



Music Curriculum

Broughton Fields Primary School

Intent

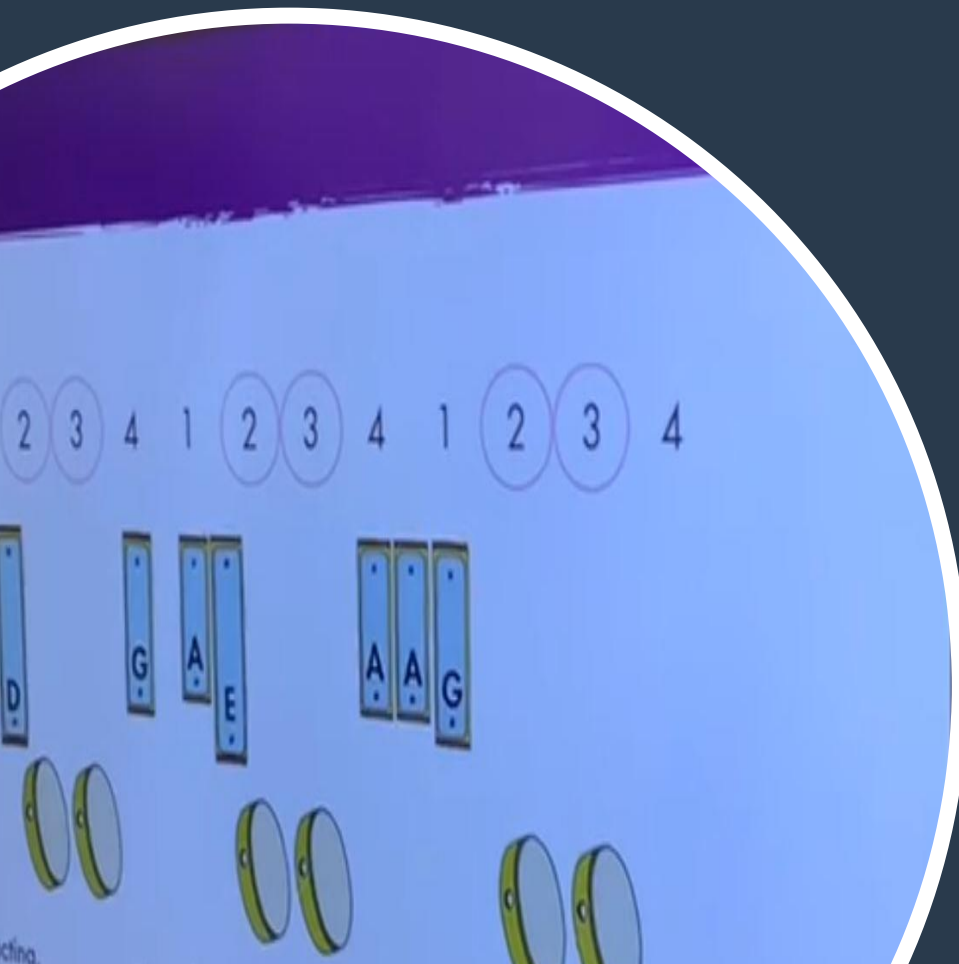
At Broughton Fields, we believe that music is a unique way of communicating which can inspire and motivate children. It is a vehicle for personal expression and plays an important role in the personal development of each child. Music reflects culture and society and so the teaching and learning of music enables children to have a better understanding of the world they live in and can give them a sense of community.

It is our intention that children should be performers, listeners, reviewers and evaluators of music. They should be taught to sing, given opportunities to create and compose music and understand how music is created, produced and communicated. Our children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

We use Music Express to deliver the curriculum. The scheme is written by leading experts in primary music education and includes “quality and engaging music lessons with careful progression built in, from Early Years to Age 11.” It is flexible and includes a range of resources, which offer support to teachers who are non-specialists. The units can be taught in any order and ensure consistent musical development.



“Music reflects culture and society and so the teaching and learning of music enables children to have a better understanding of the world they live in and can give them a sense of community.”





Leader: Kat Hackett

Documents showing progression, knowledge and skills are shown below.



Broughton Fields Primary School – Whole School Music Progression

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Singing | <p>Sing in the pitch of a tone sung by another person (copy pitch as well as words). Sing in the melodic shape – moving melody up and down or down and up, within a familiar song. Remember and sing entire songs.</p> <p>Vocabulary: sing, soft, loud, quiet, high, low.</p> | <p>Sing a song with contrasting high and low melodies (Unit 3) Control vocal dynamics, duration and timbre (Unit 4) Sing a song together as a group (Unit 7) Combine voices and movement to perform a chant and a song (Unit 11) Use voices to create descriptive sounds (Unit 12)</p> | <p>Chant and sing in two parts while playing a steady beat (Unit 4) Sing with expression, paying attention to the pitch shape of the melody (Unit 8) Understand pitch through singing, movement, and note names (Unit 11) Prepare and improve a performance using movement, voice and percussion (Unit 12)</p> | <p>Sing in two-part harmony (Unit 1) Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8) Sing in two parts (two different melodies) with movements and percussion (Unit 9) Perform a round in three parts (Unit 11)</p> | <p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1) Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3) Learn to sing partner songs (Unit 3) Sing a call and response song in a minor key in two groups (Unit 8) Sing a song with three simple independent parts (Unit 10) Combine singing, playing and dancing in a performance (Unit 11)</p> | <p>Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1) Develop techniques of performing rap using texture and rhythm (Unit 2) Sing and play scales and chromatic melodies accurately (Unit 4) Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5) Sing a song in unison and three-part harmony (Unit 6) Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6)</p> | <p>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1) Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1) Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2) Learn to sing major and minor note patterns accurately (Unit 2) Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2) Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4) Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5) Perform complex song rhythms confidently (Unit 6) Change vocal tone to reflect mood and style (Unit 6)</p> |

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| Playing Instruments | <p>Explore a range of simple percussion instruments and choose instruments suitable for a specific purpose e.g. to represent a specific experience or sound. Replicate, keep and hold a simple beat. Use instruments to express their feelings.</p> <p>Vocabulary: Beat</p> | <p>Identify and keep a steady beat using instruments (Unit 2) Explore and control dynamics, duration, and timbre with instruments (Unit 4) Play percussion instruments at different speeds (tempi) (Unit 5) Play and control changes in tempo (Unit 5) Explore sounds on instruments and find different ways to vary their sound (Unit 8) Use instruments to create descriptive sounds (Unit 12) Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p> | <p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4) Play pitch lines on tuned percussion (Unit 5) Accompany a song with vocal, body percussion and instrumenta ostinati (Unit 8) Use instruments expressively in response to visual stimuli (Unit 12)</p> | <p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1) Perform a pentatonic song with tuned and untuned accompaniment (Unit 5) Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6) Perform rhythmic ostinati individually and in combination (Unit 6) Understand and use pitch notations (Unit 7) Read simple rhythm notation (Unit 7) Create and perform from a symbol score (Unit 8) Read graphic notation to play a melody on tuned instruments (Unit 10)</p> | <p>Combine four body percussion ostinati as a song accompaniment (Unit 5) Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6) Play and sing repeated patterns (ostinati) from staff notation (Unit 10) Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p> | <p>Read a melody in staff notation (Unit 3) Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5) Perform music together in synchronisation with a short movie (Unit 5) Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6) Control short, loud sounds on a variety of instruments (Unit 6)</p> | <p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1) Play a chordal accompaniment to a piece (Unit 3) Follow and interpret a complex graphic score for four instruments (Unit 3) Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)</p> |
| Improvising/exploring | <p>Uses voices and simple percussion alongside other activities and role play e.g. role play building a car and use voices/instruments to replicate the sound of the engine.</p> <p>Vocabulary: soft, loud, quiet</p> | <p>Improvise descriptive music (Unit 4) Respond to music through movement (Unit 4) Create a soundscape using instruments (Unit 7) Explore different sound sources and materials (Unit 7) Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> | <p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3) Combine sounds to create a musical effect in response to visual stimuli (Unit 7) Explore voices to create descriptive musical effects (Unit 7) Explore different ways to organise music (Unit 10)</p> | <p>Improvise descriptive music (Unit 4) Improvise to an ostinato accompaniment (Unit 6) Explore simple accompaniments using beat and rhythm patterns (Unit 12)</p> | <p>Improvise in response to visual stimuli, with a focus on timbre (Unit 4) Explore household items as instruments and match rhythms with appropriate soundmakers (Unit 4) Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5) Explore layers and layering using a graphic score (Unit 7) Understand syncopation and clap improvised off-beat rhythms (Unit 10)</p> | <p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1) Learn about jazz scat singing and devise scat sounds (Unit 1) Play and improvise using the whole tone scale (Unit 2) Create musical effects using contrasting pitch (Unit 3) Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5) Learn about and explore techniques</p> | <p>Devise, combine and structure rhythms through dance (Unit 1) Improvise descriptive music on instruments and other soundmakers (Unit 4)</p> |

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| | | | | | | used in movie soundtracks (Unit 5) | |
| Composing | Composes music to accompany a given song or rhyme, considering appropriateness of instruments/sounds to the purpose. | Invent and perform new rhythms to a steady beat (Unit 10) Create, play and combine simple word rhythms (Unit 11) Create a picture in sound (Unit 12) | Compose music to illustrate a story (Unit 9) Perform and create simple three- and four-beat rhythms using a simple score (Unit 10) | Select descriptive sounds to accompany a poem (Unit 1) Choose different timbres to make an accompaniment (Unit 1) Make choices about musical structure (Unit 2) Create and perform from a symbol score (Unit 8) Arrange an accompaniment with attention to balance and musical effect (Unit 11) Use a score and combine sounds to create different musical textures (Unit 12) | Compose an introduction for a song (Unit 2) Compose and notate pentatonic melodies on a graphic score (Unit 6) Compose a rap (Unit 9) Compose a fanfare (Unit 11) Compose and play sequences of word rhythms (Unit 12) | Develop a structure for a vocal piece and create graphic scores (Unit 3) Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3) Use the musical dimensions to create and perform music for a movie (Unit 5) Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5) Create sounds for a movie, following a timesheet (Unit 5) | Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3) Compose programme music from a visual stimulus (Unit 5) |
| Listening | Listen with increased attention to sounds. Listen attentively and move to music. | Recognise and respond to changes in tempo in music (Unit 2) Identify changes in pitch and respond to them with movement (Unit 6) Understand how music can tell a story (Unit 9) Understand musical structure by listening and responding through movement (Unit 12) | Match descriptive sounds to images (Unit 3) Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4) | Listen to and learn about Hindustani classical music (Unit 3) Learn how sounds are produced and how instruments are classified (Unit 3) Listen to and learn about traditional Chinese music (Unit 5) Listen to and learn about a Romantic piece of music (Unit 6) Listen to and learn about a medieval antiphon (Unit 7) Listen to, learn about, play and dance to Tudor dance music (Unit 7) | Understand how rhythmic articulation affects musical phrasing (Unit 1) Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2) Listen to and learn about 1940s dance band music (Unit 3) Listen to and play along with Bhangra music (Unit 4) Copy rhythms and a short melody (Unit 9) Match short rhythmic phrases with rhythm notation (Unit 10) Listen to and learn | Hear and understand the features of the whole tone scale (Unit 2) Listen to and learn about modern classical/avant garde music (20th century) (Unit 2) Learn about the music of an early Baroque opera (Unit 3) Demonstrate understanding of the effect of music in movies (Unit 5) | Follow and interpret a complex graphic score for four instruments (Unit 3) Experience and understand the effect of changing harmony (Unit 6) Listen to and understand modulation in a musical bridge (Unit 6) |

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| | | | | | about Renaissance instruments (Unit 11) | | |
| Appraising | Express feelings about music and songs they have heard. | Identify a sequence of sounds (structure) in a piece of music (Unit 4) Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6) Identify metre by recognising its pattern (Unit 8) Identify a repeated rhythm pattern (Unit 10) | Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3) Identify rising and falling pitch (Unit 8) Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9) Use simple musical vocabulary to describe music (Unit 12) Listen, describe and respond to contemporary orchestral music (Unit 12) | Identify the metre in a piece of music (Unit 6) Recognise rhythm patterns in staff notation (Unit 6) Recognise pitch shapes (Unit 10) | Identify different instrument groups from a recording (Unit 3) Describe the structure of a piece of orchestral music (Unit 5) Develop listening skills by analysing and comparing music from different traditions (Unit 6) Identify key features of minimalist music (Unit 7) Compare and contrast the structure of two pieces of music (Unit 7) Identify the metre of a new song or piece (Unit 10) Listen to and analyse 20th century ballet music (Unit 10) | Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Unit 2) Listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2) Compare and contrast two pieces of 19th century Romantic music (Unit 3) Identify changes in tempo and their effects (Unit 5) Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5) Explore and analyse a song arrangement and its structure (Unit 6) Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6) | Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3) Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5) |

| | Knowledge | Skills | |
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| Year 1 | | | |
| <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Exploring sounds: To know how to use their voices expressively. To develop skills of singing while performing actions. To use voices, movement and instruments to explore different ways that music can be used to describe the weather. To identify sounds found in their school environment. To identify ways to produce and record sounds using ICT to stimulate musical ideas related to geography. To identify contrasts of fast and slow and loud and quiet.</p> <p>Beat: To develop a sense of steady beat through using movement, body percussion and instruments. To know how to combine steady beat with word rhythms. To develop an understanding of metre through counting and body percussion.</p> <p>Pitch: To develop an understanding of pitch through using movement, voices and instruments. To know when a pitch is low or high. To develop further their vocabulary and understanding of pitch movements. To use voices, movement and instruments to explore changes of pitch.</p> <p>Performance: To develop their performance skills with different vocal pitch shapes and tuned percussion.</p> | Singing | <p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (Unit 7)</p> <p>Combine voices and movement to perform a chant and a song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p> |
| | | Playing Instruments | <p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (Unit 4)</p> <p>Play percussion instruments at different speeds (tempi) (Unit 5)</p> <p>Play and control changes in tempo (Unit 5)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p> |
| | | Improvising/exploring | <p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> |
| | | Composing | <p>Invent and perform new rhythms to a steady beat (Unit 10)</p> <p>Create, play and combine simple word rhythms (Unit 11)</p> <p>Create a picture in sound (Unit 12)</p> |
| | | Listening | <p>Recognise and respond to changes in tempo in music (Unit 2)</p> <p>Identify changes in pitch and respond to them with movement (Unit 6)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand musical structure by listening and responding through movement (Unit 12)</p> |
| | | Appraising | <p>Identify a sequence of sounds (structure) in a piece of music (Unit 4)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)</p> <p>Identify metre by recognising its pattern (Unit 8)</p> <p>Identify a repeated rhythm pattern (Unit 10)</p> |
| Year 2 | | | |
| <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> | <p>Exploring sounds: To identify different ways to use their voices to describe feelings and moods. To identify timbre and texture as they explore descriptive sounds.</p> | Singing | <p>Chant and sing in two parts while playing a steady beat (Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</p> <p>Understand pitch through singing, movement, and note</p> |

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| <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>To understand that music can be inspired by myths. To know how to interpret a storyboard with sound effects and develop their own ideas using voices and percussion. To know how to create descriptive sounds and word rhythms with raps and songs about weather.</p> <p>Beat: To know how to move and play to a steady beat and to sound sequences. To develop the understanding of tempo change. To develop a sense of steady beat through using their own bodies. To develop an understanding of beats and patterns from Renaissance Italy to West Africa. To know how to use simple notations to play, create and combine minibeast rhythms using body percussion and instruments.</p> <p>Pitch: To develop understanding and recognition of changing pitch – interpret pitch line notation using voices and tuned instruments. To know how to sing and play a variety of pitch shapes using movement and read from picture scores.</p> <p>Performance: To develop listening skills and improvise their own descriptive 'theme park' music.</p> | | names (Unit 11) Prepare and improve a performance using movement, voice and percussion (Unit 12) |
| | | Playing Instruments | Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4) Play pitch lines on tuned percussion (Unit 5) Accompany a song with vocal, body percussion and instrumenta ostinati (Unit 8) Use instruments expressively in response to visual stimuli (Unit 12) |
| | | Improvising/exploring | Explore timbre and texture to understand how sounds can be descriptive (Unit 3) Combine sounds to create a musical effect in response to visual stimuli (Unit 7) Explore voices to create descriptive musical effects (Unit 7) Explore different ways to organise music (Unit 10) |
| | | Composing | Compose music to illustrate a story (Unit 9) Perform and create simple three- and four-beat rhythms using a simple score (Unit 10) |
| | | Listening | Match descriptive sounds to images (Unit 3) Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4) |
| | | Appraising | Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3) Identify rising and falling pitch (Unit 8) Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9) Use simple musical vocabulary to describe music (Unit 12) Listen, describe and respond to contemporary orchestral music (Unit 12) |
| Year 3 | | | |
| <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using</p> | <p>Composition: To know a range of songs and poems about places. To</p> <p>Beat: To identify the sights and sounds of a building site to provide inspiration for exploring and creating rhythms.</p> | Singing | Sing in two-part harmony (Unit 1) Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8) Sing in two parts (two different melodies) with movements and percussion (Unit 9) Perform a round in three parts (Unit 11) |
| | | Playing Instruments | Accompany a song with a melodic ostinato on tuned percussion (Unit 1) Perform a pentatonic song with tuned and untuned accompaniment (Unit 5) Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6) Perform rhythmic ostinati individually and in combination (Unit 6) Understand and use pitch notations (Unit 7) Read simple rhythm notation (Unit 7) Create and perform from a |

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| <p>the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> | <p>To know how to compose music to build into a performance. To develop their understanding of beat, metre and rhythm. To know how to combine melodic and rhythmic patterns and begin to use staff notation as part of a final performance.</p> <p>Exploring Sounds: To develop their understanding of timbre and structure through musical conversations in music from around the world.</p> <p>Performance: To know how to use voices, body percussion, instruments and movement to create their own expressive performances.</p> <p>Pitch: To develop an understanding of the pentatonic scale and ways of notating pitch. To begin to identify traditional Chinese music and Chinese New Year. To begin to understand pitch notations as they make hand signals and compose three-note melodies. To develop their understanding of pitch through French greetings, vocabulary and number games.</p> <p>Composition: To develop an understanding of music inspired by technology and computing. E.g. mobile phone ringtones, computer games and apps.</p> <p>Structure: To know how to use percussion instruments to improvise, create word rhythms and build a final skeleton dance. To know how ancient Greece music was inspired by Orpheus, Echo and Theseus. To know how to perform a round and compose their own ostinato.</p> | | symbol score (Unit 8) Read graphic notation to play a melody on tuned instruments (Unit 10) |
| | | Improvising/exploring | Improvise descriptive music (Unit 4) Improvise to an ostinato accompaniment (Unit 6) Explore simple accompaniments using beat and rhythm patterns (Unit 12) |
| | | Composing | Select descriptive sounds to accompany a poem (Unit 1) Choose different timbres to make an accompaniment (Unit 1) Make choices about musical structure (Unit 2) Create and perform from a symbol score (Unit 8) Arrange an accompaniment with attention to balance and musical effect (Unit 11) Use a score and combine sounds to create different musical textures (Unit 12) |
| | | Listening | Listen to and learn about Hindustani classical music (Unit 3) Learn how sounds are produced and how instruments are classified (Unit 3) Listen to and learn about traditional Chinese music (Unit 5) Listen to and learn about a Romantic piece of music (Unit 6) Listen to and learn about a medieval antiphon (Unit 7) Listen to, learn about, play and dance to Tudor dance music (Unit 7) |
| | | Appraising | Identify the metre in a piece of music (Unit 6) Recognise rhythm patterns in staff notation (Unit 6) Recognise pitch shapes (Unit 10) |

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| | To know To understand To identify | | |
| Year 4 | | | |
| <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> | Composition | Singing | Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1) Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3) Learn to sing partner songs (Unit 3) Sing a call and response song in a minor key in two groups (Unit 8) Sing a song with three simple independent parts (Unit 10) Combine singing, playing and dancing in a performance (Unit 11) |
| | Beat | Playing Instruments | Combine four body percussion ostinati as a song accompaniment (Unit 5) Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6) Play and sing repeated patterns (ostinati) from staff notation (Unit 10) Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11) |
| | Exploring Sounds | | |
| | Performance | Improvising/exploring | Improvise in response to visual stimuli, with a focus on timbre (Unit 4) Explore household items as instruments and match rhythms with appropriate soundmakers (Unit 4) Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5) Explore layers and layering using a graphic score (Unit 7) Understand syncopation and clap improvised off-beat rhythms (Unit 10) |
| | Pitch | Composing | Compose an introduction for a song (Unit 2) Compose and notate pentatonic melodies on a graphic score (Unit 6) Compose a rap (Unit 9) Compose a fanfare (Unit 11) Compose and play sequences of word rhythms (Unit 12) |
| | Composition | Listening | Understand how rhythmic articulation affects musical phrasing (Unit 1) Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2) Listen to and learn about 1940s dance band music (Unit 3) Listen to and play along with Bhangra music (Unit 4) Copy rhythms and a short melody (Unit 9) Match short rhythmic phrases with rhythm notation (Unit 10) Listen to and learn about Renaissance instruments (Unit 11) |
| | Structure | Appraising | Identify different instrument groups from a recording (Unit 3) Describe the structure of a piece of orchestral music (Unit 5) Develop listening skills by analysing and comparing music from different traditions (Unit 6) Identify key features of minimalist music (Unit 7) Compare and contrast the structure of two pieces of music (Unit 7) Identify the metre of a new song or piece (Unit 10) Listen to and analyse 20th century ballet music (Unit 10) |
| | Notation | | |
| Year 5 | | | |
| <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> | Performance | Singing | Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1) Develop techniques of performing rap using texture and rhythm (Unit 2) Sing and play scales and chromatic melodies accurately (Unit 4) Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5) Sing a song in unison and three-part harmony (Unit 6) Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6) |
| | Listening | Playing Instruments | Read a melody in staff notation (Unit 3) Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5) Perform music together in synchronisation with a short movie (Unit 5) Develop ensemble playing, focusing on steady beat and placing notes |
| | Structure | | |
| | Beat | | |
| | Composition | | |
| | Performance | | |

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| <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> | Exploring Sounds | | accurately together (Unit 6) Control short, loud sounds on a variety of instruments (Unit 6) |
| | Pitch | Improvising/exploring | Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1) Learn about jazz scat singing and devise scat sounds (Unit 1) Play and improvise using the whole tone scale (Unit 2) Create musical effects using contrasting pitch (Unit 3) Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5) Learn about and explore techniques used in movie soundtracks (Unit 5) |
| | Notation | | |
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| | Composing | | Develop a structure for a vocal piece and create graphic scores (Unit 3) Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3) Use the musical dimensions to create and perform music for a movie (Unit 5) Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5) Create sounds for a movie, following a timesheet (Unit 5) |
| | Listening | | Hear and understand the features of the whole tone scale (Unit 2) Listen to and learn about modern classical/avant garde music (20th century) (Unit 2) Learn about the music of an early Baroque opera (Unit 3) Demonstrate understanding of the effect of music in movies (Unit 5) |
| | | Appraising | Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Unit 2) Listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2) Compare and contrast two pieces of 19th century Romantic music (Unit 3) Identify changes in tempo and their effects (Unit 5) Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5) Explore and analyse a song arrangement and its structure (Unit 6) Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6) |
| Year 6 | | | |
| <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> | Performance | Singing | Demonstrate understanding of pitch through singing from simple staff notation (Unit 1) Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1) Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2) Learn to sing major and minor note patterns accurately (Unit 2) Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2) Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4) Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5) Perform complex song rhythms confidently (Unit 6) Change vocal tone to reflect mood and style (Unit 6) |
| | Listening | | |
| | Structure | | |
| | Beat | | |
| | Composition | Playing Instruments | Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1) Play a chordal accompaniment to a piece (Unit 3) Follow and interpret a complex graphic score for four instruments (Unit 3) Play tuned instrumental parts confidently from graphic scores with note names (Unit 6) |
| Exploring Sounds | | | |
| Pitch | | | |
| Notation | Improvising/exploring | Devise, combine and structure rhythms through dance (Unit 1) Improvise descriptive music on instruments and other soundmakers (Unit 4) | |

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| <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> | Step dance | Composing | Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3) Compose programme music from a visual stimulus (Unit 5) |
| | Song cycle | Listening | Follow and interpret a complex graphic score for four instruments (Unit 3) Experience and understand the effect of changing harmony (Unit 6) Listen to and understand modulation in a musical bridge (Unit 6) |
| | Street dance | Appraising | Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3) Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5) |
| | Mini musical | | |