



## Year 1 Music Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Keeping the Pulse	Tempo	Dynamics	Sound Patterns	Pitch	Musical Symbols
<b>Unit Scope</b>	The children will explore keeping the pulse together through music and movement, by exploring their favourite things.	The children will use their bodies and instruments to listen and respond to pieces of music with fast and slow speeds. They will learn and perform a rhyme and a song focussing on fast and slow.	The children will make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	Through fairy tales, the children will be introduced to the concept of sound patterns (rhythms). They will explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairy tale.	The children will learn to identify high and low notes and to compose a simple tune to represent a superhero.	The children will combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.
<b>Key Composer</b>	Bach		Beethoven		Elgar	
<b>Unit Outcomes</b>	<ul style="list-style-type: none"> <li>Clap the rhythm of their name in time to the pulse</li> <li>Sway or tap in time to the pulse</li> <li>Sing a rhythm in time with the pulse</li> <li>Copy rhythms based on word patterns using an instrument</li> <li>Keep the pulse while playing a rhythm on an instrument</li> <li>Follow instructions during a performance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate slow and fast with their bodies and voices</li> <li>Demonstrate slow and fast beats while saying a rhyme and using an instrument</li> <li>Perform a song using a singing voice</li> <li>Perform with an instrument</li> <li>Observe others and move, speak, sing and play appropriately</li> <li>Sing in time from memory, with some accuracy</li> <li>Keep a steady pulse</li> <li>Move, speak, sing and play demonstrating slow and fast beats</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate, justified movements to represent dynamics</li> <li>Identify sounds within the music and describe them using adjectives</li> <li>Recreate sounds using voice or body and extend ideas by adding dynamics</li> <li>Create appropriate, original sounds with their voice and body</li> <li>Use instruments to create loud and soft sounds</li> <li>Justify instrument and sound choices</li> <li>Follow instructions during a performance</li> <li>Create and play a musical score that showcases understanding by using dynamic symbols</li> </ul>	<ul style="list-style-type: none"> <li>Chant in time with others</li> <li>Make changes to the dynamics (volume) of their voice to represent a character</li> <li>Respond to hand signals when playing an instrument</li> <li>Choose a suitable sound to represent a point in the story</li> <li>Read simple rhythmic patterns comprising one beat sounds and one beat rests</li> <li>Clap or play a rhythmic pattern along with spoken words</li> <li>Play given sound patterns in time with the pulse</li> <li>Follow instructions during a performance</li> <li>Join in with repeated phrases using a character voice</li> </ul>	<ul style="list-style-type: none"> <li>Identify high and low notes</li> <li>Perform high and low notes</li> <li>Create and perform a two-note and three-note pattern</li> <li>Identify and perform changes in tempo</li> <li>Contribute musical ideas and cooperate within a group</li> <li>Prepare and perform a musical piece</li> <li>Demonstrate a musical understanding of tempo and pitch</li> <li>Participate in discussions about pitch and tempo</li> <li>Offer feedback to groups on their performance</li> <li>Follow instructions during a performance</li> </ul>	<ul style="list-style-type: none"> <li>Move to reflect a character</li> <li>Create sounds to reflect a character</li> <li>Move at a speed that reflects the tempo of the audio</li> <li>Respond to dynamic changes without prompting</li> <li>Demonstrate a sound pattern correctly to a pulse</li> <li>Sing and play high and low sounds</li> <li>Read symbols representing high and low sounds correctly</li> <li>Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these</li> </ul>

<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Know notation is read from left to right</li> <li>• Know pictorial representations of rhythm shows sounds and rests.</li> </ul>	<ul style="list-style-type: none"> <li>• know that sound can help tell a story</li> <li>• know that an instrument or voice can be played at different speeds</li> <li>• know that pulse can be fast or slow</li> </ul>	<ul style="list-style-type: none"> <li>• know that sections of music can be described as loud, quiet or silent and the meaning of these terms</li> <li>• know notation is read left to right</li> </ul>	<ul style="list-style-type: none"> <li>• Know that sections of music can be described as loud, quiet or silent and the meaning of these terms</li> </ul>	<ul style="list-style-type: none"> <li>• Know that sounds within music can be described as high or low sounds and the meaning of these terms</li> <li>• know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to recognise and name instruments from group A and B</li> <li>• Know that notation is read from left to right</li> </ul>
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts from longer pieces of music</li> <li>• Engage with and respond to longer pieces of music</li> <li>• Begin to move in time with the beat of the music</li> <li>• Recognise simple patterns and repetition in rhythm</li> <li>• Recognise simple patterns and repetition in pitch</li> <li>• Recognise and name 3 instruments</li> <li>• Sing simple songs, chants and rhymes from memory</li> <li>• Competently sing songs with a very small pitch range</li> <li>• Practise singing songs with a wider pitch range which is gradually getting higher or lower</li> <li>• Explore changing their singing voice in different ways</li> <li>• Breathe at appropriate times when singing</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise basic tempo changes</li> <li>• Describe the character, mood, or 'story' of music they listen to</li> <li>• Describe the differences between 2 pieces of music</li> <li>• Listen to and repeat short, simple rhythmic patterns</li> <li>• Listen and respond to other performers by playing as part of a group</li> <li>• Combine instrumental and vocal sounds within a given structure</li> <li>• Begin to make improvements to their work as suggested by the teacher</li> <li>• Sing short songs from memory, maintaining the overall shape of the melody and keep in time</li> <li>• Respond to simple musical instructions such as tempo changes</li> <li>• Competently sing songs with a very small pitch range</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts from longer pieces of music</li> <li>• Engage with and respond to longer pieces of music</li> <li>• Begin to articulate how a piece of music affects them</li> <li>• Identify some common instruments when listening to music</li> <li>• Relate sounds in music to real-world experiences</li> <li>• Talk about the tempo of music using the vocabulary of fast and slow</li> <li>• State what they enjoyed about their peers' performances</li> <li>• Appreciate music from a wide variety of cultures</li> <li>• Develop an awareness of how sound is affected by the way an instrument is held</li> <li>• Use instruments imaginatively to</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts from longer pieces of music</li> <li>• Engage with and respond to longer pieces of music</li> <li>• Begin to articulate how a piece of music affects them</li> <li>• Identify some common instruments when listening to music</li> <li>• Relate sounds in music to real-world experiences</li> <li>• Recognise simple patterns and repetition in rhythm</li> <li>• State what they enjoyed about their peers' performances</li> <li>• Develop an awareness of how dynamics are affected by the force with which an instrument is played</li> <li>• Use instruments imaginatively</li> <li>• Use bilateral and hand-eye coordination to play/hold instruments using both hands</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts from longer pieces of music</li> <li>• Engage with and respond to longer pieces of music</li> <li>• Coordinate the speed of their movements to match the speed of the music</li> <li>• Begin to articulate how a piece of music affects them</li> <li>• Recognise simple patterns and repetition in pitch</li> <li>• Talk about the tempo of music using fast and slow</li> <li>• Use instruments imaginatively</li> <li>• Use bilateral and hand-eye coordination to play/hold instruments using both hands</li> <li>• Recognise pitch patterns using dots</li> <li>• Create sound responses to a variety of physical stimuli</li> <li>• Experiment with creating different</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts from longer pieces of music</li> <li>• Engage with and respond to longer pieces of music</li> <li>• Coordinate the speed of their movements to match the speed of the music</li> <li>• Begin to articulate how a piece of music affects them</li> <li>• Identify some common instruments when listening to music</li> <li>• Relate sounds in music to real-world experiences</li> <li>• Talk about the tempo of music using vocabulary fast and slow</li> <li>• Talk about the dynamics of the music, using the vocabulary loud, quiet and silent</li> <li>• Talk about the pitch of music, using the</li> </ul>

	<ul style="list-style-type: none"> <li>Learn to use instruments to follow to follow the beat, by first observing and then mimicking</li> <li>Maintain a comfortable position when sitting or standing to sing or play instruments</li> <li>Read different types of notation by moving eyes from left to right as sound occurs</li> <li>Use pictorial representations to stay in time with the pulse when singing or playing</li> <li>Read simple rhythmic patterns comprising of one beat sounds and one beat rests</li> <li>Improvise simple questions and answer phrases, using untuned percussion or voices</li> <li>Start to maintain a steady beat throughout short performances</li> <li>Keep instruments still until their part</li> <li>Perform actively as part of a group; keep in time with the beat</li> <li>Show awareness of the leader</li> </ul>		<p>create a soundscape which convey a sense of place</p> <ul style="list-style-type: none"> <li>Use bilateral and hand-eye co-ordination to play/hold instruments using both hands</li> <li>Maintain a comfortable position when sitting or standing to sing and play instruments</li> <li>Read different types of notation by moving eyes from left to right as sound occurs</li> <li>Create sound responses to a variety of physical stimuli</li> <li>Experiment with creating loud, soft, high and low sounds</li> <li>Experiment with creating different sounds using a single instrument</li> <li>Offer positive feedback on others' performances</li> <li>Show awareness of the leader</li> </ul>	<ul style="list-style-type: none"> <li>Start to understand how to produce different sounds on pitched instruments</li> <li>Create sound responses to a variety of physical stimuli, such as nature, artwork</li> <li>Select objects and/or instruments to create sounds to represent a given idea or character</li> <li>Play and combining sounds under the direction of a leader</li> <li>Offer positive feedback on others' performances</li> <li>Keep instruments still until their part in the performance</li> </ul>	<p>sounds using a single instrument</p> <ul style="list-style-type: none"> <li>Experiment with creating loud, soft, high and low sounds</li> <li>Play and combine sounds under the direction of a leader</li> <li>Offer positive feedback on others' performances</li> <li>Show awareness of the leader, particularly when starting or ending a piece</li> </ul>	<p>vocabulary high and low</p> <ul style="list-style-type: none"> <li>State what they enjoyed about their peers' performances</li> <li>Develop an awareness of how sound is affected by the way an instrument is held</li> <li>Use instruments imaginatively to create soundscapes which convey a sense of place</li> <li>Use bilateral and hand-eye coordination to play/hold instruments using both hands</li> <li>Maintain a comfortable position when sitting or standing to sing and play an instrument</li> <li>Create sound responses to a variety of physical stimuli</li> <li>Experiment with creating loud, soft, high and low sounds</li> <li>Experiment with creating different sounds using a single instrument</li> <li>Offering positive feedback on others' performances</li> </ul>
<b>Vocabulary</b>	Pulse, singing voice, speaking voice, thinking voice	Beat, fast, signing voice, slow, speaking voice, warm up	Dynamics, instrument, seaside, soundscape, symbol, volume	Character, voice, sound pattern	High, low, pattern, performance, pitch, tempo	Dynamics, pitch, rest, sound pattern, tempo



## Year 2 Music Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Call and Response	Instruments	Singing	Contrasting Dynamics	Structure	Pitch
<b>Unit Scope</b>	Chanting different call and response sound patterns, the children will progress to creating their own call and response pattern using untuned percussion instruments.	Exploring longer pieces of music, the children will look at how music can tell a story through the use of different instruments. They will think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape.	The children will learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city. They will use instruments and body percussion to create soundscapes representing one of the environments.	The children will develop knowledge and understanding of dynamics using instruments. They will learn to compose and explore how varying loud and soft sounds can capture the unique characteristics of two different planets.	The children will develop an understanding of structure by exploring and ordering rhythms. They will listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth.	The children will explore the song 'Once a Man Fell in a Well'. They will play it using tuned percussion and reading simple symbols representing pitch.
<b>Key Composer</b>	<b>Bach</b>		<b>Beethoven</b>		<b>Elgar</b>	
<b>Unit Outcomes</b>	<ul style="list-style-type: none"> <li>Use dynamics when creating sound</li> <li>Play in time with a group</li> <li>Experiment with different sounds on the same instrument</li> <li>Clap the animal sound patterns mostly accurately</li> <li>Clap the sound patterns in time with the pulse of the backing track</li> <li>Demonstrate both a call and response</li> <li>Copy a sound pattern using an instrument</li> <li>Playing either a call and/or response role in time with another child</li> <li>Perform a composition</li> </ul>	<ul style="list-style-type: none"> <li>Identify sections of the music where the tempo changes</li> <li>Correctly describe sections of the music as fast or slow</li> <li>Point out moments in the music where the dynamics change</li> <li>Accurately describe dynamic changes as soft or loud</li> <li>Give specific examples of how the music corresponds to actions in the story</li> <li>Provide clear and specific examples of how music supports the story</li> <li>Justify tempo and dynamic choices made to represent a character, event or feeling</li> <li>Suggest appropriate musical dynamics and</li> </ul>	<ul style="list-style-type: none"> <li>Breathe after each phrase in a song when singing</li> <li>Sing a song from memory</li> <li>Use different pitches while singing (high and low notes)</li> <li>Sing lyrics accurately</li> <li>Perform actions that match lyrics</li> <li>Collaborate and communicate within a group</li> <li>Use sounds creatively to represent a chosen environment</li> <li>Perform a composition</li> <li>Apply pitch and dynamics to enhance a composition</li> <li>Read notation from left to right</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices to create a variety of sounds</li> <li>Use dynamics to create an atmosphere</li> <li>Collaborate with peers to contribute to a group soundscape</li> <li>Correctly identify changes in dynamics</li> <li>Show changes in dynamics using bodies and vocals</li> <li>Compare 2 pieces of music using musical vocabulary to describe the changes in dynamics</li> <li>Interpret music in a visual form</li> <li>Identify and discuss patterns in different pieces of music</li> <li>Successfully create and play patterns, notating them</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, play and write rhythms with one beat and paired half beats</li> <li>Show a rest beat using a silent movement</li> <li>Read and follow a structure from left to right</li> <li>Add rhythms to a structure to create a beginning, middle and end</li> <li>Work well as part of a group, listening to others and respecting their ideas</li> <li>Maintain a steady beat</li> <li>Use a thinking voice to play rhythms on an instrument</li> </ul>	<ul style="list-style-type: none"> <li>Move their eyes from left to right to read pitch patterns</li> <li>Sing high and low notes including the notes in between</li> <li>Play a pattern of high and low notes on an instrument</li> <li>Read notation from left to right</li> <li>Draw high and low sounds using dots at the top and bottom of a page, respectively</li> <li>Recognise when notes stay the same</li> <li>Recognise missing notes on a staff</li> </ul>

		<p>tempo changes for different scenes of the story</p> <ul style="list-style-type: none"> <li>• Work as part of a group to rehearse a performance</li> <li>• Perform confidently using appropriate instrumental sounds</li> <li>• Play their part at appropriate tempo and dynamics</li> </ul>		<ul style="list-style-type: none"> <li>• Create and play a simple pitch pattern accurately</li> </ul>		
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• Recognise and name up to 3 instruments from Group A and B</li> <li>• Know that dynamics can change the effect of a sound has on the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Know that sections of music can be described as fast or slow and the meaning of these terms</li> <li>• Know that sections of music can be described as loud, quiet or silent and the meaning of these terms</li> <li>• Know that sounds within music can be described as high or low sounds and the meaning of these terms</li> </ul>	<ul style="list-style-type: none"> <li>• Know that sections of music can be described as fast or slow and the meaning of these terms</li> <li>• Know sections of music can be described as loud, quiet or silent and the meaning of these terms</li> <li>• Know sounds within music can be described as high or low sounds and the meaning of these terms</li> <li>• Know notation is read left to right</li> </ul>	<ul style="list-style-type: none"> <li>• Know that sections of music can be described as fast or slow and the meaning of these terms</li> <li>• Know sections of music can be described as loud, quiet or silent and the meaning of these terms</li> <li>• Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds</li> <li>• Know pictorial representations of rhythm show sounds and rests</li> </ul>	<ul style="list-style-type: none"> <li>• Know that pictorial representations of rhythm show sounds and rests</li> </ul>	<ul style="list-style-type: none"> <li>• Know that notation is read from left to right</li> <li>• Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds</li> <li>• Know that sounds within music can be described as high or low sounds and the meaning of these terms</li> </ul>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts of longer pieces of music</li> <li>• Recognise simple patterns and repetition in rhythm</li> <li>• Engage with and responding to longer pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts of longer pieces of music</li> <li>• Engage with and respond to longer pieces of music</li> <li>• Begin to explain why the music has a certain effect on them</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts of longer pieces of music</li> <li>• Engage with and respond to longer pieces of music</li> <li>• Confidently move in time with the beat of the music when modelled</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts of longer pieces of music</li> <li>• Engage with and respond to longer pieces of music</li> <li>• Confidently move in time with the beat of the music when modelled</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts of longer pieces of music</li> <li>• Engage with and respond to longer pieces of music</li> <li>• Confidently move in time with the beat of the music when modelled</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise simple patterns and repetition in pitch</li> <li>• Talk about the pitch of music, using the vocabulary high and low</li> <li>• State what they enjoyed about their peers' performance</li> </ul>

<ul style="list-style-type: none"> <li>• State what they enjoyed about others' performances</li> <li>• Begin to explain why the music has a certain effect on them</li> <li>• Give positive feedback relating to the tempo of practices and performances using the vocabulary of fast or slow</li> <li>• Breathe at appropriate times when singing</li> <li>• Sing a range of call and response chants</li> <li>• Sing part of a given song in their head</li> <li>• Develop an awareness of how dynamics are affected by the force with which an instrument is played</li> <li>• Learn to use instruments to follow the beat by first observing and then mimicking the teacher's modelling</li> <li>• Maintain a comfortable position when sitting or standing to sing or play</li> <li>• Create sound responses to a variety of physical stimuli such as nature, artwork and stories</li> <li>• Improvise simple question and answer phrases, using untuned percussion or voices</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some common instruments when listening to music</li> <li>• Relate sounds in music to real-world experiences</li> <li>• Talk about the tempo of music using the vocabulary fast and slow</li> <li>• Talk about the dynamics of the music, using the vocabulary loud, quiet and silent</li> <li>• Give positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow</li> <li>• Develop an awareness of how dynamics are affected by the force with which an instrument is played</li> <li>• Use bilateral and hand-eye coordination to play/hold instruments using both hands</li> <li>• Start to understand how to produce different sounds on pitched instruments</li> <li>• Create sound responses to a variety of physical stimuli such as nature, artwork and stories</li> <li>• Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument</li> <li>• Select and create short sequences of sound with voices or instruments to</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explain why the music has a certain effect on them, which could be related to the music or a personal experience</li> <li>• Identify some common instruments when listening to music</li> <li>• Talk about the tempo of music using the vocabulary fast and slow</li> <li>• Talk about the dynamics of the music</li> <li>• State what they enjoyed about their peers' performances</li> <li>• Sing simple songs, chants and rhymes from memory</li> <li>• Practise singing songs with a wider pitch range</li> <li>• Breathe at appropriate times when singing</li> <li>• Sing part of a given song in their head</li> <li>• Use instruments imaginatively to create soundscapes which convey a sense of place</li> <li>• Read different types of notation are read by moving eyes left to right as sound occurs</li> <li>• Create sound responses to a variety of physical stimuli</li> <li>• Select and create short sequences of sound to represent a</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explain why the music has a certain effect on them, which could be related to the music or a personal experience</li> <li>• Identify some common instruments when listening to music</li> <li>• Talk about the tempo of music using the vocabulary fast and slow</li> <li>• Talk about the dynamics of the music</li> <li>• State what they enjoyed about their peers' performances</li> <li>• Relate sounds in music to real-world experiences</li> <li>• Recognise simple patterns and repetition in rhythm</li> <li>• Use bilateral and hand-eye coordination to play/hold instruments using both hands</li> <li>• Start to understand how to produce different sounds on pitched instruments</li> <li>• Read different types of notation by moving eyes from left to right as sound occurs</li> <li>• Confidently read simple rhythmic patterns comprising of one-beat sounds and one-beat rests</li> <li>• Improvise simple questions and answer phrases, using untuned percussion or voices</li> <li>• Experiment with adapting rhythmic</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explain why the music has a certain effect on them, which could be related to the music or a personal experience</li> <li>• Identify some common instruments when listening to music</li> <li>• Talk about the tempo of music using the vocabulary fast and slow</li> <li>• Use instruments imaginatively to create soundscapes which convey a sense of place</li> <li>• Use bilateral and hand-eye coordination to play/hold instruments using both hands</li> <li>• Start to understand how to produce different sounds on pitched instruments</li> <li>• Read different types of notation by moving eyes from left to right as sound occurs</li> <li>• Work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time</li> <li>• Start to maintain a steady beat throughout short performances</li> <li>• Follow a leader to start and end a piece appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes from memory</li> <li>• Competently sing songs or short phrases with a small pitch range</li> <li>• Develop an awareness of how sound is affected by the way an instrument is held</li> <li>• Learn to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling</li> <li>• Start to understand how to produce different sounds on pitched instruments</li> <li>• Breathe at appropriate times when singing</li> <li>• Sing part of given song in their head</li> <li>• Use a simplified version of a stave to notate known musical phrases</li> <li>• Offer positive feedback on others' performances</li> <li>• Begin to acknowledge their own feelings around performance</li> </ul>
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	<ul style="list-style-type: none"> <li>Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument</li> <li>Select and create short sequences of sound with voices or instruments to represent a given idea or character</li> <li>Start to maintain a steady beat throughout short singing performances</li> </ul>	represent a given idea or character	<p>given idea or character</p> <ul style="list-style-type: none"> <li>Work collaboratively to combine different sounds</li> <li>Offer positive feedback on others' performances</li> <li>Begin to acknowledge their own feelings around performance</li> <li>Follow a leader to start and end a piece appropriately</li> </ul>	<p>patterns by changing either the dynamics, tempo or instrument</p> <ul style="list-style-type: none"> <li>Select and create short sequences of sound with voices or instruments to represent a given idea or character</li> <li>Offer positive feedback on others' performances</li> </ul>		
<b>Vocabulary</b>	Dynamics, sound pattern, call and response	Dynamics, encore, instrumental sound, sound effect, tempo	Composer, composition, dynamics, inspiration, pitch, tempo, phrase	Composer, dynamics, pitch pattern, planet, representation, soundscape, tempo	One-beat notes, composition, paired half-beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice	Dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern, stave



### Year 3 Music Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overview</b>	<b>Ballads</b>	<b>Creating composition in response to an animation</b>	<b>Developing singing technique</b>	<b>Pentatonic melodies and composition</b>	<b>Jazz</b>	<b>Traditional instruments and improvisation</b>
<b>Unit Scope</b>	The children will learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, they will carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	The children will learn to tell stories through music. They will listen to music and consider the narrative it could represent. They will pay close attention to the dynamics, pitch and tempo and how they change. They will create original compositions to match an animation, building up layers of texture.	The children will develop their singing technique. They will learn to keep in time and work on musical notation and rhythm. The unit finishes with a group performance of a song with actions.	The children will revise key musical terminology, playing and creating pentatonic melodies. They will compose a piece of music using layered melodies.	The children will learn about ragtime style music, traditional jazz and scat singing. They will create a jazz motif using a swung rhythm.	The children will listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.
<b>Key Composer</b>	<b>Bach</b>		<b>Beethoven</b>		<b>Elgar</b>	
<b>Unit Outcomes</b>	<ul style="list-style-type: none"> <li>Identify the key features of a ballad</li> <li>Perform a ballad using actions</li> <li>Sing in time and in tune with a song and incorporate actions</li> <li>Retell a summary of an animation's story</li> <li>Write a verse with rhyming words which tells part of a story</li> <li>Perform their lyrics fluently and with actions</li> </ul>	<ul style="list-style-type: none"> <li>Verbalise how the music makes them feel</li> <li>Create actions or movements appropriate to each section of a piece of music</li> <li>Play in time and with an awareness of other pupils' parts, giving some thought to dynamics</li> <li>Play melodies and rhythms which represent the section of animation they are accompanying</li> </ul>	<ul style="list-style-type: none"> <li>Move and sing as a team, following the lyrics on the screen</li> <li>Recognise minims, crotchets and quavers often by ear and reliably by sight</li> <li>Perform rhythms accurately from notation and layer them to create a composition</li> <li>Add appropriate sound effects to their performances using untuned percussion</li> <li>Join in with the performances confidently and reasonably in time and tune</li> </ul>	<ul style="list-style-type: none"> <li>Match their movements to the music, explaining why they chose these movements</li> <li>Accurately notate and play a pentatonic melody</li> <li>Play their part in a composition confidently</li> <li>Work as a group to perform a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>Explain what ragtime music is</li> <li>Play on the 'off beat' and sing a syncopated rhythm</li> <li>Play a call and then improvise a response</li> <li>Improvise or compose a scat singing performance with sounds and words</li> <li>Compose and play a jazz motif fluently, using swung quavers</li> <li>Play a swung rhythm using a tuned percussion instrument</li> </ul>	<ul style="list-style-type: none"> <li>Verbalise feelings about music and identify likes and dislikes</li> <li>Read musical notation and play the correct notes of the rag</li> <li>Improvise along to a drone and tal</li> <li>Play a rag and tal accurately alongside a drone</li> <li>Sing accurately from musical notation and lyrics</li> <li>Sing and play in time with others with some degree of accuracy and</li> </ul>

			<ul style="list-style-type: none"> <li>• Make suggestions for improving their performance</li> </ul>			awareness of each other's parts
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• Know that a ballad tells a story through song</li> <li>• Know that lyrics are the words of a song</li> <li>• Know that in a ballad, a 'stanza' is a verse</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the timbre of instruments played affect the mood and style of a piece of music</li> <li>• Know that an ensemble is a group of musicians who perform together</li> <li>• Know that to perform well, it is important to listen to the other members of your ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Know the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad</li> <li>• Know different notes have different durations and crotchets are worth one whole beat</li> <li>• Know that 'reading' music means using how the written note symbols look and their position to know what notes to play</li> <li>• Know that written music tells you how long to play a note for</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the word 'crescendo' means a sound getting gradually louder</li> <li>• Know that some traditional music around the world is based on 5 notes called a 'pentatonic' scale</li> <li>• Understand that a pentatonic melody uses only the 5 notes C D E G A</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that 'syncopation' means a rhythm that is played off the natural beat</li> <li>• Know that Ragtime is piano music that uses syncopation and a fast tempo</li> <li>• Know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago</li> <li>• Know that 'scat singing' is using made-up words to create the sound of an instrument playing</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music</li> <li>• Know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'</li> <li>• Know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'</li> <li>• Know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note</li> <li>• Know that many types of music from around the world consist of more than one layer of sound; e.g. a 'tala' and 'rag' in traditional Indian music</li> </ul>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>• Recognise and explain the changes within a piece of music using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>• Understand that music from different parts of the world and different times has different features</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that music from different parts of the world, and different times, has different features</li> <li>• Recognise and explain the changes within a piece of music using musical vocabulary</li> <li>• Begin to show an awareness of metre</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>• Recognise and explain the changes within a piece of music using musical vocabulary</li> <li>• Discuss the stylistic features of different</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>• Understand that music from different parts of the world, and different times, has different features</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>• Understand that music from different parts of the world and different times has different features</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement</li> <li>Begin to show an awareness of metre</li> <li>Begin to use musical vocabulary when discussing improvements to their own and others' work</li> <li>Compose a piece of music in a given style with voices and instruments</li> <li>Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</li> <li>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance</li> <li>Explain their preferences for a piece of music using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and explain the changes within a piece of music using musical vocabulary</li> <li>Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement</li> <li>Begin to show an awareness of metre</li> <li>Begin to use musical vocabulary when discussing improvements to their own and others' work</li> <li>Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</li> <li>Use letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</li> <li>Suggest and implement improvements to their own work, using musical vocabulary</li> <li>Offer constructive feedback on others' performances</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use musical vocabulary when discussing improvements to their own and others' work</li> <li>Compose a piece of music in a given style with voices and instruments</li> <li>Combine melodies and rhythms to compose a multi-layered composition in a given style</li> <li>Use letter name and rhythmic notation and key musical vocabulary to label and record their compositions</li> <li>Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</li> <li>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance</li> <li>Perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology</li> </ul>	<ul style="list-style-type: none"> <li>genres, styles and traditions of music using musical vocabulary</li> <li>Understand that music from different parts of the world and different times has different features</li> <li>Recognise and explain the changes within a piece of music using musical vocabulary</li> <li>Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement</li> <li>Begin to show an awareness of metre</li> <li>Begin to use musical vocabulary when discussing improvements to their own and others' work</li> <li>Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</li> <li>Use letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</li> <li>Suggest and implement improvements to their own work, using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and explain the changes within a piece of music using musical vocabulary</li> <li>Recognise and explain the changes within a piece of music using musical vocabulary</li> <li>Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement</li> <li>Begin to show an awareness of metre</li> <li>Begin to use musical vocabulary when discussing improvements to their own and others' work</li> <li>Compose a piece of music in a given style with voices and instruments</li> <li>Combine melodies and rhythms to compose a multi-layered composition in a given style</li> <li>Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</li> <li>Use letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</li> <li>Perform from basic staff notation</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and explain the changes within a piece of music using musical vocabulary</li> <li>Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement</li> <li>Begin to use musical vocabulary when discussing improvements to their own and others' work</li> <li>Compose a piece of music in a given style with voices and instruments</li> <li>Use letter name and rhythmic notation and key musical vocabulary to label and record their compositions</li> <li>Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</li> <li>Perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</li> </ul>
<b>Vocabulary</b>	Ballad, chorus, compose, dynamics, emotions, ensemble, facial	Atmosphere, compose, composition, dynamics, ensemble, influence, in-	Accuracy, backing track, beat, body percussion, call and response,	Accuracy, crescendo, control, composition, dynamics, duration,	Call and response, improvisation, jazz, motif, off-beat, pitch, Ragtime,	Bollywood, compose, drone, dynamics, harmonium, improvise,

	expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, summarise, tune, verse, vocabulary, volume	time, layers, letter notation, listen, timbre, melody, melodic pattern, notation, opinion, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, tuned percussion, untuned percussion	composition, co-ordinated, crotchet, discipline, duration, melody, in-time, in-tune, dynamics, layer, lyrics, key change, major key, minim, minor key, notation, tempo, part, pulse, quaver, rehearse, rhythm	expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, tempo, timbre, untuned percussion	rhythm, scat singing, straight quaver, strung quaver, swing music, swung rhythm, syncopated rhythm, syncopation, traditional jazz, tune	Indian flute, lyrics, melodic line, notation, opinion, pitch, rag, repeated rhythm, rhythm, sarangi, sitar, table, tala, tempo
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Year 4 Music Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Whole Class Instrumental lessons throughout the Year Ukulele</b>					
<b>Overview</b>	<b>Adapting and transposing motifs</b>		<b>Changes in pitch, tempo and dynamics</b>		<b>Body and tuned percussion</b>	
<b>Unit Scope</b>	Drawing upon their understanding of repeating patterns in music, the children will be introduced to the concept of motifs.		The children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as they create their own rhythms of the rainforest, layer by layer.		The children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as they create their own rhythms of the rainforest, layer by layer.	
<b>Key Composer</b>	<b>Bach</b>		<b>Beethoven</b>		<b>Elgar</b>	
<b>Unit Outcomes</b>	<ul style="list-style-type: none"> <li>Learn a new song, singing in time and in tune while following the lyrics</li> <li>Identify motifs aurally and play a repeated pattern on a tuned instrument</li> <li>Create and perform a motif, notating it with reasonable accuracy</li> <li>Transpose their motif, using sharp or flat notes where necessary and change the rhythm</li> <li>Combine different versions of a musical motif and perform as a group using musical notation</li> </ul>		<ul style="list-style-type: none"> <li>Sing in tune and in harmony with others, with developing breath control</li> <li>Explain how a piece of music makes them feel with some use of musical terminology</li> <li>Perform a vocal ostinato in time</li> <li>Listen to other members of their group as they perform</li> <li>Create an ostinato and represent it on paper so that they can remember it</li> </ul> Create and perform a piece with a variety of ostinatos		<ul style="list-style-type: none"> <li>Identify the structure of a piece of music</li> <li>Have an idea as to when there is one layer in a piece of music and when there are two</li> <li>Play a sequence in the correct order in time with their partner</li> <li>Have two contrasting rhythms being played together</li> <li>Have two different melodies being played together</li> <li>Have a complete piece of music with four different layers with an appropriate structure</li> </ul>	
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>Understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music e.g. Beethoven's fifth symphony</li> <li>Know that 'transposing' a melody means changing its key, making it higher or lower pitched</li> <li>Know that a motif can be adapted by changing the notes, the rhythm or the order of notes</li> </ul>		<ul style="list-style-type: none"> <li>Know when to sing without accompaniment it is called 'a cappella'</li> <li>Know harmony means playing two notes at the same time that usually sound good together</li> <li>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice</li> <li>Know 'performance directions' are words added to musical notations to tell the performers how to play</li> </ul>		<ul style="list-style-type: none"> <li>Know that deciding the structure of music when composing can help us create interesting music with contrasting sections</li> <li>Know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'</li> <li>Know that a 'loop' in music is a repeated melody or rhythm</li> <li>Know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</li> </ul>	
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>Recognise the use and development of motifs in music</li> <li>Identify gradual dynamic and tempo changes within a piece of music</li> </ul>		<ul style="list-style-type: none"> <li>Recognise the use and development of motifs in music</li> <li>Identify gradual dynamic and tempo changes within a piece of music</li> </ul>		<ul style="list-style-type: none"> <li>Recognise the use and development of motifs in music</li> <li>Identify gradual dynamic and tempo changes within a piece of music</li> </ul>	

	<ul style="list-style-type: none"> <li>Identify common features between different genres, styles and traditions of music</li> <li>Recognise, name and explain the effect of the interrelated dimensions of music</li> <li>Identify scaled dynamics within a piece of music</li> <li>Use musical vocabulary to discuss the purpose of a piece of music</li> <li>Compose a coherent piece of music in a given style with voices, bodies and instruments</li> <li>Begin to improvise musically within a given style</li> <li>Develop melodies using rhythmic variation, transposition, inversion and looping</li> <li>Use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</li> <li>Suggest improvements to others' work, using musical vocabulary</li> <li>Sing and play in time with peers with accuracy and awareness of their part in the group performance</li> <li>Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</li> </ul>	<ul style="list-style-type: none"> <li>Identify common features between different genres, styles and traditions of music</li> <li>Recognise, name and explain the effect of the interrelated dimensions of music</li> <li>Use musical vocabulary to discuss the purpose of a piece of music</li> <li>Use musical vocabulary when discussing improvements to their own and others' work</li> <li>Compose a coherent piece of music in a given style with voices, bodies and instruments</li> <li>Begin to improvise musically within a given style</li> <li>Develop melodies using rhythmic variation, transposition, inversion and looping</li> <li>Use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</li> <li>Sing and play in time with peers with accuracy and awareness of their part in the group performance</li> <li>Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</li> <li>Explain their preferences for a piece of music using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, name and explain the effect of the interrelated dimensions of music</li> <li>Identify scaled dynamics within a piece of work</li> <li>Use musical vocabulary to discuss the purpose of a piece of music</li> <li>Use musical vocabulary when discussing the purpose of a piece of music</li> <li>Compose a coherent piece of music in a given style with voices, bodies and instruments</li> <li>Develop melodies using rhythmic variation, transposition, inversion and looping</li> <li>Create a piece of music with at least four different layers and a clear structure</li> <li>Suggest improvements to others' work, using musical vocabulary</li> <li>Compose a coherent piece of music in a given style with voices, bodies and instruments</li> <li>Begin to improvise musically within a given style</li> </ul>
<b>Vocabulary</b>	Backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve	A cappella, breath control, cue, diction, directing, dynamics, expression, harmony line, in the round, layer, melody, mood, notation, opinion, ostinato, parts, percussion, rhythm, staff notation, texture, tempo, vocal ostinato	Body percussion, combine, compose, contrast, contrasting rhythms, dynamics, inspiration, layers, loop, melody line, organisation, pitch, record, repeated melodies, rhythm, sections, structure, tempo, texture, tune, tuned percussion



Year 5 Music Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Whole Class Instrumental lesson throughout the year P-bone and Ukulele</b>					
<b>Overview</b>	<b>Composition notation (Ancient Egypt)</b>		<b>Looping and Remixing</b>		<b>Blues</b>	
<b>Unit Scope</b>	Based on the theme of Ancient Egypt, the children will learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.		Children will learn about how dance music is created, focusing particularly on the use of loops.		The children will be introduced to this famous genre of music and its history. They will learn to identify the key features and mood of Blues music and its importance and purpose. They will also get to grips with the 12-br Blues and the Blues scale and combine these to create an improvised piece with a familiar, repetitive backing.	
<b>Key Composer</b>	<b>Bach</b>		<b>Beethoven</b>		<b>Elgar</b>	
<b>Unit Outcomes</b>	<ul style="list-style-type: none"> <li>Sing in time and in tune with other people and the backing track</li> <li>Remember the lyrics to a song</li> <li>Identify the structure of a piece of music and match this to non-standard notation</li> <li>Improvise their own piece of music</li> <li>Play a melody with reasonable accuracy</li> <li>Perform with confidence and in time with others</li> <li>Compose and play a melody using stave notation</li> <li>Contribute meaningfully to the group performance and composition</li> <li>Use hieroglyphic to show the structure of their piece</li> </ul>		<ul style="list-style-type: none"> <li>Perform a looped body percussion rhythm; keeping in time with their group</li> <li>Use loops to create a whole piece of music, ensuring that the different aspects of work together</li> <li>Play the first sections of 'Somewhere Over the Rainbow' with accuracy</li> <li>Choose a suitable fragment of music and be able to play it alongside to the backbeat</li> <li>Perform a piece with the same structure and two different loops</li> </ul>		<ul style="list-style-type: none"> <li>Name 3 key features of blues music</li> <li>Sing in tune, using vocal expression to convey meaning</li> <li>Explain what a chord is and play the chord of C 16 times</li> <li>Play the 12-bar blues correctly</li> <li>Play the notes of the blues scale in the correct order, ascending and descending</li> <li>Play a selection of blues scale notes out of order in their own improvisation</li> </ul>	
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>Know that simple pictures can be used to represent the structure (organisation) of music</li> <li>Understand that a slow tempo and a minor key (pitch) can be used to make music sound sad</li> <li>Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note</li> </ul>		<ul style="list-style-type: none"> <li>Know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals</li> <li>Know that a loop is a repeated rhythm or melody, and is another word for ostinato</li> <li>Know that remix is music that has been changed, usually so it is suitable for dancing to</li> </ul>		<ul style="list-style-type: none"> <li>Understand that a chord is the layering of several pitches played at the same time</li> <li>Know that 12-bar Blues is a sequence of 12 bars of music, made up of 3 different chords</li> <li>Know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry</li> <li>Know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down</li> <li>Understand that a chord is the layering of several pitches played at the same time</li> </ul>	

<b>Core Skills</b>	<ul style="list-style-type: none"> <li>• Represent the features of a piece of music using graphic notation and colours, justifying their choices with reference to musical vocabulary</li> <li>• Develop confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work</li> <li>• Compose a detailed piece of music from a given stimulus with voices, bodies and instruments</li> <li>• Use staff notation to record rhythms and melodies</li> <li>• Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</li> <li>• Suggest and demonstrate improvements to own and others' work</li> <li>• Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</li> <li>• Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</li> <li>• Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>• Compare, discuss and evaluate using detailed musical vocabulary</li> <li>• Develop confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work</li> <li>• Compose a detailed piece of music from a given stimulus with voices, bodies and instruments</li> <li>• Improvise coherently within a given style</li> <li>• Combine rhythmic patterns into a multi-layered composition using all the inter-related dimensions of music to add musical interest</li> <li>• Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</li> <li>• Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</li> <li>• Perform with accuracy and fluency from graphic and simple staff notation</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>• Represent the features of a piece of music using graphic notation and colours, justifying their choices with reference to musical vocabulary</li> <li>• Compare, discuss and evaluate music using detailed musical vocabulary</li> <li>• Improvise coherently within a given style</li> <li>• Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</li> <li>• Suggest and demonstrate improvements to own and others' work</li> <li>• Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</li> <li>• Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</li> <li>• Combine rhythmic patterns into a multi-layered composition using all the inter-related dimensions of music to add musical interest</li> <li>• Understand the impact music has on them and start to articulate the reasons for this effect using musical vocabulary</li> <li>• Confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time</li> <li>• Use musical vocabulary to offer constructive and precise feedback on others' performance</li> </ul>
<b>Vocabulary</b>	Accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo	Accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure	12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation



Year 6 Music Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overview</b>	<b>Songs of World War 2</b>	<b>Dynamics, pitch and texture</b>	<b>Film music</b>	<b>Theme and variations</b>	<b>Baroque</b>	<b>Composing and performing a Leavers' song</b>
<b>Unit Scope</b>	The children will develop a greater accuracy in pitch and control. They will identify pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	The children will appraise the work of Mendelssohn and further develop improvisation and composition skills.	The children will explore and identify the characteristics of film music. They will create a composition and graphic score to perform alongside a film.	The children will explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	The children will explore the music and composers of the Baroque Period and investigate the structural and stylistic features of their work.	The children will spend the topic creating their own leavers' song personal to their experiences as a class.
<b>Key Composer</b>	<b>Bach</b>		<b>Beethoven</b>		<b>Elgar</b>	
<b>Unit Outcomes</b>	<ul style="list-style-type: none"> <li>Use musical and comparative language in discussion</li> <li>Follow the melody line</li> <li>Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing</li> <li>Sing the correct words at the correct time</li> <li>Recall the counter-melody line</li> </ul>	<ul style="list-style-type: none"> <li>Engage in discussion about the sounds of an orchestral piece</li> <li>Have a selection of varied vocabulary in response to what they hear</li> <li>Change dynamics and pitch, differentiating between the two</li> <li>Take the role of conductor or follow a conductor</li> <li>Change texture within their group improvisation and talk about its effect</li> <li>Create a graphic score to represent sounds</li> <li>Follow the conductor to show changes in pitch, dynamics and texture</li> </ul>	<ul style="list-style-type: none"> <li>Identify how different styles of music contribute to the feel of a film</li> <li>Participate in discussions, sharing their views and justifying their answers</li> <li>Use the terms major and minor</li> <li>Identify different instruments to describe how music evokes different emotions</li> <li>Identify pitch, tempo and dynamics, and use these to explain and justify their answers</li> <li>Give reasonable and thought-out suggestions for what different graphic scores represent</li> </ul>	<ul style="list-style-type: none"> <li>Perform rhythms confidently either on their own or in a group</li> <li>Identify the sounds of different instruments and discuss what they sound like</li> <li>Make reasonable suggestions for which instruments can be matched to which art pieces</li> <li>Recall the names of several instruments according to their orchestra sections</li> <li>Keep the pulse using body percussion</li> <li>Sing with control and confidence</li> <li>Name rhythms correctly</li> <li>Copy rhythms accurately with a good sense of pulse</li> <li>Draw rhythms accurately</li> </ul>	<ul style="list-style-type: none"> <li>Define some key features of Baroque music, including recitative, canon, ground bass and fugue</li> <li>Take part in a vocal improvisation task based on Baroque recitative</li> <li>Play several parts of a canon using staff notation, with or without letter names</li> <li>Compose a ground bass melodic ostinato</li> <li>Notate a ground bass pattern using staff notation</li> <li>Name some well-known Baroque composers and describe what musical features they were known for</li> <li>Learn a fugue part by reading staff notation,</li> </ul>	<ul style="list-style-type: none"> <li>Identify and evaluate the musical features of a song</li> <li>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme</li> <li>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme</li> <li>Fit an existing melody over a four-chord backing track</li> <li>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments</li> <li>Record melodies using letter notation</li> </ul>

			<ul style="list-style-type: none"> <li>• Use their body, voice and instruments to create sounds to represent a given theme</li> <li>• Create a musical score to represent a composition</li> <li>• Interpret their graphic score and perform their composition appropriately with their group</li> <li>• Create sounds that relate to the scene of a film</li> </ul>	<ul style="list-style-type: none"> <li>• Show a difference between musical variations</li> <li>• Show creativity in a finished musical product</li> </ul>	<p>with or without note names</p> <ul style="list-style-type: none"> <li>• Perform a fugue</li> </ul>	<ul style="list-style-type: none"> <li>• Perform the leavers' song with confidence</li> </ul>
<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</li> <li>• Know that the Solfa syllables represent the pitches in an octave</li> <li>• Know a 'counter-subject' or 'counter-melody' provides contrast to the main melody</li> <li>• Know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the conductor beats time to help the performers work well together</li> <li>• Understand that improvisation means making up music 'on the spot'</li> <li>• Understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change</li> <li>• Know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a film soundtrack includes the background music and any songs in a film</li> <li>• Understand that 'major' key signatures use note pitches that sound cheerful and upbeat</li> <li>• Understand that 'minor' key signatures use note pitches that can suggest sadness and tension</li> <li>• Know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a 'theme' is a main melody in a piece of music</li> <li>• Know that 'variations' in music are when a main melody is changed in some way throughout the piece</li> <li>• Know that 'The Young Person's Guide to the 'Orchestra' was written in 1945 by Benjamin Britten</li> <li>• Understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Know that music in which very similar parts are introduced one by one to overlap is called a canon</li> <li>• Know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one</li> <li>• Know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon</li> <li>• Know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody</li> <li>• Know that ground bass is a repeating melody played on a bass instrument in Baroque music</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a chord progression is a sequence of chords that repeats throughout a song</li> <li>• Know that a melody can be adapted by changing its dynamics, pitch or tempo</li> <li>• Know that chord progressions are represented in music by Roman numerals</li> </ul>

<p><b>Core Skills</b></p>	<ul style="list-style-type: none"> <li>• Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</li> <li>• Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts</li> <li>• Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</li> <li>• Identify the way that features of a song can complement one another to create a coherent overall effect</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music sounds</li> <li>• Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</li> <li>• Sing songs in two or more secure parts from memory</li> <li>• Work as a group to perform a piece of music, adjusting the interrelated dimensions of music,</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</li> <li>• Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music</li> <li>• Confidently use detailed musical vocabulary to discuss and evaluate their own and others' work</li> <li>• Improvise coherently and creatively within a given style, incorporating given features</li> <li>• Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments</li> <li>• Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</li> <li>• Record own composition using appropriate forms of notation and/or technology</li> <li>• Work as a group to perform a piece of music, adjusting the</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts</li> <li>• Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</li> <li>• Identify the way that features of a song can complement one another to create a coherent overall effect</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music sounds</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music</li> <li>• Confidently use detailed musical vocabulary to discuss and evaluate their own and others' work</li> <li>• Improvise coherently and creatively within a given style, incorporating given features</li> <li>• Record own composition using appropriate forms of notation and/or technology</li> <li>• Work as a group to perform a 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<li>• Improvise coherently and creatively within a given style, incorporating given features</li> <li>• Compose a multi-layered piece of music from a given stimulus</li> </ul>	<ul style="list-style-type: none"> <li>• Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</li> <li>• Identify the way that features of a song can complement one another to create a coherent overall effect</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of art</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music sounds</li> <li>• Improvise coherently and creatively within a given style, incorporating given features</li> <li>• Confidently use detailed musical vocabulary to discuss and evaluate their own and others' work</li> <li>• Improvise coherently and creatively within a given style, incorporating given features</li> <li>• Compose a multi-layered piece of music from a given stimulus</li> <li>• Develop melodies using rhythmic variation, transposition and</li> </ul>
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	<p>keeping in time and communicating with the group</p> <ul style="list-style-type: none"> <li>• Perform with accuracy and fluency from graphic and staff notation and from their own notation</li> <li>• Perform by following a conductor's cues and directions</li> <li>• Use musical vocabulary to offer constructive and precise feedback on others' performances</li> </ul>	<p>interrelated dimensions of music, keeping in time and communicating with the group</p> <ul style="list-style-type: none"> <li>• Perform a solo or take a leadership role within a performance</li> <li>• Perform with accuracy and fluency from graphic and staff notation and from their own notation</li> <li>• Perform by following a conductor's cues and directions</li> </ul>	<p>music, adjusting the interrelated dimensions of music, keeping in time and communicating with the group</p> <ul style="list-style-type: none"> <li>• Perform with accuracy and fluency from graphic and staff notation and from their own notation</li> <li>• Understand the impact music has on them and start to articulate the reasons for this effect using musical vocabulary</li> </ul>	<p>dynamics, pitch and texture</p> <ul style="list-style-type: none"> <li>• Perform with accuracy and fluency from graphic and staff notation and from their own notation</li> <li>• Sing songs in twos or more secure parts from memory, with accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</li> <li>• Perform with accuracy and fluency from graphic and staff notation and from their own notation</li> <li>• Perform by following a conductor's cues and directions</li> <li>• Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</li> </ul>	<p>changes in dynamics, pitch and texture</p> <ul style="list-style-type: none"> <li>• Perform with accuracy and fluency from graphic and staff notation and from their own notation</li> <li>• Perform by following a conductor's cues and directions</li> <li>• Use musical vocabulary to offer constructive and precise feedback on others' performances</li> </ul>
<b>Vocabulary</b>	<p>Accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo</p>	<p>Classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</p>	<p>Accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features,</p>	<p>3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, translate, variation, vocal line, woodwind</p>	<p>Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture</p>	<p>Allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse</p>