



Model Village Primary School Music Curriculum Overview



Based on the Charanga English Model Music Curriculum Scheme V2

EYFS Vocabulary
The names of the instruments (maracas, tambour, claves, etc).
The names of the sounds of instruments (ring, bang, ting, etc).
Words used for listening (loud, quiet, fast, slow, happy, sad, etc)

Mini Models						
Cycle 1	New Beginnings Goat Goes to Playgroup	Space Aliens Love Underpants	Farm Rosie's Walk	That's Not My...	Growing Jasper's Beanstalk	Transport Dig, Dig, Digging
Cycle 2	All About Me Heads, Shoulders, Knees and Toes	Animals/Pets Hairy Maclary	Traditional Tales Three Little Pigs	Growing One Mole Digging a Hole	Jungle Dear Zoo	Colour Brown Bear, Brown Bear, What Do You See?

Range 4

Expressive arts and design

Joins in singing songs

Creates sounds by rubbing, shaking, tapping, striking or blowing.

Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow

Begins to make believe by pretending using sounds, movements, words, objects.

Beginning to describe sounds and music imaginatively, e.g. scary music

Creates rhythmic sounds and movements

Literacy

Has some favourite stories, rhymes, songs, poems or jingles.

Repeats and uses actions, words or phrases from familiar stories

Fills in the missing word or phrase in a known rhyme, story or game

Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes

Nursery						
Cycle 1	Me and My Community It's Okay to be Different	Traditional Tales Gingerbread Man	Traditional Tales Goldilocks and the Three Bears	Traditional Tales Three Billy Goats Gruff	We're going on a Bear Hunt	Nursery Rhymes Traditional
Cycle 2	Traditional Tales Jack and the Beanstalk	Traditional Tales Gingerbread Man	Farm Chicken Licken	Starry Night Owl Babies	Number Nursery Rhymes	Growing The Very Hungry Caterpillar

Range 5 -Expressive arts and design

Explores and learns how sounds and movements can be changed
 Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
 Taps out simple repeated rhythms
 Develops an understanding of how to create and use sounds intentionally
 Uses movement and sounds to express experiences, expertise, ideas and feelings
 Sings to self and make up simple songs
 Creates sounds, movements, drawings to accompany stories

Reception					
Me and My Community – Feelings The Colour Monster The Worrysaurus	Once Upon a Time & Christmas The Jolly Postman Th Jolly Christmas Postman	Me and my Community – Diversity Pink Is For Boys Included	Ready, Steady, Cook! Little Red Hen The Runaway Pea	Starry Night How to Catch a Poems out Loud!	Animal Safari A first book of animals Little Red and the Very Hungry Lion

Range 6 -Expressive arts and design

Begins to build a collection of songs and dances
 Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
 Expresses and communicates working theories, feelings and understanding using a range of art forms, e.g. movement, dance, drama, music and the visual arts
 Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes
 Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
 Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this (child physically demonstrates), that peg looks like a mouth

ELG's
 Sing a range of well-known nursery rhymes and songs
 Performs songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Year 1					
Unit 1 My Musical Heartbeat	Focus on Singing and Performing through rehearsing and performing in the KS1 Nativity	Unit 3 Exploring Sounds	Unit 4 Learning to Listen	Unit 5 Having Fun with Improvisation	Unit 6 Let's Perform Together

Progression of Knowledge and Skills						
Musicianship	Listening	Singing	Playing Instruments	Improvising	Composing	Performing
<p>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat together.</p> <p>Begin to move in time with a steady beat/pulse.</p> <p>Copy back simple long and short rhythms with clapping.</p> <p>Copy back singing simple high and low patterns.</p> <p>Start to know and demonstrate the difference between pulse, rhythm and pitch.</p>	<p>Move, dance and respond in any way they can when listening.</p> <p>Describe their thoughts and feelings when listening to the music, including why they like or don't like the music.</p> <p>Talk about any instruments they might hear and perhaps identify them.</p> <p>Recognise some band and orchestral instruments.</p> <p>Identify a fast or slow tempo. Identify loud and quiet sounds as an introduction to understanding dynamics.</p>	<p>Sing, rap or rhyme as part of a choir/group.</p> <p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.</p> <p>Sing unit songs from memory.</p> <p>Perhaps have a go at singing a solo.</p> <p>Try to understand the meaning of the song.</p> <p>Try to follow the leader or conductor.</p> <p>Add actions and/or movement to a song.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to play together with everybody while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping</p>	<p>Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Improvise simple vocal patterns using 'question and answer' phrases.</p>	<p>Begin to understand that composing is like writing a story with music.</p> <p>Explore sounds and create their own melody.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Use simple notation if appropriate:</p> <ul style="list-style-type: none"> • Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C.</p> <p>F, G F, G, A F, G, A, C</p>	<p>Rehearse a song and perform it to an audience, explaining why the song was chosen.</p> <p>Add actions and perhaps movement to the song.</p> <p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better.</p> <p>When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> • Introduce the performance.

	<p>Talk about any other music they have heard that is similar. Begin to understand where the music fits in the world. Begin to understand different styles of music</p>		<p>in time with a steady beat.</p>	<p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>F, G, A, C, D Start and end on the note F. D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D. Begin to explore and create using graphic scores:</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to music and video stimuli. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm patterns with 	<ul style="list-style-type: none"> • Begin to play tuned and untuned instruments musically within the performance. • Begin to use the voice expressively and creatively by singing simple songs. • Begin to play together as a group /band /ensemble. • Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.
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					stick notation, including crotchets, quavers and minims. <ul style="list-style-type: none"> • Use music technology, if available, to capture, change and combine sounds. 	
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Year 1 Vocabulary

Actions, audience, backing singers/backing vocals, ballet, band, bass, bass guitar, bassline, beat, beaters, bells, big band, brass instruments, celeste, cello, chimes, chorus, clap, Classical music, compose, composer, composition, concert, conga drums, copy back, count, count in, Country music, cymbals, dance, double bass, drum kit, drums, drumsticks, electric guitar, electric organ, electronic, fast and slow, film, flute, Funk, glockenspiel, Gospel, groove, guitar, harpsichord, high and low sounds, Hip Hop, imagination, improvise, instrument, introduction, Jazz, keyboard, listen, Lullaby, loud and quiet sounds, maracas, march, marching band, marimba, melody, Musicals, musician, note, nursery rhyme, octobass, orchestra, orchestral, outro, percussion, perform, piano, piano keys, pitch, play, player, Pop, pulse, question and answer, rap, rattle, Reggae, rhythm, Rock, saxophone, section, singer, sleigh bells, smooth and spiky sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure, musical style, Swing, synthesizer, tempo, trumpet, tuba, verse, viola, violin, vocals, voice, Waltz, warm up, words of the song, xylophone.

Year 2					
Unit 1 Pulse, Rhythm and Pitch	Focus on Singing and Performing through rehearsing and performing in the KS1 Nativity	Unit 3 Inventing a Musical Story	Unit 4 Recognising Different Sounds	Unit 5 Exploring Improvisation	Unit 6 Our Big Concert

Progression of Knowledge and Skills						
Musicianship	Listening	Singing	Playing Instruments	Improvising	Composing	Performing
<p>Use body percussion, instruments and voices.</p> <p>Move in time and keep a steady beat together.</p> <p>Create their own rhythmic and melodic patterns.</p> <p>Continue to copy back simple rhythmic patterns using long and short.</p> <p>Continue to copy back simple melodic patterns using high and low.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Sing short phrases independently.</p>	<p>Find and try to keep a steady beat.</p> <p>Invent different actions to move in time with the music.</p> <p>Move, dance and respond with their bodies in any way they can.</p> <p>Describe their thoughts and feelings when hearing the music.</p> <p>Describe what they see in their individual imaginations when listening to the piece of music.</p> <p>Talk about why they like or don't like the music.</p> <p>Talk about any other music they have heard that is similar.</p>	<p>Sing as part of a choir.</p> <p>Have a go at singing a solo.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Sing with more pitch accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Sing and try to communicate the meaning of the words.</p> <p>Listen for being 'in time' or 'out of time'.</p> <p>Add actions and perhaps movement to a song.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part).</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Play together as a group while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or</p>	<p>Explore improvisation within a major scale, using the notes:</p> <p>C, D, E C, G, A G, A, B F, G, A</p> <p>Begin to create personal musical ideas using the given notes.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played</p>	<p>Continue to understand that composing is like writing a story with music.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Start their tune/s on note one and end it on note one.</p> <p>Use simple notation if appropriate:</p> <ul style="list-style-type: none"> • Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>G, A G, A, B</p>	<p>Rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>Add actions to the song.</p> <p>Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.</p> <p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Continue to play tuned and untuned instruments musically within the performance.</p> <p>Continue to use the voice expressively</p>

<p>Continue to learn to watch and follow a steady beat. Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo). Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point. Recognise long and short sounds, and match them to syllables and movement.</p>	<p>Identify a fast or slow tempo. Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Walk in time to the beat of a piece of music. Describe differences in tempo and dynamics with more confidence. Recognise some band and orchestral instruments. Continue to talk about where music might fit into the world. Begin to understand that there are different styles of music. Discuss the style(s) of the music. Discuss what the song or piece of music might be about.</p>		<p>riffs) while keeping in time with a steady beat.</p>	<p>on untuned percussion, creating a musical conversation.</p>	<p>G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F). Explore and create graphic scores:</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to music and video stimuli. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm 	<p>and creatively by singing simple songs. Continue to play together as a group /band /ensemble. Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>
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					<p>patterns with stick notation, including crotchets, quavers and minims.</p> <ul style="list-style-type: none"> • Use music technology, if available, to capture, change and combine sounds. 	
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Year 2 Vocabulary

Accordion, actions, audience, backing singers/backing vocals, ballet, band, bass, bass drum, bass guitar, bassline, bassoon, beat, beaters, bells, brass band, brass instruments, Calypso, canon, cello, choir, Choral music, chorus, clap, clarinet, Classical music, compose, composer, composition, concert, conductor, copy back, cornet, count, count in, cymbals, dance, double bass, drum kit, drums, drumsticks, dynamics, electric guitar, electric organ/Hammond organ, electronic, euphonium, fast and slow, film, Film Music, flute, Folk music, French horn, Funk, glockenspiel, Gospel, groove, guitar, high and low sounds, Hip Hop, horn section (trumpets and trombones), hymn, imagination, improvisation, improvise, instrument, instrumental, introduction, Jazz, keyboard, Kwela, layers of sound, lead singer/vocals, listen, Lullaby, loud and quiet sounds, lyrics, major, maracas, march, marching band, melody, minor, mouthpiece, Musicals, musician, noise, note, oboe, off-beat rhythms, one-man band, opera, orchestra, orchestral, outro, penny whistle, percussion, perform, performance, performer, piano, piano accompaniment, piano keys, pianola, piccolo, pitch, play, player, Pop, production, pulse, question and answer, Ragtime, rap, rattle, recorder, records, reeds, Reggae, rhythm, Rock, Rock 'n' Roll, round, Romantic music, saxophone, scat singing, section, side drum (or snare drum), singer, smooth and spiky/detached sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure and form, musical style, sustain pedal, Swing, symphony, synthesizer, tambourine, tempo, time signature, timpani, trio, trombone, trumpet, tuba, verse, vibraslap, viola, violin, vocals, voice, warm up, woodblock, woodwind instruments.

Year 3					
Unit 1 Writing Music Down	Unit 2 Playing in a Band	Unit 3 Compose Using Your Imagination	Unit 4 More Musical Styles	Unit 5 Enjoying Improvisation	Unit 6 Opening Night

OR

Year 3				
DCC Music Partnership Scheme of Work for Handbells focusing on Musicianship, Singing, Playing Instruments and Performing	Unit 1 Writing Music Down	Unit 2 Playing in a Band	Unit 3 Compose Using Your Imagination	Unit 4 More Musical Styles

Progression of Knowledge and Skills						
Musicianship	Listening	Singing	Playing Instruments	Improvising	Composing	Performing
Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4 and 4/4. Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. Find and keep a steady beat. Listen and copy more complex rhythmic patterns by ear or from notation.	Talk about the style of the music. Share their thoughts and feelings about the music together. Find the beat or groove of the music. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Talk about the style of the music. Identify and describe their feelings when hearing the music, including why they	Sing as part of a choir and in unison. Have a go at singing a solo. Demonstrate good singing posture. Sing the unit songs from memory. Sing with attention to clear diction. Sing more expressively, with attention to breathing and phrasing. Discuss what the song or piece of music might be about.	Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder. Play a part on a tuned instrument by ear or from notation. Play the instrumental part they are	Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.	Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). F, G F, G, A F, G, A, B \flat	Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence. Explain why the song was chosen. Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance. Follow the leader or conductor.

<p>Copy back more complex melodic patterns. Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests. Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language. Start learning about basic music theory:</p> <ul style="list-style-type: none"> • Introduce and understand the differences 	<p>like or don't like the music. Use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements more confidently when talking about the music. Recognise that some instruments are band instruments and some are orchestral instruments. Identify specific instruments if they can. Talk about where the music fits into the world. Think about and discuss why the song or piece of music was written and what it might mean. Discuss the style of the music and any other music they have heard that is similar.</p>	<p>Follow the leader or conductor confidently. Sing with attention to the meaning of the words. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Perform actions confidently and in time. Sing a widening range of unison songs, of varying styles and structures.</p>	<p>comfortable with and swap when appropriate. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.</p>	<p>When improvising, follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p>	<p>F, G, A, B\flat, C Start and end on the note F (F major). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). Successfully create a melody in keeping with the style of the backing track. This could include:</p> <ul style="list-style-type: none"> • Composing over a simple chord progression • Composing over a simple groove • Composing over a drone. <p>Include a home note, to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Give the melody a shape. Describe how their melodies were created. Start to use simple structures within</p>	<p>Talk about the strengths of the performance, how they felt and what they would like to change. Introduce the performance with an understanding of what the song is about and comment on any other relevant connections. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.</p>
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<p>between crotchets and paired quavers.</p> <ul style="list-style-type: none"> • Play and sing in the time signatures of 2/4, 3/4 and 4/4. • Create rhythms using word phrases as a starting point. • Identify the names of some pitched notes on a stave. • Identify if a song is major or minor in tonality. 					<p>compositions, eg introduction, verse and chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Create a tempo instruction.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns.</p> <p>Music Notepad</p> <p>Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> • A time signature • A treble clef • Four or six bars • The correct notes for the scale and key signature • Rhythmic combinations of 	
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					<p>minims, crotchets and paired quavers, with their corresponding rests</p> <ul style="list-style-type: none"> • Expression /dynamics - A melody that starts and ends on note one • A description of how their melodies were created. 	
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Year 3 Vocabulary

20th and 21st Century Orchestral music, Appalachian music, articulation, backing singers/backing vocals, backing track, Ballad, bar, barline, Baroque music, bass, Blues, chorus, clef, compose, composition, Country music, crotchet, Disco, dotted crotchet, dynamics, expression, Film & TV Soundtracks, Folk music, forte (Italian musical term for 'loud'), Gospel, Hip Hop, hook, imagination, improvise, intro/introduction, key signature, lead singer/vocals, legato (Italian musical term for 'smooth'), major, melody, minim, minor, Musicals, musical style, Native American music, New Orleans Jazz, notation, ostinato, pentatonic scale, piano (instrument), piano (Italian musical term for 'quiet/soft'), pitch, Pop, pulse, quaver, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Romantic music, semibreve, semiquaver, scale, Sea Shanty, staccato (Italian musical term for 'detached'), Soul, stave, structure and form, synthesizer, tempo, texture (layers of sound), time signature, tune, verse.

Year 4					
Unit 1 Musical Structures		Unit 3 Compose with Your Friends		Unit 5 Expression and Improvisation	
Drumming course focusing on Playing instruments, Improvising, Composing and Performing					

Progression of Knowledge and Skills						
Musicianship	Listening	Singing	Playing Instruments	Improvising	Composing	Performing
<p>Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Improvise simple vocal patterns using 'question and answer' phrases.</p>	<p>Talk about the words of the song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Discuss the structures of songs.</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Identify:</p> <ul style="list-style-type: none"> • Call and response • A solo vocal/instrumental line and the rest of the ensemble 	<p>Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B</p> <p>Explore improvisation within a major scale, using more notes.</p> <p>Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression /groove.</p>	<p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (pentatonic on C).</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>A, B A, B, C A, B, C, D A, B, C, D, E</p> <p>Start and end on the note A (A minor).</p> <p>D, E D, E, F</p>	<p>Rehearse and enjoy the opportunity to share what has been learnt in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and</p>

<p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<ul style="list-style-type: none"> • A change in texture - The articulation of certain words • Programme music <p>Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music. Identify major and minor tonalities. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the style of music they are listening to. Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel,</p>	<p>Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p>	<p>good posture and technique.</p>		<p>D, E, F, G D, E, F, G, A Start and end on the note D (D minor). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). Successfully create a melody in keeping with the style of the backing track. This could include:</p> <ul style="list-style-type: none"> • Composing over a simple chord progression • Composing over a simple groove • Composing over a drone. <p>Include a home note to give a sense of an ending; coming home. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse</p>	<p>cultural context of the song. Communicate the meaning of the words and articulate them clearly. Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.</p>
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	Romantic, Choral, Funk and Electronic Dance Music.				and chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale. Begin to understand the structure of the composition. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Perform their simple composition/s using their own choice of notes. Music Notepad Compose a standalone piece of	
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					<p>music which includes:</p> <ul style="list-style-type: none">• A time signature• A treble clef• Four or six bars• The correct notes for the scale and key signature• Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests• Expression/dynamics - Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end• A melody that starts and ends on note one• A description of how their melodies were created.	
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Year 4 Vocabulary

20th and 21st Century Orchestral music, acoustic guitar, alto clef, articulation, backing singers/backing vocals, backing track, Ballad, bar, barline, bass, bass clef, by ear, Choral music, choreography, Classical music, compose, composition, Contemporary R&B, crescendo (Italian musical term for 'gradually getting louder'), crotchet, digital/electronic sounds, diminuendo (Italian musical term for 'gradually getting quieter'), Disco, dotted crotchet, dotted quaver, dynamics, Electronic Dance Music (EDM), Folk music, forte (loud), fortissimo (Italian musical term for 'very loud'), Funk, Gospel, hook, improvisation, improvise, Jazz, key signature, legato (smooth), lyrics, major, Medieval music, melody, mezzo forte (Italian musical term for 'medium-loud'), mezzo piano (Italian musical term for 'medium-quiet'), minim, minor, Musicals, musical style, notation, ostinato, pentatonic scale, pianissimo (Italian musical term for 'very quiet/soft'), piano (quiet/soft), pitch, Pop, pulse, quaver, rap, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Romantic music, semiquaver, solo, Soul, staccato (detached), stave, structure and form, tempo, texture, timbre (sound quality), time signature, tonality, treble clef, tune, turntables, unison.

Year 5					
Unit 1 Melody and Harmony in Music	Unit 2 Sing and Play in Different Styles	Unit 3 Composing Chords	Unit 4 Enjoying Musical Styles	Unit 5 Freedom to Improvise	Unit 6 Battle of the Bands!

Progression of Knowledge and Skills						
Musicianship	Listening	Singing	Playing Instruments	Improvising	Composing	Performing
<p>Use body percussion, instruments and voices.</p> <p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to the musical elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p>	<p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, Eb major, C minor and D minor.</p> <p>Play a part on a tuned instrument, by ear or from notation.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p>	<p>Explore improvisation within a major and minor scale, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Follow a steady beat and stay 'in time'.</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale.</p> <p>Use major and minor tonality: F, G F, G, A F, G, A, Bb F, G, A, Bb, C</p> <p>Start and end on the note F (F major). G, A G, A, B G, A, B, C G, A, B, C, D</p> <p>Start and end on the note G (G major). G, A G, A, B G, A, B, D G, A, B, D, E</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed</p>

<p>F, G, A, B\flat, C, D, E G, A, B, C, D, E, F\sharp Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back various melodic patterns.</p>	<p>Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure. Understand what a musical introduction is and know its purpose. Explain rapping. Identify major and minor tonalities. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Identify the musical style of a song or piece of music. #Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk,</p>	<p>different styles of song. Talk confidently about how connected they feel to the music and how it connects to the world. Respond to a leader or conductor.</p>	<p>Listen to and follow musical instructions from a leader. Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.</p>	<p>Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower. Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes.</p>	<p>Start and end on the note G (pentatonic on G). Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale, as well as major and minor tonalities. Understand the structure of the composition. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Include a home note to give a sense of an</p>	<p>passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student will lead part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect on how future performances might be different.</p>
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	Romantic and Musicals.				<p>ending; coming home. Perform their simple composition/s, using their own choice of notes. Successfully create a melody in keeping with the style of the backing track. Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none">• A time signature - A treble clef• Four, six or eight bars• The correct notes for the scale and key signature• Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests	
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					<ul style="list-style-type: none"> • Expression/dynamics • Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end • A melody that starts and ends on note one - A description of how their melodies were created. 	
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Year 5 Vocabulary

20th and 21st Century Orchestral music, alto clef, amplifier, articulation, backbeat, backing track, loops, Ballad, bar, bass, bass clef, bassline, big band, brass section, bridge, chords, chorus, compose, composition, Contemporary Jazz, Contemporary R&B, cover, crescendo, crotchet, deck, diminuendo, dotted crotchet, dotted minim, dotted quaver, dynamics, Film & TV Soundtracks, forte, fortissimo, Funk, groove, Gospel, harmony, Hip Hop, hook, improvisation, improvise, interlude, key signature, legato (smooth), major, melody, mezzo forte, mezzo piano, minim, Minimalism, minor, notation, note names, note values, ostinato, pianissimo, piano, pitch, Pop, pulse, quaver, rap, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Rock 'n' Roll, Romantic music, scratching, semiquaver, solo, Soul, South African Pop, staccato (detached), stave, strings, structure and form, Swing, syncopation (playing on the off-beat), tag ending, tempo, texture, timbre, time signature, tonality, treble clef, triplet quaver, tune/head, unison, verse.

Year 6					
Unit 1 Music and technology	Unit 2 Developing Ensemble Skills	Unit 3 Creative Composition	Unit 4 Musical Styles Connect Us	Unit 5 Improvising with Confidence	Unit 6 Farewell Tour

Progression of Knowledge and Skills						
Musicianship	Listening	Singing	Playing Instruments	Improvising	Composing	Performing
<p>Use body percussion, instruments and voices.</p> <p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C#A, B, C, D, E, F, G</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to the musical elements.</p> <p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.</p> <p>This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts, where appropriate.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor.</p> <p>Play a melody, following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising, perhaps trying more notes and rhythms.</p> <p>Include rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than just lots</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale.</p> <p>Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G). G, Bb G, Bb, C G, Bb, C, D</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>Understand the importance of the</p>

<p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>	<p>Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups. Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure. Understand what a musical introduction and outro are and know their purpose. Identify major and minor tonalities and chord triads. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Recognise the following styles and</p>	<p>Sing with and without an accompaniment. Sing syncopated melodic patterns. Lead a singing rehearsal. Talk about the different styles of singing used in the various styles of song visited throughout this year. Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.</p>	<p>Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture. Understand how to rehearse a piece of music in order to improve. Play a more complex part.</p>	<p>of notes played one after the other. Challenge themselves to play for longer periods, both as soloists and in response to others in a group.</p>	<p>G, Bb, C, D, F Start and end on the note G (minor pentatonic on G). D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor). F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F (F major). F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F). Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p>	<p>performing space and how to use it. Rehearse and lead parts of the performance, individually or as a group. Record the performance and compare it to a previous one. Collect feedback from the audience and reflect on how the audience believed in/supported the performance. Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p>
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	<p>any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>				<p>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece. Use available music software/apps to create and record it, discussing how musical contrasts are achieved. Use music technology, if available, to capture, change and combine sounds. Create music in response to music and video stimuli. Start to use and understand structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). Use rhythmic variety. Compose song accompaniments,</p>	
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					<p>perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Include a home note to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s,</p>	
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					<p>using their own choice of notes. Successfully create a melody in keeping with the style of the backing track and describe how their melodies were created. Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none">• A time signature• A treble clef• Four, six, eight or 12 bars• The correct notes for the scale and key signature• Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests• Expression/dynamics	
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					<ul style="list-style-type: none"> • Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. • A melody that starts and ends on note one. • A description of how their melodies were created. 	
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Year 6 Vocabulary

20th and 21st Century Orchestral music, alto clef, articulation, bar, bass clef, bassline, Blues, brass section, by ear, chords, compose, composition, Contemporary R&B, cover, crescendo, crotchet, Dimensions of Music, diminuendo, Disco, dotted crotchet, dotted minim, dotted quaver, dynamics, Elements of Music/Musical Elements, Film & TV Soundtracks, Folk music, forte, fortissimo, Gospel, groove, harmony, Hip Hop, hook, improvisation, improvise, Jazz, key signature, legato, major, melody, mezzo forte, mezzo piano, minim, minor, Motown, Musicals, notation, note names, note values, ostinato, phrases, pianissimo, piano, pitch, Pop, producer, pulse, quaver, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Rock 'n' Roll, Romantic music, Salsa music, semibreve, semiquaver, solo, Soul, staccato, stave, structure and form, Style Indicators, Swing, syncopation, tempo, texture, timbre, time signature, tonality, treble clef, triplet crotchet, triplet quaver, unison, Zimbabwean Pop