

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
<u>"Getting</u>	to Know You"	<u>"Tell Me a Tale"</u>	"Incy Wincy"	"Rainbow Fish"	"On the Beach"
<u>Dimensions</u>		<u>Dimensions:</u>	<u>Dimensions</u>	<u>Dimensions</u>	<u>Dimensions</u>
Duration: Explore, investigate and respond to long and		Pitch: Explore, investigate and respond to high	Pitch: Explore, investigate	Timbre	Structure: Explore, investigate and respond
short sounds and recognise the steady beat in music heard		and low sounds	and respond to high and low	Explore, investigate, use and respond	to sequences of events, stories and simple
and performed		Duration: Explore, investigate and respond to	sounds	to a range of sounds and sound-	patterns, distinguish between same and
Timbre: Explore, investig	ate, use and respond to a range	long and short sounds and recognise the steady		makers including vocal sounds	different
of sounds and sound-make	rs including vocal sounds	beat in music heard and performed	Skills		Timbre: Explore, investigate, use and
		Dynamics: Explore, investigate and respond to	Singing - Explore,	<u>Skills</u>	respond to a range of sounds and sound
<u>Skills</u>		and recognise loud, quiet and silence	investigate and use vocal	Singing - Explore, investigate and use	makers including vocal sounds
	gate and use vocal sounds, talking	Tempo: Explore, investigate and respond to	sounds, talking and singing	vocal sounds, talking and singing voice	
and singing voice in respo	nse to character and/ or mood.	and recognise fast and slow	voice in response to	in response to character and / or	
Chant and sing familiar rl	hymes and songs or sections of	Timbre: Explore, investigate and respond to a	character and / or mood.	mood. Chant and sing familiar rhymes	Skills
songs from memory w	with growing proficiency and	range of sounds and sound-makers including	Chant and sing familiar	and songs or sections of songs from	Playing - Explore, investigate and use
confidence		vocal sounds	rhymes and songs or	memory with growing proficiency and	range of sounds including body sounds, othe
	gate and use a range of sounds		sections of songs from	confidence	sound makers and classroom percussio
	ner sound makers and classroom	Skills:	memory with growing	Playing - Explore, investigate and	1
	op fine and gross motor control	Singing - Explore, investigate and use vocal	proficiency and confidence	use a range of sounds including body	control and accuracy with growing
and accuracy with growing confidence		sounds, talking and singing voice in response to	Playing - Explore,	sounds, other sound makers and	confidence
	ing - Sing and play individually	character and / or mood. Chant and sing	investigate and use a range	classroom percussion. Begin to	Rehearsing and performin
•	id stopping together, learning to	familiar rhymes and songs or sections of songs	of sounds including body	develop fine and gross motor control	
wait, cooperate and take t		from memory with growing proficiency and	sounds, other sound makers	and accuracy with growing confidence	starting and stopping together, learning t
	and recognise musical ideas	confidence	and classroom percussion	Rehearsing and performing	wait, cooperate, and take turns
	nicated through 3D objects/	Playing - Explore, investigate and use a range	Begin to develop fine and	Sing and play individually and in a	Notating - Respond to and recognise musico
	s and symbols including those	of sounds including body sounds, other sound	gross motor control and	group, starting and stopping together,	ideas represented and communicate
illustrating the musical dir		makers and classroom percussion. Begin to	accuracy with growing	learning to wait, cooperate and take	
	- Explore, enjoy and respond to	develop fine and gross motor control and	confidence	turns	signs and symbols including those illustratin
	urces focusing on musical moods,	accuracy with growing confidence	Rehearsing and performing		the musical dimensions
· ·	langes and how music makes you	Rehearsing and performing - Sing and play	- Sing and play individually	recognise musical ideas represented	Listening and respondin
feel		individually and in a group, starting and	and in a group, starting and	and communicated through 3D	
		stopping together, learning to wait, cooperate	stopping together learning	objects/ props, picture cues, signs	
		and take turns	to wait, cooperate and take	and symbols including those	moods, features, purposes, changes and ho
		Notating - Respond to and recognise musical	turns	illustrating the musical dimensions	music makes you feel
		ideas represented and communicated through			



			3D objects/ props and 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	recognise musical ideas represented and communicated through 3D	Listening and responding - Explore, enjoy and respond to sounds from different sources focusing on musical moods, features, purposes, changes and how music makes you feel	
				Explore, enjoy and respond to sounds from different sources focussing on musical moods, features, purposes, changes and how music makes you feel		
Year 1	' '		watch children who are having private lessons pe			,
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>"Toys"</u> Linked to "Toys" Topic	<u>"Can I Be Helpful Too?"</u> Linked to "Being my Best"	As Cold As Ice" Linked to "Explorers/Journeys" Topic	"The Old Castle" Dimensions	"Walking the Dog" Linked to Local Area Topic	<u>"The Three Bears"</u> Dimensions
	Dimensions	Topic	Dimensions	Timbre	Dimensions	Pitch: Explore, respond to and recognise
	Dynamics: Explore, use,		Duration: Explore, respond to and recognise	Use and identify families of	l 	, , ,
	respond to, recognise and		patterns of long and short sounds and to	•		
	identify loud, moderate,		steady beats in music heard and performed	1	sounds and to steady beats in music	Skills
	quiet and silence	• .	Structure: Explore, respond to and recognise	properties and explore how	heard and performed	Playing - Explore and use an increased range
	Tempo: Explore, use,	steady beats in music heard	simple structures including beginning middle	they could be played. Use	Structure - Explore, respond to and	of sounds (including body sounds) beginning
	respond to, recognise and	and performed	end and responses	and identify vocal sounds	recognise simple structures including	to use correct percussion techniques and
	identify fast, moderate	Texture: Explore, respond to	·	and explore how they could	openings and endings (AB), beginning-	showing awareness of the use of the
	and slow	and recognise solo sounds and	Skills	be used	middle-end, echoes and responses and	dominant hand
		layers of sounds	Playing - Explore and use an increased range		simple repeated patterns (ostinato)	Rehearsing and performing - Sing and play
	<u>Skills</u>		of sounds (including body sounds) beginning to	<u>Skills</u>		in time starting to develop musical memory
	Singing - Explore and use		use correct percussion techniques and showing			and follow a range of simple directions
						including ideas about how to improve and
			Rehearsing and Performing - Sing and play in		range of sounds (including body	l ·
	_		time starting to develop musical memory and			Notating - Respond to and recognise signs,
	/ or mood building	•	follow a range of simple directions including	1 *		· ·
	•		ideas about how to improve and perform			including those illustrating the musical
	memory		Notating - Respond to and recognise signs,	use of the dominant hand	hand	dimensions
		•	symbols and other basic graphic notation including those illustrating the musical,			Listening and responding - Explore, respond to, recognise and identify sounds from
	-	directions including ideas			1	different sources and musical moods,
			Listening and responding - Explore, respond		,	<u> </u>
	and follow a range of	•	to, recognise and identify sounds from		about how to improve and perform	music makes you feel
		•	different sources and musical moods, features		Notating - Respond to and recognise	
			and changes / contrasts and how music makes		signs, symbols and other basic graphic	
	improve and perform	other basic graphic notation			notation including those illustrating	
	·	including those illustrating	<u> </u>	recognise signs, symbols		
	to and recognise signs,			and other basic graphic		



	symbols and other basic	Listening and responding -		notation including those	Listening and responding - Explore,	
	graphic notation including	Explore, respond to,		illustrating the musical	respond to, recognise and identify	
	those illustrating the	recognise and identify		dimensions	sounds from different sources and	
	musical dimensions	musical features (steady		Listening and responding -	musical moods, features and changes/	
	Listening and responding	beat, rhythm pattern) and		Explore, respond to,	contrasts and how music makes you	
	- Explore, respond to,	solo sounds and layers of		recognise and identify	feel	
		sound				
	recognise and identify	Sound			Promenade - Walking the Dog by	
	sounds from different			sources and musical moods,	George Gershwin	
	sources and musical			features and changes /	Describing and discussing - Think	
	moods, features and			contrasts and how music	and talk about sounds and music and	
	changes / contrasts and			makes you feel	how they make you feel	
	how music makes you feel			Listen to The Old Castle		
				from <i>Pictures</i> at an		
				Exhibition by Mussorgsky		
				Describing and discussing		
				- Think and talk about		
				sounds and music and how		
				they make you feel. Use		
				key words relating to the		
				dimensions		
Year 2	We watch adults pl	ay instruments in singing assemb	olies and watch children who are having private le	ssons perform with their inst	ruments in preparation for their exams.	(This continues throughout the year).
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>"Dragons"</u>	"Christmas Is Coming"	"Jolly Rogers"	"Wispy Willow"	<u>"Man on the Moon"</u>	"Minibeasts On the Move"
	Dimensions	Dimensions	Dimensions	Linked to "Plants" Topic	Linked to "History of Flight" Topic	Dimensions
	Dynamics: Respond to,	Pitch: Respond to, recognise	Structure: Respond to, recognise and identify	Dimensions	<u>Dimensions</u>	Duration: Respond to, recognise and
	recognise and identify	and identify higher and lower	a range of repetition and contrast structures,	Pitch : Respond to,	Timbre: identify and choose the way	distinguish between steady beats (counted in
		and racinity migrici and lower	a runge of repetition and contrast structures,	i Respond 10,	initial or receiving and encode the way	aistringuish between steady beats (countred in
	getting louder and quieter	sounds and the general shape	in particular verse and chorus		sounds are made and can be used	•
	getting louder and quieter Tempo : Respond to,	sounds and the general shape	in particular verse and chorus	recognise and identify	sounds are made and can be used	groups of 4s) and rhythm pattern and how
	Tempo: Respond to,	sounds and the general shape of melodies. Begin to	in particular verse and chorus Timbre: Identify and choose the way sounds	recognise and identify higher and lower sounds and	sounds are made and can be used Texture: respond to and begin to	•
	Tempo : Respond to, recognise and identify	sounds and the general shape of melodies. Begin to recognise steps, leaps and	in particular verse and chorus Timbre: Identify and choose the way sounds	recognise and identify higher and lower sounds and the general shape of	sounds are made and can be used Texture: respond to and begin to recognise and use different layers	groups of 4s) and rhythm pattern and how they fit together
	Tempo: Respond to,	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used	recognise and identify higher and lower sounds and the general shape of melodies. Begin to	sounds are made and can be used Texture: respond to and begin to	groups of 4s) and rhythm pattern and how they fit together Skills
	Tempo: Respond to, recognise and identify getting faster and slower	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Duration: Respond to,	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control
	Tempo: Respond to, recognise and identify getting faster and slower Skills	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Duration: Respond to, recognise and distinguish	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills Singing - Explore and use vocal tones, chant	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned
	Tempo: Respond to, recognise and identify getting faster and slower Skills Singing: explore and use	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Duration: Respond to, recognise and distinguish between steady beats	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills Singing - Explore and use vocal tones, chant and sing a wider variety of rhymes and songs	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills Playing - Demonstrate accuracy and	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with
	Tempo: Respond to, recognise and identify getting faster and slower Skills Singing: explore and use vocal tones, chant and sing	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Duration: Respond to, recognise and distinguish between steady beats (counting in groups of 4s, 2s	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills Singing - Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood.	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills Playing - Demonstrate accuracy and control of correct technique on an	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent
	Tempo: Respond to, recognise and identify getting faster and slower Skills Singing: explore and use vocal tones, chant and sing a wider variety of rhymes	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Duration: Respond to, recognise and distinguish between steady beats (counting in groups of 4s, 2s and 3s) and rhythm pattern	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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.	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills Playing - Demonstrate	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills Playing - Demonstrate accuracy and control of correct technique on an appropriate range of untuned	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play
	Tempo: Respond to, recognise and identify getting faster and slower Skills Singing: explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Duration: Respond to, recognise and distinguish between steady beats (counting in groups of 4s, 2s	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills Playing - Demonstrate accuracy and control of	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills Playing - Demonstrate accuracy and control of correct technique on an appropriate range of untuned percussion instruments using both	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play in time and follow a wider range of simple
	Tempo: Respond to, recognise and identify getting faster and slower Skills Singing: explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes 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	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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 Rehearsing and performing - Sing and play in	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills Playing - Demonstrate accuracy and control of correct technique on a	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills Playing - Demonstrate accuracy and control of correct technique on an appropriate range of untuned percussion instruments using both hands differentiating between left	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and
	Tempo: Respond to, recognise and identify getting faster and slower Skills 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	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes 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 Skills	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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 Rehearsing and performing - Sing and play in time and follow a wider range of simple	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills 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	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve
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	Tempo: Respond to, recognise and identify getting faster and slower Skills 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	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes 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 Skills Playing - Demonstrate accuracy and control of	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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 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	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands,	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills 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 Rehearsing - Sing and play in time and	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Notating - Respond to, identify and use symbols and other graphic notation
	Tempo: Respond to, recognise and identify getting faster and slower Skills 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	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes 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 Skills Playing - Demonstrate accuracy and control of correct technique on a range	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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 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	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating between	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills 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 Rehearsing - Sing and play in time and follow a wider range of simple	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including
	Tempo: Respond to, recognise and identify getting faster and slower Skills 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	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes 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 Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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 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 Notating - Respond to, identify and use	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills 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	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills 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 Rehearsing - Sing and play in time and follow a wider range of simple directions, developing musical memory	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm
	Tempo: Respond to, recognise and identify getting faster and slower Skills 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 Playing: demonstrate	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes 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 Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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 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 Notating - Respond to, identify and use symbols and other graphic notation illustrating	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills 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	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills 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 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	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm Listening and responding - Respond to,
	Tempo: Respond to, recognise and identify getting faster and slower Skills 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 Playing: demonstrate accuracy and control of	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes 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 Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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 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 Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills 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 Rehearsing and performing	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills 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 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.	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm Listening and responding - Respond to, identify, and distinguish between sounds and
	Tempo: Respond to, recognise and identify getting faster and slower Skills 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 Playing: demonstrate accuracy and control of correct technique on a	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes 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 Skills 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	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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 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 Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions Listening and responding - Respond to,	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills 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 Rehearsing and performing Sing and play in time and	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills 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 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	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm Listening and responding - Respond to, identify, and distinguish between sounds and music in different contexts. Begin to
	Tempo: Respond to, recognise and identify getting faster and slower Skills 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 Playing: demonstrate accuracy and control of correct technique on a range of untuned	sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes 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 Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating	in particular verse and chorus Timbre: Identify and choose the way sounds are made and can be used Skills 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 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 Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions Listening and responding - Respond to,	recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Skills 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 Rehearsing and performing Sing and play in time and	sounds are made and can be used Texture: respond to and begin to recognise and use different layers including simple accompaniments Skills 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 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	groups of 4s) and rhythm pattern and how they fit together Skills Playing - Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm Listening and responding - Respond to, identify, and distinguish between sounds and



	differentiating between left and right. Begin to play with musical intent. 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 Notating: respond to, identify and use symbols and other graphic notation illustrating the musical dimensions Listening and responding: respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's	follow a wider range of simple directions, develop awareness of why and how to improve and present a performance Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch Listening and responding Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the	music in different contexts. Begin to consider how music illustrates the composer's ideas	to improve and present a performance Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of pitch	Collins song and Man on the Moon music (class and small group) Notating - Respnd to, identify and use symbols and other graphic notation illustrating timbre and texture 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	
Year 3	ideas We watch adults pl	 ay instruments in singing asseml	 plies and watch children who are having private le	 ssons perform with their instr	l ruments in preparation for their exams.	(This continues throughout the year).
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our School	Christmas is Coming	Chinese Lanterns	In the Hall of the	Mystic Moments	Volcanoes
	<u>Dimensions</u>	<u>Dimensions</u>	Dimensions	Mountain King	<u>Dimensions</u>	<u>Dimensions</u>
	Duration - Identify how	Pitch	Pitch	<u>Dimensions</u>	Texture - Identify the use and	Pitch
	rhythm patterns fit to a	Identify steps, leaps and	Identify steps, leaps and repeated notes in	Duration: Identify how	purpose of different layers in music	Identify steps, leaps and repeated notes in
		repeated notes in melodies	melodies and begin to explore different scale	rhythm patterns fit to a	heard, created and performed	melodies and begin to explore different
	understand 4 metre	and begin to explore	patterns e.g. pentatonic	steady beat and begin to	Timbre - Identify a range of non-	scale patterns e.g. major
	Structure	different scale patterns	_ · · · · · · · ·	understand 4 metre	percussion instruments by name	Structure
	Develop understanding of		Identify the use and purpose of different	Dynamics: Identify, use	(synthesiser); distinguish between	Develop understanding of conventional
	conventional structures		layers in music heard, created and performed	and understand getting	different ways of playing percussion	structures. Explore the use of simple
	including question and	Identify how rhythm		louder and quieter in finer	instruments	ostinati (short repeated patterns)
	answer patterns. Explore the use of simple ostinato	patterns fit to a steady beat and begin to understand 4	Skills	gradations Tempo : Identify, use and	Skille	Skille
	(short repeated patterns)	metre	Playing	understand getting faster	Skills Singing -Explore the use of the voice	<u>Skills</u> Playing
	(Short repeated parterns)	men e	Develop instrumental skills and techniques and use them to play with increased accuracy and	and slower in finer	as an instrument, chant and sing with	Develop instrumental skills and techniques
	Skills	Skills	growing musicality	gradations	a developing awareness of phrasing	and use them to play with increased
	Singing	Playing	growing masicality	9. 434110110	and expression, including rounds,	accuracy and growing musicality
		Develop instrumental skills	Rehearsing and performing	Skills	partner songs and songs in simple	3. 5
	voice as an instrument,	and techniques and use them	Develop basic individual and group rehearsal	Listening and responding	layers	Rehearsing
	chant and sing with a	to play with increased	skills including using memory and recall.	Playing: Develop	·	Develop basic individual and group rehearsal
	developing awareness of		Recognise why and when to improve. Begin to	instrumental skills and		skills including memory and recall.



phrasing and expression including rounds, partner songs and songs in simple layers

Playing

Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality

Rehearsing performing

Develop basic individual and group rehearsal skills including memory and recall. Recognise why and when to improve. Begin to develop an awareness of how to present a performance

Notating

Identify and use a range of graphic notation including grid notation

Listening and responding

identify, Respond to, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas

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

accuracy and growing musicality

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 now to present a performance

Notating

Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation

Listening and respondina Respond to, identify,

compare and contrast sounds and music in different contexts and for different purposes Consider how music illustrates the composer's Listen to Troika by Prokofiev and Russian Dance Trepak by Tchaikovsky

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

develop an awareness of now to present a performance

Notating

Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation

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 Listen to a Chinese music

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

techniques and use them to play with increased accuracy and growing musicality

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 now to present a performance

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

Listen 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

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

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

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 now to present a performance

Notating Identify and use a range of graphic notation including basic pitch notation

Listening and responding

Consider how music illustrates the composer's ideas/ consider the devises used by composers to represent ideas musically

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

Recognise why and when to improve. Begin to develop an awareness of how to present a performance

Notating

Identify and use a range of graphic notation including basic pitch notation. Introduce basic stave notation if appropriate

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 Listen to Soul sacrifice - Carlos Santana (Mexican musician)

https://www.youtube.com/watch?v=elWvQ5

Listen out for the bass ostinato

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

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).



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Dimensions		Dimensions		Dimensions		
	•	nd understand how rhythm	Pitch - Identify melodic shape and explore different scale patterns		Pitch - Identify melodic shape and explore different scale patterns including		
ļ	•	dy beat using 2, 3 and 4 metre	including pentatonic, major and mi		pentatonic, major and minor		
-	•	ow to use dynamics for expressive		nd how rhythm patterns fit to a steady	•	d how rhythm patterns fit to a steady beat using	
	effect		beat using 2, 3 and 4 metre		2, 3 and 4 metre		
l	Tempo - Explore now effect	to use tempi for expressive	Dynamics - Explore how to use dyn Tampa - Explore how to use town:	•	Dynamics - Explore how to use dyn Timbre - Identify value types and	·	
		nd use different types of texture	Tempo - Explore how to use tempi Taytung - Identify and use difference Taytung - Identify	rent types of texture including solo,		a wider range of non-percussion instruments by he use of voices and percussion instruments	
		• • •		narmony e.g. drone, melodic ostinato parts	Tempo - Explore how to use tempi	·	
	including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts		- Different children playing differ		Structure - Develop understanding of extended conventional structures including		
	narmony e.g. arene, m	ionare par is		g of extended conventional structures		se more subtle development of musical ideas -	
	Playing - Develop fluency when	using instrumental skills and		dentify the more subtle development of		ple simple theme and variations. Further develop	
	techniques and play with accur		·	same for example simple theme and	use of ostinato		
	Notating - Understand and use	e detailed graphic notation. Use	variations. Further develop use of	ostinato			
	basic stave notation				Playing - Develop fluency when using instru	mental skills and techniques and play with accuracy	
	Rehearsing and performing - R	•	Playing - Develop fluency when using instru	mental skills and techniques and play with	and increased musicality		
		idual and group rehearsal skills	accuracy and increased musicality				
		pond to, identify, compare and	Rehearsing and performing - Recognise whi	ich improvements need to be made and use			
	contrast sounds and music in d		individual and group rehearsal skills	contract of the first section of a section		ntify, compare and contrast sounds and music in	
	represent ideas musically	the devices used by composers to	Notating - Understand and use detailed gr Listening and responding - Respond to, iden	·	represent ideas musically	oses. Consider the devices used by composers to	
		scribe, discuss and share opinions	music in different contexts and for differ			uss and share opinions about what you hear, the	
		ext / purpose and impact of the	by composers to represent ideas musically			and the composers' use of musical devices using a	
		of musical devices using a growing	Describing and discussing - Describe, discu		growing musical vocabulary	and the composers asset masters as the	
	musical vocabulary	3 3 3	hear, the context / purpose and impact of		,		
J			musical devices using a growing musical voc	The state of the s	46: 5 : 1011		
- 1			musical devices using a growing musical voc	cabulary	African Percussion- L2M		
Ì	Violin - LM2			cabulary	Atrican Percussion- L2M		
	Violin - LM2		Ukulele - L2M	cabulary	African Percussion- L2M		
	Violin - LM2			cabulary	Atrican Percussion- L2M		
5		ay instruments in singing asseml	Ukulele - L2M	·		(This continues throughout the year).	
		ay instruments in singing assemb Autumn 2	Ukulele - L2M plies and watch children who are having	private lessons perform with their insti	ruments in preparation for their exams. Summer 1	(This continues throughout the year). Summer 2	
-	We watch adults pl	Autumn 2	Ukulele - L2M plies and watch children who are having Spring 1	private lessons perform with their insti Spring 2	ruments in preparation for their exams. Summer 1	Summer 2	
-	We watch adults pl Autumn 1 A Bao A Qu (Ten	Autumn 2 Read, Write and	Ukulele - L2M plies and watch children who are having Spring 1 Frozen Land	private lessons perform with their insti Spring 2 Space	ruments in preparation for their exams. Summer 1 Map Rappers	Summer 2 Greek Tragedy	
	We watch adults pl Autumn 1 A Bao A Qu (Ten Pieces) – Fantastic(al)	Autumn 2 Read, Write and Remember to Twinkle	Ukulele - L2M plies and watch children who are having Spring 1 Frozen Land Dimensions	private lessons perform with their insti Spring 2 Space Dimensions	ruments in preparation for their exams. Summer 1 Map Rappers Dimensions	Summer 2 Greek Tragedy Dimensions	
	We watch adults place Autumn 1 A Bao A Qu (Ten Pieces) – Fantastic(al) Beasts	Autumn 2 Read, Write and Remember to Twinkle Dimensions	Ukulele - L2M Dlies and watch children who are having Spring 1 Frozen Land Dimensions Pitch	private lessons perform with their insti Spring 2 Space <u>Dimensions</u> Timbre	ruments in preparation for their exams. Summer 1 Map Rappers Dimensions Duration: Identify and begin to	Summer 2 Greek Tragedy Dimensions Dynamics	
	We watch adults pl Autumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch	Ukulele - L2M plies and watch children who are having Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a	private lessons perform with their instructions Spring 2 Space Dimensions Timbre Identify instruments within families	ruments in preparation for their exams. Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics	
	We watch adults plantumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch Explore, recognise and	Ukulele - L2M plies and watch children who are having Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a minor key and how it influences music	private lessons perform with their instructions Spring 2 Space Dimensions Timbre Identify instruments within families and different instrumental / vocal	Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm patterns and metres including	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive	
	We watch adults plantumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch Explore, recognise and	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch Explore, recognise and identify a range of different	Ukulele - L2M Dilies and watch children who are having Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a minor key and how it influences music Structure	private lessons perform with their instructions Spring 2 Space Dimensions Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices	ruments in preparation for their exams. Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 8	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect	
	We watch adults plantumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch Explore, recognise and identify a range of	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch Explore, recognise and identify a range of different scale patterns - the C major	Ukulele - L2M Dilies and watch children who are having Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a minor key and how it influences music Structure Explore and use a wider range of	private lessons perform with their instruction Spring 2 Space Dimensions Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments	Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 8 Structure: Explore and use a wider	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo	
	We watch adults plantumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch Explore, recognise and identify a range of different scale patterns	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch Explore, recognise and identify a range of different scale patterns - the C major scale	Ukulele - L2M plies and watch children who are having Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a minor key and how it influences music Structure Explore and use a wider range of developmental structures (e.g. ABA,	private lessons perform with their instructions Spring 2 Space Dimensions Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Texture	Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 8 Structure: Explore and use a wider range of developmental structures	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo Understand how a wide range of tempi can	
	We watch adults plant Autumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch Explore, recognise and identify a range of different scale patterns including pentatonic,	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch Explore, recognise and identify a range of different scale patterns - the C major scale Duration	Ukulele - L2M Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a minor key and how it influences music Structure Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and	private lessons perform with their instruction Spring 2 Space Dimensions Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Texture Extend the use of texture (simple)	Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 8 Structure: Explore and use a wider range of developmental structures (e.g. Rap)	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo Understand how a wide range of tempi can be used and manipulated for expressive	
	We watch adults plantumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and the harmonic	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch Explore, recognise and identify a range of different scale patterns - the C major scale Duration Identify and begin to	Ukulele - L2M Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a minor key and how it influences music Structure Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures	private lessons perform with their instruction Spring 2 Space Dimensions Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Texture Extend the use of texture (simple harmony) to include consonant and	Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 8 Structure: Explore and use a wider range of developmental structures (e.g. Rap) Skills	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo Understand how a wide range of tempi can be used and manipulated for expressive effect	
	We watch adults plantumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and the harmonic minor in particular and	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch Explore, recognise and identify a range of different scale patterns - the C major scale Duration Identify and begin to understand more complex	Olies and watch children who are having Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a minor key and how it influences music Structure 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	private lessons perform with their instruction Spring 2 Space Dimensions Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Texture Extend the use of texture (simple harmony) to include consonant and dissonant clusters of notes	Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 8 Structure: Explore and use a wider range of developmental structures (e.g. Rap) Skills Extend imaginative vocal use, chant	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo Understand how a wide range of tempi can be used and manipulated for expressive effect Structure	
	We watch adults plantumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and the harmonic minor in particular and could extend to chromatic	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch Explore, recognise and identify a range of different scale patterns - the C major scale Duration Identify and begin to understand more complex rhythm patterns	Ukulele - L2M Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a minor key and how it influences music Structure 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 Skills	private lessons perform with their instruction Spring 2 Space Dimensions Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Texture Extend the use of texture (simple harmony) to include consonant and dissonant clusters of notes Dynamics	Cuments in preparation for their exams. Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 8 Structure: Explore and use a wider range of developmental structures (e.g. Rap) Skills Extend imaginative vocal use, chant and sing in layers with expressive	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo Understand how a wide range of tempi can be used and manipulated for expressive effect Structure Explore and use a wider range of	
	We watch adults plantumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and the harmonic minor in particular and could extend to chromatic notes and how they	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch Explore, recognise and identify a range of different scale patterns - the C major scale Duration Identify and begin to understand more complex	Olies and watch children who are having Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a minor key and how it influences music Structure 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 Skills Playing	private lessons perform with their instruction Spring 2 Space Dimensions Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Texture Extend the use of texture (simple harmony) to include consonant and dissonant clusters of notes Dynamics Understand how a wide range of	Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 8 Structure: Explore and use a wider range of developmental structures (e.g. Rap) Skills Extend imaginative vocal use, chant and sing in layers with expressive interpretation and awareness of	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo Understand how a wide range of tempi can be used and manipulated for expressive effect Structure Explore and use a wider range of developmental structures e.g. choral	
	We watch adults plantumn 1 A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and the harmonic minor in particular and could extend to chromatic notes and how they influence music	Autumn 2 Read, Write and Remember to Twinkle Dimensions Pitch Explore, recognise and identify a range of different scale patterns - the C major scale Duration Identify and begin to understand more complex rhythm patterns	Olies and watch children who are having Spring 1 Frozen Land Dimensions Pitch Explore, recognise and identify a minor key and how it influences music Structure 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 Skills Playing Demonstrate accurate and fluent	private lessons perform with their instruction Spring 2 Space Dimensions Timbre Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Texture Extend the use of texture (simple harmony) to include consonant and dissonant clusters of notes Dynamics Understand how a wide range of dynamics can be used and	Cuments in preparation for their exams. Summer 1 Map Rappers Dimensions Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 8 Structure: Explore and use a wider range of developmental structures (e.g. Rap) Skills Extend imaginative vocal use, chant and sing in layers with expressive	Summer 2 Greek Tragedy Dimensions Dynamics Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo Understand how a wide range of tempi can be used and manipulated for expressive effect Structure Explore and use a wider range of developmental structures e.g. choral interlude	
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structures (e.g. ABA, Rondo) and expressive structures including minimalist music (featuring musical opposites, retrograde and palindrome)

Skills
Playing

Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness

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

Notating

Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures

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

perform with musical awareness

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

Notating

Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures

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/ devises

Twinkle, Twinkle Little Star Barber Shop Quartet and
Glockenspiel Choir versions
Sleigh Ride - Leroy Anderson
Jingle Bells - Mormon
Tabernacle Choir

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

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

Notating

Understand, select and use a range of notation for specific purposes including grid and core stave notation with time signatures

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

Listen to Arctic Breath - https://www.youtube.com/watch?v=u v2Dko2EB9A

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

Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness

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

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

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

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

Notating

Understand and use a range of notation for specific purposes including grids and rhythmic notation (where appropriate as an aidememoire)

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

Listen to Ice, Ice Baby - Vanilla Ice

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

Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness

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

Notating

Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures

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

Adagio (Father's Theme) from Landscapes in the Mist - Eleni Karaindrou

See YouTube - Eleni Karaindrou - Adagio (Father's theme) from Landscape in the Mist,

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

Year 6We 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 1Autumn 2Spring 1Spring 2Summer 1Summer 2



Baghdad

Dimensions

Pitch: Explore, recognise and identify the Arabic / double harmonic scale and how it influences music

Dynamics: Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect

Tempo: Understand how a wide range of tempi can be precisely used and manipulated for expressive effect

Skills

Playing

Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness

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

Notating

Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures

Listening and responding

Short Ride in a Fast Machine

Dimensions

Duration: Identify and understand more complex rhythm patterns and metres

Structure: Use a broader range of developmental structures and expressive structures (minimalist)

Skills

Playing: Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness

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

Notating

Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures

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 Short Ride in a Fast Machine by John Adams (one of the **BBC** Ten Pieces)

Quiet Confidence

Dimensions

Dynamics

Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect

Structure

Use a broader range of developmental structures and expressive structures e.g. cumulative structures

Skills

Singing

Further extend imaginative vocal use, chant and sing in independent balanced parts with expressive interpretation and awareness of phrasing, style and context

Playing

Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness

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

Notating

Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures

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

Describing and discussing

Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the

Amazing Machines

Dimensions

Pitch: Explore, recognise and identify a major scale and how it influences music

Duration: identify and understand more complex rhythm patterns and metres counting in 8

Skills

Playing

Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness

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

Notating

Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation and time signatures

Listening and responding

Respond to, identify, compare and contrast music with an awareness of the music's context and purpose

Calypso Sparkle **Dimensions**

Pitch

Explore, recognise and identify a Pitch C major scale pattern and how it influences music (mood & in Duration relation to chords)

Duration

Identify and understand more complex rhythm patterns and metres - counting in 8

Texture

Use a range of harmonic devices with greater awareness and understanding in a Calypso context (chords)

Skills Playing

Demonstrate precise confident instrumental skills and use them to articulate and perform with musical awareness

Rehearsing and performing

Recognise which refinements need to be made and know how to make them. Develop awareness of how to plan and present a performance

Notating

Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures

Listening and responding

Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the

Production Dimensions

Texture

Skills Singing

Further extend imaginative vocal use, chant and sing in independent balanced parts with expressive interpretation and awareness of phrasing, style and context

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



Respond to, identify,	Describe and discussing	composer's musical intent and how it was	Understand and identify	composer's intent and how this	
compare and contrast	Discuss and share informed	achieved using a fluent musical vocabulary	the composer's intent and	was achieved	
music with an awareness	opinions about what you hear	,	how this was achieved		
of the music's context	commenting on the context /		Watch and / or listen to	Describing and discussing	
and purpose. Understand	purpose and impact of the		Pipe Dream by	Discuss and share informed	
and identify the	music. Consider the		AniMusic.com (from	opinions about what you hear	
composer's intent and	composers musical intent and		-	commenting on the context /	
how this was achieved	how it was achieved using a		Animusic 1 DVD, also	purpose and impact of the music.	
Listen to	fluent musical vocabulary		available on Youtube)	Consider the composer's musical	
Ahmed Mukhtar - Ragsat	•		Only Time Will Tell	intent and how it was achieved	
albedoi form Rhythms of			by Mike Oldfield	using a fluent musical vocabulary	
Baghdad			(from Songs of		
Baghdad performed by			Distant Earth		
Jesse Cook			album, also		
Selected movements			available on		
from The Armed Man (A			Youtube) Marble		
Mass for Peace) by Karl			Machine by		
Jenkins			Wintergatan		
			(available on		
Describing and			Youtube)		
discussing					
Discuss and share			Describing and discussing		
informed opinions about			Discuss and share informed		
what you hear			opinions about what you		
commenting on the			hear commenting on the		
context / purpose and			context / purpose and		
impact of the music.			impact of the		
Consider the composer's			music. Consider the		
musical intent and how it			composer's musical		
was achieved using a			intent and how it was		
fluent musical vocabulary			achieved using a fluent		
			musical vocabulary		