

Heron Hill Primary School Music Curriculum by Year Group, with Progression Statements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MUSIC 						

Listening – repertoire in context	<ul style="list-style-type: none"> • Responding to what they have heard, expressing their thoughts and feelings. • Talking about music they have listened to or created.
Musicianship/ performance Instrumental skills	<ul style="list-style-type: none"> • Performing in front of a known group. • Exploring a wide range of age-appropriate musical instruments which they can select themselves e.g. shakers. • Play instruments with increasing control to express their feelings and ideas. • Making their own musical instruments • Music-making with a growing number of different instruments. • Naming simple instruments. • Using simple music making and recording equipment.
Musicianship/ performance Rhythmic and melodic skills	<ul style="list-style-type: none"> • Adding simple moves to music but not in time with the beat necessarily. • Moving to a beat and keeping time.
Composition and improvisation	<ul style="list-style-type: none"> • Creating their own songs, or improvising a song around one they know. • Exploring and making sounds with their bodies and with their voices. • Exploring and engaging in music making.
Suggested Listening repertoire	<ul style="list-style-type: none"> • Listen and respond to a range of music as needed for topic links; include a selection from western, popular and traditional genres, as appropriate

MUSIC Year 1	AUTUMN FOCUS: Musical Effects and Moods	SPRING FOCUS: Pattern and Rhythm	SUMMER FOCUS: Pitch and Melody
Musical focus:	Exploring Sounds	Exploring Pulse and Rhythm	Exploring Pitch (inc creating pitched sounds in nature)
Key Instruments	Tuned & untuned percussion	Drums	Chime bars and glockenspiels
Steps	Exploring how sounds can be changed	Exploring pulse through songs and movement	Recognising changes in pitch and copying simple pitch patterns
	Exploring the timbre of instruments and voices	Controlling pulse using voices and instruments	Performing simple melodic patterns using voices & pitched instruments
	Sequencing sounds to tell stories and create effects	Exploring the difference between pulse and rhythm	Representing pitch
	Using graphic notation to represent sounds	Copying and creating rhythmic patterns	Creating music for a performance
Singing	<ul style="list-style-type: none"> Sing in a group, increasingly matching the pitch and following the melody Learn rhymes, poems and songs. Sing favourite songs in their entirety to themselves and others. Perform to a known audience 		
Listening – aural skills	<ul style="list-style-type: none"> Copy a short rhythmic pattern Listen to, identify and recall a melodic pattern of 3 to 5 notes 		
Musicianship/ performance Instrumental skills	Untuned Percussion: <ul style="list-style-type: none"> Play simple untuned percussion instruments using correct techniques Glockenspiel/chimes: <ul style="list-style-type: none"> Play 2-note melodies using graphic representation of high and low 		
Musicianship/ performance Rhythmic and melodic skills	<ul style="list-style-type: none"> Maintain a part in an ensemble Move to a steady beat in 4/4 time Perform short rhythmic patterns 		
Composition and improvisation	<ul style="list-style-type: none"> Improvise simple vocal chants, using question and answer phrases Create musical sound effects and short sequences of sounds in response to stimuli, and combine to make a story Understand the difference between creating a rhythm pattern and a pitch pattern. Notate their own sound sequences using symbols 		
Musical notation Y1	Read and write: <ul style="list-style-type: none"> Rhythm: Crotchets Pitch: high/low graphic notation 		
Listening – repertoire in context	<ul style="list-style-type: none"> Listen with concentration to live and recorded music Begin to understand that there are different genres of music Respond to music that they hear using a range of activities Talk about their responses		

Key Vocabulary – Y1	<div>General</div> <div>Stop/start</div> <div>Silence</div> <div>Listen</div> <div>Hear</div> <div>Clap/pat/tap /stamp</div> <div>Perform Song</div> <div>Pattern</div> <div>Repeat</div>	<div>Rhythm, Metre and Tempo</div> <div>Beat</div> <div>Fast, slow</div> <div>Tempo</div> <div>Faster, slower</div> <div>Pulse/beat</div> <div>Rhythm</div>	<div>Pitch, Melody and Harmony</div> <div>Up/down</div> <div>Pitch</div> <div>High/low</div>	<div>Structure, Form and Texture</div>	<div>Dynamics and Articulation</div> <div>Loud, quiet</div> <div>Dynamics</div> <div>Louder, quieter</div>	<div>Playing Techniques</div> <div>Tap</div> <div>Hit</div> <div>Shake</div>	<div>Names of instruments</div> <div>Names of a variety of untuned percussion instruments</div> <div>Names of variety of untuned percussion, plus some tuned percussion instruments</div>
Suggested listening repertoire – Y1	<div>Western classical & film</div>	<ul style="list-style-type: none">• Rondo alla Turca - Mozart (Classical)• Mars from The Planets - Holst (20th Century)• 2nd movement from Surprise Symphony No. 94 in G major – Haydn (Classical)• Flight of the Bumblebee - Rimsky-Korsakov (Romantic)					
	<div>Popular Music</div>	<ul style="list-style-type: none">• Runaway Blues - Ma Rainey (Blues)• Wild Man - Kate Bush (Pop)					
	<div>Musical traditions</div>	<ul style="list-style-type: none">• Samba – Brazil - Fanfarra (Cabua-Le-Le) (Sérgio Mendes /Carlinhos Brown)					

MUSIC Year 2	AUTUMN FOCUS: Musical Effects and Moods	SPRING FOCUS: Pattern and Rhythm	SUMMER FOCUS: Pitch and Melody
Musical focus:	Telling stories with sound	Pulse and rhythmic patterns	Exploring Pitch patterns (inc Kenya link – chants & rhymes)
Key Instruments	Tuned & untuned percussion	Drums / ukuleles	Chime bars and glockenspiels
Links	Christmas music?	La'al Sing?	Kenya link??
Steps	Recognising and exploring musical mood	Performing rhythms and movement to a steady pulse	Identifying and describing changes in pitch
	Choosing sounds to match a character, mood or theme	Copying and creating rhythmic patterns	Copying pitch patterns
	Sequencing and combining sounds to tell stories and create effects	Combining rhythmic patterns	Creating and notating simple melodies
	Creating and performing soundscapes	Representing rhythmic patterns	Performing simple musical accompaniments and preparing for performance
Singing	<ul style="list-style-type: none"> Sing in a group, mostly matching the pitch and following the melody Sing a wider range of songs Perform to a known audience 		
Listening – aural skills	<ul style="list-style-type: none"> Listen to, identify and recall a melodic pattern of several notes Copy a short rhythmic pattern 		
Musicianship/ performance Instrumental skills	<p>Ukulele: Play a 1 or 2 -chord song using open strings, and C (strumming)</p> <p>Glockenspiel/chimes: Play 3-note melodies using graphic representation of high, middle, low</p> <p>Drums: Play djembe with both hands, copying simple crotchet/quaver patterns</p> <p>Untuned Percussion: Play a range of untuned percussion using correct techniques</p>		
Musicianship/ performance Rhythmic and melodic skills	<ul style="list-style-type: none"> Maintain a steady beat in 4/4 time Perform rhythmic patterns to the pulse Notate a short rhythmic pattern using a graphic representation Maintain a part in an ensemble 		
Composition and improvisation	<ul style="list-style-type: none"> Create music in response to a non-musical stimulus Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols and stick notation to keep a record of composed pieces. 		
Musical notation Y2	<p>Read and write:</p> <p>Rhythm: Crotchets, paired quavers, minims</p> <p>Pitch: high/middle/low graphic notation</p>		
Listening – repertoire in context	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music Begin to place different genres of music on a timeline and a map, understanding that each piece of music has its own social history Respond to music that they hear using a range of activities Talk about their responses 		

Key Vocabulary – Y2	General		Rhythm, Metre and Tempo	Pitch, Melody and Harmony	Structure, Form and Texture	Dynamics and Articulation	Playing Techniques	Names of instruments
	Stop/start	Perform	Beat	Up/down	echo	Loud, quiet	Tap	Names of a wider variety of
	Silence	Song	Fast, slow	Pitch	ostinato	Dynamics	Hit	tuned and untuned
	Listen	Pattern	Tempo	High/middle/low	solo	Louder, quieter	Shake	percussion, including
Suggested listening repertoire – Y2	Clap/pat/tap /stamp		Faster, slower				Strum	ukuleles
			Pulse/beat				Pluck / pick	Orchestral instruments:
			Rhythm					Violin
								Flute
	Western classical & film		<ul style="list-style-type: none">• Night Ferry - Anna Clyne (21st Century)• Bolero - Ravel (20th Century)• Arrival of the Queen of Sheba - Handel (Baroque)					
	Popular Music		<ul style="list-style-type: none">• Hound Dog - Elvis Presley (Rock n Roll)• With A Little Help from My Friends - The Beatles (Pop)					
	Musical traditions		<ul style="list-style-type: none">• Gamelan - Indonesia - Baris (Gong Kebyar of Peliatan)					

MUSIC Year 3	AUTUMN FOCUS: Musical Effects and Moods	SPRING FOCUS: Pitch and Melody	SUMMER FOCUS: Pattern and Rhythm
Musical focus:	Painting Pictures with Sound	Playing with Pitch	Building Rhythmic Patterns
Key Instruments	Tuned & untuned percussion	Chime bars and glockenspiels	Drums & ukuleles
Links	BEES – & collaborative painting		
Steps	Identifying the inter-related dimensions of music	Describing and experimenting with pitch	Feeling the pulse and copying rhythmic patterns
	Accompanying songs with suitable timbre and expression	Representing pitch	Exploring call and response
	Creating sounds in response to a stimulus	Exploring the pentatonic scale	Performing a simple rhythmic ostinato
	Compose music to communicate stories and settings	Performing songs with tuned accompaniments	Composing and notating rhythmic patterns
Singing	<ul style="list-style-type: none"> Sing a range of songs, matching the pitch and following the melody Perform to an audience Sing rounds in two parts 		
Listening – aural skills	<ul style="list-style-type: none"> Listen to, identify and recall a short melodic pattern in a song Copy a short rhythmic pattern 		
Musicianship/ performance <i>Instrumental skills</i>	Ukulele: Play a 2-chord song using C, F (strumming) Glockenspiel/chimes Play simple melodies from notation C-E Drums: Play djembe with correct hand positioning and posture, copying longer crotchet/quaver patterns Untuned Percussion: Play a range of untuned percussion using correct techniques		
Musicianship/ performance <i>Rhythmic and melodic skills</i>	<ul style="list-style-type: none"> Maintain a steady beat in 4/4 and 3/4 time Perform rhythmic patterns to the pulse Notate a short rhythmic pattern Notate a short melodic sequence of high, middle, low, using graphic representation Play a drone Maintain a part in an ensemble 		
Musicianship/ Performance <i>ICT skills</i>	Recording Use a recording device to record own composition and play it back		
Composition and improvisation	<ul style="list-style-type: none"> Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/ individual/ instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range Structure musical ideas to create music that has a beginning, middle and end. Compose in response to different stimuli Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values 		
Musical notation Y3	Read and write: <ul style="list-style-type: none"> Rhythm: Crotchets, paired quavers, minims, rests Pitch: do-re (range of a 3rd) 		
Listening – repertoire in context	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music Place Baroque, Classical, Romantic and 20th Century pieces on a musical timeline Begin to link musical genres with place and social context Begin to identify differences between genres eg rock and classical Identify differences between musical traditions from 2 or 3 cultures /countries Creatively respond to music they hear 		

Key Vocabulary – Y3	General Pattern Repeat Call & Response		Rhythm, Metre and Tempo Tempo Faster, slower Pulse/beat Rhythm Downbeat	Pitch, Melody and Harmony Pitch High/middle/low Rising/falling Drone Chord	Structure, Form and Texture echo ostinato solo unison structure question phrase answer phrase verse and chorus	Dynamics and Articulation Dynamics Louder, quieter Forte, piano	Playing Techniques Strum Pluck / pick Timbre	Names of instruments Names of a wider variety of tuned and untuned percussion, including ukuleles Orchestral instruments: Violin Flute Trumpet Sections of the orchestra More orchestral instruments World music – instruments....
	Suggested listening repertoire – Y3		Western classical & film <ul style="list-style-type: none"> • Hallelujah from Messiah - Handel (Baroque) • Night on a Bare Mountain - Mussorgsky (Romantic) • The Sorcerer’s Apprentice – Dukas (Romantic) • Jai Ho from Slumdog Millionaire - A. R. Rahman (21st Century) (in Charanga) 					
	Popular Music		<ul style="list-style-type: none"> • I Got You (I Feel Good) - James Brown (Funk) • Le Freak - Chic (Disco) 					
	Musical traditions		<ul style="list-style-type: none"> • Indian Classical - India Sahela Re (Kishori Amonkar) 					

MUSIC Year 4	AUTUMN FOCUS: Pattern and Rhythm	SPRING FOCUS: Pitch and Melody	SUMMER FOCUS: Musical Effects and Moods
Musical focus:	Rhythm patterns and structures (Kenya Live Link – singing)	Exploring and Notating Melody	Musical contrasts (outdoors: natural materials for instruments)
Key Instruments	Ukuleles	Chime bars and glockenspiels	Tuned & untuned percussion
Links	Kenya Live Link - singing		Dunmail symphony / Y4 Production / Outdoor instruments?
Steps	Copying rhythmic patterns and performing together	Describing and internalising pitch	Exploring instrumental timbre and instrument families
	Exploring notation	Composing and improvising with a given range of notes	Exploring major and minor tonalities
	Sticking to my part	Composing and Notating Melodies	Recognising and responding to musical instructions
	Composing a rhythmic framework	Exploring Song structure and preparing for performance	Composing in a structure
Singing	<ul style="list-style-type: none"> Sing a range of songs, matching the pitch and following the melody Perform to wider audiences Sing rounds in two parts Sing a simple harmony part 		
Listening – aural skills	<ul style="list-style-type: none"> Listen to, identify and recall a short melodic pattern in a song. Copy a longer rhythmic pattern Listen to and identify whether a song is in a major or a minor key. 		
Musicianship/ performance <i>Instrumental skills</i>	Ukulele: Play a 3-chord song using C, F, G (strumming) Glockenspiel/chimes: Play simple melodies from notation C-G Drums: (no djembe lessons in Y4, full term of ukulele) Untuned Percussion: Play a wider range of untuned percussion using correct techniques		
Musicianship/ performance <i>Rhythmic and melodic skills</i>	<ul style="list-style-type: none"> Maintain a steady beat in 4/4 and 3/4 time Perform rhythmic patterns to the pulse Organise rhythmic ideas in a structure Notate a rhythmic pattern Compose and notate a short melodic pattern Play a drone Maintain a part in an ensemble 		
Musicianship/ Performance <i>ICT skills</i>	<ul style="list-style-type: none"> Use a recording device to record own composition and play it back 		
Composition and improvisation	<ul style="list-style-type: none"> Improvise on a limited range of pitches on chime bars/glockenspiels Improvise for several bars, using voices, tuned and untuned percussion and instruments played in whole-class/ group/ individual/ instrumental teaching, inventing short ‘on-the-spot’ responses using a limited range of notes or chords Begin to make compositional decisions about the overall structure of improvisations. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches; sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Composing music to create a specific mood Introduce major and minor chords. 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 notation and technology. 		

Musical notation Y4	Read and write: <ul style="list-style-type: none"> Rhythm: Crotchets, paired quavers, minims, rests, semibreves Pitch: do – so (range of a 5th) 						
Listening – repertoire in context	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music Place Early, Baroque, Classical, Romantic and 20th Century pieces on a musical timeline Link some musical genres with place and social context Identify several pieces of popular music and know their genre Identify differences between musical traditions from several cultures /countries Creatively respond to music they hear 						
Key Vocabulary – Y4	General Pattern Repeat Call & Response Contrast	Rhythm, Metre and Tempo Tempo Faster, slower Pulse/beat Rhythm Downbeat Bar	Pitch, Melody and Harmony Pitch High/middle/low Rising/falling Drone Chord Pentatonic scale Major Minor Melody Harmony	Structure, Form and Texture echo ostinato solo unison structure question phrase answer phrase verse and chorus rounds duet verse and chorus accompaniment	Dynamics and Articulation Dynamics Louder, quieter Forte, piano Crescendo/ decrescendo	Playing Techniques Strum Pluck / pick Timbre Legato (smooth) Staccato (detached)	Names of instruments Names of a wider variety of tuned and untuned percussion, including ukuleles Orchestral instruments: Violin Flute Trumpet Sections of the orchestra More orchestral instruments World music – instruments.... Variety of brass instruments
Suggested listening repertoire – Y4	Western classical & film	<ul style="list-style-type: none"> Symphony No. 5 -Beethoven (Classical) Euchari - Hildegard (Early) For the Beauty of the Earth - Rutter (20th Century) The Young Person’s Guide to the Orchestra – Britten (20th Century) 					
	Popular Music	<ul style="list-style-type: none"> Take the ‘A’ Train - Billy Strayhorn/Duke Ellington Orchestra (Jazz) Wonderwall - Oasis (90s Indie) 					
	Musical traditions	<ul style="list-style-type: none"> Bhangra - Punjab/UK Bhabiye Akh Larr Gayee – (Bhujhangy Group) Calypso - Trinidad Tropical Bird (Trinidad Steel Band) 					

MUSIC Year 5	AUTUMN FOCUS: Pitch and Melody	SPRING FOCUS: Pattern and Rhythm	SUMMER FOCUS: Musical Effects and Moods
Musical focus:	Exploring Melody and Harmony	Exploring rhythmic textures (Kenya Link – drumming?)	Improvisation and jazz
Key Instruments	Chime bars and glockenspiels	Drums & ukuleles	Tuned & untuned percussion
Links	WW2 songs and compositions??	Kenya link?	Big Sing
Steps	Exploring melodic layers	Exploring time signatures and performing together	Developing an understanding of the inter-related musical dimensions and musical vocabulary
	Exploring scales, intervals and chords	Performing rhythms expressively	Improvising musical patterns
	Creating and playing harmonic accompaniments (drones, chords, basslines)	Exploring rhythmic texture	Exploring jazz
	Combining lyrics, melody and harmony	Creating and notating musical texture	Composing and notating music inspired by lyrics and poetry
Singing	<ul style="list-style-type: none"> Sing a broad range of songs, with musical delivery Perform to wider audiences Sing rounds in three or four parts Sing a harmony part 		
Listening – aural skills	<ul style="list-style-type: none"> Listen to, identify and recall a short melodic pattern in a song. Copy a longer rhythmic pattern Listen to and identify the structure of a song. Listen to and identify whether a song is in a major or a minor key. 		
Musicianship/ performance <i>Instrumental skills</i>	<p>Ukulele: Play a 3-chord song using C, F, G/G7 (strumming)</p> <p>Glockenspiel/chimes/keyboards Play simple melodies from notation C-C' Play major triad chords: C, F, G</p> <p>Drums: Play djembe with correct hand positioning and posture, with clear contrast between high and low sounds, maintaining more complex patterns and combining 2 patterns in a piece</p> <p>Untuned Percussion: Play a wide range of untuned percussion using correct techniques</p>		
Musicianship/ performance <i>Rhythmic and melodic skills</i>	<ul style="list-style-type: none"> Maintain a steady beat in 4/4, 3/4 and 2/4 time Perform rhythmic patterns to the pulse Organise rhythmic ideas in a structure Notate a rhythmic composition Compose and notate a short melodic sequence Play a simple chord progression Maintain a part in an ensemble 		
Musicianship/ Performance <i>ICT skills</i>	<ul style="list-style-type: none"> Use Audacity to record and edit a composition comprising 2 or more layers of sound 		
Composition and improvisation	<ul style="list-style-type: none"> Improvise freely over a drone, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat Experiment with using a wider range of dynamics Compose melodies made from pairs of phrases in either C major or A minor on chimes / glockenspiels. Enhance their composed melodies with rhythmic or chordal accompaniment. Use chords to compose music to evoke a specific atmosphere, mood or environment, or to accompany a silent film or to set a scene in a play / book. Capture and record creative ideas using notation and technology. 		

Musical notation Y5	Read and write: <ul style="list-style-type: none"> Rhythm: Crotchets, paired quavers, minims, semibreves, rests Pitch: do – do’ (range of 1 octave) 						
Listening – repertoire in context	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music Place Early, Baroque, Classical, Romantic and 20th Century and Contemporary pieces on a musical timeline Link more musical genres with place and social context Know the characteristics of a range of popular music genres Identify differences between musical traditions from several cultures /countries Creatively respond to music they hear 						
Key Vocabulary – Y5	General Pattern Repeat Call & Response Contrast	Rhythm, Metre and Tempo Tempo Faster, slower Pulse/beat Rhythm Downbeat Bar Metre Simple time	Pitch, Melody and Harmony Pitch High/middle/low Rising/falling Drone Chord Pentatonic scale Major Minor Melody Harmony Key Static, moving	Structure, Form and Texture Echo Ostinato Solo Unison Structure Question phrase Answer phrase Verse and chorus Rounds Duet Verse and chorus Accompaniment Music with multiple sections	Dynamics and Articulation Dynamics Louder, quieter Forte, piano Crescendo/ decrescendo Fortissimo (very loud) Pianissimo (very quiet) Mezzo forte (moderately loud) Mezzo piano (moderately quiet)	Playing Techniques Strum Pluck / pick Timbre Legato (smooth) Staccato (detached)	Names of instruments Names of a wider variety of tuned and untuned percussion, including ukuleles Orchestral instruments: Violin Flute Trumpet Sections of the orchestra More orchestral instruments World music – instruments.... Variety of brass instruments Instruments of jazz ensemble
Suggested listening repertoire – Y5	Western classical & film	<ul style="list-style-type: none"> English Folk Song Suite - Vaughan Williams (20th Century) Symphonic Variations on an African Air Coleridge-Taylor (20th Century) This Little Babe from Ceremony of Carols - Britten (20th Century) La Mer – Debussy (20th Century) 					
	Popular Music	<ul style="list-style-type: none"> Play Dead - Björk (90s Singer /Songwriter) Smalltown Boy - Bronski Beat (80s Synth/Pop) 					
	Musical traditions	<ul style="list-style-type: none"> Drumming - Nigeria Jin-Go-La-Ba (Drums of Passion) (Babatunde Olatunji) Choral - South Africa Inkanyezi Nezazi (Ladysmith Black Mambazo) 					

MUSIC Year 6	AUTUMN FOCUS: Musical Effects and Moods	SPRING FOCUS: Pattern and Rhythm	SUMMER FOCUS: Pitch and Melody
Musical focus:	Mood Music: Creating Atmosphere (Outdoor inspiration)	Performing polyrhythms	Combining lyrics, melody and harmony
Key Instruments	Tuned & untuned percussion	Drums and ukuleles	Chime bars and glockenspiels
Links	Outdoor inspired composition		Y6 Leavers' Songs & song compositions
Steps	Improvising and exploring vocal and instrumental effects	Exploring time signatures and performing together	Investigating song ingredients
	Using harmony to create moods and atmosphere	Performing rhythms expressively – solo and in small groups	Exploring scales and sequences
	Exploring musical styles and performance skills	Performing polyrhythms with expression	Playing and creating chord sequences and basslines
	Composing and performing music to create moods and atmosphere	Organising rhythmic ideas in a structure	Composing and performing music for an occasion
Singing	<ul style="list-style-type: none"> Sing a broad range of songs, with musical delivery Perform to wider audiences Sing rounds in three or four parts Sing a harmony part 		
Listening – aural skills	<ul style="list-style-type: none"> Listen to, identify and recall a longer melodic pattern in a song. Copy a longer rhythmic pattern Listen to and identify intervals of an octave and a 5th. Listen to and identify the structure of a song. Listen to and identify whether a song is in a major or a minor key. 		
Musicianship/ performance <i>Instrumental skills</i>	<p>Ukulele: Play a 3-chord song using C, F, G/G7 (strumming); combine with picking technique for some chords</p> <p>Glockenspiel/chimes/keyboard Play simple melodies from notation C-C' Play major and minor triad chords: C, F, G, Am, Dm, Em</p> <p>Drums: Play djembe with correct hand positioning and posture, with clear contrast between high and low sounds, maintaining and combining several more complex rhythmic patterns</p> <p>Untuned Percussion: Play a wide range of untuned percussion using correct techniques</p>		
Musicianship/ performance <i>Rhythmic and melodic skills</i>	<ul style="list-style-type: none"> Maintain a steady beat in 6/8 time as well as 4/4, 3/4 and 2/4 Perform rhythmic patterns to the pulse Organise rhythmic ideas in a structure Notate a rhythmic composition Compose and notate a short melodic sequence Play a simple chord progression Maintain a part in an ensemble 		
Musicianship/ Performance <i>ICT skills</i>	<p>Composition</p> <ul style="list-style-type: none"> Use Audacity to record and edit a composition comprising 2 or more layers of sound 		
Composition and improvisation	<ul style="list-style-type: none"> 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. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on chimes and glockenspiels, and notate. Enhance with rhythmic or chordal accompaniment. 		

Musical notation	Read and write: <ul style="list-style-type: none">• Rhythm: Crotchets, paired quavers, minims, semibreves, rests• Pitch: do – do’ (range of 1 octave)						
Listening – repertoire in context	<ul style="list-style-type: none">• Listen with concentration to a range of high-quality live and recorded music• Be familiar with the broad timeline of western musical history, and be able to place several pieces of recorded music on the timeline: Early Music – Renaissance – Baroque – Classical – Romantic – Early 20th Century – Mid 20th Century – Contemporary• Link a range of musical genres with place and social context• Be able to identify several pieces of recorded music (classical, popular and from different traditions) and their characteristics.• Creatively respond to music they hear						
Key Vocabulary – Y6	General Pattern Repeat Call & Response Contrast	Rhythm, Metre and Tempo Tempo Faster, slower Pulse/beat Rhythm Downbeat Bar Metre Simple time Compound time Syncopation	Pitch, Melody and Harmony Pitch High/middle/low Rising/falling Drone Chord Pentatonic scale Major Minor Melody Harmony Key Static, moving	Structure, Form and Texture Echo Ostinato Solo Unison Structure Question phrase Answer phrase Verse and chorus Rounds Duet Accompaniment Music with multiple sections Ternary form Music in 3 or 4 parts	Dynamics and Articulation Dynamics Louder, quieter Forte, piano Crescendo/ decrescendo Fortissimo (very loud) Pianissimo (very quiet) Mezzo forte (moderately loud) Mezzo piano (moderately quiet)	Playing Techniques Strum Pluck / pick Timbre Legato (smooth) Staccato (detached)	Names of instruments Names of a wider variety of tuned and untuned percussion, including ukuleles Orchestral instruments: Violin Flute Trumpet Sections of the orchestra More orchestral instruments World music – instruments.... Variety of brass instruments Instruments of jazz ensemble Wider variety of instruments from different periods and cultures
Suggested listening repertoire – Y6	Western classical & film	<ul style="list-style-type: none">• 1812 Overture -Tchaikovsky (Romantic)• Connect It - Anna Meredith (21st Century)• 3rd movement from Horn Concerto No. 4 - Mozart (Classical)					
	Popular Music	<ul style="list-style-type: none">• Say My Name - Destiny’s Child (90s RnB)• Somebody to Love – Queen (Rock)					
	Musical traditions	<ul style="list-style-type: none">• Folk - Middle East Sprinting Gazelle (Reem Kelani)• Folk - England Sea Shanties (Various)• Folk - Poland Mazurkas Op. 24 Chopin• Tango - Argentina Libertango (Piazzolla)					

Coverage of National Curriculum Learning Objectives:

Strands of Learning will weave through all music lessons and beyond

Singing

KS1: use their voices expressively and creatively by singing songs and speaking chants and rhymes

KS2: Sing with increasing confidence and control

Listening

KS1: Listen with concentration and understanding to a range of high-quality live and recorded music

KS2: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

KS2: develop an understanding of the history of music.

KS2: listen with attention to detail and recall sounds with increasing aural memory

Composition

KS1: experiment with, create, select and combine sounds using the inter-related dimensions of music

KS1: play tuned and untuned instruments musically

KS2: play musical instruments with increasing accuracy, fluency, control and expression

KS2: improvise and compose music for a range of purposes using the inter-related dimensions of music

KS2: use and understand staff and other musical notations

Musicianship (KS1) / Performing (KS2)

KS2: perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Performances to a larger audience:

- EYFS – Christmas Nativity
- KS1: Christmas Nativity Musical
- KS2: Christmas Carol Service / Year 4 production / Year 6 Leavers’ Assembly
- Choir: Christmas carol singing (in care home / in town / in church) / Spring Concert