



LITTLETON GREEN COMMUNITY SCHOOL

MUSIC



"As Music lead, my vision is that every child is encouraged to explore and develop their own unique appreciation of Music with an understanding of culture, history, musicians, emotions and feelings, styles and techniques.

Throughout their musical journey, they will have opportunities to perform to audiences, compose their own tunes, sing, play and celebrate talented stars.

Music is our universal language that promotes confidence, friendships and unique creativity and expression."

Miss Chaplain-Payne - Music Lead

Music Curriculum Aims

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Evolve a unique understanding of what music means to them and explore expression through music and the arts.
- Learn to sing and develop their vocal confidence to perform songs as solo or group, and provide opportunities to explore and learn a musical instrument.
- To create and compose music on their own and with others, with appropriate use of technology and progression to stretch their musical knowledge and skills.
- 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.

EYFS and Music

Expressive arts and design educational programme (taken from the EYFS Framework 2020)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early learning goals that link to music:

EYFS Expressive arts and design

ELG Being imaginative and expressive

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



What does Music look like at Littleton Green Community School?

- * Each topic begins with sharing a 'Big Question'. This enables the pupils to see the bigger picture and gives purpose to what they are learning.

BIG QUESTION



ENDPOINT EXPLORATION

- * At the beginning of the topic, teachers share a WAGOLL (What a Good One Looks Like). Here the learning process is explored and the children have the opportunity to input to their journey to the endpoint.

ENDPOINT ASSESSMENT



- * This is a product to showcase the learning which has taken place and the knowledge learnt. It can involve a prior session to create success criteria based on the concepts and a critical evaluation lesson.



ACTIVATING PRIOR KNOWLEDGE

- * Throughout the topic, there are built in opportunities for children to access their prior knowledge to help them make connections and make the learning stick. This may be through key vocabulary, knowledge organisers, carefully thought out questioning and more.



THE LEARNING JOURNEY



- * A series of learning opportunities where concepts are built on. Here the meaning is made and connections are formed.



KEY VOCABULARY

- * At the start and throughout the learning journey, children will be taught key vocabulary need to access the learning and secure the key knowledge.

KNOWLEDGE ORGANISERS



- * A resource which is available to children for them to learn the 'sticky knowledge' to master the learning. These are working documents that the children refer to and add their new learning to.



LITTLETON GREEN COMMUNITY SCHOOL

MUSIC



START



EYFS

Early Years

BEING IMAGINATIVE AND EXPRESSIVE

- Remember and sing well-known rhymes
- Sing songs in a small group
- Explore how sounds can be changed and learn the related vocabulary eg loud/quiet, fast/slow.
- Move in response to music.



- How can sounds be organised to create a song?
- How can a Conductor change the duration of a sound?
- What is the difference between the pulse and the rhythm?
- How does organising pitch help us create and understand music?
- What symbols can musicians follow to play music?
- How do Texture, Tempo, and Dynamics of music change the way it sounds and feels?

Year 1

1

- How does music bring people together?
- How can sounds be used to describe something?
- How do people write music?
- How do pitch and rhythm help us create and enjoy music today?
- What can we hear when we listen closely to an orchestra?
- How do changes in music make us feel different things?

Year 2

2



3

Year 3

- How can sound and music tell a story?
- How do people write music?
- How can songs be adapted to sound different?
- Can fewer notes still create a memorable melody?
- What role does structure play in creating mood in music?
- How does music bring people together?



Year 4

4

- How do people write music?
- How does music bring people together?
- How does rhythm hold a brass band together?
- How can sound and music tell a story?
- How can music paint a picture of a place or time?
- How did The Beatles influence the way music is written, recorded, and performed?



Year 5

5

- What makes jazz music move the way it does?
- How does music bring people together?
- How can sound and music help to tell a story?
- What makes a rock song a classic?
- How do melody and lyrics work together to make a song unforgettable?
- What makes a performance memorable?

Year 6

6

- How can music be used to create emotion?
- What can we learn about the past through its songs?
- How does music teach us about culture and traditions?
- What makes rap music different from other styles?
- What makes a performance memorable?
- How have women shaped the music we hear today?



WHOLE SCHOOL OVERVIEW OF CONCEPTS

EYFS

Singing	Perform
Sing a range of well-known nursery rhymes and songs.	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Stage 1

Singing	Listening and appreciate	Playing an instrument	Create own music
Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2

History of Music	Listen	Appreciate	Use and understand	Compose	Performing
develop an understanding of the history 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	use and understand staff and other musical notations	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

Year group Coverage and Progression of Knowledge

EYFS		
Key Concepts	Singing	Performing
Being imaginative and expressive	- Remember and sing well-known rhymes - Sing songs in a small group	- Explore how sounds can be changed and learn the related vocabulary e.g. loud/quiet, fast/slow. - To move in response to music.

	Block 1a	Block 1b	Block 2a	Block 2b	Block 3a	Block 3b
Preschool/ Nursery	Harvest Time	Notation	Lullabies	Pulse and Rhythm	Come outside	People around the World
PRODUCT	<i>Remember and sing well-known rhymes and songs in a small group</i>	<i>Explore how percussion instruments can make different sounds, for example, loud, soft, fast, slow, high and low.</i>	<i>Remember and sing well-known rhymes and songs in a small group.</i>	<i>Join in with simple repeated rhythms</i>	<i>Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.</i>	<i>Learn and sing songs and rhymes as part of a larger group.</i>
Reception	Introducing Musical Instruments	Nursery Rhymes Rock!	Loud & Quiet / Short & Long Sounds	Rhythm – Feel the Beat	Action Songs	High & Low / Fast & Slow
PRODUCT	<i>Children will begin to learn the names of different untuned percussion instruments, the groups they belong to, and how to hold and play them correctly.</i>	<i>Sing a range of well-known nursery rhymes and songs</i>	<i>Listen to a variety of music and sounds</i>	<i>Move in time to the music. Copy simple rhythmic patterns.</i>	<i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Recognise sound patterns and match movements to the music.</i>	<i>Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. Move in a way which represents the changes in pitch and tempo.</i>

Transition to KS1	<i>Through our bespoke curriculum, Reception children are introduced to the basics of Music through a variety of creative activities that allow them to explore and make music in different ways. They sing songs, play simple instruments, and use body percussion to create rhythms and sounds. Children are encouraged to perform songs and rhymes both as a group and individually, building their confidence in expressing themselves musically. One of the highlights of their musical journey is participating in a whole year group nativity, where they showcase their musicality through song and performance. They also explore how movements and sounds can be used to express different emotions, fostering creativity and emotional awareness. Throughout the year, children are given opportunities to listen to a wide range of musical genres, from classical to contemporary, and are encouraged to share their likes and dislikes, developing their personal tastes in music. These experiences lay the foundation for further musical development as they move into Key Stage 1.</i>
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YEAR 1

Key Concepts	Singing	Listening and appreciate	Playing an instrument	Create own music
 The Magic of Reggae: Exploring Sounds How can sounds be organised to create a song?	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Children will work in groups to create a jungle line up to be used as a graphic score. Children will perform vocals to their jungle line up graphic score in their group.	Significant person: Bob Marley	Reggae, Bob Marley, Metal Family, Wood Family, Dynamics, Forte (loud), Piano (quiet) Skin Family	
 Christmas Pop Songs Vol 1 – Exploring Duration How can a Conductor change the duration of a sound?	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Children will use percussion instruments to perform a graphic score. Listen and Appraise “Step into Christmas” by Elton John	Significant person: Mariah Carey Sing Christmas Carols in a Christmas Service. Explore how a music record player works. Christmas pantomime performance. Watch a Brass Band perform Christmas carols at the Christmas Fayre	Christmas Pop Songs, Mariah Carey, Duration, long notes, short notes, Rhythm, The Conductor, Dynamics, Forte (loud), Piano (quiet)	
 The Sound of the Eighties – Exploring Pulse and Rhythm What is the difference between the pulse and the rhythm?	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	All children will perform a rap using high and low pitches. Children will compose a four-bar composition using graphic notation.	Significant person: - Queen Listening Focus: - Radio Ga Ga by Queen Music meditation session in class. Young Voices concert.	The Eighties, Queen, Duration, Pulse, Rhythm, The Conductor, Dynamics, Forte (loud), Piano (quiet), Graphic Scores	
	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music

 Twenty-First Century Popular Music Vol. 1: Exploring Pitch <i>How does organising pitch help us create and understand music?</i>	PRODUCT <i>Children will consider pitch when creating a musical class arrangement of a fairy tale.</i>	CULTURAL CAPITAL Significant person: Pharrell Williams	KEY VOCABULARY <i>21st Century, Rock, Pop, Rap, Pitch (high and low), Pulse, Rythm, Dynamics, Forte (loud), Piano (quiet), Graphic Scores</i>	
	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
 Famous Classical Music Vol. 1: Exploring Instruments and Symbols <i>What symbols can musicians follow to play music?</i>	PRODUCT <i>Children will create a graphic score based around colours and body percussion.</i> <i>Children will appraise music by making comments about dynamics, tempo and feeling.</i>	CULTURAL CAPITAL Significant person: Beethoven	KEY VOCABULARY <i>Classical Music, Orchestra, The Conductor, Pulse, Rhythm, Dynamics, Forte (loud), Piano (quiet), Graphic Scores, Musical Notes, Body Percussion</i>	
	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
 Famous Classical Music Vol. 2: Exploring Texture, Tempo and Dynamics <i>How do Texture, Tempo, and Dynamics of music change the way it sounds and feels?</i>	PRODUCT <i>In groups, compose a short piece of music on tuned percussion about astronauts and perform to the class.</i>	CULTURAL CAPITAL Significant person: Vivaldi	KEY VOCABULARY <i>Classical Music, Orchestra, The Conductor, Pulse and Rhythm, Dynamics, Forte (loud), Piano (quiet), Musical Notes, Texture, Fast and Slow/Happy and Sad</i>	

YEAR 2

Key Concepts	Singing	Listening and appreciate	Playing an instrument	Create own music
 Music From Around the World: Exploring Music from Other Cultures How does music bring people together?	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>Perform Samba music as a class or group using untuned percussion instruments.</i>	<i>Significant person: Babatunde Olatunji Watch the school choir perform.</i>	<i>Nigeria – African Drumming, India – Traditional Dance Music, India – Bollywood Dance Music, Argentina – Tango, Trinidad and Tobago – Calypso, Brazil – Samba, Pakistan – Qawwall, Djembe Drums</i>	
 The Nutcracker Ballet: Exploring Duration How can sounds be used to describe something?	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>Children will perform a musical story by exploring and creating onomatopoeic sounds in ‘We’re Going on a Bear Hunt’ Children will start to read rhythms using long and short notes.</i>	<i>Significant person: • Tchaikovsky Christmas pantomime performance. Explore how a music record and record player work. Watch a Brass Band perform Christmas carols at the Christmas Fayre</i>	<i>The Nutcracker, Ballet, Duration, Graphic Scores, Tchaikovsky, Rhythm, Dynamics</i>	
 Britpop and the Sounds of the Nineties: Exploring Pulse and Rhythm How do people write music?	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>All children will sing, clap and play rhythms using standard notation. All children will compose a four-bar composition using graphic notation.</i>	<i>Significant person/composition: • Oasis Music meditation session in class.</i>	<i>Pulse, Duration, Rhythm, Musical Notes (crotchet, rest, quaver), Dynamics, Forte (loud), Piano (Quiet), Graphic Scores, Britpop, vocals, keyboards, bass, electric guitars, drum kits</i>	
	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music

 Twenty-First Century Popular Music Vol. 2: Exploring Pitch and Rhythm How do pitch and rhythm help us create and enjoy music today?	and rhymes			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>Children will compose and perform a piece of music on the glockenspiel in three pitches.</i>	Significant Person/Composition: Gary Barlow and the Commonwealth Band featuring the Military Wives <i>Perform Harvest songs in the Harvest Festival service.</i>	<i>21st Century Popular Music, Pitch, Pulse and Rhythm, Graphic Scores, Pitched Musical Notes, Musical Notes (crotchet, minim, semibreve).</i>	
 Benjamin Britten's 'The Young Person's Guide to the Orchestra': Exploring the Instruments of the Orchestra What can we hear when we listen closely to an orchestra?	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>Children will name and label the instruments of an Orchestra.</i>	Significant Person/Composition: The Young Person's Guide to the Orchestra by Benjamin Britten	<i>Conductor, Strongs, Woodwind, Brass, Percussion, Pitch, High Pitch, Low Pitch, Benjamin Britten, Orchestra</i>	
 Holst's 'The Planets': Exploring Texture, Tempo and Dynamics How do changes in music make us feel different things?	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
	<i>Compose your own music in groups to represent Earth using untuned percussion.</i>	Significant Person/Composition: - Saturn, the Bringer of Old Age by Gustav Holst - Jupiter, the Bringer of Jollity by Gustav Holst - Mercury, the Winged Messenger by Gustav Holst	<i>Texture, Pitch, Tempo, Pulse and Rhythm, Dynamics, Ostinato, Gustav Holt, Conductor, Mars, Venus, Mercury, Jupiter.</i>	

YEAR 3						
Key Concepts	Performing	Compose	Listen	Use and understand	Appreciate	History of music
 Saint-Saëns' 'The Carnival of the Animals': Exploring Descriptive Sounds <i>How can sound and music tell a story?</i>	play clear notes on instruments and use different elements in composition	combine different sounds to create a specific mood or feeling	listen carefully and recognise high and low phrases	- create repeated patterns with different instruments - improve my work; explaining how it has been improved	- use musical words to describe a piece of music and compositions - use musical words to describe what they like and do not like about a piece of music	recognise the work of at least one famous composer
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	<i>Children will help to compose and perform a short composition based around on an animal of their choosing.</i>		Significant Person/Composition: <i>'The Carnival of the Animals' by Camille Saint-Saens</i>		<i>Texture, pitch, temp, dynamics, pulse and rhythm, conductor, Camille Saint-Saens.</i>	
 Christmas Pop Songs Vol.2: Exploring Rhythmic Patterns <i>How do people write music?</i>	play clear notes on instruments and use different elements in composition	combine different sounds to create a specific mood or feeling	listen carefully and recognise high and low phrases	- create repeated patterns with different instruments - improve my work; explaining how it has been improved	- use musical words to describe a piece of music and compositions - use musical words to describe what they like and do not like about a piece of music	recognise the work of at least one famous composer
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	All children will compose and perform a four-bar rhythm using notation.		Significant Person/Composition: <i>Do They Know It's Christmas by Band Aid</i> <i>Wish It Could Be Christmas Every day by Slade</i> <i>Christmas Lights by Coldplay</i>		<i>Pulse and rhythm, musical notes, tempo, rhythm, dynamics, Ostinato, Christmas Pop Songs, conductor, graphic scores.</i>	
 Musical Spot the Difference: Exploring Arrangements <i>How can songs be adapted to sound different?</i>	play clear notes on instruments and use different elements in composition	combine different sounds to create a specific mood or feeling	listen carefully and recognise high and low phrases	- create repeated patterns with different instruments - improve my work; explaining how it has been improved	- use musical words to describe a piece of music and compositions - use musical words to describe what they like and do not like about a piece of music	recognise the work of at least one famous composer
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	<i>Children will sing and play the glockenspiel when directed as part of an arrangement.</i> <i>All children will compose and perform a melody on the Glockenspiel using dot notation.</i>		Significant Person/Composition: <i>Take On Me by A-Ha</i> <i>Somewhere Only We Know by Keane</i> <i>Dancing Queen by ABBA</i>		<i>Glockenspiel, musical notes, pitch, pulse and rhythm, dot notation, arrangement.</i>	
	play clear notes on instruments and use	combine different sounds to create a specific mood or feeling	listen carefully and recognise high and low phrases	create repeated patterns with different instruments	use musical words to describe a piece of music and compositions	recognise the work of at least one famous composer

 Pentatonic Songs from Around the World: Exploring Arrangements <i>Can fewer notes still create a memorable melody?</i>	different elements in composition			improve my work; explaining how it has been improved	use musical words to describe what they like and do not like about a piece of music	
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Children will learn to sing and accompany a pentatonic song.</i>	Significant Person/Composition: - Hey Brother by Avicii (Dance Music) - Let It Be by the Beatles (Pop Song) - Swing Low, Sweet Chariot (African American Spiritual)		<i>Glockenspiel, musical notes, pitch, pulse and rhythm, dot notation, arrangement, Pentatonic scale.</i>		
 Dukas' 'The Sorcerer's Apprentice': Exploring Sound Colours <i>What role does structure play in creating mood in music?</i>	play clear notes on instruments and use different elements in composition	combine different sounds to create a specific mood or feeling	listen carefully and recognise high and low phrases	- create repeated patterns with different instruments - improve my work; explaining how it has been improved	- use musical words to describe a piece of music and compositions - use musical words to describe what they like and do not like about a piece of music	recognise the work of at least one famous composer
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Children will perform their own ABA form composition based on 'The Sorcerer's Apprentice'.</i>	Significant Person/Composition: French composer Paul Dukas in 1897 called 'The Sorcerer's Apprentice'		<i>Musical notes, pitch, pulse and rhythm, dot notation, Ostinato, texture, tempo, dynamics, ABA form, Bassoon</i>		
 Looking Back Vol. 1: Exploring Singing Games <i>How does music bring people together?</i>	play clear notes on instruments and use different elements in composition	combine different sounds to create a specific mood or feeling	listen carefully and recognise high and low phrases	- create repeated patterns with different instruments - improve my work; explaining how it has been improved	- use musical words to describe a piece of music and compositions - use musical words to describe what they like and do not like about a piece of music	recognise the work of at least one famous composer
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Children will help to create a singing game complete with lyrics, melody and actions.</i>	Significant Person/Composition: - I Can See Clearly Now by Jimmy Cliff (Reggae) - Total Eclipse of the Heart by Bonnie Tyler (1980s Pop) - Don't Look Back in Anger by Oasis (1990s Britpop) - Someone Like You by Adele (21st Century Pop) <i>In the Hall of the Mountain King by Grieg (Classical Music)</i>		<i>Musical notes, pitch, pulse and rhythm, dot notation, tempo, dynamics, Glockenspiel.</i>		

YEAR 4						
Key Concepts	Performing	Compose	Listen	Use and understand	Appreciate	History of music
 The Music of Asia: Exploring Pentatonic Scales How do people write music?	• sing songs from memory with accurate pitch	• use notation to record compositions in a small group or individually	• explain why silence is often needed in music and explain what effect it has	• use notation to record and interpret sequences of pitches	• identify and describe the different purposes of music	• begin to identify the style of work of Beethoven, Mozart and Elgar
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	Children will notate music from a pre-composed melody.		Significant person/composition: • Fisherman's Song at Dusk (China - Traditional Chinese Classical Music) • Zo San (Japan - Children's Nursery Rhyme) • Musst Musst by Nusrat Fateh Ali Khan (Pakistan – Qawwali)		Pentatonic Scale, Asia, C major, Glockenspiel, Musical Notes, Duration, Pitch, Music notes (C, D, E, G, A)	
 Christmas Carols: Exploring Singing Games How does music bring people together?	• sing songs from memory with accurate pitch	• use notation to record compositions in a small group or individually	• explain why silence is often needed in music and explain what effect it has	• use notation to record and interpret sequences of pitches	• identify and describe the different purposes of music	• begin to identify the style of work of Beethoven, Mozart and Elgar
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	All children will work as a class to create a new singing game.		Significant person/composition: • Silent Night • Holy Night • Hark! The Herald-Angels Sing • Come All Ye Faithful • Little Town of Bethlehem Watch a Brass Band perform Christmas carols at the Christmas Fayre - Link to Mining history of the school.		Christmas Carols, Singing Games, Dynamics, Musical Notes, Pitch, Pulse and Rhythm.	
 The Brass Band: Exploring Rhythmic Patterns How does rhythm hold a brass band together?	• sing songs from memory with accurate pitch	• use notation to record compositions in a small group or individually	• explain why silence is often needed in music and explain what effect it has	• use notation to record and interpret sequences of pitches	• identify and describe the different purposes of music	• begin to identify the style of work of Beethoven, Mozart and Elgar
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	Children will play a variety of rhythmic patterns using untuned percussion instruments. Children will compose and perform a short four bar melody with some accuracy on the Glockenspiel.		Significant person/composition: • Olympic Fanfare and Theme by John Williams • William Tell Overture by Rossini Young Voices concert. Try to play a brass instrument		Brass Band (Cornet, Flugelhorn, Tenor Horn, Baritone, Euphonium, Tuba, Trombone), Musical Director, Improvisation, Graphic Notation, C Major Pentatonic Scale, Musical Notes, Dynamics, Pulse and Rhythm, Pitch, Ostinato.	

	Reflect on Brass Band performance at Christmas Fayre.					
 Prokofiev's Peter and the Wolf: Exploring Descriptive Sounds How can sound and music tell a story?	• sing songs from memory with accurate pitch	• use notation to record compositions in a small group or individually	• explain why silence is often needed in music and explain what effect it has	• use notation to record and interpret sequences of pitches	• identify and describe the different purposes of music	• begin to identify the style of work of Beethoven, Mozart and Elgar
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	Children will compose a new theme for a character from 'Peter and the Wolf'.		Significant person/composition: • Peter and the Wolf by Prokofiev		Characters, Themes, C Major Pentatonic Scale, Music Notes, Dynamics, Ostinato, Story.	
 British Folk Songs: Exploring Sound Colours How can music paint a picture of a place or time?	• sing songs from memory with accurate pitch	• use notation to record compositions in a small group or individually	• explain why silence is often needed in music and explain what effect it has	• use notation to record and interpret sequences of pitches	• identify and describe the different purposes of music	• begin to identify the style of work of Beethoven, Mozart and Elgar
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	Children will perform in a group performance of 'Skye Boat Song'.		Significant person/composition: • The Wellerman by the Longest Johns • 'Skye Boat Song' by Ella Roberts, Paul Robeson, Lance Allen and Chester Choir		British Fold Songs, Guitars, Banjos, Violins, Tin Whistles, Flutes, Bodhrán drums, The British Isles, Sea Shanties, Texture, Layering.	
 The Brilliant Beatles: Exploring Arrangements How did The Beatles influence the way music is written, recorded, and performed?	• sing songs from memory with accurate pitch	• use notation to record compositions in a small group or individually	• explain why silence is often needed in music and explain what effect it has	• use notation to record and interpret sequences of pitches	• identify and describe the different purposes of music	• begin to identify the style of work of Beethoven, Mozart and Elgar
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	Perform in a class arrangement of 'Hey Jude'. Children will be able to play, sing or beatbox their parts		Significant person/composition: • The Beatles		The Beatles, Song Structure, Beatboxing, Pitch, Layering, Glockenspiel, Musical Notes, Duration, Texture, Pitch, Dynamics.	

YEAR 5						
Key Concepts	Performing	Compose	Listen	Use and understand	Appreciate	History of music
 That's Jazz!: Exploring Pulse and Rhythm What makes jazz music move the way it does?	maintain own part whilst others are performing their part	- compose music which meets specific criteria - choose the most appropriate tempo for a piece of music	repeat a phrase from the music after listening intently.	use music diary to record aspects of the composition process	- describe, compare and evaluate music using musical vocabulary - explain why they think music is successful or unsuccessful	contrast the work of a famous composer with another and explain preferences
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	Children will perform their own cyclic rhythm through clapping and with untuned percussion instruments.		Significant person/composition: <i>The Entertainer</i> by Scott Joplin <i>Oh When the Saints Go Marching in</i> by Louis Armstrong <i>It Don't Mean a Thing</i> by Ella Fitzgerald and Duke Ellington <i>Feeling Good</i> by Nina Simone <i>Watch the school choir perform.</i>		<i>Jazz, Piano, Banjo, Tuba, Double Bass, Drum Kit, Trumpet, Vocals, Pulse and Rhythm, Solo, Improvisation, Syncopation, Call and Response, Cyclic Patterns, Duration, Layering, Texture, Dynamics.</i>	
 Choral Music: Exploring Rounds How does music bring people together?	maintain own part whilst others are performing their part	- compose music which meets specific criteria - choose the most appropriate tempo for a piece of music	repeat a phrase from the music after listening intently.	use music diary to record aspects of the composition process	- describe, compare and evaluate music using musical vocabulary - explain why they think music is successful or unsuccessful	contrast the work of a famous composer with another and explain preferences
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	Children will perform a range of rounds in three and four parts.		Significant person/composition: <i>Abide with Me</i> (Hymn Tune) <i>Watch a Brass Band perform Christmas carols at the Christmas Fayre - Link to Mining history of the school.</i>		<i>Choral Music, Rounds, Pulse and Rhythm, Pitch, Duration, Texture, Dynamics, Tempo.</i>	
 Mussorgsky's Pictures at an Exhibition: Exploring Sound Colours How can sound and music help to tell a story?	maintain own part whilst others are performing their part	- compose music which meets specific criteria - choose the most appropriate tempo for a piece of music	repeat a phrase from the music after listening intently.	use music diary to record aspects of the composition process	- describe, compare and evaluate music using musical vocabulary - explain why they think music is successful or unsuccessful	contrast the work of a famous composer with another and explain preferences
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	Children will work in groups to compose and perform a piece of music to represent a picture from 'Pictures at an Exhibition'		Significant person/composition: '<i>Pictures at an Exhibition</i>' by Mussorgsky (1839 –1881) <i>Young Voices concert.</i>		<i>Mussorgsky, Improvisation, Ostinato, Drones, Rest, Major, Minor, Pulse and Rhythm, Glockenspiel, Duration, Texture, Dynamics, Pitch.</i>	
	maintain own part whilst others are performing their part	compose music which meets specific criteria	repeat a phrase from the music after listening intently.	use music diary to record aspects of the composition process	describe, compare and evaluate music using musical vocabulary	contrast the work of a famous composer with another and explain preferences



Classic Rock:
Exploring Lyrics and Melody
What makes a rock song a classic?

- choose the most appropriate tempo for a piece of music

- explain why they think music is successful or unsuccessful

another and explain preferences

PRODUCT

Children will learn to perform a famous riff on the Glockenspiel.

CULTURAL CAPITAL

Significant person/composition:

- *I want it all* by Queen
- *Smoke on the Water* by Deep Purple
- *The Chain* by Fleetwood Mac
- *Eye of the Tiger* by Survivor

KEY VOCABULARY

Classic Rock, Vocals, Electric Guitars, Bass Guitars, Drum Kits, Piano, Keyboard, Improvisation, Song Structure, Guitar Riffs, Rhythm Schemes and Repetition, Pulse and Rhythm.



The Sounds of the Sixties: Exploring Lyrics and Melody Vol. 2

How do melody and lyrics work together to make a song unforgettable?

- maintain own part whilst others are performing their part

- compose music which meets specific criteria
- choose the most appropriate tempo for a piece of music

- repeat a phrase from the music after listening intently.

- use music diary to record aspects of the composition process

- describe, compare and evaluate music using musical vocabulary
- explain why they think music is successful or unsuccessful

contrast the work of a famous composer with another and explain preferences

PRODUCT

Children will compose, rehearse and perform their own pop song to an audience.

CULTURAL CAPITAL

Significant person/composition:

- *I'm a Believer* by the Monkees
- *I Can't Help Myself (Sugar Pie Honey Bunch)* by the Four Tops
- *Let It Be* by the Beatles
- *I only Want to Be With You* by Dusty Springfield
- *Suspicious Minds* by Elvis Presley

KEY VOCABULARY

Pulse and Rhythm, Song Structure, Backing Singers, Guitar Riffs, Rhyme Schemes and Repetitions, Glockenspiel, Musical Notes, Duration, Layering, Accidentals, Pitch.



Twenty-First Century Popular Music Vol. 3: Performing Together

What makes a performance memorable?

- maintain own part whilst others are performing their part

- compose music which meets specific criteria
- choose the most appropriate tempo for a piece of music

- repeat a phrase from the music after listening intently.

- use music diary to record aspects of the composition process

- describe, compare and evaluate music using musical vocabulary
- explain why they think music is successful or unsuccessful

contrast the work of a famous composer with another and explain preferences

PRODUCT

Children will sing a song in two parts.

CULTURAL CAPITAL

Significant person/composition:

- *Shake 'Em on Down* by Samantha Fish (Blues Rock)
- *Toxicity* by System of a Down (Heavy Rock/Nu Metal)
- *Shallow* by Lady Gaga and Bradley Cooper (Pop/Country Duet)
- *Survival* by MUSE (Rock Anthem of 2012 Olympic Games)
- *Space Man* by Sam Ryder (Pop/Rock – Eurovision Entry)

KEY VOCABULARY

Vocals, Electric Guitars, Bass Guitars, Drum Kits, Piano, Keyboard, Electronic Synthesizers, Acoustic Guitars, Scat Singing, Improvisation, Musical Notes, Pitch, Duration, Dynamics, Ostinato, Pulse and Rhythm.

YEAR 6

Key Concepts	Performing	Compose	Listen	Use and understand	Appreciate	History of music
 Music for Film and Television: Exploring the Ways in which Music can Create Emotion <i>How can music be used to create emotion?</i>	• sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance	• use a variety of different musical devices in composition (including melody, rhythms and chords).	• accurately recall a part of the music listened to	• analyse features within different pieces of music	• evaluate how the venue, occasion and purpose affects the way a piece of music is created	• compare and contrast the impact that different composers from different times have had on people of that time
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	Children will create an arrangement of a television theme tune. Children will discuss and appraise the leitmotifs listened to using musical terminology.		Significant person/composition: • Hans Zimmer • John Williams • Danny Elfman		Major and Minor Keys, Pulse and Rhythm, Leitmotifs, Glockenspiel, Musical Notes, Duration, Pitch, Texture, Dynamics.	
 Songs from World War II: Exploring Musical Processes What can we learn about the past through its songs?	• sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance	• use a variety of different musical devices in composition (including melody, rhythms and chords).	• accurately recall a part of the music listened to	• analyse features within different pieces of music	• evaluate how the venue, occasion and purpose affects the way a piece of music is created	• compare and contrast the impact that different composers from different times have had on people of that time
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY	
	Children will help to create and perform the sound designing for a clip from a cartoon. Children will create a class arrangement of 'Run, Rabbit, Run'.		Significant person/composition: Vera Lynn • Don't Sit Under the Apple Tree by the Andrews Sisters • The White Cliffs of Dover by Vera Lynn • We'll Meet Again by Vera Lynn • A Nightingale Sang in Berkeley Square by Vera Lynn • Run Rabbit Run by Flanagan and Allen Christmas pantomime performance. Explore how a music record and record player work. Watch a Brass Band perform Christmas carols at the Christmas Fayre - Link to Mining history of the school.		Film, Television, Radio, Soundtrack, Score, Incidental Music, Foley Artists, Ostinato, ¾ Time in Music, Pulse and Rhythm, Beatboxing, Glockenspiel, Duration, Pitch, Musical Notes, Dynamics.	
	• sing in harmony confidently and accurately	• use a variety of different musical devices in composition (including	• accurately recall a part of the music listened to	• analyse features within different pieces of music	• evaluate how the venue, occasion and purpose affects the way	• compare and contrast the impact that different composers



The Music of Africa: Exploring Pulse and Rhythm

How does music teach
us about culture and
traditions?

- perform parts from memory
- take the lead in a performance

melody, rhythms and
chords).

a piece of music is
created

from different times
have had on people of
that time

PRODUCT

Children will create their own African
drumming ensembles which will include
call and response, repeated cyclic patterns,
and improvisation.

CULTURAL CAPITAL

Significant person/composition:

- *Che Che Kule (a traditional Ghanaian Song)*
 - *Jalikunda African Drumming Group*
 - *Wakanda by Ludwig Göransson feat. Baaba Maal*
 - *Inkanyezi Nezaziby Ladysmith Black Mambazo*
 - *Yolele by Papa Wemba*
 - *Jin-Go La-Ba (Drums of Passion) by Babatunde Olatunji*
- Music meditation session in class.*

KEY VOCABULARY

Djembe Drum, Talking Drum, Log Drum, Balafon, Shekere, Kalimba, Mbira, Pulse and Rhythm, Improvisation, Cyclic Patterns, Musical Notes, Duration, Dynamics, Ostinato.



Rap: Exploring Rhythm and Lyrics

What makes rap music
different from other
styles?

- sing in harmony confidently and accurately
- perform parts from memory
- take the lead in a performance

- use a variety of different musical devices in composition (including melody, rhythms and chords).

- accurately recall a part of the music listened to

- analyse features within different pieces of music

- evaluate how the venue, occasion and purpose affects the way a piece of music is created

- compare and contrast the impact that different composers from different times have had on people of that time

PRODUCT

Children will help to create and
perform their environmental rap song
as part of a group

CULTURAL CAPITAL

Significant person/composition:

- *The Sugarhill Gang*
- *Eminem*
- *Black Eyed Peas*
- *Stormzy*

KEY VOCABULARY

Rap, A Capella, Pulse and Rhythm, Song Structure, Rhyme Schemes and Repetition, Jazz Poetry, Beat.



Women in Music: Exploring Lyrics and Melody Vol. 3

How have women
shaped the music we
hear today?

- sing in harmony confidently and accurately
- perform parts from memory
- take the lead in a performance

- use a variety of different musical devices in composition (including melody, rhythms and chords).

- accurately recall a part of the music listened to

- analyse features within different pieces of music

- evaluate how the venue, occasion and purpose affects the way a piece of music is created

- compare and contrast the impact that different composers from different times have had on people of that time

PRODUCT

Children will work to create and
perform a blues song of their own
creation

CULTURAL CAPITAL

Significant person/composition:

- *Adele (Pop/Soul)*
- *Beyonce (Pop)*
- *Samantha Fish (Blues Rock)*
- *Clara-Jumi Kang (Classical)*

KEY VOCABULARY

Blues, Twelve Bar Blues, Song Structure, Rhyme Scheme and Repetition, Pulse and Rhythm, Improvisation, Musical Notes, Duration, Dynamics, Pitch

		• <i>Mirusia Louwerse (Opera)</i>				
 Looking Back Vol. 2: Performing Together What makes a performance memorable?	• sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance	• use a variety of different musical devices in composition (including melody, rhythms and chords).	• accurately recall a part of the music listened to	• analyse features within different pieces of music	• evaluate how the venue, occasion and purpose affects the way a piece of music is created	• compare and contrast the impact that different composers from different times have had on people of that time
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	Children will rehearse and further develop a song as part of a choir.	<i>Significant person/composition:</i> <i>Sing by Gary Barlow</i>		<i>Rounds, Singing, Pulse and Rhythm, Texture, Glockenspiel, Musical Notes, Duration, Dynamics, Pitch.</i>		