

Subject Curriculum Overview - Music

| | Autumn | | Spring | | Summer | |
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| | AutumnTopics: All About Me, Traditional Tales, Winter and Christmas, | | SpringTopics: People Who Help Us, Growing, Magic: Witches and Wizards, | | SummerTopics: Animals, Seaside and Transport | |
| | To Know | To Know How | To Know | To Know How | To Know | To Know How |
| N | <p>To be able to Listen and respond to sound, rhymes, songs and a variety of music.</p> <p>-To be able to create sounds by banging, shaking, tapping or blowing using voice, body and instruments.</p> <p>-To be able to join in singing their favourite songs.</p> <p>To be able to make actions to familiar songs & rhymes.</p> <p>To be able to move to familiar music.</p> <p>To be able to Join in with learning Christmas song, beginning to remember and sing entire songs.</p> <p>To listen to different fairy-tale and fantasy nursery songs and join in.</p> | <p>To begin to Listen and respond to sound, rhymes, songs and a variety of music.</p> <p>To begin to create sounds by banging, shaking, tapping or blowing using voice, body and instruments.</p> <p>-To begin to join in singing their favourite songs.</p> <p>To begin to be able to make actions to familiar songs & rhymes.</p> <p>To begin to be able to move to familiar music.</p> <p>-To begin to participate in simple dances and chanting games.</p> <p>-To begin to respond in a wide variety of ways to what they perceive through their senses.</p> | <p>To Listen and respond to sound, rhymes, songs and a variety of music.</p> <p>To be able to Sing the pitch of a tone sung by another person ('pitch match').</p> <p>To be able to Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>To know the words and can join in with familiar songs and rhymes – magic, witches and wizards</p> <p>To show an interest in the way musical instruments sound.</p> <p>To be able to create movement in response to music.</p> <p>To Make sounds and music using voice, body sounds and instruments.</p> <p>To Participate in simple dances and chanting games.</p> | <p>To Listen and respond to sound, rhymes, songs and a variety of music.</p> <p>To begin to Sing the pitch of a tone sung by another person ('pitch match').</p> <p>To begin to Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>To know the words and can join in with familiar songs and rhymes – people who help us songs</p> <p>To show an interest in the way musical instruments sound.</p> <p>To be able to create movement in response to music.</p> <p>To Make sounds and music using voice, body sounds and instruments.</p> <p>To Participate in simple dances and chanting games.</p> | <p>To listen and respond to sound, rhymes, songs and a variety of music.</p> <p>To make sounds and music using voice, body sounds and instruments to represent different sounds at the seaside/transport.</p> <p>To begin to know the names of different instruments.</p> <p>To be able to Sing the pitch of a tone sung by another person ('pitch match').</p> <p>To be able to Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>To be able to move rhythmically.</p> <p>To be able to imitate movement in response to music.</p> <p>To be able to sing to themselves and make up simple songs or</p> | <p>To listen and respond to sound, rhymes, songs and a variety of music.</p> <p>To make sounds and music using voice, body sounds and instruments to represent different animals.</p> <p>To begin to know the names of different instruments.</p> <p>To be able to Sing the pitch of a tone sung by another person ('pitch match').</p> <p>To be able to Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>To begin to move rhythmically.</p> <p>To begin to imitate movement in response to music.</p> <p>To be able to sing to themselves and make up simple songs or</p> |

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| | <p>To be able to participate in simple dances and chanting games.</p> <p>-To be able to respond in a wide variety of ways to what they perceive through their senses</p> | | <p>To Respond in a wide variety of ways to what they perceive through their senses.</p> | <p>To Respond in a wide variety of ways to what they perceive through their senses.</p> | <p>improvise a song around one they know.</p> <p>To be able to join in with songs and rhymes about the seaside/transport remembering entire songs.</p> <p>To be able to sing a few familiar songs.</p> <p>To begin to tap out simple repeated rhythms.</p> <p>To explore how sounds can be changed</p> <p>To participate in simple dances and singing games.</p> <p>To respond in a wide variety of ways to what they perceive through their senses.</p> | <p>improvise a song around one they know.</p> <p>To be able to join in with songs and rhymes about animals remembering entire songs.</p> <p>To be able to sing a few familiar songs.</p> <p>To begin to tap out simple repeated rhythms.</p> <p>To explore how sounds can be changed</p> <p>To participate in simple dances and singing games.</p> <p>To respond in a wide variety of ways to what they perceive through their senses.</p> |
| | Continuous Provision | Knowledge | | | To Know How | |
| | | <p>I know familiar songs.</p> <p>I know the names of simple instruments.</p> <p>I know how to move to music.</p> <p>I know how to make up my own songs and music.</p> <p>I know how to talk about music I have heard.</p> <p>I know how to explore instruments to express my feelings and ideas.</p> <p>I know different simple rhythms.</p> <p>I know how to copy a rhythm.</p> <p>I know how to listen for different sounds.</p> <p>I know how to respond to what I have heard.</p> | | | <p>I can remember and sing familiar songs.</p> <p>I can name some instruments e.g. tambourine, drum, shaker.</p> <p>I can move to music.</p> <p>I can make up my own songs and music.</p> <p>I can listen to music and talk about what I have heard.</p> <p>I can explore different instruments and make music and sounds to express my feelings and ideas.</p> <p>I can sing and make music on my own and in a group.</p> <p>I can tap out a simple rhythm and make up my own rhythm.</p> <p>I can listen with increased attention to different sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p> <p>I can say what I like about the music.</p> | |

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| | | <p>I know what I like about music.</p> <p>I know what I don't like about music.</p> <p>I know how to play instruments with increasing control.</p> <p>I know how to sing entire songs.</p> <p>I know how to match the pitch.</p> <p>I know how to sing the melodic shape of a song.</p> | <p>I can say what I dislike about the music.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p> <p>I can remember and sing entire songs.</p> <p>I can sing the pitch of a tone sung by an adult.</p> <p>I can sing the melodic shape (moving melody, such as up and down) of familiar songs.</p> | | | |
| | <p>AutumnTopics: All About Me, Fantasy, Winter and Christmas ,</p> <p>Musical Stories (Kapow)</p> | | <p>SpringTopics: People Who Help Us, Where We Live, Space,</p> | | <p>SummerTopics: Animals and Dinosaurs, Under the Sea, Pirates</p> <p>Celebration Stories (Kapow)</p> <p>Exploring Music (Kapow)</p> | |
| | To Know | To Know How | To Know | To Know How | To Know | To Know How |
| Rec | <p>Listen and respond to sound, rhymes, songs and a variety of music. Make sounds and music using voice, body sounds and instruments. Participate in simple dances and chanting games. Respond in a wide variety of ways to what they perceive through their senses. Create a pattern with the musical instruments. Play loudly/quietly etc Make up their own sequences using symbols to record pattern. Join in with learning Christmas songs.</p> | <p>Listen and respond to sound, rhymes, songs and a variety of music. Make sounds and music using voice, body sounds and instruments. Participate in simple dances and chanting games. Respond in a wide variety of ways to what they perceive through their senses. Create a pattern with the musical instruments. Play loudly/quietly etc Make up their own sequences using symbols to record pattern.</p> | <p>Listen and respond to sound, rhymes, songs and a variety of music. Make sounds and music using voice, body sounds and instruments. Participate in simple dances and chanting games. Respond in a wide variety of ways to what they perceive through their senses. Create a pattern with the musical instruments. Play loudly/quietly etc Make up their own sequences using symbols to record pattern. Join in with learning Spring and Easter songs.</p> | <p>Listen and respond to sound, rhymes, songs and a variety of music. Make sounds and music using voice, body sounds and instruments. Participate in simple dances and chanting games. Respond in a wide variety of ways to what they perceive through their senses. Create a pattern with the musical instruments. Play loudly/quietly etc Make up their own sequences using symbols to record pattern. Look at and recap the names of the 4 musical</p> | <p>To listen and respond to sound, rhymes, songs and a variety of music. To make sounds and music using voice, body sounds and instruments to represent different under the sea creatures. To understand the musical word dynamics: loud and quiet/soft sounds To be able to choose suitable instruments to represent a loud or quiet sound To explore how sounds can be changed To participate in simple dances and singing games.</p> | <p>To listen and respond to sound, rhymes, songs and a variety of music. To make sounds and music using voice, body sounds and instruments to represent different animals. To understand the musical word pitch To be able to choose suitable instruments to represent a high or low sound To explore how sounds can be changed To participate in simple dances and singing games. To respond in a wide variety of ways to what</p> |

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| <p>Keep in time and show good tone/pitch when singing.</p> <p>To consider different speeds and tempos of music.</p> <p>Try out a musical sequence and follow correctly.</p> <p>To make high and low sounds using voices</p> <p>To understand the word pitch.</p> <p>To listen to different fairytale and fantasy nursery songs and join in.</p> <p>Kapow</p> <p>To understand that what 'high' and 'low' notes are.</p> <p>To recognise that different sounds can be long or short.</p> <p>To understand that instruments can be played loudly or softly.</p> <p>To recognise music that is 'fast' or 'slow'.</p> <p>To understand that we can match our body</p> | <p>'If you are happy and you know it' using appropriate actions.</p> <p>To know the names of different instruments.</p> <p>Look out for children following instructions well and copying rhythms/noticing patterns.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>To join in with singing Christmas songs.</p> <p>To match the pitch of others whilst singing.</p> <p>To copy a melodic pattern.</p> <p>Kapow</p> <p>Listening</p> <p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> | <p>Keep in time and show good tone/pitch when singing.</p> <p>To consider different speeds and tempos of music.</p> <p>Try out a musical sequence and follow correctly.</p> <p>Sing 'Five little men in a flying saucer' using appropriate actions.</p> <p>Sing 'Twinkle Little Star' with actions</p> <p>Jingle bells – Twinkling Stars</p> <p>tamborine – planets</p> <p>Shakers – shooting stars</p> <p>clap sticks - meteorites</p> <p>To listen and respond to sound, rhymes, songs and a variety of music about Space.</p> | <p>instruments we have been playing; tambourine, maracas, clap sticks, bells</p> <p>Introduce what each instrument will be:</p> <p>Bells – firefighters</p> <p>Tambourine – police</p> <p>Maracas– teachers</p> <p>Clap sticks - doctor</p> <p>Give out the 4 different types of musical instruments to different groups of children.</p> <p>Children to play their instrument when I call out their people who help us job. Can they play the instrument loudly and quietly when they see the correct symbol.</p> <p>To consider different speeds and tempos of music.</p> <p>Try out a musical sequence and follow correctly.</p> <p>Listen again to the song 'People who help us song – jobs'</p> | <p>To respond in a wide variety of ways to what they perceive through their senses.</p> <p>Show the children a picture of Alan Menken and explain that he is a composer and it is his job to write songs for movies. Show a picture of <i>The Little Mermaid on the IWB</i>.</p> <p>Assess: Can the children: say whether an animal would be represented by a high or a low sound? Choose suitable instruments? Justify choices? Say which instruments are the most appropriate? Method: scribe Children's idea.</p> <p>Kapow</p> <p>To know that different instruments can sound like a particular character.</p> <p>To know that music often has more than one instrument being played at a time.</p> | <p>they perceive through their senses.</p> <p>Sing Animal FAIR' SONG</p> <p>Sing 'Animal Sounds song</p> <p>Kapow</p> <p>Listening</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p> <p>Composing</p> <p>Experimenting with body percussion and vocal</p> |
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| | <p>movements to the speed (tempo) or pulse (beat) of music.</p> | <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Composing Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Performing Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> | | | <p>To recognise the chorus in a familiar song.</p> <p>To know that signals can tell us when to start or stop playing.</p> | <p>sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p> <p>Performing Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p> |
| | Continuous Provision | Knowledge | | | To Know How | |
| | | <p>I know a wide range of songs.</p> <p>I know how to perform with my friends.</p> <p>I know which songs are my favourite.</p> <p>I know why I like music.</p> <p>I know how to make my own music on my own or with a group.</p> | | | <p>I can sing and remember a wide range of familiar songs.</p> <p>I can perform songs to my friends.</p> <p>I can say which songs are my favourite.</p> <p>I can share music I like and explain why I like it.</p> <p>I can sing and make music on my own or in a small group.</p> <p>I can tap out different rhythms and make up my own rhythm.</p> | |

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| | | <p>I know how to tap out different rhythms or make up my own.</p> <p>I know the names of different instruments.</p> <p>I know how to express my feelings and ideas through music and songs.</p> <p>I know how to move in different ways to music.</p> <p>I know how to match the pitch.</p> <p>I know how to match the melodic shape.</p> <p>I know how to create a song or piece of music collaboratively.</p> <p>I know how to explore different instruments.</p> <p>I know how to explore different noises I can make.</p> <p>I know how to talk about a performance discussing likes and dislikes.</p> <p>I know how to sing in a group or on my own.</p> <p>I know how to join in with call and response songs.</p> <p>I know how to play pitch games.</p> <p>I know how to talk about musicians.</p> <p>I know how to use music and song in my imaginative play.</p> | <p>I can listen to the different sounds and name or predict what they might be.</p> <p>I can name a wide variety of musical instruments.</p> <p>I can respond to what I have heard expressing my thoughts and feelings and explain why I have responded in that way.</p> <p>I can move in different ways to music e.g. slowly, quickly.</p> <p>I can remember and sing lots of songs.</p> <p>I can sing the pitch of a tone sung by a group, peer or teacher.</p> <p>I can sing the melodic shape (moving melody, such as up and down) of a wide variety of songs.</p> <p>I can create collaboratively, sharing ideas or resources using instruments.</p> <p>I can stop and start in time with others.</p> <p>I can explore the different types of noises I can make with an instrument e.g. loud, louder, quieter, softly.</p> <p>I can listen attentively, move to, talk and describe music, expressing my feelings and responses.</p> <p>I can watch, talk and describe performance art, expressing my feelings and responses.</p> <p>I can sing in a group or on my own with increasing accuracy to pitch and following the melody.</p> <p>I can join in with call and response songs.</p> <p>I can play pitch matching games.</p> <p>I can talk about live musicians and watch them play.</p> <p>I can add songs to my imaginative play.</p> | | | |
| | Christmas Performance Under The Sea KAPOW Unit | | Fairy Tales (KAPOW UNIT) Pulse and Rhythm (KAPOW UNIT) | | TMS PERCUSSION | |
| | To Know | To Know How | To Know | To Know How | To Know | To Know How |
| 1 | <p>Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm.</p> <p>Begin to understand the importance of working together in an ensemble or as part of a group and</p> | <p>To understand musical terms beat, rhythm, tempo.</p> <p>To understand the importance of good posture when singing.</p> | <p>To learn to follow a steady beat.</p> <p>To follow and control a beat a different tempos.</p> <p>To recall and copy rhythmic patterns based on words and phrases.</p> | <p>To understand musical terms beat, rhythm, tempo.</p> <p>To listen to and begin to appreciate genres of music including music from other countries.</p> | <p>Explore and create music using classroom percussion.</p> <p>Play together in a band or ensemble.</p> <p>Start to respond to simple musical cues such as starting and stopping etc.</p> | <p>To understand that there are different classifications of instruments –Eg percussion, woodwind etc</p> <p>Learn about how to make different sounds on an instrument (hitting, scraping)</p> |

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| <p>how the musical outcomes are of higher quality when doing so.</p> <p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p> <p>To know that 'timbre' means the quality of a</p> | <p>To understand the importance of breathing when singing.</p> <p>To understand the importance of projecting our voice instead of shouting when singing.</p> <p>To understand the importance of warming up our voices.</p> <p>Listening:</p> <p>To listen to and begin to appreciate genres of music including music from other countries.</p> <p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Composing</p> | <p>To use beat and beat and rhythm to create an accompaniment for a song.</p> <p>To describe the music they are listening to and describe their feelings towards it.</p> <p>To perform a song within a group while showing some awareness of the importance of working together.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that music has layers called 'texture'.</p> <p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p> <p>To understand that music can be represented by pictures or symbols.</p> | <p>Start using correct but basic musical language</p> <p>Listening:</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Listening</p> <p>Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group</p> <p>Composing</p> | <p>To learn how to follow a leader / conductor.</p> <p>Practise, rehearse and present performances with awareness of an audience</p> <p>To begin to compose their own 4 beat patterns</p> <p>To accurately copy back 4 beat rhythm, patterns.</p> <p>To start to use a range of dynamics such as Forte (loud) and Piano (quiet)</p> | <p>To know how to follow a leader/ conductors cues.</p> |
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| | <p>sound; eg that different instruments would sound different playing a note of the same pitch.</p> | <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Performing: Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> | | <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Performing:</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> | | |
| 2 | <p>West African (Kapow unit)</p> <p>Christmas Concert</p> | | <p>Glockenspiel TMS Spring Performance</p> | | <p>Orchestral Instruments (Kapow) Myths and Legends (Kapow)</p> | |
| | To Know | To Know How | To Know | To Know How | To Know | To Know How |

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| | <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>To know that 'notation' means writing music down so that someone else can play it</p> | <p>Listening Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Composing Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Performing Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> | <p>To learn the correct breathing techniques for playing an instrument.</p> <p>To explore pulse and rhythm.</p> <p>To create sequences of sound To perform in front of an audience. To explore short and long sounds</p> | <p>To perform rhythms to a given beat on instruments.</p> <p>To identify the beat in different pieces of music and join in faster and slower speeds</p> <p>To understand the meaning of musical terms such as rhythm and beat/pulse</p> | <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>I know that a graphic score can show a picture of the structure</p> | <p>Listening Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p> <p>Composing Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p> <p>Performing</p> |
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| | | <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> | | | and / or texture of music. | <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p> |
| 3 | Recorders TMS | | Chinese New Year (Kapow) Vikings (Kapow) | | Ballads (Kapow) India (Kapow) | |
| | To Know | To Know How | To Know | To Know How | To Know | To Know How |
| | <p>To know what musical family the recorder belongs to.</p> <p>To know where the musical notes go on the Stave.</p> <p>To know which notes last for which duration.</p> | <p>To make a good tone on the recorder</p> <p>To follow different rhythmic patterns.</p> <p>To be able to read crotchet, minim and quaver rhythms.</p> <p>To play the notes BAG and begin to play the note E.</p> <p>To be able to perform to an audience</p> | <p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> | <p>Listening</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> | <p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p> <p>To know that in a ballad, a 'stanza' means a verse.</p> | <p>Listening</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when</p> |

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| | | <p>To perform with an awareness of parts.</p> | <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> <p>To know that the word 'crescendo' means a sound getting gradually louder.</p> | <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Composing</p> <p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Performing</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> | <p>To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> | <p>discussing improvements to their own and others' work.</p> <p>Composing</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Performing</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> |
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| 4 | TMS Voice and Ukulele | | Rainforest (Kapow) Romans (Kapow) | | Ballads (Kapow) Rivers (Kapow) | |
| | To Know | To Know How | To Know | To Know How | To Know | To Know How |
| | <p>To identify different musical styles – rap / pop music.</p> <p>To understand breathing techniques required for singing performance.</p> <p>To know about the different parts of ukulele and how to take care of it.</p> <p>To know how to pluck strings on a ukulele.</p> <p>To know the basic notes made on a ukulele.</p> <p>To play simple tunes on a ukulele.</p> <p>To play ukulele as part of a larger group.</p> | <p>To learn about rhythmic patterns and how these can be described through symbols.</p> <p>To make improvements to a piece of work.</p> <p>To develop their control and accuracy of pitch.</p> <p>To learn to play notes G, C, E, A and B on a ukulele.</p> <p>To learn at least 3 chords on the Ukulele.</p> | <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that combining different instruments playing different rhythms</p> | <p>Listening</p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Composing</p> <p>Composing a coherent piece of music in a</p> | <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>To know that deciding the structure of music</p> | <p>Listening</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> <p>Composing</p> <p>Creating a piece of music with at least four</p> |

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| | | | <p>creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>To know that playing in time means all performers playing together at the same speed.</p> | <p>given style with voices, bodies and instruments. Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Performing Singing 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.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> | <p>when composing can help us create interesting music with contrasting sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> | <p>different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p> <p>Performing</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> |
| 5 | Ancient Egypt (Kapow) Blues (Kapow) | | TMS Loops (Kapow) Festival of colour (Kapow) | | TMS African Drumming | |
| | To Know | To Know How | To Know | To Know How | To Know | To Know How |
| | To understand that a minor key (pitch) can be | Listening | To understand that human voices have their own individual timbre, | Listening | To identify different musical styles and begin to appreciate their | To learn a traditional piece of West African drumming. |

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| <p>used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p> <p>To understand that varying effects can be</p> | <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Composing</p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a</p> | <p>and that this can be adapted by using the voice in different ways.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> | <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Composing</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Performing</p> <p>Working as a group to perform a piece of music, adjusting</p> | <p>historical, social and cultural context.</p> <p>To know about the different parts of Djembe drums and how to take care of them.</p> | <p>To learn the role of the master drummer.</p> <p>To learn specific drumming techniques.</p> <p>To learn to improvise a solo.</p> <p>To play syncopated patterns.</p> <p>To develop the ability to work as an ensemble.</p> |
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| | <p>created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> | <p>multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Performing</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Playing a simple chord progression with accuracy and fluency.</p> | | <p>dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> | | |
| 6 | Coast – Fingal’s Cave (Kapow) Songs of World War 2 (Kapow) | | Wider Ops – Different Instrument this year taught by TMS. Spring Concert | | (TMS) Year 6 Performance | |
| | To Know | To Know How | To Know | To Know How | To Know | To Know How |

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| | <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p> <p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p> <p>To know that a melody can be adapted by changing its dynamics.</p> | <p>Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> | <p>To know about the different parts of a saxophone and how to take care of it.</p> <p>To confidently recognise different styles of music – classical.</p> <p>To learn about famous composers.</p> | <p>To be able to hold the saxophone properly.</p> <p>When listening to the music, find and internalise the pulse.</p> <p>Understand the pulse and its role as the foundation of music.</p> <p>To make and control long and short notes using voices and instruments.</p> <p>To begin to play different melodies.</p> <p>To perform in front of an audience and follow simple cues made by a leader/conductor.</p> <p>To learn how to perform as part of an ensemble.</p> | <p>Perform together in an ensemble/band with ease, confidence and To Know How of your audience.</p> <p>To know terms pitch, tone, harmonies, tempo</p> <p>To know timing and rhythm terms.</p> <p>To know some character roles during a play require characterisation of a song - may not be sung traditionally depending upon effect required.</p> | <p>To listen, comment on and discuss with confidence the ideas together as a group.</p> <p>Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p> <p>Have the opportunity to progress to the next level of musical excellence.</p> |
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| | <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p> <p>To 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'.</p> | <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Composing</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Developing melodies using rhythmic variation, transposition</p> | | | | |
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| | | <p>and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary</p> <p>Performing</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> | | | | |
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| | | <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions..</p> | | | | |
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