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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Reception** |  | Celebration Music |  | Music and Movement |  | Big Band |
| **Year 1** | Musical Symbols  (Under the Sea) |  | Keeping the Pulse  (My Favourite Things) | Pitch and Tempo (Superheroes) |  | Sound Patterns (Fairytales) |
| **Year 2** | Orchestral Instruments  Theme: Traditional stories |  | Call and Response  Theme: Animals |  | Musical Me | Structure  Theme: Myths and Legends |
| **Year 3** | Ballads |  | Pentatonic melodies and composition  Theme: Chinese New Year | Adapting and transposing motifs  Theme: The Romans |  | Traditional instruments and improvisation (India) |
| **Year 4** | Developing singing technique:  Theme- The Vikings |  | Body and tuned percussion  Theme- Rainforests |  | Changes in pitch, tempo and dynamics (Theme: Rivers) | Samba and carnival sounds and instruments (Theme: South America) |
| **Year 5** | Blues |  | South and West Africa |  | Ukelele  (Wider opportunities) |  |
| **Year 6** | Dynamics, pitch and tempo  (Theme: Fingal's Cave) |  | Baroque |  | Theme and Variations  (Theme: Pop art) | Composing and Performing a Leavers song |

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| **Nur** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Expressive arts and design-Music** | | | |
| · I enjoy joining in with songs, rhymes and music ·  I can make rhythmic sounds e.g. banging a drum  · I can remember and sing a range of familiar songs  · I can explore the different sounds musical instruments make  · I can sing my own created songs and follow pitch, melody and tone  · I can play musical instruments with greater control and purpose  · I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm | | | |

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| **Reception** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: **Celebration music** | Understanding the world   * Recognise that people have different beliefs and celebrate special times in different ways.   Expressive arts and design   * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses. * Explore and engage in music making and dance, performing solo or in groups. * ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | 1. To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement 2. To learn about music from another culture, particularly when related to the festival of Hanukkah.   To learn the names of some traditional Jewish musical instruments.  To play and move to traditional Jewish Hanukkah music.   1. To learn about music from another culture, particularly when related to the festival of Kwanzaa   To take part in a traditional call and response song  To find classroom objects to use as drums and play in response to African music   1. To learn about traditional Christmas music   To take part in a group song involving singing, voice sounds and playing instruments  To sing and move to a Christmas song   1. To suggest appropriate actions to match song lyrics   To sing and move to Christmas songs | music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish,  trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat,  instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion |
| **Spring Term** | | | |
| Unit**: Music and Movement** | **Personal, social and emotional development**  •Think about the perspectives of others.  **Expressive arts and design**  •Listen attentively, move to and talk about music, expressing their feelings and responses.  •Sing in a group or on their own, increasingly matching the pitch and following the melody.  •Explore and engage in music making and dance, performing solo or in groups.  **Being imaginative and expressive**  •Sing a range of well-known nursery rhymes and songs.  Being imaginative and expressive  •Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  **Characteristics of Effective Learning**  •Playing and exploring  •Active learning | 1.To identify and describe familiar nature sounds and differentiate between them  To use voices to imitate natural sounds  2.To explore beat through body movement  To express feelings and emotions through movement to music  3.To explore beat through body movement  To express feelings and emotions through movement to music  4.To explore beat through body movement  To express feelings and emotions through movement to music  5.To perform action songs to a small audience | actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics,  verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast,  moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform,  performance, audience |
| **Summer Term** | | | |
| Unit: **Big Band** | **Expressive arts and design**  •Listen attentively, move to and talk about music, expressing their feelings and responses.  •Explore and engage in music making and dance, performing solo or in groups.  Being imaginative and expressive  •Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  **Characteristics of Effective Learning**  •Playing and exploring  •Active learning  •Creating and thinking critically | 1.To discuss what makes a musical instrument  1. To use recyclable materials to create a simple representation of a musical instrument  2.To learn what an orchestra is  To learn about the four different groups of musical instruments  3.To copy and follow a beat  To follow a beat using an untuned instrument  4.To experiment with playing tuned and untuned instruments  To play in time to familiar songs  5.To choose appropriate instruments to represent different parts of a song.  To perform a practised song to a small audience. | music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat,  orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass |

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| **Year 1** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: **Musical Symbols (Under the Sea)** | * Experiment with, create, select and combine sounds using the inter-related dimensions of music. * Play tuned and untuned instruments musically. | 1. To explore tempo changes through movement. 2. To explore how dynamics can be represented by different symbols. 3. To clap simple rhythmic patterns while keeping the pulse. 4. To interpret symbols to demonstrate a pitch pattern. 5. To perform as part of a group to demonstrate dynamics, pitch and rhythm. | Dynamics, pitch, rest, sound, pattern, tempo |
| **Spring Term** | | | |
| Unit: **Keeping the Pulse**  **(My Favourite Things)** | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes. * Listen with concentration and understanding to a range of high-quality live and recorded music. * Play tuned and untuned instruments musically. * Experiment with, create, select and combine sounds using the inter-related dimensions of music. | 1. To use my voice and hands to make music. 2. To clap and play in time to the music. 3. To play simple rhythms on an instrument. 4. To listen to and repeat short rhythmic patterns. 5. To understand the difference between pulse and rhythm. | body percussion, chant, clap, copy, drum, instrument, in time, shaker,  percussion, instrument, perform, play, pulse, rhythm, sing, syllables |
| Unit: **Pitch and Tempo**  **(Superheroes)** | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes. * Play tuned and untuned instruments musically. * Listen with concentration and understanding to high-quality live and recorded music. * Experiment with, create, select and combine sounds using the interrelated dimensions of music. | 1. To identify high and low-pitched sounds 2. To explore pitch by creating two pitch patterns. 3. To demonstrate tempo changes. 4. To create a superhero theme tune with a variety in tempo and pitch. 5. To perform a piece of superhero music showing a change of pitch and tempo. | High, low, pattern, performance, pitch, tempo |
| **Summer Term** | | | |
| Unit: **Sound patterns (Theme: Fairytales)** | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes * Experiment with, create, select and combine sounds using the interrelated dimensions of music * Play tuned and untuned instruments musically * Listen with concentration and understanding to a range of high-quality live and recorded music | 1. To use voices expressively to speak and chant well-known phrases from fairy tales 2. To select suitable instrumental sounds to represent a character in a fairytale 3. To compose and play a rhythm 4. To recognise how timbre is used to represent characters in a piece of music 5. To keep the pulse using untuned instruments | bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe,  orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice |

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| **Year 2** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: I**nstruments**  **(Theme: Musical Storytelling)** | * Listen with concentration and understanding to a range of high-quality live and recorded music * Experiment with, create, select and combine sounds using the interrelated dimensions of music * Play tuned and untuned instruments musically * Use their voices expressively and creatively by singing songs and speaking chants and rhymes | 1. To explore listening and analysing a piece of music in relation to a story 2. To explore how music and sound effects can tell a story 3. To select appropriate sounds to match events, characters and feelings in a story. 4. To suggest appropriate sounds to represent parts of a story. 5. To perform a composition showing changes in tempo and dynamics. | Dynamics, encore, instrumental sound, sound effect, tempo |
| **Spring Term** | | | |
| Unit: **Call and response (Theme: Animals)** | * Play tuned and untuned instruments musically * Experiment with, create, select and combine sounds using the inter-related dimensions of music * Use their voices expressively and creatively by singing songs and speaking chants and rhymes | 1. To create short sounds with varied dynamics that represent an animal. 2. To copy a short sound pattern 3. To explore call and response using instruments 4. To create sound patterns based on a ‘call and response’ 5. To perform different sound patterns with contrasting dynamics | Dynamics, sound pattern, call and response |
| **Summer Term** | | | |
| Unit:  **Pitch**  **Theme: Musical Me** | * Play tuned and untuned instruments musically * Experiment with, create, select and combine sounds using the interrelated dimensions of music * Use their voices expressively and creatively by singing songs and speaking chants and rhymes | 1. To sing and play an instrument at the same time 2. To choose and play appropriate dynamics and timbres for a piece of music. 3. To use musical notation to play melodies 4. To use letter notation to write my own melody. 5. To use timbre and dynamics in musical composition | Dot, high, low, musical sentence, notation, phrase,  pitch, pitch pattern,  stave |
| Unit: **Structure**  **Theme: Myths and Legends** | * To listen with concentration and understanding to a range of high-quality live and recorded music * Experiment with, create, select and combine sounds using the interrelated dimensions of music * Use their voices expressively and creatively by singing songs and speaking chants and rhymes * Play tuned and untuned instruments musically | 1. To read and clap a rhythm based on a phrase from a story To show structure on a graphic score 2. To hear, write and clap rhythms based on a phrase from a story. 3. To use a rhythm in different ways to demonstrate structure 4. To create a structure using rhythmic patterns 5. To perform a group composition. | one-beat notes, composition, paired half-beat notes, legend, myth,  notation, pulse, rest, rhythm, structure, tempo,  thinking voice |

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| **Year 3** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: **Ballads** | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Develop an understanding of the history of music | 1. To use musical vocabulary to explain the stylistic features of a ballad. 2. To explore how actions can impact performance 3. To plan a musical structure inspired by a story. 4. To create lyrics that match a melody 5. To show awareness of style, structure and features to perform a ballad. | Ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarise, tune, verse, vocabulary, volume |
| **Spring Term** | | | |
| Unit:  **Pentatonic melodies and composition**  **Theme: Chinese New Year** | * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. * Use and understand staff and other musical notations. * Improvise and compose music for a range of purposes using the inter-related dimensions of music | * To learn about the music used to celebrate the Chinese New Year festival * To play a pentatonic melody on a tuned percussion instrument. * To write and perform a pentatonic melody. * To perform a group composition * To perform a piece of music as a group | Accuracy, crescendo, control, composition, dynamics, duration, 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 |
| Unit: **Adapting and transposing motifs (Theme: Romans)** | * Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Improvise and compose music for a range of purposes using the interrelated dimensions of music * Understand and use staff and other musical notations | 1. To sing in tune and in time 2. To understand what a musical motif is 3. To compose and notate a motif 4. To develop and transpose a musical motif 5. To combine and perform different versions of a musical motif | 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, sharps, tempo,  transpose, tuned instrument, vocal warm-ups |
| **Summer Term** | | | |
| Unit: **Traditional instruments and improvisation (India)** | * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Use and understand stave and other musical notations | 1. To form an opinion of Indian music 2. To be able to improvise using given notes 3. To be able to improvise using given notes 4. To create a piece of music using a drone, rag and tal 5. To perform a piece of music using musical notation | Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line,  notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo, |

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| **Year 4** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| **Unit-Developing singing technique (Theme: The Vikings)** | * Listen with attention to detail and recall sounds with increasing aural memory * Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression * Use and understand staff (and other musical notations) * Improvise and compose music for a range of purposes using the interrelated dimensions of music | 1. To sing in time with others 2. To sing in time with others 3. To recognise simple rhythmic notation by ear and by sight 4. To use simple rhythmic notation to compose a Viking battle song 5. To perform music with confidence and discipline | accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline,  duration, dynamics, in-time,in-tune, layer, lyrics, key change, major key, minim, minor key, notation,  part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo,  tension, tune, vocal warm-up, |
| **Spring Term** | | | |
| Unit: **Body and tuned percussion (Theme: Rainforests)** | * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Use and understand staff and other musical notations | A topic of discovery; 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 the children create their own rhythms of the rainforest, layer by layer   1. To identify structure and texture in music 2. To use body percussion 3. To create musical rhythms using body percussion 4. To create simple tunes 5. To build and improve a composition | body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop,  organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo,  texture, tune, tuned percussion |
| **Summer Term** | | | |
| Unit: **Changes in pitch, tempo & dynamics (Theme: Rivers)** | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations * Use and understand staff and other musical notations | Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.   1. To sing in two parts using expression and dynamics 2. To recognise key elements of music 3. To perform a vocal ostinato 4. To create and perform an ostinato 5. To improve and perform a piece of music based around ostinatos | a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody,  mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo,  texture, vocal ostinato |
| Unit: **Samba and carnival sounds and instruments (Theme: South America)** | * Listen with attention to and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music | Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.   1. To recognise and identify the main features of samba music 2. To understand and play syncopated rhythms 3. To play syncopated rhythms as part of a group 4. To compose a basic rhythmic break 5. To perform rhythmic breaks within the samba piece | agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble,  features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break,  samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned  percussion |

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| **Year 5** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: Blues | * Develop an understanding of the history of music * Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression * Learn to sing and to use their voices, to create and compose music on their own and with others * Use and understand staff and other musical notations * Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations * Listen with attention to detail and recall sounds with increasing aural memory * Improvise and compose music for a range of purposes using the inter-related dimensions of music | Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.   1. To know the key features of Blues music 2. To play the first line of the 12-bar Blues 3. To be able to play the 12-bar Blues 4. To be able to play the Blues scale 5. To be able to improvise with notes from the Blues scale | 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 |
| **Spring Term** | | | |
| Unit: South and West Africa | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Use and understand staff and other musical notations | Children learn ‘Shosholoza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety   1. To sing a traditional African song unaccompanied 2. To use tuned percussion to play a chord progression 3. To use vocals or tuned percussion to perform a piece of music as an ensemble 4. To play call and response rhythms using percussion instruments 5. To create an eight beat break to play within a performance | a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics,  eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome,  performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo,  tuned percussion, unaccompanied, vocals |
| **Summer Term** | | | |
| Unit: | Ukulele Wider Opportunities |  |  |

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| **Year 6** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit: **Dynamics, pitch and texture (Theme: Coast - Fingal’s Cave)** | * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.   1. To appraise the work of a classical composer (Felix Mendelssohn) 2. To improvise as a group, using dynamics and pitch 3. To improvise as a group, using texture 4. To use knowledge of dynamics, texture and pitch to create a group composition 5. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch | Accuracy, backing track, beat, body percussion, call and response, 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, rhythmic notation, sound effects, stave, notation, tempo, tension, tune, vocal warm-up |
| **Spring Term** | | | |
| Unit: **Baroque** | * Develop an understanding of the history of music * Appreciate and understand a wide range of high-quality (live) and recorded music drawn from different traditions and from great composers and musicians. * Listen with attention to detail and recall sounds with increasing aural memory. * Improvise (and compose) music for a range of purposes using the interrelated dimensions of music. * Play and perform in solo and ensemble contexts, using their voices (and playing musical instruments) with increasing acuracy, fluency, control and expression. * Use and understand staff and other musical notations | 1. To understand the importance of Monteverdi in the history of opera 2. To read and play a canon from staff notation 3. To demonstrate an understanding of Baroque music features when composing. 4. To combine knowledge of staff notation and aural awareness to play a fugue. 5. To apply their understanding of fugue structure when performing with others | Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato,  sharp note, staff notation,  subject, texture |
| **Summer Term** | | | |
| Unit: **Theme and variations (Theme: Pop Art)** | * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations | Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments.   1. To explore the musical concept of theme and variations 2. To compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra’ 3. To use complex rhythms to be able to perform a theme 4. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time 5. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. | 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, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind |
| Unit: **Composing and performing a Leavers’ song** | * Listen with attention to detail and recall sounds with increasing aural memory * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Improvise and compose music for a range of purposes using the interrelated dimensions of music * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Children spend the topic creating their very own leavers’ song personal to their experiences as a class   1. To listen to and describe music 2. To write lyrics for a song 3. To organise lyrics into a song structure 4. To use vocal improvisation and known melodies against a backing track 5. To compose a melody 6. To compose a verse melody | 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 |