

Reception

Vocabulary	Autumn / Winter	Spring	Summer
	Sing / song / 'Steady' beat / Percussion / Instrument	Chant / Rhythm / Sound / Body percussion / Loud / quiet	High / low
Overview	<p>The children will learn a variety of appropriately pitched short songs. These will be used as a starting point for developing their sense of steady beat, also using movement. They will begin to learn the names of the different instruments they use and explore the different sounds that they can make.</p> <p>There will be opportunities for free musical play.</p> <p>They will listen to/or watch a variety of music from the genres of folk, classical and pop, describing how it makes them feel and move.</p> <p>Examples such as:</p> <ul style="list-style-type: none"> • <i>Jim Causley 'Python on Piccolo', 'I am the Song',</i> • <i>'I Saw a Jolly Hunter'</i> • <i>MNEK 'Colour'</i> • <i>Chilly Gonzalez 'Silent Night'</i> • <i>Cigdem Aslan 'Aman Katerina mou'</i> <p>The children will perform a Nativity, learning songs to accompany their performance.</p>	<p>In addition to learning new songs, the children will learn some chants as well as listening to chants from the past. The children will think of the ideas to create a class chant and accompany this using tuned and untuned instruments. Using the words from the chant the children will begin to explore their understanding of rhythm.</p> <p>There will be opportunities for free musical play.</p> <p>They will listen to/or watch a variety of music from the genres of folk, classical and pop, describing how it makes them feel and move.</p> <p>Examples such as:</p> <ul style="list-style-type: none"> • <i>Mad Dog McRea 'Black Fly', 'Happy Bus'</i> • <i>Johnny Cash 'I walk the Line', 'Jackson'</i> • <i>Steps 'Something in Your Eyes'</i> • <i>Brahms 'Hungarian Dance No 2'</i> 	<p>The children will learn longer songs and will accompany themselves using tuned and untuned instruments, becoming confident in naming these.</p> <p>The children will use the instruments to create their own musical interpretations of minibeasts.</p> <p>There will be opportunities for free musical play.</p> <p>They will listen to/or watch a variety of music from the genres of folk, classical and pop, describing how it makes them feel and move.</p> <p>Examples such as:</p> <ul style="list-style-type: none"> • <i>Dolly Parton 'Coat of Many Colours'</i> • <i>Go A 'Shum'</i> • <i>Kylie Minogue 'Dancing'</i> • <i>Basement Jaxx 'Bingo Bango'</i> • <i>Wieniawski 'Scherzo-Tarantelle'</i>
Objectives	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

Year 1

	Autumn / Winter	Spring	Summer
Links	Continuation of developing a steady beat Instrument names Performance skills	Rhythm Music representing minibeasts - animals	Steady beat Performance skills
Vocabulary	Beat (Steady beat) / Rhythm / Instrument names	High / low sounds (introduction to pitch)	Tempo
Overview	The children will explore different types of body percussion as well as learning a variety of songs. As a class they will combine different types of body percussion to create their own piece of music. The children will listen to examples of music that include body percussion. The children will perform a Christmas play.	The children will use animals as the basis for exploring pitch and improvising their own rhythms. They will learn animal themed songs and explore how composers have used animals in larger scale compositions such as Prokofiev and Saint-Saens.	The children will learn to play the recorder as an ensemble. They will learn how to hold the instrument, several notes and how to play together with a steady beat. The children will explore tempo through the pieces they learn. Listening examples using the recorder will be from contrasting composers such as Vivaldi and Hindemith with the children using their knowledge of musical vocabulary to talk about these examples.
Performing: Singing	The children will be learning and performing songs towards their Christmas play.	The children will learn and perform a variety of animal themed songs.	
Performing: Playing	The children will be exploring ways to use their body to create sound. They will use these techniques to make rhythms alongside a steady beat, playing together in different sized ensembles.	Using the tuned instruments, the children will explore different pitches, whether they are high or low. Using zoo animals, the children will choose percussion instruments to mimic their sounds, exploring pitch and volume.	The children will be learning a tuned instrument and learning to play as an ensemble with attention to beat and rhythm.

Improvising & Experimenting	The children will improvise their own rhythms using body percussion.	The children will improvise their own rhythms to represent the different zoo animals, considering pitch in their choices.	The children will be given the opportunity to improvise using the recorder.
Listening, Developing Knowledge & Understanding	<p>The children will listen to Steve Reich’s <i>‘Clapping Music’</i> as the basis for their work on body percussion. They will also listen to other minimalist works by composers such as:</p> <ul style="list-style-type: none"> • Terry Riley – <i>In C</i> • Steve Reich – <i>Different Trains</i> • Phillip Glass - <i>Metamorphosis</i> <p>They will describe what they hear and how the music makes them feel using pattern and colour cards. They will attempt to clap some of the rhythms as well as making a steady beat to the music.</p>	<p>The children will explore the use of animals in larger compositions by listening to examples such as:</p> <ul style="list-style-type: none"> • Peter and the Wolf – Prokofiev • Carnival of the Animals – Saint Saens • The Flight of the Bumblebee – Rimsky Korsakov <p>As well as examples in popular music such as:</p> <ul style="list-style-type: none"> • How much is that doggy in the window? - Lita Roza • A Wolf at the Door – Radiohead • Apeman – The Kinks • And Dream of Sheep – Kate Bush 	<p>Listening will encompass music performed by recorders from a variety of styles including:</p> <ul style="list-style-type: none"> • Antonio Vivaldi—Recorder Concerto in C Major, RV 443 • Paul Hindemith—Recorder Trio from Plöner Musiktag <p>The children will be encouraged to use their music vocabulary to discuss what they have heard and begin to think about whether they think the music is recent or from the past.</p>
Objectives	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To play tuned and un-tuned instruments musically.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>To play tuned and un-tuned instruments musically.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p>To play tuned and un-tuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high quality live and recorded music.</p>

Year 2

	Autumn / Winter	Spring	Summer
Links	Steady beat Continued development of rhythm	Pitch Chant	Pitch Steady beat Volume
Vocabulary	Call and Response Duration Pulse/beat Performer/musician	Pitch (high/low sounds) Ostinato	Solo Accompany Graphic score Volume Composer
Overview	The children will explore drumming in an African style, learning how to make different sounds striking the djembe in different ways. They will listen to examples of music derived from Africa such as the blues, gospel and calypso. The children will perform a Christmas play.	The children will explore pitch developing their chant into different pitches to match the feelings felt by an explorer. They will listen to pieces of music about exploring new worlds such as the Americas and Space through composers such as Dvorak and Holst.	Based on the story 'Going on a Bear Hunt' the children will use the illustrations as a basis to create a class performance of the book.
Key Composers / Musicians	Babatunde Olatunji (1927-2003) Nigerian drummer and recording artist Introduced many Americans to World Music.		John Williams (1932-) American film composer, famous for films such as <i>Jurassic Park</i> , <i>Star Wars</i> and the <i>Harry Potter</i> series.
Performing: Singing	The children will learn some traditional African songs such as Jambo Bwana. The children will learn songs from their Christmas play.	The children will perform their improvised chants.	

Performing: Playing	The children will use djembe drums to enhance their understanding of beat and rhythm. They will develop an understanding and knowledge of call and response technique and explore the duration of a rhythm pattern.	The children will add untuned and tuned instruments to their chant thinking carefully about pitch when using the tuned instrument to add additional effects to the music.	The children will use tuned and untuned instruments to create music effects for the story using the pictures as a graphic score. They will consider the pitch and volume of the instrumental choices and evaluate the effectiveness of this at the end of their performance.
Improvising & Experimenting	The children will improvise their own African inspired rhythms using the djembes (untuned). The rhythms will be based on words from their topic. They will perform this to each other in a call and response style. The children will evaluate each other's performance with the effectiveness of their call and response, rhythm and beat.	The children will improvise making a chant using words to describe feelings they might feel when being explorers.	The children will improvise their own journey through Dartmoor using pictures as notation and untuned and tuned instruments to perform with. They will consider pitch and volume for their choices of instrument to match their interpretation of the pictures.
Listening, Developing Knowledge & Understanding	<p>The children will listen to a variety of African drumming compositions as well as musical styles/compositions originating from Africa such as:</p> <ul style="list-style-type: none"> • Blues: <i>I'd Rather Go Blind</i> – Etta James, <i>The Thrill is Gone</i> – Roy Hawkins • Samba: <i>Magalenha</i> – Sergio Mendes, <i>Vou Festejar</i> - Beth Carvalho, • Calypso: <i>Calypso Queen</i> – Calypso Rose • Gospel: <i>The Lord's Prayer</i> – Dinah Washington, <i>Shackles (Praise You)</i> - Mary Mary, <i>Oh Happy Day</i> – The Edwin Hawkins Singers <p>The children will comment on the pitch and rhythms of the music and how it makes them feel. They will try and establish a steady beat through what they hear.</p>	<p>The children will listen to music themed around new worlds and ostinatos such as:</p> <ul style="list-style-type: none"> • Dvorak's <i>String Quartet 'American'</i>, & <i>New World Symphony</i> • Pachelbel's <i>'Canon in D'</i> • Brahms <i>'Hungarian Dance No5'</i> • Holst <i>'The Planets Suite'</i> • Marquez <i>'Danzon No2'</i> 	<p>The children will listen to the scores/watch other stories that have a musical accompaniment to enhance it e.g.: Julia Donaldson's <i>Room on the Broom/The Gruffalo/The Highway Rat</i>. The children will comment upon how the music may represent a character or something that is happening within the story, the pitches and rhythms used. They will begin to understand that music can be used in different contexts.</p>
Objectives	To play tuned and untuned instruments musically To listen with concentration. and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music.	To use their voices expressively and creatively by singing songs and speaking chants and rhymes.	To play tuned and untuned instruments musically To listen with concentration. and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 3

	Autumn / Winter	Spring	Summer
Links	Graphic score Pitch Steady beat/rhythm	Solo Graphic score	Graphic score Performing in a group Pitch Steady beat/rhythm Melody
Vocabulary	Orchestral instrument names Conductor Accompaniment Solo/Ensemble Composer	Melody Ornaments	Dynamics Lyrics Round Stepwise movement
Overview	<p>They will explore the different instruments of the orchestra by listening to a variety of compositions containing the instruments, solo and ensemble – leading into using electronic sounds to make music.</p> <p>The children will compose their own Rainforest ‘soundscape’ compositions using BeepBox. https://tinyurl.com/mz3ez6kw Using electronic sounds to represent the rainforest instead of actual recordings for their soundscape.</p>	<p>The children will explore the Baroque period of music, listening to examples from famous composers from this period such as Bach, Handel and Vivaldi.</p> <p>They will use known musical vocabulary to describe the features they hear.</p> <p>The children will compose a simple melodic idea which is repetitive, like a Baroque style melody.</p>	<p>The children will learn a variety of sea shanties and explore using instruments to represent sea sounds.</p>
Key Composers / Musicians	<p>Luc Ferrari (1929-2005) French composer, specialising in ‘musique concrete’ and electroacoustic music. Key listening: <i>Presque rien No. 1 'Le Lever du jour au bord de la mer</i> (1970) Recorded using sounds from a Yugoslavian beach.</p>	<p>J.S Bach (1685-1750) German composer, Baroque period. Seen as one of the greatest composers of Western classical music. Explore life as a ‘court musician’/rich sponsors.</p>	<p>Fisherman’s Friends (1995-) Folk group from Cornwall combining traditional songs of the sea with contemporary folk music.</p>

Performing: Singing			<p>The children will learn a variety of sea shanties and explore the use of lyrics and stepwise movement to make them memorable.</p> <p>They will learn how to perform in a round.</p>
Performing: Playing	<p>The children will be able to ‘perform’ their compositions using the Beep box programme.</p> <p>The children will comment on the use of sounds to recreate the sounds of the rainforest</p>	<p>The children will use tuned and untuned percussion to perform their simple Baroque inspired melodic line to each other.</p>	<p>The children will use tuned instruments to create their melody for their sea shanty.</p>
Composing	<p>The children will notate their composition using Beep box.</p>	<p>The children will compose their own Baroque inspired melody (repetitive, ornaments)</p>	<p>The children will compose their own sea shanty melody using the tune instruments to create a melody with stepwise movement within it. Graphic notation will be used to notate their composition.</p>
Improvising & Experimenting		<p>The children will experiment developing their melodic line using tuned instruments.</p>	
Listening, Developing Knowledge & Understanding	<p>The children will identify different instruments when they are being played. As part of this the children will listen to Brittens ‘<i>Young Person’s Guide to the Orchestra</i>’ and see recorded videos of different orchestral instruments being played including a full orchestra. The role of the conductor will be discussed.</p> <p>Compare and contrast the traditional role of an orchestra to its use in contemporary dance music e.g. Ministry of Sound, William Orbit Barber’s Adagio for Strings</p>	<p>The children will experience recordings of the hired tuned instrument and listen to a variety of examples and composers who compose for that instrument.</p> <p>The children will explore the Baroque period of music with composers such as:</p> <ul style="list-style-type: none"> • <i>Brandenburg Concerto No3 in G Major – Bach</i> • <i>Concerto No3 in D Minor for Two Violins – Bach</i> • <i>‘Spring’ from the Four Seasons – Vivaldi</i> • <i>Violin Concerto in A Minor – Vivaldi</i> • <i>Gloria in D Major – Vivaldi</i> • <i>Zadok the Priest – Handel</i> • <i>Arrival of the Queen of Sheba – Handel</i> <p>The children will listen for melody lines and learn the role of a composer in music.</p>	<p>The children will listen to a variety of sea shanties and compare and contrast them to other forms of folk song such as love songs and work songs. Examples may include:</p> <ul style="list-style-type: none"> • <i>Wellerman – Nathan Evans</i> • <i>Spanish Ladies – The Longest Johns</i> • <i>South Australia – Fisherman Friends</i> <p>They will compare using referring to the melody and accompaniment, use of lyrics and dynamics.</p>

Objectives	<p>To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To 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>To develop an understanding of the history of music.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To 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>To develop an understanding of the history of music.</p>	<p>To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
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Year 4

	Autumn / Winter	Spring	Summer
Links	Orchestra/ orchestral instruments Solo/Ensemble Baroque period	Melody Rhythm Baroque period Theme	Melody Rhythm Beat Beethoven
Vocabulary	Theme / Orchestral instrument names / Accompaniment	Pentatonic scales / Melodic phrase & binary form (AB) Crotchets / quavers / minims / semibreves	Improvise / Harmony
Overview	The children will revisit different orchestral instruments and explore different ways they can be played and how sound is produced by them. They will learn about the Classical period of music and some key features. They will find out how rhythms are divided into various note forms and how they fit within a 4/4 beat. They will use this to create a rhythmic theme.	The children will explore pentatonic scales and compose a melodic phrase to create an AB (binary) form, first made popular in the Baroque period and subsequently used in the Classical period and later.	The children will explore disabilities in music and discover performers and musicians who have had successful careers with these. They will discuss how this has an impact on their life as a performer or musician. The children will explore improvisation through jazz music. They will improvise their own four beat section over a jazz chord sequence.
Key Composers / Musicians	Mozart (1756-1791) Prolific Austrian composer of the classical music period. One of the most famous composers of Western classical music.	Beethoven (1770-1827) German classical composer and pianist. Noted for going deaf in later years yet still composing and performing.	Stevie Wonder (1950-) American singer-songwriter, musician and record producer.
Performing: Singing			The children will learn and perform a song as part of the music hubs 'Summer Sounds'.

Performing: Playing	The children will use percussion instruments to perform rhythms to each other.	The children will use tuned instruments to create and perform their melodic phrases.	The children will use tuned instruments to improvise alongside a jazz chord sequence.
Composing		The children will compose their melodic phrases and notate how they wish – potentially using rhythm knowledge gained in Autumn term.	
Improvising & Experimenting	The children will experiment creating different rhythm patterns for their theme.	The children will improvise their AB melodic phrases before notating them as they wish.	The children will have the opportunity to perform an improvisation with a jazz chord sequence.
Listening, Developing Knowledge & Understanding	<p>The children will identify orchestral instruments by their sound and how that they are played. They will explore which instruments accompany the main melodic lines.</p> <p>They will identify a theme being played as part of the composition through listening to music from the Classical period of music:</p> <ul style="list-style-type: none"> • Mozart 'Ave Verum Corpus', 'Eine Kleine Nachtmusik' • Beethoven 'Für Elise', 'Symphony no5 in C Minor' • Puccini 'O mio babbino caro' • Rossini 'Overture to William Tell' 	<p>The children will listen to pieces in binary AB form:</p> <ul style="list-style-type: none"> • Greensleeves (AABB form) • Bach: Allemande from 'French Suite no 2 in C Minor' • Bach: 'Badinerie' (BWV 1067 Suite) • Folk song: 'Oh Susanna' <p>Song examples to sing:</p> <ul style="list-style-type: none"> • Rocky Mountain • Around the Green Gravel 	<p>The children will explore a wide variety of music across different genres, performed or composed by those with disabilities such as:</p> <ul style="list-style-type: none"> • Joni Mitchell (polio) • Stevie Wonder (blindness) • Jonsi / Sigur Ros (sight loss) • Jaqueline Du Pre (MS) • Evelyn Glennie (deaf)
Objectives	<p>To 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 inter-related dimensions of music.</p> <p>To use and understand staff and other musical notations.</p> <p>To 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>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To 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>To develop an understanding of the history of music.</p>	<p>To 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 inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>

Year 5

	Autumn / Winter	Spring	Summer
Links	Binary form Melody Pentatonic	Other world music experiences	Orchestra / orchestral instruments Notation Staff
Vocabulary	Ternary Form – ABA / Notation – pentatonic scales	Gamelan	Accent / Texture / Timbre
Overview	The children will listen to a selection of classical music with an ABA form. They will then compose a melodic line in an ABA form using the pentatonic scale.	The children will learn about the traditions of Gamelan and famous groups of performers. The children will have the opportunity to experience playing gamelan instruments.	The children will explore examples of romantic music through Russian composers such as Tchaikovsky and Mussorgsky. Using a painting as inspiration (like Mussorgsky), they will create a melody and an accompaniment of their choice, notating as they wish.
Key Composers / Musicians	Clara Schumann (1819-1896) German pianist (performer), composer and piano teacher. Wife of composer Robert Schumann.	Suara Parahiangan Gamelan music group led by Ujang Suryana. https://www.last.fm/music/Suara+Parahiangan	Tchaikovsky (1840-1893) Russian composer of the Romantic period. First Russian composer to be famous internationally. Famous for ballet compositions. LGBTQIA+
Performing: Singing			
Performing: Playing	The children will use tuned instruments to perform their melodic line in an ABA form.	The children will use the gamelan instruments to perform.	The children will use tuned instruments to perform their notated compositions.

Composing	They will use staff notation for 5 notes of a pentatonic scale using crotchets, quavers, minims and semibreves.		The children will begin to notate using more notes on the staff beyond the five of the pentatonic scale. In addition to this they will continue to use their knowledge of crotchets, quavers to notate etc.
Improvising & Experimenting		The children will have the opportunity to experiment and explore using gamelan instruments.	The children will improvise their melodies before notating and performing them.
Listening, Developing Knowledge & Understanding	<p>Music with ABA forms will be listened to and appraised for how they are made interesting in each section.</p> <p>Examples to include:</p> <ul style="list-style-type: none"> • Tchaikovsky <i>'March of the Wooden Soldiers'</i> • Beethoven <i>'Minuet in G'</i> • Saint Saens <i>'The Swan (Intro ABA Coda)</i> 	<p>Examples of music inspired by Earth & space such as:</p> <ul style="list-style-type: none"> • Holst <i>'The Planets Suite'</i> • Hans Zimmer <i>'Where we're going'</i> • John Williams <i>'Three million light years from home', 'Star Wars'</i> • Eric Whitacre <i>'Deep field: Earth choir'</i> • Ash <i>'Girl from Mars'</i> • David Bowie <i>'Space Oddity'</i> • Moby <i>'We are all made of stars'</i> • Chris de Burgh <i>'A Spaceman came travelling'</i> • Sam Ryder <i>'Spaceman'</i> 	<p>The children will explore listening to music from the Romantic period – composers from Russia as well as Liszt and Verdi and the development of songs through opera and 'popular' songs.</p> <p>Examples to include:</p> <ul style="list-style-type: none"> • Mussorgsky <i>'Pictures at an Exhibition'</i> • Rimsky-Korsakov <i>'Sherezade'</i> • Borodin <i>'Prince Igor'</i> <p>The children will use the terms texture and timbre to describe what they can hear.</p>
Objectives	<p>To 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 inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To use and understand staff and other musical notations.</p> <p>To 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>To develop an understanding of the history of music.</p>	<p>To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To use and understand staff and other musical notations.</p> <p>To 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>To develop an understanding of the history of music.</p>	<p>To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To 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>To develop an understanding of the history of music.</p>

Year 6

	Autumn / Winter	Spring	Summer
Links	Staff Notation Popular music Jazz	Popular music	
Vocabulary	Notation / Major and minor scales	Interval / Syncopation	
Overview	<p>They children will hear a range of music popular during the war and learn how music used to be supportive or negative towards a government or regime.</p> <p>The children will learn to read notation to perform a melody line from a World War 2 song.</p>	<p>The children will continue their listening journey on from World War 2 until the present day.</p> <p>The children will explore the concept of cadences at the end of musical phrases and will explore combining notes together to create chords.</p>	<p>The children will perform an end of year musical using their singing skills.</p> <p>Children will share their favourite types of music with the class to combine and contrast.</p>
Key Composers / Musicians	Vera Lynn (1917-2020)		
Performing: Singing	Learn and perform iconic World War 2 songs e.g.: Vera Lynn		The children will learn the songs from their play.
Performing: Playing	Use tuned instruments to accompany their own World War 2 song.	The children will use tuned percussion to create chords and explore which notes have a pleasing effect on the listener when combined.	

Composing	Use their prior knowledge of written notation to notate their songs melodic line, developing on from a pentatonic scale. Focus on intervals they chose between notes in their melodic line and choice of a major or minor scales for effect.		
Improvising & Experimenting	The children will experiment playing more complex rhythm patterns using semi quavers and rests The children will adapt their choice of instruments to suit the mood of their song and think about the choice of rests.	Improvising will be done through combing notes together to create chords that have a pleasing or displeasing effect on the listener exploring why that is.	
Listening, Developing Knowledge & Understanding	Listening to World War 2 songs and other types of music from the era (jazz/popular song/rock n roll/classical, 1930s-1950s) to compare and analyse– how do the choice of lyrics/instruments create different moods and the effectiveness of this. Using musical terms to describe what they hear e.g.: timbre, dynamics, pitch, scales. ‘Modern’ classical music will be explored through composers such as Shostakovich; to discover how different it is to music from Baroque, Classical and Romantic periods. Use of 10 th Symphony to mock Stalin in contrast to Vera Lynn, Steve Reich’s <i>Different trains</i>	The children will listen to music from the 1960s to the present day covering a range of musical styles. They will use their knowledge of musical terms to describe what they hear. Examples from artists such as: 1960s: The Beatles / The Kinks ‘Lola’ / The Supremes / Dusty Springfield 1970s: ABBA / The Bee Gees / Pink Floyd / Queen / Blondie / Jackson Five 1980s: Bruce Springsteen / Whitney Houston / Guns & Roses / Culture Club 1990s: REM / Gloria Estefan / The Chemical Brothers /Moby	The children will listen to their favourite types of music and present this to the class. The children will use musical terms such as timbre, dynamics, scale etc to explain their choices.
Objectives	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. To listen with attention to detail and recall sounds with increasing aural memory. To use and understand staff and other musical notations. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music.	To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music.	To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To listen with attention to detail and recall sounds with increasing aural memory.