



## Music at St Mary's Catholic Primary

### National Curriculum (Links highlighted)

#### Key stage 1

Pupils should be taught to:

- use their 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.

#### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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

	AUTUMN		SPRING		SUMMER	
<b>NURSERY</b>	A unique child: <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> </ul>		A unique child: <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> </ul>		A unique child: <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> </ul>	
<b>RECEPTION</b>	A unique child: <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed</li> </ul>		A unique child: <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> </ul>		Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	
<b>Y1 Topics</b>	<b>Ourselves/ Changes Through the ages</b>		<b>Up and Away/ Into the Woods</b>		<b>Real Life Superheroes/ All at Sea</b>	
<b>YEAR 1</b>	<b>Ourselves (Exploring sounds)</b> <ul style="list-style-type: none"> <li>• Creating and responding to vocal sounds</li> <li>• Exploring how to change sounds</li> <li>• Creating and placing vocal and body percussion sounds</li> <li>• Exploring descriptive sounds</li> </ul> <b>Vocabulary:</b> pitch, dynamics, tempo	<b>Animals (Pitch)</b> <ul style="list-style-type: none"> <li>• Understanding pitch, and making high and low vocal sounds</li> <li>• Relating pitch to high and low body posture</li> <li>• Understanding pitch by singing a song with contrasting high and low melodies</li> <li>• Identifying and playing high and low pitches in music</li> <li>• Exploring and developing an understanding of pitch using the voice and body movements</li> <li>• Recognising and performing pitch changes and contrasts</li> </ul> <b>Vocabulary:</b> high, low, pitch	<b>Machines (Beat)</b> <ul style="list-style-type: none"> <li>• Maintaining a steady beat</li> <li>• Sequencing sounds</li> <li>• Playing to a steady beat</li> <li>• Playing at different speeds (tempi)</li> <li>• Controlling changes in speed (tempi)</li> </ul> <b>Vocabulary:</b> beat, rhythm, tempo, fast, slow, faster, slower	<b>Our School (Exploring sounds)</b> <ul style="list-style-type: none"> <li>• Exploring different sound sources and materials</li> <li>• Analysing the dynamics and duration of sounds around the school</li> <li>• Exploring these elements/dimensions on instruments</li> <li>• Creating two contrasting textures</li> <li>• Singing a song</li> <li>• Interpreting sounds and exploring instruments</li> <li>• Creating a soundscape as part of a song performance</li> </ul> <b>Vocabulary:</b> timbre (rustle, scrunch, tear, tap, rub) dynamics, loud, quiet, duration, long, short, texture	<b>Storytime (Exploring sounds)</b> <ul style="list-style-type: none"> <li>• Discussing basic musical terms – fast, slow, loud, quiet</li> <li>• Understanding how music can tell a story</li> <li>• Performing with concentration</li> <li>• Playing fast, slow, loud, and quiet</li> <li>• Creating music that matches an event in a story</li> <li>• Rehearsing and performing with others</li> <li>• Learning new songs and chants</li> </ul> <b>Vocabulary:</b> tempo, fast, slow, dynamics, loud, quiet, timbre, tempo, fast, slow, dynamics, loud, quiet	<b>Travel (Performance)</b> <ul style="list-style-type: none"> <li>• Combining voices, movement, and instruments to perform a chant and a song</li> <li>• Keeping a steady beat, including on instruments</li> <li>• Creating word rhythms</li> <li>• Performing word rhythms with movement</li> <li>• Responding to music in movement</li> <li>• Playing and combining simple word rhythms</li> </ul> <b>Vocabulary:</b> steady beat, dynamics, pitch, tempo, rhythm
	<b>Number (Beat)</b> <ul style="list-style-type: none"> <li>• Recognising and developing a sense of steady beat through the use of voices and body percussion</li> <li>• Identifying and performing changes in tempo</li> </ul>	<b>Weather (Exploring sounds)</b> <ul style="list-style-type: none"> <li>• Exploring and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments</li> <li>• Improvising descriptive music</li> </ul>	<b>Seasons (Pitch)</b> <ul style="list-style-type: none"> <li>• Identifying changes in pitch and responding to them with movement</li> <li>• Contrasting changes in pitch with changes in dynamics (volume)</li> </ul>	<b>Pattern (Pattern)</b> <ul style="list-style-type: none"> <li>• Marking a steady beat with voices and body percussion</li> <li>• Counting and performing a steady beat in patterns of two, three, and four beats (metre)</li> </ul>	<b>Our Bodies (Beat)</b> <ul style="list-style-type: none"> <li>• Performing a steady beat at two different speeds (tempi)</li> <li>• Responding to change of mood in a piece of music with a slow and fast steady beat</li> </ul>	<b>Water (Pitch)</b> <ul style="list-style-type: none"> <li>• Creating a picture in sound</li> <li>• Understanding musical structure by listening and responding</li> <li>• Performing a simple repeated pattern</li> </ul>

	<ul style="list-style-type: none"> <li>Learning to play percussion with control</li> <li>Keeping a steady beat and using dynamics to vary the musical effect</li> <li>Identifying and keeping a steady beat using movement, body percussion, and instruments</li> <li>Recognising and responding to changes in tempo in music</li> </ul> <p><b>Vocabulary:</b> beat, tempo, tempi, dynamics</p>	<ul style="list-style-type: none"> <li>Identifying a sequence of sounds (structure) in a piece of music</li> <li>Responding to music through movement</li> </ul> <p><b>Vocabulary:</b> duration, long, short, dynamics, loud, louder, quiet, quieter, timbre, rhythm, dynamics, tempo</p>	<ul style="list-style-type: none"> <li>Relating pitch changes to graphic symbols and performing pitch changes vocally</li> <li>Listening and responding to a falling pitch signal</li> <li>Distinguishing between pitched and unpitched percussion sounds</li> <li>Listening in detail to a piece of orchestral music</li> </ul> <p><b>Vocabulary:</b> dynamics, loud, louder, quiet, quieter, pitch, high, low, higher, lower, step, leap, slide, beat, pitch, high, higher, low, lower, falling, rising</p>	<ul style="list-style-type: none"> <li>Exploring different ways to emphasise the first beat in a repeating pattern or metre</li> <li>Identifying metre by recognising its pattern</li> <li>Dividing the number 12 into twos, threes, and fours</li> <li>Exploring different ways to emphasise beats to form a group (metre)</li> <li>Exploring sounds on instruments and finding different ways to vary their sound</li> </ul> <p><b>Vocabulary:</b> beat, metre, pitch, higher, lower, dynamic, louder, quieter, duration, longer, shorter</p>	<ul style="list-style-type: none"> <li>Identifying a repeated rhythm pattern</li> <li>Combining a rhythm pattern and a steady beat</li> <li>Performing together with concentration</li> <li>Performing rhythm patterns on body percussion to a steady beat. Inventing and performing new rhythms to a steady beat</li> </ul> <p><b>Vocabulary:</b> beat, tempo, slow, fast, slower, faster, timbre (spooky, scary, bright, cheery), rhythm</p>	<p><b>Vocabulary:</b> dynamics, loud, quiet, louder, quieter, timbre (splash, ripple, crash), tempo, fast, slow, faster, slower, glissando (slide), pitch, high, low, higher, lower, steps, jumps, rhythm, timbre (slide, bubbling, wooden), pitch – ascending: low to high</p>
<b>Y2 Topics</b>	<b>Explorers</b>		<b>Roots, Shoots and Juicy Fruits</b>		<b>The Big Smoke</b>	
<b>YEAR 2</b>	<p><b>Ourselves (Exploring sounds)</b></p> <ul style="list-style-type: none"> <li>Creating and responding to vocal sounds and body percussion</li> <li>Developing the use of vocal sounds to express feelings</li> <li>Exploring expression in a conversation without words</li> <li>Notating pitch shape and duration using simple line graphics</li> <li>Understanding how mood can be expressed using the voice</li> <li>Understanding the structure of call and response songs</li> </ul> <p><b>Vocabulary:</b> pitch, solo, duet, duration, texture, score, call and response, rhythm</p>	<p><b>Our Land (Exploring sounds)</b></p> <ul style="list-style-type: none"> <li>Exploring timbre and texture to understand how sounds can be descriptive</li> <li>Matching descriptive sounds to images</li> <li>Identifying ways of producing sounds</li> <li>Listening to and evaluating composition</li> <li>Rehearsing and refining to develop a performance</li> </ul> <p><b>Vocabulary:</b> tempo, dynamics, beat, rhythm, drone, melody, duration, texture, timbre</p>	<p><b>Animals (Pitch)</b></p> <ul style="list-style-type: none"> <li>Listening to a steady beat and responding in movement</li> <li>Identifying and responding to changes in pitch, upwards and downwards</li> <li>Performing changes in pitch using whole body movement and voice</li> <li>Understanding and performing upwards and downwards pitch direction</li> <li>Reading pitch line notation</li> <li>Playing pitch lines on tuned percussion</li> <li>Combining pitch change with changes in other elements/dimensions</li> </ul> <p><b>Vocabulary:</b> beat, pitch, notation, accompaniment</p>	<p><b>Storytime (Exploring sounds)</b></p> <ul style="list-style-type: none"> <li>Combining sounds to create a musical effect</li> <li>Understanding how music, dance, and drama can combine in storytelling</li> <li>Exploring voices to create descriptive musical effects</li> <li>Creating and matching descriptive sounds made with the voice</li> <li>Performing to an audience</li> </ul> <p><b>Vocabulary:</b> timbre, texture, dynamics, tempo, duration, pitch, structure, melody, rhythm, beat, score</p>	<p><b>Weather (Exploring sounds)</b></p> <ul style="list-style-type: none"> <li>Performing a rhythmic chant and playing an independent rhythm pattern to accompany it</li> <li>Listening in detail to a piece of orchestral music</li> <li>Performing an updated version of a traditional nursery rhyme with a rap section included</li> <li>Accompanying a song with three different repeated word patterns</li> <li>Composing music to illustrate a story</li> </ul> <p><b>Vocabulary:</b> duration, rhythm, ostinato, accompaniment, rhythm pattern, beat, dynamics, tempo, timbre, texture, structure</p>	<p><b>Water (Pitch)</b></p> <ul style="list-style-type: none"> <li>Understanding pitch through singing, movement, and note names</li> <li>Performing a melody</li> <li>Understanding melody through songs, movement, and performing pitch shapes on tuned instruments</li> <li>Exploring and developing an understanding of pitch</li> <li>Using musical scales, high notes and low notes in a composition</li> </ul> <p><b>Vocabulary:</b> pitch, melody, score, timbre, duration, dynamics, glissando, conductor</p>
	<p><b>Toys (Beat)</b></p> <ul style="list-style-type: none"> <li>Keeping a steady beat at different speeds (tempi)</li> <li>Marking beats within a four-beat metre</li> <li>Developing a sense of steady beat through chant, actions, and instruments</li> <li>Performing a steady beat</li> <li>Changing tempo</li> <li>Responding to images</li> </ul> <p><b>Vocabulary:</b> beat, tempo, metre, score</p>	<p><b>Our Bodies (Beat)</b></p> <ul style="list-style-type: none"> <li>Recognising and responding to steady beats, including at different tempi</li> <li>Recognising and playing rhythmic patterns</li> <li>Recognising and responding to a rhythm ostinato pattern</li> <li>Playing steady beats at different tempi on body percussion and instruments</li> <li>Singing in two parts and combining steady beats</li> <li>Performing rhythmic movement patterns to a steady beat</li> <li>Performing rhythmic patterns on percussion</li> </ul> <p><b>Vocabulary:</b> dynamics, beat, rhythm, ostinato, score, tempo, internalising, rhythm pattern</p>	<p><b>Number (Beat)</b></p> <ul style="list-style-type: none"> <li>Performing a steady beat and simple rhythms using movement, percussion, and body percussion</li> <li>Understanding and differentiating between beat and rhythm</li> </ul> <p><b>Vocabulary:</b> beat, rhythm, dynamics, ostinato, score, notation</p>	<p><b>Seasons (Pitch)</b></p> <ul style="list-style-type: none"> <li>Singing with expression, paying attention to the pitch shape of the melody</li> <li>Using sign language in a song</li> <li>Accompanying a song with vocal and instrumental ostinati</li> <li>Identifying rising and falling pitch</li> <li>Performing a rising pitch sequence in a song</li> <li>Listening and responding to pitch changes with movements</li> </ul> <p><b>Vocabulary:</b> pitch, ostinato, accompaniment, arrangement, timbre, melody</p>	<p><b>Pattern (Beat)</b></p> <ul style="list-style-type: none"> <li>Performing steady beat patterns, including in groups, to accompany a song</li> <li>Playing different patterns of steady beat within four beats, and matching them to a simple score</li> <li>Performing and creating simple rhythms using a simple score</li> <li>Performing and creating simple three-beat rhythms using a simple score</li> <li>Interpreting a score to perform different beat patterns</li> <li>Performing beat patterns with voices and percussion</li> <li>Exploring different ways to organise music</li> </ul> <p><b>Vocabulary:</b> beat, rhythm, metre, score, rhythm pattern, accompaniment, structure</p>	<p><b>Travel (Performance)</b></p> <ul style="list-style-type: none"> <li>Exploring patterns of physical movement in a game song</li> <li>Responding to a song with movement</li> <li>Using simple musical vocabulary to describe music</li> <li>Combining steady beat and rhythms to accompany a song</li> <li>Listening and responding to contemporary orchestral music</li> <li>Playing an instrument game to practise steady beat at changing tempi</li> <li>Preparing and improving a performance using movement, voice, and percussion</li> <li>Using instruments expressively</li> <li>Understanding notation</li> </ul> <p><b>Vocabulary:</b> beat, rhythm, accompaniment, tempo, dynamics, ostinato, timbre, score, improvisation</p>
<b>Y3 Topics</b>	<b>Stone Age to Iron Age</b>		<b>UK</b>		<b>Ancient Egypt</b>	
<b>YEAR 3</b>	<p><b>Communication (Composition)</b></p> <ul style="list-style-type: none"> <li>Representing sounds with symbols</li> <li>Using voices creatively and expressively</li> </ul>	<p><b>Sounds (Exploring sounds)</b></p> <ul style="list-style-type: none"> <li>Learning how sounds are produced and how instruments are classified</li> <li>Learning about aerophones</li> </ul>	<p><b>China (Pitch)</b></p> <ul style="list-style-type: none"> <li>Understanding the pentatonic scale</li> <li>Using graphic notation with the pentatonic scale</li> </ul>	<p><b>In the Past (Pitch)</b></p> <ul style="list-style-type: none"> <li>Understanding pitch</li> <li>Learning to read simple pitch notation</li> </ul>	<p><b>Human Body (Structure)</b></p> <ul style="list-style-type: none"> <li>Understanding call and response structure</li> <li>Performing word rhythms</li> <li>Exploring sounds</li> </ul>	<p><b>Ancient Worlds (Structure)</b></p> <ul style="list-style-type: none"> <li>Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinato</li> </ul>

	<ul style="list-style-type: none"> <li>Exploring different ways to emphasise the first beat in a repeating pattern or metre</li> <li>Creating and performing from a symbol score</li> </ul> <p><b>Vocabulary:</b> timbre, ostinato, pitch, drone, tempo, dynamics, expression, ternary, rondo, chorus, verse, rhythm, phrase, soundscape</p>	<ul style="list-style-type: none"> <li>Understanding musical conversation structure</li> <li>Learning about idiophones</li> <li>Developing an understanding of call and response</li> <li>Learning about chordophones</li> <li>Creating a call and response</li> </ul> <p><b>Vocabulary:</b> aerophone, pitch, phrase, call and response, off beat, idiophone, pitch, chordophone, verse, chorus</p>	<ul style="list-style-type: none"> <li>Understanding pitch through composing, notating, and reading graphic notation</li> <li>Performing a pentatonic song with tuned and untuned accompaniment</li> <li>Exploring the pentatonic scale</li> <li>Playing in steps using graphic notation</li> </ul> <p><b>Vocabulary:</b> chordophone, pentatonic, pitch, glissando</p>	<ul style="list-style-type: none"> <li>Understanding and using pitch notations</li> <li>Reading simple rhythm notation</li> <li>Learning a Tudor dance</li> </ul> <p><b>Vocabulary:</b> pitch, drone, notation, stave, crochet, quaver, dynamics, beat, rhythm</p>	<ul style="list-style-type: none"> <li>Singing in two parts</li> <li>Performing call and response structure</li> <li>Understanding and performing binary form</li> <li>Performing call and response</li> </ul> <p><b>Vocabulary:</b> call and response, beat, rhythm, melody, binary form, tempo, mood, dynamics</p>	<ul style="list-style-type: none"> <li>Singing a song and accompanying it with tuned percussion ostinati</li> <li>Exploring musical phrases, melodic imitation and rounds</li> <li>Performing a round in three parts</li> <li>Arranging an accompaniment with attention to balance and musical effect</li> </ul> <p><b>Vocabulary:</b> ostinato, ostinati, dynamics, echo, sequence, pitch, round</p>
	<p><b>Building (Beat)</b></p> <p>Understanding how music can be organised in sequences and layers</p> <ul style="list-style-type: none"> <li>Using voices and actions to perform simple rhythms within a steady beat</li> <li>Combining rhythms in layers</li> <li>Creating music using children's own ideas</li> <li>Making choices about musical structure</li> </ul> <p><b>Vocabulary:</b> beat, rhythm, ostinato, sequence, layer, score</p>	<p><b>Poetry (Performance)</b></p> <ul style="list-style-type: none"> <li>Enhancing and extending the performance of a poem using vocal patterns</li> <li>Improvising descriptive music</li> <li>Identifying a sequence of sounds (structure) in a piece of music</li> <li>Responding to music through movement</li> </ul> <p><b>Vocabulary:</b> texture, tempo, pitch, dynamics, interlude, coda, rhythm, beat, duration, rhythm, call and response</p>	<p><b>Time (Beat)</b></p> <ul style="list-style-type: none"> <li>Identifying the metre in a piece of music</li> <li>Playing independent parts in more than one metre simultaneously</li> <li>Identifying and performing an ostinato</li> <li>Improvising to an ostinato accompaniment</li> <li>Performing rhythmic ostinati individually and in combination</li> <li>Layering rhythm</li> <li>Recognising rhythm patterns in staff notation</li> </ul> <p><b>Vocabulary:</b> beat, metre, ostinato, ostinati, dynamics, pitch, rhythm</p>	<p><b>Communication (Composition)</b></p> <ul style="list-style-type: none"> <li>Representing sounds with symbols</li> <li>Using voices creatively and expressively</li> <li>Exploring different ways to emphasise the first beat in a repeating pattern or metre</li> <li>Creating or performing from a symbol score</li> </ul> <p><b>Vocabulary:</b> timbre, dynamics, duration, pitch, tempo, glissando</p>	<p><b>Singing French (Pitch)</b></p> <ul style="list-style-type: none"> <li>Understanding pitch through melody</li> <li>Developing a song</li> <li>Understanding pitch through singing and playing a melody</li> <li>Recognising pitch shapes</li> <li>Reading notations to play a melody</li> </ul> <p><b>Vocabulary:</b> pitch, beat, melody, phrase, drone, tempo, dynamics, expression, ternary, mitre, hocket</p>	<p><b>Food and Drink (Performance)</b></p> <ul style="list-style-type: none"> <li>Exploring simple accompaniments using beat and rhythm patterns</li> <li>Using a score and combining sounds to create different musical textures</li> <li>Exploring different types of accompaniment</li> </ul> <p><b>Vocabulary:</b> beat, rhythm, tempo, pitch, dynamics, texture, round, drone, ostinato, ostinati</p>
<b>Y4 Topics</b>	<b>Ancient Greece</b>		<b>Climate Zones and Biomes</b>		<b>Romans</b>	
<b>YEAR 4</b>	<p><b>Poetry (Performance)</b></p> <ul style="list-style-type: none"> <li>Looking at music notation with reference to metre and accent</li> <li>Building an extended performance piece from a poem</li> <li>Using canon and ostinati as accompaniments</li> <li>Using beatbox techniques to imitate the sound of a drum kit</li> <li>Performing a rap with a vocal beatbox accompaniment</li> <li>Performing a poem with rhythmic accuracy (choral speaking)</li> <li>Devising a rhythmic accompaniment based on repeated text fragments</li> <li>Balancing voices in a performance</li> </ul> <p><b>Vocabulary:</b> beat, rhythm, dynamics, ostinato, ostinati, canon, tempo</p>	<p><b>Sounds (Exploring sounds)</b></p> <ul style="list-style-type: none"> <li>Learning about classifying instruments by the way sounds are produced</li> <li>Learning some simple beatboxing sounds</li> <li>Singing a song and adding beatboxing sounds</li> <li>Learning about aerophones</li> <li>Learning to sing partner songs</li> <li>Learning about classifying instruments by the way sounds are produced</li> <li>Exploring the combined expressive effects of different instrument groups</li> </ul> <p><b>Vocabulary:</b> aerophone, chordophone, membranophone, idiophone, beatbox, break, spiritual, union, round, vibration</p>	<p><b>Building (Beat)</b></p> <ul style="list-style-type: none"> <li>Learning about verse and chorus song structure</li> <li>Combining four body percussion ostinati as a song accompaniment</li> <li>Understanding texture</li> <li>Learning about layered structure in a rhythmic ostinato piece</li> <li>Creating rhythmic ostinati</li> <li>Accompanying a melody with a drone</li> <li>Describing the structure of a piece of orchestral music</li> <li>Reading a clock score to play a piece combining drone and melodic ostinato</li> <li>Using rondo structure to build a performance</li> </ul> <p><b>Vocabulary:</b> verse, chorus, ostinato, ostinati, dynamics, riff, texture, drone, rondo, fanfare, crescendo, circular score</p>	<p><b>Ancient Worlds (Structure)</b></p> <ul style="list-style-type: none"> <li>Learning a verse and chorus song structure</li> <li>Understanding that melodies have phrases</li> <li>Exploring layers and layering</li> <li>Comparing and contrasting structure</li> <li>Understanding layers in musical structure</li> <li>Identifying key features of minimalist structure</li> <li>Playing in groups</li> <li>Combining sections of music in a layered structure</li> <li>Rehearsing and preparing for a performance</li> </ul> <p><b>Vocabulary:</b> structure, verse, chorus, coda, dynamics, phrase, crescendo, diminuendo, outro, ostinato, ostinati, minimalism, graphic score, texture</p>	<p><b>Communication (Composition)</b></p> <ul style="list-style-type: none"> <li>Copying rhythms and a short melody</li> <li>Playing ostinati and layering them in a performance</li> <li>Using music to communicate a meaning</li> <li>Composing a rap</li> <li>Playing ostinati and layering them in a performance</li> </ul> <p><b>Vocabulary:</b> rhythmic ostinato, ostinati, melodic ostinato, ostinati,, harmony, chord, chordal,</p>	<p><b>In the Past (Notation)</b></p> <ul style="list-style-type: none"> <li>Learning to play a Renaissance dance from notations</li> <li>Composing a fanfare</li> <li>Understanding simple musical structures</li> <li>Learning a dance and playing music used for celebrations</li> <li>Learning a 1960s pop song</li> <li>Creating a performance</li> </ul> <p><b>Vocabulary:</b> ternary form, fanfare, rhythm ostinato, coda, beat, rhythm, tempo, chord, riff, break, ostinato, ostinati, instrumental link</p>

	<p><b>Environment (Composition)</b></p> <ul style="list-style-type: none"> <li>Exploring how different timbres can be descriptive</li> <li>Exploring combinations of different timbres to accompany a song</li> <li>Learning how to accompany a song with drone and ostinato on tuned percussion</li> <li>Exploring the descriptive music of two major composers</li> <li>Composing an introduction for a song</li> </ul> <p><b>Vocabulary:</b> timbre, texture, pitch, dynamics, duration, tempo, structure, drone, ostinato, ostinati, introduction, coda</p>	<p><b>Recycling (Structure)</b></p> <ul style="list-style-type: none"> <li>Making instruments</li> <li>Performing verse and chorus structure</li> <li>Interpreting notation</li> <li>Improvising</li> <li>Understanding ABA structure</li> <li>Performing repeating rhythms</li> <li>Chanting in three parts</li> <li>Exploring sounds</li> <li>Performing rondo form</li> </ul> <p><b>Vocabulary:</b> binary, rhythm, groove, verse, chorus, ternary, improvisation, rhythm, rondo structure (ABACA)</p>	<p><b>Around the World (Pitch)</b></p> <ul style="list-style-type: none"> <li>Exploring the pentatonic scale</li> <li>Playing leaps</li> <li>Reading graphic notation</li> <li>Developing listening skills</li> <li>Describing music using musical and non-musical terms</li> <li>Composing and notating pentatonic melodies</li> <li>Playing a pentatonic song with leaps</li> <li>Combining tuned percussion, untuned percussion, and singing</li> </ul> <p><b>Vocabulary:</b> round, pentatonic, spiritual, gospel music, harmony, graphic notation, pitch, rhythm, tempo, improvisation, off beat</p>	<p><b>Singing Spanish (Pitch)</b></p> <ul style="list-style-type: none"> <li>Singing in groups</li> <li>Creating descriptive music</li> <li>Singing in a minor key in groups</li> <li>Developing descriptive song accompaniments</li> <li>Singing in two parts with accompaniment</li> <li>Performing repeating rhythms</li> <li>Combining tuned percussion, untuned percussion, and singing</li> </ul> <p><b>Vocabulary:</b> accompaniment, minor key, hocket, pitch, beat, rhythm,</p>	<p><b>Time (Beat)</b></p> <ul style="list-style-type: none"> <li>Identifying the metre of a new song</li> <li>Singing in three independent parts</li> <li>Playing and singing repeated patterns (ostinati) from notation</li> <li>Identifying metre in a piece of music</li> <li>Understanding syncopation and using off-beat rhythms in improvisation</li> <li>Combining independent parts in more than one metre</li> <li>Identifying how a well-known story has been told in music</li> <li>Creating music which tells a story</li> </ul> <p><b>Vocabulary:</b> metre, rhythm, syncopation, metre, chord, riff, break, waltz</p>	<p><b>Food and Drink (Performance)</b></p> <ul style="list-style-type: none"> <li>Combining expressive use of the voice with physical movement</li> <li>Responding to sound with visual signals</li> <li>Performing sequences of sounds matched to visual sequences</li> <li>Singing a call and response chant</li> <li>Composing and playing sequences of word rhythms</li> <li>Understanding and performing rondo structure</li> <li>Learning a traditional West African call and response song</li> <li>Learning to sing a verse and chorus song</li> <li>Learning rhythmic and melodic accompaniments for a song and combining them in a performance</li> </ul> <p><b>Vocabulary:</b> timbre, pitch, pentatonic scale, beat, rhythm, rondo, chant, call and response, phrase</p>
<b>Y5 Topics</b>	<b>Invaders</b>		<b>The Final Frontier</b>		<b>The Mighty Medway</b>	
<b>YEAR 5</b>	<p><b>At the Movies (Composition)</b></p> <ul style="list-style-type: none"> <li>Understanding music narrative, and exploring and using narrative structure</li> <li>Interpreting notation</li> <li>Using a storyboard to structure sounds</li> <li>Learning about the use of sound effects in movies</li> <li>Composing sound effects to perform with a movie</li> <li>Identifying changes in tempo and their effects</li> <li>Exploring and understanding phrase structure of a song melody</li> <li>Creating and performing a sequence of melodic phrases with a movie</li> <li>Learning about the use of musical clichés in movie soundtracks</li> <li>Exploring the effect of music in movies</li> <li>Using the musical dimensions to create and perform music for a movie</li> <li>Learning about and exploring techniques used in movie soundtracks</li> <li>Creating sounds for a movie, following a timesheet</li> <li>Working in groups to create descriptive movie music</li> </ul>	<p><b>Celebration (Performance)</b></p> <ul style="list-style-type: none"> <li>Singing a song in unison and three-part harmony</li> <li>Learning a melody and harmony part on instruments to accompany a song</li> <li>Performing ostinati and body percussion accompaniments to a song</li> <li>Exploring a song arrangement and its structure</li> <li>Performing a song with a complex structure in four parts</li> <li>Developing a song performance with awareness of audience</li> <li>Understanding and using a song structure</li> <li>Applying singing techniques to improve performance</li> <li>Developing accurate ensemble playing</li> <li>Controlling short, loud sounds on a variety of instruments</li> <li>Rehearsing and improving an ensemble performance</li> <li>Preparing a performance with awareness of audience</li> </ul>	<p><b>Solar System (Listening)</b></p> <ul style="list-style-type: none"> <li>Listening to music with focus and analysing using musical vocabulary</li> <li>Relating sound sequences to images</li> <li>Interpreting images to create descriptive sound sequences</li> <li>Developing the use of dynamics in a song</li> <li>Listening to music, focusing on dynamics and texture</li> <li>Learning a melodic ostinato using staff notation</li> <li>Developing techniques of performing rap using texture and rhythm</li> <li>Learning a song with a complex texture</li> <li>Learning about the sound of the whole tone scale</li> <li>Listening to music and describing its effects and use of the musical dimensions</li> <li>Performing a song with expression and with attention to tone and phrasing</li> <li>Creating a musical background to accompany a poem</li> </ul>	<p><b>Keeping Healthy (Beat)</b></p> <ul style="list-style-type: none"> <li>Exploring beat at different tempi</li> <li>Singing syncopated melodies</li> <li>Developing rhythm skills through singing, playing, and moving</li> <li>Singing and playing scales and chromatic melodies</li> <li>Using steady beat and syncopated rhythms</li> <li>Accompanying a song with sung and played drones</li> <li>Singing in unison and two parts</li> <li>Developing an arrangement of a two-part song</li> <li>Learning and creating accompaniments for a song</li> <li>Reading grid or staff notation to play a bassline</li> <li>Learning to perform a song with syncopated rhythms</li> <li>Arranging a complete performance of music and songs</li> <li>Using a score to notate and guide selected elements of a performance</li> </ul>	<p><b>Life Cycles (Structure)</b></p> <ul style="list-style-type: none"> <li>Singing in two and three parts</li> <li>Reading a melody in staff notation</li> <li>Accompanying a song with tuned and untuned instruments</li> <li>Composing and performing together</li> <li>Combining vocal sounds in performance</li> <li>Creating a performance using voices and instruments in four parts</li> <li>Exploring extended vocal techniques</li> <li>Developing a structure to combine sounds</li> <li>Creating musical effects using contrasting pitch</li> <li>Learning about the music of an early opera</li> <li>Creating descriptive music</li> <li>Developing a performance with awareness of audience</li> </ul> <p><b>Vocabulary:</b> tempo, dynamics, timbre, phrase, pitch, texture, melody, rhythm</p>	<p><b>Our Community (Performance)</b></p> <ul style="list-style-type: none"> <li>Learning to sing a song</li> <li>Understanding metre through singing and playing instrument</li> <li>Conducting a metre of four</li> <li>Conducting metres of two and three</li> <li>Writing lyrics</li> <li>Learning to sing a song from our musical heritage</li> <li>Developing accompaniments using ostinato and invented or improvised rhythms</li> <li>Rehearsing for a performance</li> <li>Developing a performance by adding other media</li> <li>Performing with awareness of audience</li> </ul> <p><b>Vocabulary:</b> melody, harmony, coda, ostinato, verse, chorus, fanfare, bridge, pitch, dynamics, duration, texture, rhythm</p>

	<ul style="list-style-type: none"> <li>Evaluating and refining compositions</li> <li>Learning about using cue score</li> </ul> <p><b>Vocabulary:</b> metre, melodic ostinato, lyrics, improvisation, dynamics</p>	<p><b>Vocabulary:</b> structure, verse, chorus, bridge, dynamics, timbre, melodic ostinato, diminuendo, crescendo, texture, tempo, tempi, duration, rhythm, pitch,</p>	<ul style="list-style-type: none"> <li>Creating and presenting a performance of song, music, and poetry</li> </ul> <p><b>Vocabulary:</b> structure, round, metre, melody, lead vocal, backing vocal, beat, pulse, tempo, tempi, dynamics, cumulative, pitch, clusters, symmetrical, chord, trill, minor</p>	<p><b>Vocabulary:</b> tempo, structure, pitch, scale, chromatic, rhythm, syncopation, drone, chromatic, unison, score</p>		
<b>Y6 Topics</b>	<b>The World at War</b>		<b>Marvellous Mayans</b>		<b>Galapagos</b>	
<b>YEAR 6</b>	<p><b>World Unite (Step dance performance)</b></p> <ul style="list-style-type: none"> <li>Exploring beat and syncopation through a song and body percussion</li> <li>Developing coordination and rhythm skills</li> <li>Performing a rhythmic sequence to a piece of music</li> <li>Developing the idea of pitch shape and relating it to movement</li> <li>Understanding pitch through movement and notation</li> <li>Creating rhythm patterns</li> <li>Arranging different musical sections to build a larger scale performance</li> <li>Exploring rhythm through dance</li> <li>Combining different rhythms Exploring ways of combining and structuring rhythms through dance</li> </ul> <p><b>Vocabulary:</b> structure, beat, syncopation, melody, rhythm, pitch, soul singing, harmony</p>	<p><b>Journeys (Song cycle performance)</b></p> <ul style="list-style-type: none"> <li>Singing in three-part harmony</li> <li>Exploring expressive singing in a part-song with echoes</li> <li>Developing song cycles for performance</li> <li>Staging a performance with awareness of audience</li> <li>Singing a pop song with backing harmony</li> <li>Learning about a song's structure</li> <li>Learning to sing major and minor note patterns accurately</li> <li>Learning a pop song with understanding of its structure</li> <li>Developing a song cycle performance incorporating mixed media</li> <li>Developing planning, directing, and rehearsal skills</li> </ul> <p><b>Vocabulary:</b> beat, rhythm, verse, chorus, song cycle, structure, phrasing, dynamics, key, middle eight, harmony, pitch, minor key, major key,</p>	<p><b>Growth (Street dance performance)</b></p> <ul style="list-style-type: none"> <li>Feeling and moving to a three-beat pulse and revising rhythmic ostinato</li> <li>Performing and improvising rhythmic and melodic ostinato</li> <li>Singing in harmony</li> <li>Learning about chords</li> <li>Performing music and dance</li> <li>Revising, rehearsing, and developing music for performance</li> <li>Exploring extended vocal techniques</li> <li>Developing a structure to combine sounds</li> <li>Creating musical effects using contrasting pitch</li> <li>Understanding the process of a musical performance</li> </ul> <p><b>Vocabulary:</b> texture, rhythm, ostinato, metre, structure, harmony, chord, beat, unison, dynamics, flash mob</p>	<p><b>Roots (Mini musical performance)</b></p> <ul style="list-style-type: none"> <li>Singing a traditional Ghanaian song</li> <li>Devising rhythmic actions to music</li> <li>Developing a performance of a musical</li> <li>Improvising descriptive music</li> <li>Singing a traditional children's game song from Ghana</li> <li>Playing rhythm cycles</li> <li>Combining rhythm cycles in a percussion piece</li> <li>Singing call and response songs in two groups</li> <li>Devising rhythmic movement</li> <li>Developing a descriptive composition</li> <li>Planning and structuring pieces to make a finale</li> <li>Combining songs with rhythmic cycles</li> <li>Developing and rehearsing for a performance</li> <li>Performing to an audience</li> </ul> <p><b>Vocabulary:</b> beat, rhythm, improvise, rhythm, structure, tempo, dynamics, texture, timbre, unison</p>	<p><b>Class Awards (Awards show performance)</b></p> <ul style="list-style-type: none"> <li>Learning music for a special occasion</li> <li>Composing programme music from a visual stimulus</li> <li>Singing a verse and chorus song</li> <li>Writing new verses for a rap</li> <li>Developing a song performance</li> <li>Performing together</li> <li>Developing an extended performance</li> <li>Developing a song arrangement</li> <li>Rehearsing for a performance</li> <li>Performing together with an awareness of audience</li> </ul> <p><b>Vocabulary:</b> verse, chorus, dynamics, pitch, tremolo, timbre, tempo, rhythm, texture, rap, fanfare, structure, melody, phrase</p>	<p><b>Moving On (Leavers' assembly performance)</b></p> <ul style="list-style-type: none"> <li>Singing a song with expression and sustained notes</li> <li>Singing in two-part and three-part harmony</li> <li>Performing complex song rhythms confidently</li> <li>Identifying the structure of a piece of music</li> <li>Learning to play a melody with chordal accompaniment</li> <li>Experiencing the effect of harmony changing</li> <li>Playing instrumental parts to accompany a song</li> <li>Performing a song with complex structure</li> <li>Listening to and understanding modulation in a musical bridge</li> <li>Preparing for a performance</li> </ul> <p><b>Vocabulary:</b> verse, chorus, harmony, structure, dynamics, pitch, chord, coda, accompaniment, modulation, major key, bridge</p>