



	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<p><b>Year 1/2</b> Year A</p>	<p><b>Musical vocabulary (Under the sea) (Year 1)</b></p> <ul style="list-style-type: none"> <li>• Understand the musical vocabulary: pulse and tempo</li> <li>• Understanding and explaining what dynamics and timbre are</li> <li>• Understanding and explaining what pitch and rhythm are</li> <li>• Understanding and explaining what texture and structure are</li> <li>• Understanding key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</li> </ul>	<p><b>African call and response song (Animals) (Year 2)</b></p> <ul style="list-style-type: none"> <li>• Creating short sequences of sound using instruments and voices.</li> <li>• Copying a short rhythm and recognising simple notation.</li> <li>• Learning a traditional song from Africa.</li> <li>• Creating rhythms based on ‘call and response’, working with a partner to think of a question (call) and a short answer (response).</li> <li>• Adding dynamics (volume) to a structure of rhythms and playing composition using a simple rhythm on an untuned percussion instrument.</li> </ul>	<p><b>Timbre and rhythmic patterns (Fairytale) (Year 1)</b></p> <ul style="list-style-type: none"> <li>• Using voices expressively to speak and chant whereby representing different characters.</li> <li>• Selecting suitable instrumental sounds to represent a character.</li> <li>• Composing and playing a rhythm by clapping syllables and rhythmic patterns in words.</li> <li>• Recognising how timbre is used to represent characters in a piece of music.</li> <li>• Keeping the pulse using untuned instruments. Listening and responding to other performers.</li> </ul>	<p><b>Dynamics, timbre, tempo and motifs (Space) (Year 2)</b></p> <ul style="list-style-type: none"> <li>• Creating a simple soundscape for effect.</li> <li>• Listening for and recognising some basic elements of music.</li> <li>• Comparing two pieces of music by the same composer.</li> <li>• Creating short sequences of sound.</li> <li>• Creating short sequences of sound and perform with accuracy and using dynamics to enhance the motif.</li> </ul>
<p>Year B</p>	<p><b>Pulse and rhythm (All about me) (Year 1)</b></p> <ul style="list-style-type: none"> <li>• Using voice and hands to make music.</li> <li>• Clapping and playing in time to the music.</li> <li>• Playing simple rhythms on an instrument.</li> <li>• Listening to and repeating short rhythmic patterns.</li> <li>• Understanding the difference between pulse and rhythm.</li> </ul>	<p><b>Pitch and tempo (Superheroes) (Year 1)</b></p> <ul style="list-style-type: none"> <li>• Understanding and explaining the concept of pitch.</li> <li>• Creating a pattern using two pitches.</li> <li>• Understanding and explaining the concept of tempo by recognising and performing fast and slow music.</li> <li>• Creating a superhero theme tune.</li> <li>• Performing confidently as part of a group.</li> </ul>	<p><b>Musical me (Year 2)</b></p> <ul style="list-style-type: none"> <li>• Singing and playing an instrument at the same time.</li> <li>• Choosing and playing appropriate dynamics and timbres for a piece of music; understanding that all instruments have their own timbre (unique sound).</li> <li>• Using musical notation to play melodies (tunes).</li> <li>• Using letter notation to write and create their own melody.</li> <li>• Helping create a piece of music using timbre and dynamics in musical composition by working as part of a group.</li> </ul>	<p><b>Orchestral instruments (Traditional Western stories) (Year 2)</b></p> <ul style="list-style-type: none"> <li>• Listening to and analysing an orchestral version of a traditional story and knowing the names of the four sections or families of the orchestra: strings, woodwinds, brass and percussion.</li> <li>• Listening to and analysing a film musical version of a traditional story and recognising different orchestral instruments.</li> <li>• Selecting appropriate sounds to match events, characters and feelings in a story.</li> <li>• Writing a play script and selecting appropriate musical sounds to accompany it.</li> </ul>

				<ul style="list-style-type: none"> <li>Performing a story script with accompanying music confidently.</li> </ul>
<p><b>Year 3/4</b> Year A</p>	<p><b>Ballads (Year 3)</b></p> <ul style="list-style-type: none"> <li>Singing a ballad and explaining what it is.</li> <li>Performing a ballad with an understanding of style.</li> <li>Writing the lyrics for a ballad to summarise a story.</li> <li>Writing lyrics which rhyme for a ballad.</li> <li>Writing lyrics for a ballad.</li> </ul>	<p><b>Changes in pitch, tempo and dynamics (Theme: Rivers) (Year 4)</b></p> <ul style="list-style-type: none"> <li>Singing accurately in two parts using expression and dynamics.</li> <li>Recognising and identifying key elements of music.</li> <li>Knowing what an ostinato is and performing a vocal ostinato.</li> <li>Creating and performing an ostinato.</li> <li>Improving and performing a piece of music based around ostinatos.</li> </ul>	<p><b>Pentatonic melodies and composition (Theme: Chinese New Year) (Year 3)</b></p> <ul style="list-style-type: none"> <li>Learning about the music used to celebrate the Chinese New Year festival.</li> <li>Playing a pentatonic melody.</li> <li>Writing and performing a pentatonic melody using letter notation.</li> <li>Performing a group composition made up of three layered pentatonic melodies.</li> <li>Performing a piece of music as a group.</li> </ul>	<p><b>Samba and carnival sounds and Instruments (Year 4)</b></p> <ul style="list-style-type: none"> <li>Recognising and identifying the main features of samba music.</li> <li>Understanding and playing syncopated rhythms.</li> <li>Playing syncopated rhythms as part of a group.</li> <li>Composing a basic rhythmic break.</li> <li>Performing rhythmic breaks within the samba piece.</li> </ul>
<p>Year B</p>	<p><b>Developing singing technique (Theme: Vikings) (Year 3)</b></p> <ul style="list-style-type: none"> <li>Singing in time with others.</li> <li>Following and singing in tune and in time.</li> <li>Recognising simple rhythmic notation by ear and by sight.</li> <li>Using simple rhythmic notation to compose a Viking battle song</li> <li>Performing music with confidence and discipline.</li> </ul>	<p><b>Body and tuned percussion (Theme: Rainforests) (Year 4)</b></p> <ul style="list-style-type: none"> <li>Identifying structure and texture in music.</li> <li>Using body percussion.</li> <li>Creating musical rhythms using body percussion.</li> <li>Creating simple tunes</li> <li>Building and improving a composition.</li> </ul>	<p><b>Jazz (Year 3)</b></p> <ul style="list-style-type: none"> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Understanding that music from different parts of the world, and different times, has different features.</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Using musical vocabulary to discuss changes and the purpose of a piece of music.</li> <li>Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>Creating a piece of music with different layers and a clear structure.</li> <li>Using letter name, graphic and rhythmic notation and key musical</li> </ul>	<p><b>Adapting and transposing motifs (Theme: Romans) (Year 4)</b></p> <ul style="list-style-type: none"> <li>Singing in tune and in time with other people and a backing track.</li> <li>Understanding what a musical motif is.</li> <li>Composing and notating a motif.</li> <li>Developing and transposing a musical motif.</li> <li>Combining and performing different versions of a musical motif.</li> </ul>

			<p>vocabulary to label and record their compositions.</p> <ul style="list-style-type: none"> <li>• Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>• Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>• Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</li> </ul>	
<p><b>Year 5/6</b> Year A</p>	<p><b>Blues (Year 5)</b></p> <ul style="list-style-type: none"> <li>• Knowing the key features of blues music.</li> <li>• Playing the first line of the twelve bar blues.</li> <li>• Playing the twelve bar blues.</li> <li>• Playing the blues scale going up and down.</li> <li>• Improvising with notes from the blues scale.</li> </ul>	<p><b>Dynamics, pitch and tempo (Theme: Fingal's Cave by Mendelssohn) (Year 6)</b></p> <ul style="list-style-type: none"> <li>• Appraising the work of a classical composer (Felix Mendelssohn), using creative language to characterise the music"</li> <li>• Improvising as a group, using dynamics and pitch changes and following a conductor.</li> <li>• Improvising as a group, using changes in texture.</li> <li>• Notating ideas using a graphic score.</li> <li>• Using knowledge of dynamics, texture and pitch to create a group composition.</li> <li>• Appraising the work of peers' constructively.</li> <li>• Using teamwork to create a group composition featuring changes in texture, dynamics and pitch.</li> </ul>	<p><b>Composition to represent the festival of colour (Theme: Holi festival) (Year 5)</b></p> <ul style="list-style-type: none"> <li>• Understanding that music can be represented with colours and naming the features or the mood of a piece of music.</li> <li>• Representing a piece of music as a graphic score and identify features of music.</li> <li>• Creating a vocal composition based on a picture describing the use of dynamics, tempo and pitch.</li> <li>• Creating a piece of music inspired by a single colour and describing the musical features of a piece of music.</li> <li>• Working as a group to perform a piece of music.</li> </ul>	<p><b>South and West Africa (Year 5)</b></p> <ul style="list-style-type: none"> <li>• To sing a traditional African song unaccompanied.</li> <li>• Using tuned percussion to play a chord progression.</li> <li>• Using vocals or tuned percussion to perform a piece of music as an ensemble.</li> <li>• Playing African inspired rhythms using percussion instruments</li> <li>• Creating an eight beat break to play within a performance.</li> </ul>

		<ul style="list-style-type: none"> <li>Using creative language effectively to produce a performance.</li> </ul>		
Year B	<p><b>Film Music (Year 6)</b></p> <ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Representing the features of a piece of music and the changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</li> </ul>	<p><b>Composition notation (Theme: Ancient Egypt) (Year 5)</b></p> <ul style="list-style-type: none"> <li>Singing with accuracy fluency, control, and expression.</li> <li>Exploring and using different forms of notation.</li> <li>Understanding note length.</li> <li>Reading simple pitch notation.</li> <li>Using hieroglyphs and staff notation to write a piece of music.</li> </ul>	<p><b>Theme and Variations (Theme: Pop art) (Year 6)</b></p> <ul style="list-style-type: none"> <li>Exploring the musical concept of theme and variations; relating it to Pop Art and performing a rhythm in different ways.</li> <li>Comparing and contrasting different variations in the piece 'The Young Person's Guide to the Orchestra' - identifying the sounds of different instruments and relating these to different pieces of art.</li> <li>Learning how an orchestra is put together.</li> <li>Using complex rhythms to be able to perform a theme using body percussion, staying in time with the pulse.</li> <li>Following a vocal line with accuracy.</li> <li>Playing the TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time and notating them.</li> <li>Using music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms, representing one rhythm in a range of different ways.</li> </ul>	<p><b>Songs of World War 2 (Year 6)</b></p> <ul style="list-style-type: none"> <li>Using musical vocabulary to identify features of different eras of music and using comparative language and fact and opinion to compare songs.</li> <li>Developing greater accuracy in pitch and control.</li> <li>Singing with expression and following the melody, singing lyrics with meaning and where relevant, singing sections more quietly or loudly.</li> <li>Identifying pitches within an octave when singing, reading and interpreting a graphic score.</li> <li>Using knowledge of pitch to develop confidence when singing in parts.</li> <li>Following a melody line and singing a counter-melody while listening to another melody.</li> <li>Identifying higher and lower pitches through colours and using colour to notate a counter-melody.</li> <li>Explaining which Solfa pitches are higher and lower.</li> </ul>

	<ul style="list-style-type: none"><li>• Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li></ul>			
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