


	ATM 1	ATM 2	SPR 1	SPR 2	SUM 1	SUM 2
Nursery	<p><i>Let's be friends</i> Musical Focus: turn-taking, sharing, working together, and building confidence and unity in a classroom</p>	<p><i>Travel and movement</i> Musical Focus: different ways that we can move and travel from one place to another.</p>	<p><i>This is me</i> Musical Focus: exploring who we are.</p>	<p><i>Animal tea party</i> Musical Focus: exploring animal movements and sounds, rhythms.</p>	<p><i>I've got feelings</i> Musical Focus: Using music to explore their feelings.</p>	<p><i>Let's jam</i> Musical Focus: exploring different sounds and instruments, as well as playing together as a 'band' and in small groups.</p>
<p>Reception Musician: Beethoven (SUM 1) Genre: Classical Music (SPR2)</p>	<p><i>I've got a grumpy face</i> Musical Focus: Timbre, beat, pitch, contour Objectives:</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To play tuned and untuned instruments musically. • To listen attentively and respond to what they hear with relevant questions, comments and action. • To compose a new verse. <p><i>The sorcerer's apprentice</i> Musical Focus: Musical storytelling, louder, quieter, faster/slower, high/ lower, timbre Objectives:</p> <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. 	<p><i>Witch, witch</i> Musical Focus: Call-and-response, pitch (la-so-mi-do), timbre Objectives:</p> <ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use their voice expressively and creatively by singing songs and speaking chants and rhythms. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song. • To play tuned and untuned instruments musically. • To adopt different roles and characters. • To use a range of small tools (instrument beaters). • To perform songs, rhymes, poems, stories with others and try to move in time with the music. <p><i>Row, row, row your boat</i> Musical Focus: beat, pitch (step/leap), timbre. Objectives:</p>	<p><i>Bird spotting: Cuckoo polka</i> Musical Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives:</p> <ul style="list-style-type: none"> • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music. • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To listen with concentration and understanding to a range of high-quality live and recorded music. • To perform songs, rhymes, poems, stories with others and try to move in time with the music. <p><i>Shake my sillies out</i> Musical Focus: timbre, pitch (high/ lower), tempo (faster/ slower), beat. Objectives:</p>	<p><i>Up and down</i> Classical Music Musical Focus: Pitch contour rising and falling, classical music. Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a change in pitch. • Use their voice expressively and creatively by singing songs and speaking chants and rhythms. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high quality live and recorded music. • Use a range of small tools (instrument beaters). • Perform songs, rhymes, poems, 	<p><i>Down there under the sea</i> Musical Focus: Timbre, structure, active listening, tune moving in steps (stepping notes), soundscape. Objectives:</p> <ul style="list-style-type: none"> • Develop a song by composing new words, and adding movement and props. • Sing a song using call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short stepping tune (CD-E). • Listen to a range of sea-related pieces of music and respond with movement. • Use their voice expressively and creatively by singing songs and speaking chants and rhythms. 	<p><i>Slap clap clap</i> Musical Focus: Music in 3-time, beat, composing and playing. Objectives:</p> <ul style="list-style-type: none"> • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time • Find the beat and perform a clapping game with a partner. <p><i>Bow, bow, bow Belinda</i> Musical Focus: Beat, active listening, instrumental accompaniment. Objectives:</p> <ul style="list-style-type: none"> • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.

	<ul style="list-style-type: none"> • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • To listen and respond to music in a range of ways (e.g. movement, talking, writing). • Respond to music in a range of ways e.g. movement, talking, writing. 	<ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • beaters). • Play a steady beat on percussion instruments. • To play tuned and untuned instruments musically. • To use a range of small tools (instrument beaters). • To perform songs, rhymes, poems, stories with others and try to move in time with the music. 	<ul style="list-style-type: none"> • Create a sound story using instruments to represent different animal sounds/movements. • Sing an action song with changes in speed. • To perform the story as a class. • Listen to music and show the beat with actions. • Use the voice expressively and creatively by singing songs and speaking chants and rhythms. • Play tuned and untuned instruments musically. • Listen with concentration and an understanding to a range of high quality live and recorded music. • Listen to music and show the beat with actions. • Use a range of small tools (instrument beaters). • Experiment with, create, select and combine sounds using the interrelated dimensions of music. • Perform the story as a class. 	<p>stories with others and try to move in time with the music.</p> <ul style="list-style-type: none"> • Make up new lyrics and accompanying actions. <p>Five fine bumble bees Classical Music Musical Focus: Timbre, tempo, structure (call-and-response), active listening Objectives:</p> <ul style="list-style-type: none"> • Improvise a vocal/physical soundscape about minibests. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance. • To use the voice expressively and creatively by singing songs and speaking chants and rhythms. • To play tuned and untuned instruments musically. • To listen with concentration and an understanding to a range of high quality live and recorded music. 	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically. • Listen with concentration and an understanding to a range of high quality live and recorded music. • Use a range of small tools (instrument beaters). • Perform songs, rhymes, poems, stories with others and try to move in time with the music. <p>It's of so quiet Musician: Beethoven Musical Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives:</p> <ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. 	
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				<ul style="list-style-type: none"> To use a range of small tools (instrument beaters). To experiment with, create, select and combine sounds using the interrelated dimensions of music. To perform songs, rhymes, poems, stories with others and try to move in time with the music. 	<ul style="list-style-type: none"> Explore dynamics with voices and instruments. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. 	
<p>Year 1</p> <p>Musician:</p>  <p>Benjamin Britten (SPR 2)</p> <p>Genre: 20th Century Classical Music (SPR2)</p>	<p>Menu song Musical Focus: active listening (movement), beat (echo singing, showing pitch moving) Progression Snapshot 1 Objectives:</p> <ul style="list-style-type: none"> Participate in creating a dramatic group performance using kitchen-themed props. Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. 	<p>The king is in the castle Musical Focus: structure, timbre, pitch, dynamic and rhyme. Objectives:</p> <ul style="list-style-type: none"> Explore using sound quality (timbre), dynamics, and pitch to tell a story. Change voices to suit different characters while performing appropriate actions. Play contrasting accompaniments to reinforce verse structure. Identify a simple song structure and rhyme pattern. 	<p>Football Musical Focus: beat, ostinato, pitch/unpitched patterns, mi-re-do (notes E-D-C) Progression Snapshot 2 Objectives:</p> <ul style="list-style-type: none"> Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding 	<p>‘Dawn’ from Sea interludes Musical Focus: beat, active listening (singing game, musical signals, movement) 20th Century classical music. Composed by Benjamin Britten Objectives:</p> <ul style="list-style-type: none"> Sing a simple singing game, adding actions to show a developing sense of beat. Listen actively by responding to musical signals and musical themes using appropriate movement. Create a musical movement picture. 	<p>Dancing and drawing to Nautilus Musical Focus: active listening (musical signals, internalising beat, draw to music, movement/ actions) electronic music. Objectives:</p> <ul style="list-style-type: none"> Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to 	<p>Come dance with me Musical Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet, rest, developing beat skills. Progression Snapshot 3 Objectives:</p> <ul style="list-style-type: none"> Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with

	<ul style="list-style-type: none"> Listen and move in time to the song Compose and devise a dramatic group performance using props and kitchen sound-makers. <p>National Curriculum for KS1 Music:</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>Model Music Curriculum Year 1:</p> <ul style="list-style-type: none"> Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs. Sing a wide-range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy. Listen to recorded performances. Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. Combine to make a story using classroom instruments or sound-makers. Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion, playing repeated patterns (ostinato) 	<p>National Curriculum for KS1 Music:</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>Model Music Curriculum Year 1:</p> <ul style="list-style-type: none"> Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs. Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Create musical sound effects and short sequences of sounds in 	<p>there is one beat for each syllable.</p> <ul style="list-style-type: none"> Recognise the difference between a pattern with notes (pitched) and without (unpitched). <p>National Curriculum for KS1 Music:</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>Model Music Curriculum Year 1:</p> <ul style="list-style-type: none"> Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Sing songs with a very small range, mi0so, then slightly wider. Include pentatonic songs. Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch 	<p>National Curriculum for KS1 Music:</p> <ul style="list-style-type: none"> Use 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. <p>Model Music Curriculum Year 1:</p> <ul style="list-style-type: none"> Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy. Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Respond to the pulse in recoded/live music through movement and dance. <p>Musical conversations Musical Focus: question-and-answer, timbre, graphic score. Objectives:</p>	<p>musical gestures in the piece.</p> <ul style="list-style-type: none"> Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. <p>National Curriculum for KS1 Music:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music <p>Model Music Curriculum Year 1:</p> <ul style="list-style-type: none"> Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Respond to the pulse in recorded/live music through 	<p>teacher leading, then move on to pair singing in echo format.</p> <ul style="list-style-type: none"> Copy call-and-response patterns with voices and instruments. <p>National Curriculum for KS1 Music:</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>Model Music Curriculum Year 1:</p> <ul style="list-style-type: none"> Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs. Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy. Listen to recorded performances. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.
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	<p>and short pitched patterns on tuned instruments to maintain a steady beat.</p> <ul style="list-style-type: none"> Respond to the pulse in recorded/live music through movement and dance. 	<p>response to a stimulus e.g. a rainstorm or a train journey. Combine to make a story using classroom instruments or sound-makers.</p> <ul style="list-style-type: none"> Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion, playing repeated patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. Perform word-pattern chants; create, retain, and perform their own rhythm patterns. Explore percussion sounds to explore storytelling. Follow picture and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum. 	<p>they hear with accuracy.</p> <ul style="list-style-type: none"> Improvise simple vocal chants using question-and-answer phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. Use body percussion and classroom percussion, playing repeated patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat. Perform short copycat rhythm patterns accurately, led by the teacher. Perform word-pattern chants; create, retain, and perform their own rhythm patterns. 	<ul style="list-style-type: none"> Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. Create, interpret, and perform simple graphic scores. Recognise how graphic symbols can represent sound. <p>National Curriculum for KS1 Music:</p> <ul style="list-style-type: none"> Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>Model Music Curriculum Year 1:</p> <ul style="list-style-type: none"> Listen to recorded performances. Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or train journey. Combine to make a story using classroom instruments or sound-makers. 	<p>movement and dance.</p> <ul style="list-style-type: none"> Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum. <p>Cat and mouse Musical Focus: mood, tempo, dynamics, rhythm, timbre, dot notation. Musical Learning:</p> <ul style="list-style-type: none"> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. <p>National Curriculum for KS1 Music:</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to 	<ul style="list-style-type: none"> Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns while keeping in time with a steady beat. Perform word-pattern chants; create, retain, and perform their own rhythm patterns.
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				<ul style="list-style-type: none"> • Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. • Explore percussion sounds to explore storytelling. • Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum. 	<p>a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> • Experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>Model Music Curriculum Year 1:</p> <ul style="list-style-type: none"> • Sing simple chants and rhymes from memory, singing collectively at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs. • Listen to recorded performances. • Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. • Walk, move, or clap a steady beat 	
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					<p>with others, changing the speed of the beat as the tempo of the music changes.</p> <ul style="list-style-type: none">• Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.• Respond to the pulse in recorded/live music through movement and dance.• Perform short repeating rhythm patterns while keeping in time with a steady beat.• Perform word-pattern chants; create, retain, and perform their own rhythm patterns.• Explore percussion sounds to explore storytelling.	
Year 2 Musicians:	Tony Chestnut Musical Focus: beat, rhythm, melody, echo, call-and-response, tunes and untuned percussion	<i>Carnival of the animals</i> Musical Focus: tempo, timbre, dynamics, pitch, classical music	<i>Grandma rap</i> Musical Focus: Duration (crotchet, quavers, rest), unison, round	<u>Percussion:</u> Time Musical Focus: Beat and beat division (minims, crotchets and quavers), early tuned percussion, techniques, structure (palindrome), ensemble playing,	<i>Tańczymy labada</i> <i>Classical Polish Composer:</i> Frédéric Chopin	



Camille Saint-Saëns (ATM 2).



Frédéric Chopin (SUM 2)
Genre: Classical music (ATM 2).
Traditional Polish Classical Music (SUM 2)

Progression Snapshot 1

Objectives:

- Improvise rhythms along to a backing track using the note C or G.
- Compose call-and-response music.
- Play the melody on a tuned percussion instrument.
- Sing with good diction.
- Recognise and play echoing phrases by ear.

National Curriculum for KS1 Music:

- Use voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Model Music Curriculum Year 2:

- Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.
- Sing songs with a small pitch range, pitching accurately.
- Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.

Genre: Classical music
Musician: Camille Saint-Saëns.

Objectives:

- Select instruments and compose music to reflect an animal's character.
- Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.
- Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.
- Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary and/or movement.

National Curriculum for KS1 Music:

- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music

Progression Snapshot 2

Objectives:

- Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.
- Chant Grandma rap rhythmically, and perform to an accompaniment that children create.
- Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.
- Learn a clapping game to Hi lo chicka lo that shows the rhythm.
- Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).

National Curriculum for KS1 Music:

- Use voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Model Music Curriculum Year 2:

texture (layers- adding and taking away), C major scale, alternating chords C and G major.

Objectives:

- Hold beaters and instruments correctly, achieving a good tone from the instruments.
- Play the triangle, tambourine and clave rhythms over a steady beat.
- Sing and play a C major scales.
- Play Parts 1 and 2 of *Time* (tuned percussion).
- Participate in an ensemble performance.

National Curriculum for KS1 Music:

- Use voices expressively and creatively by signing and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounding using the interrelated dimensions of music

Model Music Curriculum Year 2:

- Sing songs regularly with a pitch range of do-so (e.g.C-G) with increasing vocal control.
- Listen to recorded performances.
- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
- Play copycat rhythms, copying a leader, and inventing rhythms for others to copy on untuned percussion.
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crochets, quavers and crotchets rests.

Traditional Polish Classical Music

Musical Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns.

Progression Snapshot 3

Objectives:




- Demonstrate an internalised sense of pulse through singing games.
- Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.
- Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.
- Listen and match the beat of others and recorded music, adapting speed accordingly.
- Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.

National Curriculum for KS1 Music:

- Use voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range

	<ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create and perform their own chanted rhythm patterns with stick notation. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low) 	<p>Model Music Curriculum Year 2:</p> <ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). <p>Composing music inspire by Birdsong Musical Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on an instrument. Objectives:</p> <ul style="list-style-type: none"> • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. 	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Listen to recorded performances. • Use music technology to capture, change, and combine sounds. • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. 		<p>of high-quality live and recorded music.</p> <p>Model Music Curriculum Year 2:</p> <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. D • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping, and recognising tempo, as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • Identify the beat groupings in familiar music that they sing regularly and listen to. • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
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		<ul style="list-style-type: none"> Structure compositional ideas into a bigger piece. Improvise solos using instruments. <p>National Curriculum for KS1 Music:</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>Model Music Curriculum Year 2:</p> <ul style="list-style-type: none"> Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic 			<ul style="list-style-type: none"> Sing short phrases independently within a singing game or short song.
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		<p>instrument, or backing track.</p> <ul style="list-style-type: none"> Sing short phrases independently within a singing game or short song. 			
<p>Year 3 Musicians:</p>  <p>Pyotr Ilyich Tchaikovsky (ATM 2)</p>  <p>György Ligeti (SPR 1)</p>  <p>Sergio Mendes (SPR 1)</p> <p>Genre: Folk song (ATM1) Classical (ATM2) Samba (SPR1) Minimalism (SPR1) Salsa (SPR 2)</p>	<p><i>I've been to Harlem</i> Genre: Folk song Musical Focus: Pitch shape, ostinato, round, pentatonic, call-and-response The song originates from <i>Virginia on the east coast of the United States of America</i>. Progression Snapshot 1 Objectives:</p> <ul style="list-style-type: none"> Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> 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. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 	<p><i>'March' from the Nutcracker</i> Musician: Tchaikovsky Genre: Classical Musical Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. Objectives:</p> <ul style="list-style-type: none"> Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns thought moving with a partner. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> 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. 	<p><i>Just three notes</i> Genre: 20th-century American musical movement called minimalism Musician: György Ligeti Steve Reich Musical Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. Progression Snapshot 2 Objectives:</p> <ul style="list-style-type: none"> Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, follow, and create a 'score'. Recognise and copy rhythms and pitches C-D-E. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> 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 	<p><u>Ukulele- Latin Dance</u> Genre: Salsa Musical Focus: Holding, strumming and picking the ukulele, tapping percussively on the body of the ukulele, chords A minor and F major, composing for ukulele using different techniques, salsa and Cuban music. Beginning with just one note – <u>the note A</u> -, moving on to the <u>notes E and F</u>, then to the <u>chords A minor and F major</u>. During the unit, pupils will learn to dance salsa, play a clave rhythm, learn to sing/play the song, and compose a piece for themselves to play. Objectives Focusing on aspects of singing, playing, improvising, composing, and listening</p> <ul style="list-style-type: none"> Listen to a range of Cuban piece, understanding influences on the music and recognising some of its musical features. Sing the syncopated rhythms in Latin dance and recognise a 	<p><u>Play Recorder- Unit 1 – Enchanted Forest</u> Musical Focus: Holding the recorder correctly (focus on left hand position), making a good sound, learning to control the breath, using the sound 'doo' to start each note. Learning to play the notes B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests, and paired quavers. Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders and how the recorder has been used within folk, classical and jazz musical styles. Progression Snapshot 3 Objectives:</p> <ul style="list-style-type: none"> Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. Play notes B A and G clearly. Start and stop playing at the same time. Perform the chant, keeping a steady beat. Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing the Enchanted forest song from memory, expressing the lyrics. Improvise on one or more notes using word rhythms. Create owl sounds using the head joint of the recorder. Play one of the recorder parts of Enchanted forest. Listen with concentration and use descriptive words to talk about pieces of music. Listen to, appreciate, and be inspired by different styles of music – folk, classical, and jazz – featuring the recorder. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> 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



	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <p>Model Music Curriculum Year 3:</p> <ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano (loud and soft). Perform actions confidently and in time to a range of action songs. Listen to recorded performances. Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments), inventing short 'on-the-spot' responses using a limited note-range. Compose song accompaniments on untuned percussion using known rhythms and note values. Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class, or in small groups. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. 	<ul style="list-style-type: none"> Develop an understanding of the history of music. <p>Model Music Curriculum Year 3:</p> <ul style="list-style-type: none"> Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. <p>From a railway carriage Musical Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music. Genre: Classical music. Objectives:</p> <ul style="list-style-type: none"> Explore ways to create word-based pieces of music. Explore ways to communicate atmosphere and effect. Listen and compare how different composers have approached creating word-based patterns. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 	<p>purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 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. <p>Model Music Curriculum Year 3:</p> <ul style="list-style-type: none"> Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi). Develop facility in playing tuned percussion or a melodic instrument such as a violin or recorder. Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) 	<p>verse/chorus structure.</p> <ul style="list-style-type: none"> Play a part on ukulele and play as part of a whole-class performance. Improvise percussive drum rhythms to play on the body of the ukulele. Compose a short piece for ukulele demonstrating the skills learnt. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music. Pupils listen with attention to detail and recall sounds with increasing aural memory. Pupils use and understand staff and other musical notations. Pupils appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great 	<p>range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 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. <p>Model Music Curriculum Year 3:</p> <ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorder performances. Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited note range. Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources. Compose known rhythmic notation with letter names to create rising and falling phrases using just three notes (do-re-me). Develop facility in playing tuned percussion or a melodic instrument such as a violin or recorder. Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow. Extend to question-and-answer phrases. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers.
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		<p>accuracy, fluency, control, and expression.</p> <ul style="list-style-type: none"> • 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. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians. <p>Model Music Curriculum Year 3:</p> <ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a 	<p>as a whole class or in small groups.</p> <ul style="list-style-type: none"> • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. • Introduce the stave, lines, and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. <p>Samba with Sérgio Genre: Samba Musician: Sérgio Mendes Musical Focus: call-and-response, beat, percussion, word rhythms, music and community. Objectives:</p> <ul style="list-style-type: none"> • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. 	<p>composers and musicians.</p> <ul style="list-style-type: none"> • Pupils develop an understanding of the history of music. <p>Model Music Curriculum Year 3:</p> <ul style="list-style-type: none"> • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Experience live music making in and out of school. • Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments), inventing short 'on-the-spot' responses using a limited note-range. • Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. • Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E). 	<ul style="list-style-type: none"> • Apply word chants to rhythms, understanding how to link each syllable to one musical note.
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		<p>beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.</p>	<p>samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).</p> <p>National Curriculum for Music KS2:</p> <ul style="list-style-type: none"> • 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. • Use and understand staff and other musical notations. • 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. <p>Model Music Curriculum Year 3:</p> <ul style="list-style-type: none"> • Perform actions confidently and in time to a range of action songs. 	<ul style="list-style-type: none"> • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. 	
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			<ul style="list-style-type: none">Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.Listen to recorded performances.		
<p>Year 4</p> <p>Musicians:</p>  <p>Harry Dixon Loes (ATM 1)</p> <p>Genre: Gospel Music (ATM 1) Electronic Dance: combines elements of house music, techno, drum and bass, dubstep and trance (SPR2)</p>	<p><i>This little light of mine</i> Genre: Gospel Music Musical Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response</p> <p>Snapshot 1 Objectives:</p> <ul style="list-style-type: none">Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat, if you have one).Sing in a Gospel style with expression and dynamics.Play a bass part and rhythms ostinato along with This little light of mine.Sing Part 1 of partner song rhythmically.Listen and move in time to songs in a Gospel song. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none">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.	<p><i>Percussion- Ripples</i> uses an ascending <u>arpeggio</u>: broken chord in which the notes that compose a chord are individually sounded in a progressive rising or descending order</p> <p>Musical Focus: Tuned percussion techniques: ascending and descending (with two beaters), stepping in thirds, playing two-note chords, making connections between music played and how it is written down, listening to music representative of water, creating sound pictures, louder (crescendo) and quieter (decrescendo), smooth (legato) and detached (staccato).</p> <p>Objectives:</p> <ul style="list-style-type: none">Explore creating timbre effects on tuned percussion instrumentsCreate sound pictures in response to images.Create their own compositions inspired by water.Learn a range of tuned percussion techniques: stepping, glissando, shimmer, rolling and bouncing.Learn to play 2 or 3 parts fluently from <i>Ripples</i>.Take part in an ensemble performance of their compositions and of <i>Ripples</i>. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none">Play and perform in solo and ensemble contexts, using their vice and playing musical instruments with increasing accuracy, fluency, control and expression.Improvise and compose music for a range of purposes using interrelated dimensions of music.Listen with attention to detail and recall sounds with increasing aural memory.Use and understand staff and other musical notations.	<p><i>Ukulele- Fly with the stars</i> based on a verse/chorus structure using A minor and C major chords in an electronic dance style</p> <p>Genre: combines elements of house music, techno, drum and bass, dubstep and trance.</p> <p>Musical Focus: Notes A, E and C, chords A minor and C major, up and down strum, picking notes, mi-re-do, improvise, question-and-answer, phrase, durations used for strumming: semibreve, minim, crotchets and quavers.</p> <p>Progression Snapshot 2 Objectives:</p> <ul style="list-style-type: none">Play a part on a ukulele as part of a whole-class performanceImprovise (‘doodle’) on-the-spot phrases using mi-re-do (m-r-d0) over a one-chord grooveListen and copy back stepwise phrases using	<p><i>Play Recorder- Unit 2 – Monsters, Monsters!</i> Musical Focus: Recorder technique (holding, blowing ‘doo’, sweet recorder tone), articulation (slurs, staccato, semiquavers), notes (<u>B A G - high C - high D - low E</u>), playing fluency, duration (crotchets, quavers, semiquavers, dotted minim), soundscapes, extended techniques, graphic notation, the recorder family and related listening.</p> <p>Progression Snapshot 3 Objectives:</p> <ul style="list-style-type: none">Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation.Learn how to play the notes B, A, G, C, D, and low E on the recorder.Explore expression on the recorder by using two types of articulation (tonguing), smooth (legato) and short (staccato) sounds.Learn to play at least two section sin Monsters, monsters!Play as part of an ensemble, in smaller and larger groups, including singing and playing.Sing the Monsters, monsters! song from memory, expressing the meaning of the words through actions and gestures.Create and explore new sounds on the recorder (extended techniques) to represent different kinds of monster characters.Use graphic notation to organise monster character sounds into a compositional structure. <p>National Curriculum for KS2 Music:</p>	

	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians. Develop and understanding of the history of music. <p>Model Music Curriculum Year 4:</p> <ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Improvise on a limited range of pitches of the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). 	<ul style="list-style-type: none"> 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. <p>Model Music Curriculum Year 4:</p> <ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo) Develop a knowledge and understanding of the stories, origins, traditions, history and social context of music they are listening to, singing and playing Listen to recorded performances Improvise on a limited range of pitched on the instrument they are learning, making use of musical features including smooth (legato) and detached (staccato) Begin to make compositions decisions about the overall structure of improvisations and continue this process in compositional tasks Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work Develop facility in the basic skills of a selected musical instrument over a sustained period of learning time Play and perform melodies following staff notation using a small range (e.g. middle C-G/ do-so) as a whole-class or in a small group Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole-class teaching. Identify static and moving parts. Copy short melodic phrases including those using pentatonic scale (e.g. C D E G A) Introduce and understand the differences between minims, crochets, paired quavers and rests Read and perform pitch notation within a defined range (e.g. C-G/ do-so) 	<p>mi-re-do (m-r-d) and correctly recognise phrases from notation, showing different arrangements of m-r-d</p> <p>Compose rising and falling question-and-answer phrases using m-r-d.</p> <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Pupils improvise and compose music for a range of purposes using inter-related dimensions of music Pupils listen with attention to detail and recall sounds with increasing aural memory. Pupils use and understand staff and other musical notations Pupils appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <p>Model Music Curriculum Year 4:</p>	<ul style="list-style-type: none"> 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. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 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. <p>Model Music Curriculum Year 4:</p> <ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances. Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks. Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g. Middle CG/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
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				<ul style="list-style-type: none"> Singing a wide range of unisons songs of varying styles and structures with a pitch range of do-so, tunelessly and with expression Performations confidentially and in time to a range of action songs Develop knowledge and understanding of the stories, origins, traditions, history and social context of music they are listening to, singing and performing. Experience live music making in and out of school. 	
<p>Year 5</p> <p>Musicians:</p>  <p>Nathan Evans – Wellerman (ATM 1)</p>  <p>Jack Johnson (SUM 1)</p> <p>Genre: Folk song 'Sea Shanty' (ATM 1)</p>	<p>What shall we do with the drunken sailor?</p> <p>Genre: Folk song 'Sea Shanty'</p> <p>Musician: Nathan Evans - Wellerman</p> <p>Musical Focus: Sea shanties, beat, rhythm, chords, bass, dot notation</p> <p>Progression snapshot 1</p> <p>Objectives:</p> <ul style="list-style-type: none"> Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm girds. Sing a sea shanty expressively, with accurate pitch and a strong beat. Play bass notes, chords, or rhythms to accompany singing. Sing in unison while playing an instrumental beat (untuned). Keep a beat playing a 'cup' game. 	<p>Madina tun Nabi</p> <p>Modern Nasheed (Islamic song)</p> <p>Genre: Traditional- Asia-Nasheed</p> <p>Musical Focus: Beat, rhythm, baseline and riffs.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Improvise freely over a drone. Sing a song in tow parts with expressions and an understanding of its origins. Sing a round and accompany themselves with a beat. Play a drone and chords to accompany singing. Listen and copy back simple rhythmic and melodic patterns. <p>National Curriculum for KS2 Music:</p>	<p>Percussion-Rosewood gratitude</p> <p>Genre: Afrobeats- Balafon (music of West Africa).</p> <p>Musical Focus: 'Son' clave rhythm, tuned percussion techniques (stepping, bounce, R/L hand-to-hand sticking), creating an arrangement, balafon music from West Africa, griot tradition</p> <p>Progression snapshot 2</p> <p>Objectives:</p> <ul style="list-style-type: none"> Creating their own arrangement of <i>Rosewood gratitude</i> Recognise patterns from <i>Rosewood gratitude</i> written in staff notation Play three patterns from <i>Rosewood</i> 	<p>Ukulele- Fly with the stars based on a verse/chorus structure using A minor and C major chords in an electronic dance style</p> <p>Genre: combines elements of house music, techno, drum and bass, dubstep and trance.</p> <p>Musical Focus: Notes A, E and C, chords A minor and C major, up and down strum, picking notes, mi-re-do, improvise, question-and-answer, phrase, durations used for strumming: semibreve, minim, crotchets and quavers.</p> <p>Progression Snapshot 2</p> <p>Objectives:</p> <ul style="list-style-type: none"> Play a part on a ukulele as part of a whole-class performance 	<p>Play Recorder- Unit 2 – Monsters, Monsters!</p> <p>Musical Focus: Recorder technique (holding, blowing 'doo', sweet recorder tone), articulation (slurs, staccato, semiquavers), notes (B A G - high C - high D - low E), playing fluency, duration (crotchets, quavers, semiquavers, dotted minim), soundscapes, extended techniques, graphic notation, the recorder family and related listening.</p> <p>Progression Snapshot 3</p> <p>Objectives:</p> <ul style="list-style-type: none"> Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation. Learn how to play the notes B, A, G, C, D, and low E on the recorder. Explore expression on the recorder by using two types of articulation (tonguing), smooth (legato) and short (staccato) sounds. Learn to play at least two section sin Monsters, monsters! Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing the Monsters, monsters! song from memory, expressing the meaning of the words through actions and gestures.

<p>Nasheed- Traditional – Asia (ATM 2)</p> <p>Afrobeats- Balafon (SPR 1)</p> <p>Pop (SUM 1)</p>	<ul style="list-style-type: none"> • Talk about the purpose of sea shanties and describe some of the features using music vocabulary. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> • 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. • Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. • 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. <p>Model Music Curriculum Year 5:</p> <ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Listen to recorded performances. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. 	<ul style="list-style-type: none"> • 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. • 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. <p>Model Music Curriculum Year 5:</p> <ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Develop a knowledge and understanding of the stories, origins, 	<p><i>gratitude</i> fluently and by ear</p> <ul style="list-style-type: none"> • Take part in an ensemble performance of <i>rosewood gratitude</i> • Develop understanding of music written for the balafon <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> • Pupils 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 interrelated dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other notations • 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. • Model Music Curriculum <p>Model Music Curriculum Year 5:</p>	<ul style="list-style-type: none"> • Improvise ('doodle') on-the-spot phrases using mi-re-do (m-r-d0) over a one-chord groove • Listen and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from not notation, showing different arrangements of m-r-d • Compose rising and falling question-and-answer phrases using m-r-d. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Pupils improvise and compose music for a range of purposes using inter-related dimensions of music • Pupils listen with attention to detail and recall sounds with increasing aural memory. • Pupils use and understand staff and other musical notations • Pupils appreciate and understand a wide range of high-quality live and recorded 	<ul style="list-style-type: none"> • Create and explore new sounds on the recorder (extended techniques) to represent different kinds of monster characters. • Use graphic notation to organise monster character sounds into a compositional structure. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none"> • 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. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • 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. <p>Model Music Curriculum Year 4:</p> <ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. • Listen to recorded performances. • Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range (e.g. Middle CG/do-so) as a whole-class or in small groups.
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	<ul style="list-style-type: none"> Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. 	<p>traditions, history, and social context of music they are listening to, singing, and playing.</p> <ul style="list-style-type: none"> Listen to recorded performances. Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. 	<ul style="list-style-type: none"> Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Play melodies on tuned percussion, melodic instruments or keyboard, following staff notation written on one stave and using notes within the middle C-C/do-do range. Initially whole-class and then progressing to duets and solo performances. Understand how triads are formed, and play them on tuned percussion instruments to form mixed ensembles. Develop the skill by playing by ear on tuned instruments, copying longer phrases and familiar melodies. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Read and perform pitch notations within an octave (e.g C-C' do-do) Read and play short rhythmic phrases at sight from prepared cards, using conventions symbols for 	<p>music drawn from different traditions and from great composers and musicians.</p> <p>Model Music Curriculum Year 4:</p> <ul style="list-style-type: none"> Singing a wide range of unisons songs of varying styles and structures with a pitch range of do-so, tunelessly and with expression Perform ations confidentially and in time to a range of action songs Develop knowledge and understanding of the stories, origins, traditions, history and social context of music they are listening to, singing and performing. <p>Experience live music making in and out of school.</p>	<ul style="list-style-type: none"> Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
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			known rhythms and note durations.			
<p>Year 6</p> <p>Musician: Alton Glenn Miller (ATM 1)</p>  <p>The Real Thing (ATM 2)</p>  <p>The Lumineers (SUM 2)</p> <p>Genre: Jazz/Swing (ATM 1) Soul music (ATM 2) Afro-Caribbean (SPR1)</p> <p>Folk-Rock (SPR2)</p> <p>Indian Music -Indian music -Bhairavi raag (an early morning Raag) (SUM1)</p> <p>Indie- Folk (SUM 2)</p>	<p>Hey, Mr Miller Genre: Jazz/Swing Musician: Alton Glenn Miller Musical Focus: Timbre, beat, pitch contour, swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation).</p> <p>Progression snapshot 1 Objectives:</p> <ul style="list-style-type: none">• Compose a syncopated melody using the notes of the C major scale.• Sing a syncopated melody accurately and in tune.• Sing and play a class arrangement of the song with a good sense of ensemble.• Listen to historical recordings of big band swing and describe features of the music using music vocabulary <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none">• 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.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand staff and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and	<p>You to me are everything Musicians: The Real Thing Genre: Soul Music Musical Focus:</p> <p>Objectives:</p> <ul style="list-style-type: none">• Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.• Learn some simple choreography to accompany a disco song.• Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none">• Model Music Curriculum Year 6: <p>Twinkl Variation Musicians: The Real Thing Genre: Soul Music Musical Focus: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.</p> <p>Objectives:</p> <ul style="list-style-type: none">• Create variations using a wide variety of composing techniques.• Improvise on top of a repeating bassline.• Decipher a graphic score.	<p>Percussion- Calypso saley levé Genre:Afro-Caribbean Musical Focus: Calypso clave rhythm, hand drumming, hand-to-hand sticking, tuned playing within I-IV-I-V chord structure, ensemble performance, learning to play by ear.</p> <p>Progression snapshot 2</p> <p>Objectives:</p> <ul style="list-style-type: none">• Improvise melodic phrases using G major pentatonic (G-A-B-D-E)• Hold beaters and instruments correctly, achieving a good tone from the instruments• Play the calypso clave rhyth on a hand drum using both hands• Play the 'break' ('Carnival! Hey! Calypso go!') rhythm in tight unison• Be able to play two or ore tuned parts in a whole-class performance of <i>Calypso saley levé</i> <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none">• 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	<p>Ukulele- The doot doot song Genre: Pop Musician: <i>Jack Johnson</i> Beginning with just two notes – <u>the notes C and A</u>. <i>The doot doot song</i> is based on a verse/middle 8/chorus <u>structure using C major, A minor, and F major chords</u>.</p> <p>Musical Focus: Practise holding and strumming the ukulele, <u>chords A minor, F and C major, notes A, E, F and C</u>, strumming (down strum, up strum), beat, improvise, durations: semibreve, minim, crotchet and quavers, off beat, song structure (intro, verse, chorus, middle 8), call and-response, acoustic pop</p> <p>Objectives:</p> <ul style="list-style-type: none">• Listen and identify similarities and differences between acoustic guitar styles.• Sing swung rhythms lightly and accurately.• Compose/improvise ('doodle') with voices and ukulele over a single chord/chord pattern• Play a part on ukulele as part of a whole-class performance. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none">• Pupils play and perform in solo and ensemble contexts,	<p>Ame sau vala tara bal Genre: Indian Music - bhairavi raag (an early morning Raag) Musical Focus: Bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical)</p> <p>Progression snapshot 3 Objectives:</p> <ul style="list-style-type: none">• Create a rhythmic piece for drums and percussion instruments.• Sing the chorus of Throw, catch in three-part harmony with dancing.• Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.• Demonstration coordination and keeping a steady beat by dancing to bhangra music. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<p>Nobody knows Musician: The Lumineers Genre: Indie-Folk Musical Focus: Songwriting, melody, lyrics, chords, expression.</p> <p>Objectives:</p> <ul style="list-style-type: none">• In groups, compose a short song on the theme of leavers.• Create an arrangement of a song considering the texture and structure.• Perform expressively as part of a group and make a recording of their songs. <p>National Curriculum for KS2 Music:</p> <ul style="list-style-type: none">• 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.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand staff and other musical notations.• Appreciate and understand a wide range of high-quality

	<p>from great composers and musicians.</p> <ul style="list-style-type: none"> Develop an understanding of the history of music. <p>Model Music Curriculum Year 6:</p> <ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group (i.e. no longer in discrete parts) to develop greater listening skills, balance between parts, and vocal independence. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline. 	<ul style="list-style-type: none"> Play Twinkle, twinkle, little star. 	<p>inter-related dimensions of music.</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 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. <p>Model Music Curriculum Year 6:</p> <ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Extend improvised melodies beyond 8 beats over a fixed groove, creating 	<p>using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music. Pupils listen with attention to detail and recall sounds with increasing aural memory. Pupils use and understand staff and other musical notations. Pupils appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians. Pupils develop an understanding of the history of music. <p>Model Music Curriculum Year 5:</p> <ul style="list-style-type: none"> Sing rounds and partner songs in different time signatures (2, 3, and 4 time) and begin to sing repertoire with small and large leaps, as well as a simple second part to introduce vocal harmony. Develop a knowledge and understanding of 	<ul style="list-style-type: none"> 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. Use and understand staff and other musical notations. 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. <p>Model Music Curriculum Year 6:</p> <ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. Continue to sing three- and four-part rounds or 	<p>live and recorded music drawn from different traditions, and from great composers and musicians.</p> <p>Model Music Curriculum Year 6:</p> <ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. Listen to recorded performances. Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Enhance improvised/composed melodies with rhythmic or chordal accompaniment. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if
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			<p>satisfying melodic shape.</p> <ul style="list-style-type: none"> Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline. 	<p>the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <ul style="list-style-type: none"> Listen to recorded performances. Experience live music making in and out of school. 	<p>partner sounds, and experiment with positioning singers randomly within the group (i.e. no longer in discrete parts) in order to develop greater listening skills, balance between parts, and vocal independence.</p> <ul style="list-style-type: none"> Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline. 	<p>instrumental, could be chords or a single-note bassline.</p>
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