempo: Explore, investigate and respond to and recognise fast and slow Timbre: Explore, investigate and respond to a range of sounds and sound-makers including vocal sounds</p><p>Skills: Singing - Explore, investigate and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory with growing proficiency and confidence Playing - Explore, investigate and use a range of sounds including body sounds, other sound makers and classroom percussion. Begin to develop fine and gross motor control and accuracy with growing confidence Rehearsing and performing - Sing and play individually and in a group, starting and stopping together, learning to wait, cooperate and take turns Notating - Respond to and recognise musical ideas represented and communicated through</p></td><td><p>“Incy Wincy”</p><p>Dimensions Pitch: Explore, investigate and respond to high and low sounds</p><p>Skills Singing - Explore, investigate and use vocal sounds, talking and singing voice in response to character and / or mood. 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			<p>3D objects/ props and picture cues, (signs and symbols including those illustrating the musical dimensions)</p> <p><u>Listening and responding</u> - Explore, enjoy and respond to sounds from different sources focusing on musical moods, features, purposes and changes and how music makes you feel</p>	<p><u>Notating</u> - Respond to and recognise musical ideas represented and communicated through 3D objects/ props, picture cues, signs and symbols including those illustrating the musical dimensions</p> <p><u>Listening and responding</u> - Explore, enjoy and respond to sounds from different sources focussing on musical moods, features, purposes, changes and how music makes you feel</p>	<p><u>Listening and responding</u> - Explore, enjoy and respond to sounds from different sources focusing on musical moods, features, purposes, changes and how music makes you feel</p>	
Year 1	We watch adults play instruments in singing assemblies and watch children who are having private lessons perform with their instruments in preparation for their exams. (This continues throughout the year).					
	<p>Autumn 1</p> <p>"Toys"</p> <p><u>Linked to "Toys" Topic</u></p> <p><u>Dimensions</u></p> <p>Dynamics: Explore, use, respond to, recognise and identify loud, moderate, quiet and silence</p> <p>Tempo: Explore, use, respond to, recognise and identify fast, moderate and slow</p> <p><u>Skills</u></p> <p>Singing - Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory</p> <p>Rehearsing and performing - Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform</p> <p>Notating - Respond to and recognise signs,</p>	<p>Autumn 2</p> <p>"Can I Be Helpful Too?"</p> <p><u>Linked to "Being my Best" Topic</u></p> <p><u>Dimensions</u></p> <p>Duration: Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <p>Texture: Explore, respond to and recognise solo sounds and layers of sounds</p> <p><u>Skills</u></p> <p>Singing - Explore and use vocal sounds, chant and sing rhymes and songs building rhythmic memory</p> <p>Rehearsing and performing - Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform</p> <p>Notating - Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p>	<p>Spring 1</p> <p>"As Cold As Ice"</p> <p><u>Linked to "Explorers/Journeys" Topic</u></p> <p><u>Dimensions</u></p> <p>Duration: Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <p>Structure: Explore, respond to and recognise simple structures including beginning middle end and responses</p> <p><u>Skills</u></p> <p>Playing - Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p> <p>Rehearsing and Performing - Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform</p> <p>Notating - Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical, dimensions</p> <p>Listening and responding - Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel</p>	<p>Spring 2</p> <p>"The Old Castle"</p> <p><u>Dimensions</u></p> <p>Timbre</p> <p>Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used</p> <p><u>Skills</u></p> <p>Playing - Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p> <p>Rehearsing and performing - Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform</p> <p>Notating - Respond to and recognise signs, symbols and other basic graphic</p>	<p>Summer 1</p> <p>"Walking the Dog"</p> <p><u>Linked to Local Area Topic</u></p> <p><u>Dimensions</u></p> <p>Duration - Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <p>Structure - Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato)</p> <p><u>Skills</u></p> <p>Playing - Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p> <p>Rehearsing and performing - Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform</p> <p>Notating - Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p>	<p>Summer 2</p> <p>"The Three Bears"</p> <p><u>Dimensions</u></p> <p>Pitch: Explore, respond to and recognise high, middle and low sounds</p> <p><u>Skills</u></p> <p>Playing - Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p> <p>Rehearsing and performing - Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform</p> <p>Notating - Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p> <p>Listening and responding - Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel</p>



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	<p>symbols and other basic graphic notation including those illustrating the musical dimensions</p> <p>Listening and responding</p> <ul style="list-style-type: none"> - Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel 	<p>Listening and responding</p> <ul style="list-style-type: none"> - Explore, respond to, recognise and identify musical features (steady beat, rhythm pattern) and solo sounds and layers of sound 		<p>notation including those illustrating the musical dimensions</p> <p>Listening and responding</p> <ul style="list-style-type: none"> - Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel <p>Listen to <i>The Old Castle</i> from <i>Pictures at an Exhibition</i> by Mussorgsky</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> - Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions 	<p>Listening and responding</p> <ul style="list-style-type: none"> - Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel <p><i>Promenade - Walking the Dog</i> by George Gershwin</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> - Think and talk about sounds and music and how they make you feel 	
Year 2	We watch adults play instruments in singing assemblies and watch children who are having private lessons perform with their instruments in preparation for their exams. (This continues throughout the year).					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>"Dragons"</p> <p>Dimensions</p> <p>Dynamics: Respond to, recognise and identify getting louder and quieter</p> <p>Tempo: Respond to, recognise and identify getting faster and slower</p> <p>Skills</p> <p>Singing: explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments</p> <p>Playing: demonstrate accuracy and control of correct technique on a range of untuned percussion instruments</p>	<p>"Christmas Is Coming"</p> <p>Dimensions</p> <p>Pitch: Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</p> <p>Duration: Respond to, recognise and distinguish between steady beats (counting in groups of 4s, 2s and 3s) and rhythm pattern and how they fit together</p> <p>Skills</p> <p>Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent</p> <p>Rehearsing and performing</p>	<p>"Jolly Rogers"</p> <p>Dimensions</p> <p>Structure: Respond to, recognise and identify a range of repetition and contrast structures, in particular verse and chorus</p> <p>Timbre: Identify and choose the way sounds are made and can be used</p> <p>Skills</p> <p>Singing - Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments</p> <p>Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, developing musical memory and an awareness of why and how to improve and present a performance</p> <p>Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions</p> <p>Listening and responding - Respond to, identify, and distinguish between sounds and</p>	<p>"Wispy Willow"</p> <p>Linked to "Plants" Topic</p> <p>Dimensions</p> <p>Pitch : Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</p> <p>Skills</p> <p>Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent</p> <p>Rehearsing and performing</p> <p>Sing and play in time and follow a wider range of simple directions, develop</p>	<p>"Man on the Moon"</p> <p>Linked to "History of Flight" Topic</p> <p>Dimensions</p> <p>Timbre: identify and choose the way sounds are made and can be used</p> <p>Texture: respond to and begin to recognise and use different layers including simple accompaniments</p> <p>Skills</p> <p>Playing - Demonstrate accuracy and control of correct technique on an appropriate range of untuned percussion instruments using both hands differentiating between left and right. Begin to play with musical intent</p> <p>Rehearsing - Sing and play in time and follow a wider range of simple directions, developing musical memory and an awareness of why and how to improve and present a performance. Rehearsal and improvement opportunities: Aliens Hello, Michael</p>	<p>"Minibeasts On the Move"</p> <p>Dimensions</p> <p>Duration: Respond to, recognise and distinguish between steady beats (counted in groups of 4s) and rhythm pattern and how they fit together</p> <p>Skills</p> <p>Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent</p> <p>Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</p> <p>Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm</p> <p>Listening and responding - Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p>



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	<p>using both hands differentiating between left and right. Begin to play with musical intent.</p> <p>Rehearsing and performing: sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve and present a performance</p> <p>Notating: respond to, identify and use symbols and other graphic notation illustrating the musical dimensions</p> <p>Listening and responding: respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p>	<p>Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve and present a performance</p> <p>Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch</p> <p>Listening and responding Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p>	<p>music in different contexts. Begin to consider how music illustrates the composer's ideas</p>	<p>awareness of why and how to improve and present a performance</p> <p>Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of pitch</p> <p>Listening and responding Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p>	<p>Collins song and Man on the Moon music (class and small group)</p> <p>Notating - Respond to, identify and use symbols and other graphic notation illustrating timbre and texture</p> <p>Listening and responding: - Respond to, identify and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p>	
Year 3	We watch adults play instruments in singing assemblies and watch children who are having private lessons perform with their instruments in preparation for their exams. (This continues throughout the year).					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Our School Dimensions</p> <p>Duration - Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre</p> <p>Structure</p> <p>Develop understanding of conventional structures including question and answer patterns. Explore the use of simple ostinato (short repeated patterns)</p> <p>Skills</p> <p>Singing</p> <p>Explore the use of the voice as an instrument, chant and sing with a developing awareness of</p>	<p>Christmas is Coming Dimensions</p> <p>Pitch</p> <p>Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns (major)</p> <p>Duration</p> <p>Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre</p> <p>Skills</p> <p>Playing</p> <p>Develop instrumental skills and techniques and use them to play with increased</p>	<p>Chinese Lanterns Dimensions</p> <p>Pitch</p> <p>Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic</p> <p>Texture</p> <p>Identify the use and purpose of different layers in music heard, created and performed</p> <p>Skills</p> <p>Playing</p> <p>Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p> <p>Rehearsing and performing</p> <p>Develop basic individual and group rehearsal skills including using memory and recall.</p> <p>Recognise why and when to improve. Begin to</p>	<p>In the Hall of the Mountain King Dimensions</p> <p>Duration: Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre</p> <p>Dynamics: Identify, use and understand getting louder and quieter in finer gradations</p> <p>Tempo: Identify, use and understand getting faster and slower in finer gradations</p> <p>Skills</p> <p>Listening and responding</p> <p>Playing: Develop instrumental skills and</p>	<p>Mystic Moments Dimensions</p> <p>Texture - Identify the use and purpose of different layers in music heard, created and performed</p> <p>Timbre - Identify a range of non-percussion instruments by name (synthesiser) ; distinguish between different ways of playing percussion instruments</p> <p>Skills</p> <p>Singing -Explore the use of the voice as an instrument, chant and sing with a developing awareness of phrasing and expression, including rounds, partner songs and songs in simple layers</p>	<p>Volcanoes Dimensions</p> <p>Pitch</p> <p>Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. major</p> <p>Structure</p> <p>Develop understanding of conventional structures. Explore the use of simple ostinati (short repeated patterns)</p> <p>Skills</p> <p>Playing</p> <p>Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p> <p>Rehearsing</p> <p>Develop basic individual and group rehearsal skills including memory and recall.</p>



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	<p>phrasing and expression including rounds, partner songs and songs in simple layers</p> <p>Playing Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p> <p>Rehearsing and performing Develop basic individual and group rehearsal skills including using memory and recall. Recognise why and when to improve. Begin to develop an awareness of how to present a performance</p> <p>Notating Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation</p> <p>Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary</p>	<p>accuracy and growing musicality</p> <p>Rehearsing and performing Develop basic individual and group rehearsal skills including using memory and recall. Recognise why and when to improve. Begin to develop an awareness of how to present a performance</p> <p>Notating Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation</p> <p>Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary</p>	<p>develop an awareness of how to present a performance</p> <p>Notating Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation</p> <p>Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary</p>	<p>techniques and use them to play with increased accuracy and growing musicality</p> <p>Rehearsing and performing Develop basic individual and group rehearsal skills including using memory and recall. Recognise why and when to improve. Begin to develop an awareness of how to present a performance</p> <p>Notating Identify and use a range of graphic notation including basic rhythm (and pitch notation). Introduce basic stave notation. Consider how music illustrates the composer's ideas</p> <p>Listening to - In the Hall of the Mountain King - from Peer Gynt Suite by Edvard Grieg (BBC Ten Pieces version) Additional listening piece - Little Train of the Caipira by Hector Villalobos</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary</p>	<p>Playing - Extend playing skills with an awareness of the sound you are making and a growing awareness of the way your sound and your part balances with others</p> <p>Rehearsing Develop basic individual and group rehearsal skills including using memory and recall. Recognise why and when to improve. Begin to develop an awareness of how to present a performance</p> <p>Notating Identify and use a range of graphic notation including basic pitch notation</p> <p>Listening and responding Consider how music illustrates the composer's ideas/ consider the devices used by composers to represent ideas musically</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary</p>	<p>Recognise why and when to improve. Begin to develop an awareness of how to present a performance</p> <p>Notating Identify and use a range of graphic notation including basic pitch notation. Introduce basic stave notation if appropriate</p> <p>Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas <i>Listen to Soul sacrifice - Carlos Santana (Mexican musician)</i> https://www.youtube.com/watch?v=elWvQ5LuYKc Listen out for the bass ostinato</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary</p>
Year 4	We watch adults play instruments in singing assemblies and watch children who are having private lessons perform with their instruments in preparation for their exams. (This continues throughout the year).					



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<div>Dimensions<ul style="list-style-type: none">Duration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metreDynamics - Explore how to use dynamics for expressive effectTempo - Explore how to use tempi for expressive effectTexture - Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts<p>Playing - Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p><p>Notating - Understand and use detailed graphic notation. Use basic stave notation</p><p>Rehearsing and performing - Recognise which improvements need to be made and use individual and group rehearsal skills</p><p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</p><p>Describing and discussing - Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p><p>Violin - LM2</p></div>	<div>Dimensions<ul style="list-style-type: none">Pitch - Identify melodic shape and explore different scale patterns including pentatonic, major and minorDuration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metreDynamics - Explore how to use dynamics for expressive effectTempo - Explore how to use tempi for expressive effectTexture - Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts - Different children playing different parts but in unison.Structure - Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato<p>Playing - Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p><p>Rehearsing and performing - Recognise which improvements need to be made and use individual and group rehearsal skills</p><p>Notating - Understand and use detailed graphic notation. Use basic stave notation</p><p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</p><p>Describing and discussing - Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p><p>Ukulele - L2M</p></div>	<div>Dimensions<ul style="list-style-type: none">Pitch - Identify melodic shape and explore different scale patterns including pentatonic, major and minorDuration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metreDynamics - Explore how to use dynamics for expressive effectTimbre - Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instrumentsTempo - Explore how to use tempi for expressive effectStructure - Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato<p>Playing - Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p><p>Rehearsing and performing - Recognise which improvements need to be made and use individual and group rehearsal skills</p><p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</p><p>Describing and discussing - Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p><p>African Percussion- L2M</p></div>			
Year 5	We watch adults play instruments in singing assemblies and watch children who are having private lessons perform with their instruments in preparation for their exams. (This continues throughout the year).					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<div>A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts<p>Dimensions</p><p>Pitch</p><p>Explore, recognise and identify a range of different scale patterns including pentatonic, major and the <u>harmonic minor</u> in particular and could extend to chromatic notes and how they influence music</p><p>Structure</p><p>Explore and use a wider range of developmental</p></div>	<div>Read, Write and Remember to Twinkle<p>Dimensions</p><p>Pitch</p><p>Explore, recognise and identify a range of different scale patterns - the C major scale</p><p>Duration</p><p>Identify and begin to understand more complex rhythm patterns</p><p>Skills</p><p>Playing</p><p>Demonstrate accurate and fluent instrumental skills and use them to articulate and</p></div>	<div>Frozen Land<p>Dimensions</p><p>Pitch</p><p>Explore, recognise and identify a minor key and how it influences music</p><p>Structure</p><p>Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif</p><p>Skills</p><p>Playing</p><p>Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness</p></div>	<div>Space<p>Dimensions</p><p>Timbre</p><p>Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments</p><p>Texture</p><p>Extend the use of texture (simple harmony) to include consonant and dissonant clusters of notes</p><p>Dynamics</p><p>Understand how a wide range of dynamics can be used and manipulated for expressive effect</p><p>Skills</p><p>Playing</p></div>	<div>Map Rappers<p>Dimensions</p><p>Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 8</p><p>Structure: Explore and use a wider range of developmental structures (e.g. Rap)</p><p>Skills</p><p>Extend imaginative vocal use, chant and sing in layers with expressive interpretation and awareness of phrasing, style and context</p><p>Rehearsing and performing</p></div>	<div>Greek Tragedy<p>Dimensions</p><p>Dynamics</p><p>Understand how a wide range of dynamics can be used and manipulated for expressive effect</p><p>Tempo</p><p>Understand how a wide range of tempi can be used and manipulated for expressive effect</p><p>Structure</p><p>Explore and use a wider range of developmental structures e.g. choral interlude</p><p>Skills</p><p>Playing</p></div>



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	<p>structures (e.g. ABA, Rondo) and expressive structures including minimalist music (featuring musical opposites, retrograde and palindrome)</p> <p>Skills Playing Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary</p>	<p>perform with musical awareness</p> <p>Rehearsing Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including grid and core stave notation with time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary</p>	<p>Rehearsing and performing Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including grid and core stave notation with time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary</p>	<p>Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including grid and core stave notation with time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary</p>	<p>Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand and use a range of notation for specific purposes including grids and rhythmic notation (where appropriate as an aide-memoire)</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary</p>	<p>Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary</p>
Year 6	We watch adults play instruments in singing assemblies and watch children who are having private lessons perform with their instruments in preparation for their exams. (This continues throughout the year).					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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<p>Baghdad <u>Dimensions</u> Pitch: Explore, recognise and identify the Arabic / double harmonic scale and how it influences music</p> <p>Dynamics: Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>Tempo: Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</p> <p><u>Skills</u> Playing Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved <i>Short Ride in a Fast Machine</i> by John Adams (one of the BBC Ten Pieces)</p> <p>Listening and responding</p>	<p>Short Ride in a Fast Machine <u>Dimensions</u> Duration: Identify and understand more complex rhythm patterns and metres</p> <p>Structure: Use a broader range of developmental structures and expressive structures (minimalist)</p> <p><u>Skills</u> Playing: Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved <i>Short Ride in a Fast Machine</i> by John Adams (one of the BBC Ten Pieces)</p>	<p>Quiet Confidence <u>Dimensions</u> Dynamics Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>Structure Use a broader range of developmental structures and expressive structures e.g. cumulative structures</p> <p><u>Skills</u> Singing Further extend imaginative vocal use, chant and sing in independent balanced parts with expressive interpretation and awareness of phrasing, style and context</p> <p>Playing Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the</p>	<p>Amazing Machines <u>Dimensions</u> Pitch: Explore, recognise and identify a major scale and how it influences music</p> <p>Duration: identify and understand more complex rhythm patterns and metres counting in 8</p> <p><u>Skills</u> Playing Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation and time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose</p>	<p>Calypso Sparkle <u>Dimensions</u> Pitch Explore, recognise and identify a C major scale pattern and how it influences music (<i>mood & in relation to chords</i>)</p> <p>Duration Identify and understand more complex rhythm patterns and metres - counting in 8</p> <p>Texture Use a range of harmonic devices with greater awareness and understanding in a Calypso context (<i>chords</i>)</p> <p><u>Skills</u> Playing Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance</p> <p>Notating Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the</p>	<p>Production <u>Dimensions</u> Pitch</p> <p>Duration</p> <p>Texture</p> <p><u>Skills</u> Singing Further extend imaginative vocal use, chant and sing in independent balanced parts with expressive interpretation and awareness of phrasing, style and context</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance</p>
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	<p>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved</p> <p>Listen to <i>Ahmed Mukhtar - Raqsat albedoi</i> from <i>Rhythms of Baghdad</i> <i>Baghdad</i> performed by Jesse Cook Selected movements from <i>The Armed Man (A Mass for Peace)</i> by Karl Jenkins</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</p>	<p>Describe and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composers musical intent and how it was achieved using a fluent musical vocabulary</p>	<p>composer's musical intent and how it was achieved using a fluent musical vocabulary</p>	<p>Understand and identify the composer's intent and how this was achieved</p> <p>Watch and / or listen to <i>Pipe Dream</i> by AniMusic.com (from Animusic 1 DVD, also available on Youtube) <i>Only Time Will Tell</i> by Mike Oldfield (from <i>Songs of Distant Earth</i> album, also available on Youtube) <i>Marble Machine</i> by Wintergatan (available on Youtube)</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</p>	<p>composer's intent and how this was achieved</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</p>	
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