	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Traditional instruments and improvisation** Theme: India	**Performing a Christmas play**	**Adapting and transposing motifs (year 4)** Theme: Romans	**Creating compositions in response to an animation** Theme: Mountains	Instrumental Unit 1 South Africa	**Jazz**
	key skills * Maintain a simple part within a group. *Play notes on an instrument with care so that they are clear. * Perform with control and awareness of others. * Evaluate music using musical vocabulary to identify areas of likes and dislikes *Use drones as accompaniments *Sing from memory with accurate pitch. *Sing in tune. *Maintain a simple part within a group. * Pronounce words within a song clearly.	Key skills • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skilful playing (instrument). • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody.	Key skills Devise non-standard symbols to indicate when to play and rest. • Recognise the symbols for a minim, crotchet and say how many beats they represent. Perform with control and awareness of others. Evaluate music using musical vocabulary to identify areas of likes and dislikes	Key skills *Use sound to create abstract effects. *Create repeated patterns with a range of instruments. *Choose, order, combine and control sound to create an effect. *Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	Key skills *Play notes on an instrument with care so that they are clear. *Perform with control and awareness of others *Create repeated patterns with a range of instruments. *Create accompaniments for tunes. *Compose melodic songs *Devise non-standard symbols to indicate when to play and rest. *Recognise the notes EGBDF and FACE on the musical stave. *Recognise the symbols for a minim, crotchet, and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture, and use of silence to describe music. *Evaluate music using musical vocabulary to identify areas of likes and dislikes. *Understand layers of sounds and discuss	Key skills *Show control of voice. *Perform with control and awareness of others. *Use sound to create abstract effects. *Choose, order, combine and control sound to create an effect. *Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. *Evaluate music using musical vocabulary to identify areas of likes and dislikes.

		• Use digital technologies to compose, edit and refine pieces of music			their effect on mood and feelings.	
	<u>Vocabulary</u> Drone Notation Sitar Tanpura Tabla Tala Rag Tempo Dynamics	<u>Vocabulary</u>	<u>Vocabulary</u> Motif Composition Repetition Pattern Transposing	<u>Vocabulary</u> Influence Listen Dynamics Timbre Pitch Repeated Rhythm Pattern Notation Ensemble compose	<u>Vocabulary</u>	<u>Vocabulary</u> Pulse Rhythm Tempo Syncopation Beat Call and response Dixieland Structure Scat
Year 4	**Developing singing technique** **(Theme: the Vikings) year 3**	**Instrumental Unit 2 Caribbean** Calypso music	Ukulele whole class tuition Essex Music hub tuition		**Body and tuned percussion** **(Theme: Rainforests)**	**Samba and carnival sound and instruments** **(Theme: South America)**
	<u>Key skills</u> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice.	<u>Key skills</u> *Play notes on an instrument with care so that they are clear. *Perform with control and awareness of others *Create repeated patterns with a range of instruments. *Create accompaniments for tunes. *Compose melodic songs	<u>Key Skills</u> *Play notes on an instrument with care so that they are clear. *Perform with control and awareness of others *Create repeated patterns with a range of instruments. *Create accompaniments for tunes. *Compose melodic songs Devise non-standard symbols to indicate when to play and rest. *Recognise the notes EGBDF and FACE on the musical stave.		<u>Key skills</u> • Perform with control and awareness of others. • Use sound to create abstract effects. • Choose, order, combine and control sound to create an effect. • Devise non-standard symbols to indicate when to play and rest. • Recognise that notes are written on a musical stave.	<u>Key skills</u> • Maintain a simple part within a group. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Create repeated patterns with a range of instruments.

	• Recognise that notes are written on a musical stave. • Create accompaniments for tunes. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	*Devise non-standard symbols to indicate when to play and rest. *Recognise the notes EGBDF and FACE on the musical stave. *Recognise the symbols for a minim, crotchet, and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture, and use of silence to describe music. *Evaluate music using musical vocabulary to identify areas of likes and dislikes. *Understand layers of sounds and discuss their effect on mood and feelings.	*Recognise the symbols for a minim, crotchet, and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture, and use of silence to describe music. *Evaluate music using musical vocabulary to identify areas of likes and dislikes. *Understand layers of sounds and discuss their effect on mood and feelings.	• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Understand layers of sounds and discuss their effect on mood and feelings. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	• Choose, order, combine and control sound to create an effect. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.
	<u>Vocabulary</u> Composition Melody Tempo Crotchet Quavers Notation Stave Rhythm Minim Improvise	<u>Vocabulary</u> Melody Dynamics Improvise Vocal Quavers notation pentatonic	<u>Vocabulary</u> Melody Dynamics Tempo Composer Sound Composition Stave	<u>Vocabulary</u> Tempo Dynamics Structure Texture Percussion	<u>Vocabulary</u> Syncopation Composition Rhythm Break Verse

Year 5	**South and West Africa**	**Musical theatre**	**Composition to represent the festival of colour** **(Theme: Holi festival)**	**Changes in pitch, tempo and dynamics** **(Theme: Rivers) year 4**	**Blues**	**Instrumental Unit 2** **Caribbean** Calypso music

	<u>Key skills</u> • Create rhythmic patterns with an awareness of timbre and duration. • Perform with controlled, skilful playing (instrument). • Choose from a wide range of musical vocabulary to accurately describe and appraise Sing or play from memory with confidence. • Perform solos or as part of an ensemble.	<u>Key skills</u> • Choose from a wide range of musical vocabulary to accurately describe and appraise music • Convey the relationship between the lyrics and the melody. • Create songs with verses and a chorus. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Combine a variety of musical devices, including melody, rhythm and chords.	<u>Key skills</u> • Sing or play from memory with confidence. • Thoughtfully select elements for a piece in order to gain a defined effect. • Combine a variety of musical devices, including melody, rhythm and chords. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.	<u>Key skills</u> Sing or play from memory with confidence. • Sing or play expressively and in tune. • Hold a part within a round. • Perform with controlled breathing (voice) • Choose from a wide range of musical vocabulary to accurately describe and appraise music • Use drones and melodic ostinato • Create rhythmic patterns with an awareness of timbre and duration. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.	<u>Key skills</u> *Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. *Comparing, discussing and evaluating music using detailed musical vocabulary. *Improvising coherently within a given style. *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. *Suggesting and demonstrating improvements to own and others' work. *Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music,	<u>Key skills</u> *Play notes on an instrument with care so that they are clear. *Perform with control and awareness of others *Create repeated patterns with a range of instruments. *Create accompaniments for tunes. *Compose melodic songs *Devise non-standard symbols to indicate when to play and rest. *Recognise the notes EGBDF and FACE on the musical stave. *Recognise the symbols for a minim, crotchet, and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture, and use of silence to describe music. *Evaluate music using musical vocabulary to identify areas of likes and dislikes. *Understand layers of sounds and discuss

					adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. *Using staff notation to record rhythms and melodies.	their effect on mood and feelings.
	<u>Vocabulary</u> Acapella Dynamics Volume Expression Movement Call and response Improvisation Ostinato Rhythm Poly-rhythm syncopation djembe cyclic patterns tuned percussion chord	<u>Vocabulary</u> Opera Operetta/Comic opera Book musical Jukebox musical Rock/Hip-hop musical Composer Lyricist Lyrics Librettist Director Musical director Choreographer Designer Performers	<u>Vocabulary</u> Synesthesia Dynamics Holi Graphic score Tempo Complex rhythm Vocal composition Graphic score pitch	<u>Vocabulary</u> A Capella Breathing Dynamics Harmony Round Listen Texture Tempo Rhythm Ostinato dynamics	<u>Vocabulary</u> Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation	<u>Vocabulary</u> Melody Dynamics Improvise Vocal Quavers notation pentatonic
Year 6	**Songs of World War 2**	Instrumental Unit 2 Caribbean Calypso music	**Film music**	Advanced rhythms	**Dynamics, pitch and tempo** (Theme: Coast - Fingal's Cave by Mendelssohn)	**Composing and performing a Leavers' Song**

	Key skills • Describe how lyrics often reflect the cultural context of music and have social meaning. • Choose from a wide range of musical vocabulary to accurately describe and appraise music • Sing or play from memory with confidence. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) • Read and create notes on the musical stave.	Key skills *Play notes on an instrument with care so that they are clear. *Perform with control and awareness of others *Create repeated patterns with a range of instruments. *Create accompaniments for tunes. *Compose melodic songs *Devise non-standard symbols to indicate when to play and rest. *Recognise the notes EGBDF and FACE on the musical stave. *Recognise the symbols for a minim, crotchet, and semibreve and say how many beats they represent. *Use the terms: duration, timbre, pitch, beat, tempo, texture, and use of silence to describe music. *Evaluate music using musical vocabulary to identify areas of likes and dislikes. *Understand layers of sounds and discuss their effect on mood and feelings.	Key skills . • Sing or play expressively and in tune. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.	Key skills Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts 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. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology.	Key skills • Perform solos or as part of an ensemble. • Hold a part within a round. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect.	Key skills • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skilful playing (instrument). • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody. • Use digital technologies to

				Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.		compose, edit and refine pieces of music
	Vocabulary Higher and lower Diaphragm Melody Phrase Morale Contrast Tempo Graphic score Pitch Melody Pitch Solfa	**Vocabulary** Melody Dynamics Improvise Vocal Quavers notation pentatonic	**Vocabulary** Dynamics Pitch Texture Improvisation Graphic score ensemble	**Vocabulary** Rhythm Pitch Tempo Energetic Relaxing	**Vocabulary** Rhythm Pitch Tempo Minor Major Graphic score Melody Accelerando Crescendo Composition improvise	**Vocabulary** Melody Dynamics Forte Piano Crescendo Diminuendo Lyrics Tempo Presto Allegro Largo Accelerando

	Counter-melody					Ritardando compose