



Music Curriculum Map 2021-2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6						
	GJS Intended Order of Music Express Units and National Curriculum Links/Coverage (All units are 3 lessons)											
	China	Time	Human body	Sounds	Food & drink	Environment	Poetry	In the past	Building	Communication	Ancient worlds	Singing In French
3	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.4- Use and understand staff and other musical notations</p> <p>Mu.5- 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>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.4- Use and understand staff and other musical notations</p> <p>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.5- 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>Mu.5- 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>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.5- 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>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Mu.4- Use and understand staff and other musical notations</p> <p>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.4- Use and understand staff and other musical notations</p> <p>Mu.4- Use and understand staff and other musical notations</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.4- Use and understand staff and other musical notations</p>	

Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Skills (All units are 3 lessons)											
China	Time	Human body	Sounds	Food & drink	Environment	Poetry	In the past	Building	Communication	Ancient worlds	Singing In French
<ul style="list-style-type: none"> Listen to and learn about traditional Chinese music Perform a pentatonic song with tuned and untuned accompaniment Use graphic notation with the pentatonic scale 	<ul style="list-style-type: none"> Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion Perform rhythmic ostinati individually and in combination Improvise to an ostinato accompaniment Listen to and learn about a Romantic piece of music Identify the metre in a piece of music Recognise rhythm patterns in staff notation 	<ul style="list-style-type: none"> Sing in two parts (two different melodies) with movement and percussion 	<ul style="list-style-type: none"> Listen to and learn about Hindustani classical music Learn how sounds are produced and how instruments are classified Learn a traditional Caribbean song 	<ul style="list-style-type: none"> Explore simple accompaniments using beat and rhythm patterns Use a score and combine sounds to create different musical textures 	<ul style="list-style-type: none"> Sing in two-part harmony Accompany a song with a melodic ostinato on tuned percussion Select descriptive sounds to accompany a poem Choose different timbres to make an accompaniment Learn about ternary form 	<ul style="list-style-type: none"> Improvise descriptive music Identify a sequence of sounds (structure) in a piece of music 	<ul style="list-style-type: none"> Understand and use pitch notations Read simple rhythm notation Listen to and learn about a medieval antiphon Listen to, learn about, play and dance to Tudor dance music 	<ul style="list-style-type: none"> Make choices about musical structure Layer rhythms using untuned percussion instruments Understand how music can be organised in sequences and layers 	<ul style="list-style-type: none"> Copy and create a wide range of vocal sounds to incorporate into a song Create and perform from a symbol score 	<ul style="list-style-type: none"> Perform a round in three parts Arrange an accompaniment with attention to balance and musical effect Explore musical phrases, melodic imitation and rounds Learn about an instrument from Ancient Greece 	<ul style="list-style-type: none"> Read graphic notation to play a melody on tuned instruments Recognise pitch shapes Develop a song by choosing lyrics and structure
Key vocabulary and Concepts											
China	Time	Human body	Sounds	Food & drink	Environment	Poetry	In the past	Building	Communication	Ancient worlds	Singing In French
<ul style="list-style-type: none"> Chordophone Pentatonic Scale Pitch Glissando 	<ul style="list-style-type: none"> Metre Ostinato/ostinato Carillon Dynamics Beat Rhythm Pitch 	<ul style="list-style-type: none"> Binary form Call & response Tempo Mood Rhythm Dynamics Melody 	<ul style="list-style-type: none"> Aerophone Idiophone Call & response Off-beat Verse Chorus 	<ul style="list-style-type: none"> Beat Rhythm Tempo Pitch Dynamics Texture Round 	<ul style="list-style-type: none"> Pitch Drone Tempo Dynamics Expression Ternary Timbre Ostinato 	<ul style="list-style-type: none"> Texture Tempo Pitch Dynamics Interlude Coda Rhythm 	<ul style="list-style-type: none"> Pitch Drone Notation Stave Crotchet Quaver 	<ul style="list-style-type: none"> Rhythm Ostinato/ostinati Sequence Layer Score 	<ul style="list-style-type: none"> Timbre Dynamics Duration Tempo Glissando Pitch 	<ul style="list-style-type: none"> Ostinato/ostinati Dynamics Echo Sequence Pitch Round 	<ul style="list-style-type: none"> Beat Pitch Melody Phrase Drone Tempo Dynamics Expression Ternary

Prior Learning – skills progression

KS1 Performing

- Take part in singing songs, following the tune well
- Perform with others', taking instructions from the leader
- Make and control long and short sounds using voices and instruments

KS1 Composing

- Carefully choose sounds to achieve an effect (including use of ICT)
- Create short musical patterns
- Create a sequence of long and short sounds
- Create short rhythmic phrases
- Show control when playing musical instruments so that they sound as they should
- Use changes in pitch to communicate an idea

KS1 Appraising

- Identify the beat in music
- Recognise changes in timbre, dynamics and pitch

KS1 Applying

- Listen carefully and recall short rhythmic and melodic patterns
- Use my knowledge of dynamics, timbre and pitch to organize my music
- Know how sounds can be made and changed to suit a situation
- Make my own signs and symbols to make, record my music
- Know that music can be played or listened to for a variety of purposes

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	GJS Intended Order of Music Express Units and National Curriculum Links/Coverage (All units are 3 lessons)											
	<u>Poetry</u>	<u>Environment</u>	<u>Sounds</u>	<u>Communication</u>	<u>Sing in Spanish</u>	<u>In the past</u>	<u>Around the world</u>	<u>Food and drink</u>	<u>Building</u>	<u>Recycling</u>	<u>Ancient worlds</u>	<u>Time</u>
4	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.5- 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>Mu.5- 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>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.4 - Use and understand staff and other musical notations</p> <p>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.4- Use and understand staff and other musical notations</p> <p>Mu.5- 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>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.5- 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>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.5- 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>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.5- 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>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.5- 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>Mu.4 - Use and understand staff and other musical notations</p> <p>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.4 - Use and understand staff and other musical notations</p> <p>Mu.6- Develop an understanding of the history of music</p>	

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Skills (All units are 3 lessons)											
Poetry	Environment	Sounds	Communication	Sing in Spanish	In the past	Around the world	Food and drink	Building	Recycling	Ancient worlds	Time
<ul style="list-style-type: none"> Use beatbox techniques to imitate the sound of a drum kit Perform a rap or song with a vocal beatbox accompaniment Perform a poem as an ensemble with rhythmic accuracy to a steady beat Balance voices in a performance by choosing appropriate dynamics (volume) Understand how rhythmic articulation affects musical phrasing 	<ul style="list-style-type: none"> Compose an introduction for a song Explore the descriptive music of two famous composers of the 20th and 21st century 	<ul style="list-style-type: none"> Use beatbox techniques to imitate the sound of a drum kit Perform a rap or song with a vocal beatbox accompaniment Learn to sing partner songs Identify different instrument groups from a recording Listen to and learn about 1940s dance band music 	<ul style="list-style-type: none"> Compose a rap Copy rhythms and a short melody 	<ul style="list-style-type: none"> Combine singing with untuned and tuned percussion in a performance Sing a call and response song in a minor key in two groups Create descriptive sound pictures with instruments 	<ul style="list-style-type: none"> Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations Combine singing, playing and dancing in a performance Play an instrumental accompaniment of rhythms, chords and riffs Compose a fanfare Learn to play a Renaissance dance from notations (graphic, rhythm and staff) Learn a dance and play music from a 19th century German opera Listen to and learn about Renaissance instruments Learn a 1960s pop song and popular dance styles of the time 	<ul style="list-style-type: none"> Play a pentatonic song with leaps in pitch on tuned percussion Combine singing with untuned and tuned percussion in a performance Compose and notate pentatonic melodies on a graphic score Learn about and sing an African-American spiritual Develop listening skills by analysing and comparing music from different traditions 	<ul style="list-style-type: none"> Compose and play sequences of word rhythms Learn a traditional West African call and response song 	<ul style="list-style-type: none"> Combine four body percussion ostinati as a song accompaniment Improvise melodies with a given set of five notes (a pentatonic scale) Describe the structure of a piece of orchestral music Use rondo structure to build a performance 	<ul style="list-style-type: none"> Perform verse and chorus structure Chant in three parts Improvise in response to visual stimuli, with a focus on timbre Explore household items as instruments and match rhythms with appropriate soundmakers Demonstrate understanding of how sounds are produced by making instruments Listen to and play along with Bhangra music Perform a piece in rondo form 	<ul style="list-style-type: none"> Compare and contrast the structure of two pieces of music Explore layers and layering using a graphic score Identify key features of minimalist music 	<ul style="list-style-type: none"> Sing a song with three simple independent parts Understand syncopation and clap improvised off-beat rhythms Identify the metre of a new song or piece Play and sing repeated patterns (ostinati) from staff notation Match short rhythmic phrases with rhythm notation Listen to and analyse 20th century ballet music

Key vocabulary and Concepts

Poetry	Environment	Sounds	Communication	Sing in Spanish	In the past	Around the world	Food and drink	Building	Recycling	Ancient worlds	Time
<ul style="list-style-type: none"> •Beat •Rhythm •Dynamics •Ostinato/ostinati •Canon •Tempo 	<ul style="list-style-type: none"> •Timbre •Texture •Pitch •Dynamics •Duration •Tempo •Structure •Drone •Ostinato/ostinati •Introduction •Coda 	<ul style="list-style-type: none"> •Aerophone •Chordophone •Membranophone •Idiophone •Beatbox •Break •Spiritual 	<ul style="list-style-type: none"> •Rhythmic •Ostinato/ostinati •Melodic •Ostinato/ostinatos •Harmony •Chord/chordal 	<ul style="list-style-type: none"> •Accompaniment •Minor key •Hocket •Pitch •Beat •Rhythm 	<ul style="list-style-type: none"> •Ternary form •Ostinato •Coda •Beat •Rhythm •Fanfare •Tempo 	<ul style="list-style-type: none"> •Round •Pentatonic •Spiritual •Gospel music •Harmony •Graphic notation •Pitch •Improvisation •Tempo 	<ul style="list-style-type: none"> •Timbre •Pitch •Pentatonic scale •Beat •Rhythm •Rondo •Chant •Call & response 	<ul style="list-style-type: none"> •Verse •Chorus •Ostinato/ostinati •Dynamics •Riff •Drone •Texture 	<ul style="list-style-type: none"> •Binary •Rhythm •Groove •Verse •Chorus •Ternary •Improvisation 	<ul style="list-style-type: none"> •Structure •Verse •Chorus •Coda •Dynamics •Phrase •Crescendo •Diminuendo •Outro •Structure •Ostinato/ostinati •Minimalism •Graphic score •Texture 	<ul style="list-style-type: none"> •Beat •Metre •Rhythm •Syncopation •Chord •Riff •Break •Waltz

Prior Learning – skills progression

<p>KS1 Performing</p> <ul style="list-style-type: none"> • Take part in singing songs, following the tune well • Perform with others', taking instructions from the leader • Make and control long and short sounds using voices and instruments <p>Year 3 Performing</p> <ul style="list-style-type: none"> • Sing in two-part harmony • Accompany a song with a melodic ostinato on tuned percussion • Layer rhythms using untuned percussion instruments • Perform a pentatonic song with tuned and untuned accompaniment • Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion • Perform rhythmic ostinati individually and in combination • Copy and create a wide range of vocal sounds to incorporate into a song • Sing in two parts (two different melodies) with movements and percussion • Perform a round in three parts 	<p>KS1 Composing</p> <ul style="list-style-type: none"> • Compose and perform melodies and songs (including use of ICT) • Recognise and create repeated patterns with a range of instruments • Create accompaniments for my tunes <p>Year 3 Composing</p> <ul style="list-style-type: none"> • Select descriptive sounds to accompany a poem • Choose different timbres to make an accompaniment • Make choices about musical structure • Improvise descriptive music • Improvise to an ostinato accompaniment • Develop a song by choosing lyrics and structure • Arrange an accompaniment with attention to balance and musical effect • Explore simple accompaniments using beat and rhythm patterns • Use a score and combine sounds to create different musical textures 	<p>KS1 Appraising</p> <ul style="list-style-type: none"> • Identify the beat in music • Recognise changes in timbre, dynamics and pitch <p>Year 3 Appraising</p> <ul style="list-style-type: none"> • Identify a sequence of sounds (structure) in a piece of music • Identify the metre in a piece of music • Recognise pitch shapes • Explore musical phrases, melodic imitation and rounds • Learn about ternary form • Understand how music can be organised in sequences and layers • Learn a traditional Caribbean song • Listen to and learn about Hindustani classical music • Learn how sounds are produced and how instruments are classified • Understand the pentatonic scale • Listen to and learn about traditional Chinese music • Understand and perform binary form • Listen to and learn about a Romantic piece of music • Listen to and learn about a medieval antiphon • Listen to, learn about, play and dance to Tudor dance music • Learn about an instrument from Ancient Greece 	<p>KS1 Applying</p> <ul style="list-style-type: none"> • Listen carefully and recall short rhythmic and melodic patterns • Use my knowledge of dynamics, timbre and pitch to organize my music • Know how sounds can be made and changed to suit a situation • Make my own signs and symbols to make, record my music • Know that music can be played or listened to for a variety of purposes <p>Year 3 Applying</p> <ul style="list-style-type: none"> • Use graphic notation with the pentatonic scale • Recognise rhythm patterns in staff notation • Understand and use pitch notations • Read simple rhythm notation • Create and perform from a symbol score • Read graphic notation to play a melody on tuned instruments
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	GJS Intended Order of Music Express Units and National Curriculum Links/Coverage (All units are 6 lessons)					
	<u>At the movies</u>	<u>Keeping healthy</u>	<u>Solar system</u>	<u>Life cycles</u>	<u>Our community</u>	<u>Celebration</u>
5	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.4- Use and understand staff and other musical notations</p> <p>Mu.5- 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>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.4- Use and understand staff and other musical notations</p> <p>Mu.5- 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>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.4- Use and understand staff and other musical notations</p> <p>Mu.5- 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>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.4- Use and understand staff and other musical notations</p> <p>Mu.5- 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>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mu.5- 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>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p>

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills (All units are 6 lessons)					
<u>At the movies</u>	<u>Keeping healthy</u>	<u>Solar system</u>	<u>Life cycles</u>	<u>Our community</u>	<u>Celebration</u>
<ul style="list-style-type: none"> • Sing and play percussion in a group piece with changes in tempo and dynamics • Perform music together in synchronisation with a short movie • Use the musical dimensions to create and perform music for a movie • Evaluate and refine compositions with reference to the inter-related dimensions of music • Identify changes in tempo and their effects • Demonstrate understanding of the effect of music in movies • Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities • Learn about and use cue scores • Create sounds for a movie, following a timesheet • Learn about and explore techniques used in movie soundtracks 	<ul style="list-style-type: none"> • Sing and play scales and chromatic melodies accurately • Read grid or staff notation to play a bassline • Sing and play an American spiritual 	<ul style="list-style-type: none"> • Develop techniques of performing rap using texture and rhythm • Create and present a performance of song, music and poetry • Play and improvise using the whole tone scale • Listen to music with focus and analyse using musical vocabulary • Hear and understand the features of the whole tone scale • Listen to a 19th century tone poem and describe its effects and use of the musical dimensions • Listen to and learn about modern classical/avant garde music (20th century) • Listen to and analyse 19th century impressionist music using musical vocabulary 	<ul style="list-style-type: none"> • Create musical effects using contrasting pitch • Compare and contrast two pieces of 19th century Romantic music • Read a melody in staff notation • Develop a structure for a vocal piece and create graphic scores • Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores • Learn about the music of an early Baroque opera 	<ul style="list-style-type: none"> • Conduct metres of two, three and four • Prepare for a performance by considering narration, performance space, setting up and other logistics • Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion • Learn about jazz scat singing and devise scat sounds • Learn to sing a song from English musical heritage (20th century) 	<ul style="list-style-type: none"> • Sing a song in unison and three-part harmony • Perform a song with a complex structure in four parts • Sing with attention to accuracy in rhythm, pitch and dynamics • Develop ensemble playing, focusing on steady beat and placing notes accurately together • Control short, loud sounds on a variety of instruments • Explore and analyse a song arrangement and its structure • Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time

Key vocabulary and Concepts

<u>At the movies</u>	<u>Keeping healthy</u>	<u>Solar system</u>	<u>Life cycles</u>	<u>Our community</u>	<u>Celebration</u>
<ul style="list-style-type: none"> •Tempo •Dynamics •Phrase •Pitch •Timbre •Texture •Melody •Rhythm 	<ul style="list-style-type: none"> •Tempo •Structure •Pitch •Scale •Chromatic •Syncopation •Drone •Chromatic •Unison •Structure 	<ul style="list-style-type: none"> •Structure •Verse •Chorus •Bridge •Dynamics •Timbre •Iminuendo •Texture •Melodic ostinato •Tempo •Pitch 	<ul style="list-style-type: none"> •Structure •Round •Metre •Melody •Lead vocal •Backing vocal •Cumulative •Pulse •Tempo •Dynamics •Clusters •Symmetrical 	<ul style="list-style-type: none"> •Metre •Melodic ostinato •Lyrics •Improvisation •Dynamics 	<ul style="list-style-type: none"> •Melody •Harmony •Coda •Ostinato •Verse •Chorus •Fanfare •Duration •Dynamics •Bridge •Pitch

Prior Learning – skills progression

<p>Year 4 Performing</p> <ul style="list-style-type: none"> • Use beatbox techniques to imitate the sound of a drum kit • Perform a rap or song with a vocal beatbox accompaniment • Perform a poem as an ensemble with rhythmic accuracy to a steady beat • Learn to sing partner songs • Perform verse and chorus structure • Chant in three parts • Combine four body percussion ostinati as a song accompaniment • Play a pentatonic song with leaps in pitch on tuned percussion • Combine singing with untuned and tuned percussion in a performance • Sing a call and response song in a minor key in two groups • Sing a song with three simple independent parts • Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations • Combine singing, playing and dancing in a performance • Play an instrumental accompaniment of rhythms, chords and riffs 	<p>Year 4 Composing</p> <ul style="list-style-type: none"> • Balance voices in a performance by choosing appropriate dynamics (volume) • Compose an introduction for a song • Improvise in response to visual stimuli, with a focus on timbre • Explore household items as instruments and match rhythms with appropriate soundmakers • Improvise melodies with a given set of five notes (a pentatonic scale) • Create descriptive sound pictures with instruments • Compose a rap • Understand syncopation and clap improvised off-beat rhythms • Compose a fanfare • Compose and play sequences of word rhythms 	<p>Year 4 Appraising</p> <ul style="list-style-type: none"> • Understand how rhythmic articulation affects musical phrasing • Identify different instrument groups from a recording • Demonstrate understanding of how sounds are produced by making instruments • Compare and contrast the structure of two pieces of music • Copy rhythms and a short melody • Identify the metre of a new song or piece • Explore the descriptive music of two famous composers of the 20th and 21st century • Listen to and play along with Bhangra music • Perform a piece in rondo form • Describe the structure of a piece of orchestral music • Use rondo structure to build a performance • Learn about and sing an African-American spiritual • Develop listening skills by analysing and comparing music from different traditions • Learn a traditional West African call and response song • Listen to and learn about 1940s dance band music • Identify key features of minimalist music • Listen to and analyse 20th century ballet music • Learn a dance and play music from a 19th century German opera • Listen to and learn about Renaissance instruments • Learn a 1960s pop song and popular dance styles of the time 	<p>Year 4 Applying</p> <ul style="list-style-type: none"> • Compose and notate pentatonic melodies on a graphic score • Explore layers and layering using a graphic score • Play and sing repeated patterns (ostinati) from staff notation • Match short rhythmic phrases with rhythm notation • Learn to play a Renaissance dance from notations (graphic, rhythm and staff)
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GJS Intended Order of Music Express Units and National Curriculum Links/Coverage (All units are 6 lessons)					
<u>World unite</u>	<u>Journeys</u>	<u>Growth</u>	<u>Roots</u>	<u>Class awards</u>	<u>Moving on</u>
<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music, fluency, control and expression</p> <p>Mu.4- Use and understand staff and other musical notations</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy</p> <p>Mu.5- 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>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.4- Use and understand staff and other musical notations</p> <p>Mu.5- 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>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music, fluency, control and expression</p> <p>Mu.5- 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>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy</p> <p>Mu.2- Improvise and compose music for a range of purposes using the inter-related dimensions of music. fluency, control and expression</p> <p>Mu.6- Develop an understanding of the history of music</p>	<p>Mu.1- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy</p> <p>Mu.3- Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu.4- Use and understand staff and other musical notations</p>

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills (All units are 6 lessons)					
<u>World unite</u>	<u>Journeys</u>	<u>Growth</u>	<u>Roots</u>	<u>Class awards</u>	<u>Moving on</u>
<ul style="list-style-type: none"> • Demonstrate understanding of beat and syncopation through singing and body percussion • Demonstrate coordination and rhythm skills by participating in a complex circle game • Devise, combine and structure rhythms through dance • Demonstrate understanding of pitch through singing from simple staff notation 	<ul style="list-style-type: none"> • Convey lyrical meaning through expressive singing in a part-song with echoes • Develop song cycles for performance, making decisions about texture, staging and dramatization • Learn to sing major and minor note patterns accurately • Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers • Learn a 1980s pop song with understanding of its structure • Learn to sing a 21st-century British choral work 	<ul style="list-style-type: none"> • Play a chordal accompaniment to a piece • Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music • Follow and interpret a complex graphic score for four instruments • Learn to sing and play ostinati from an early 20th-century orchestral work • Learn to sing and play ostinati from an early 20th-century orchestral work 	<ul style="list-style-type: none"> • Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement • Improvise descriptive music on instruments and other soundmakers • Sing and play traditional Ghanaian music • Sing two West African call and response songs in two groups 	<ul style="list-style-type: none"> • Refine vocal performance with consideration of posture, breathing and enunciation • Compose programme music from a visual stimulus • Discuss the music of a Russian Romantic composer with reference to a painting from the same period 	<ul style="list-style-type: none"> • Perform complex song rhythms confidently • Change vocal tone to reflect mood and style • Experience and understand the effect of changing harmony • Listen to and understand modulation in a musical bridge • Play tuned instrumental parts confidently from graphic scores with note names
Key vocabulary and Concepts					
<ul style="list-style-type: none"> •Structure •Beat •Syncopation •Melody •Rhythm •Pitch •Scat •Singing •Harmony 	<ul style="list-style-type: none"> •Beat •Rhythm •Verse •Chorus •Song cycle •Structure •Phrasing •Dynamics •Pitch •Middle eight •Harmony 	<ul style="list-style-type: none"> •Texture •Rhythm •Ostinato •Metre •Structure •Harmony •Chord •Beat •Unison •Flashmob 	<ul style="list-style-type: none"> •Beat •Rhythm •Improvise •Structure •Tempo •Dynamics •Timbre •Texture 	<ul style="list-style-type: none"> •Verse •Chorus •Dynamics •Pitch •Tremolo •Timbre •Rhythm •Texture •Rap •Fanfare •Melody •Phrase 	<ul style="list-style-type: none"> •Verse •Chorus •Harmony •Structure •Dynamics •Pitch •Chord •Coda •Accompaniment •Modulation •Major key •Bridge

Prior Learning – skills progression

Year 5 Performing

- Conduct metres of two, three and four
- Prepare for a performance by considering narration, performance space, setting up and other logistics
- Develop techniques of performing rap using texture and rhythm
- Create and present a performance of song, music and poetry
- Sing and play scales and chromatic melodies accurately
- Sing and play percussion in a group piece with changes in tempo and dynamics
- Perform music together in synchronisation with a short movie
- Sing a song in unison and three-part harmony
- Perform a song with a complex structure in four parts
- Sing with attention to accuracy in rhythm, pitch and dynamics
- Develop ensemble playing, focusing on steady beat and placing notes accurately together
- Control short, loud sounds on a variety of instruments

Year 5 Composing

- Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion
- Play and improvise using the whole tone scale
- Create musical effects using contrasting pitch
- Use the musical dimensions to create and perform music for a movie
- Evaluate and refine compositions with reference to the inter-related dimensions of music

Year 5 Appraising

- Listen to music with focus and analyse using musical vocabulary
- Hear and understand the features of the whole tone scale
- Compare and contrast two pieces of 19th century Romantic music
- Identify changes in tempo and their effects
- Demonstrate understanding of the effect of music in movies
- Explore and analyse a song arrangement and its structure
- Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time
- Learn about jazz scat singing and devise scat sounds
- Listen to a 19th century tone poem and describe its effects and use of the musical dimensions
- Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores
- Sing and play an American spiritual
- Learn about and explore techniques used in movie soundtracks
- Learn to sing a song from English musical heritage (20th century)
- Listen to and learn about modern classical/avant garde music (20th century)
- Listen to and analyse 19th century impressionist music using musical vocabulary
- Learn about the music of an early Baroque opera

Year 5 Applying

- Read a melody in staff notation
- Develop a structure for a vocal piece and create graphic scores
- Read grid or staff notation to play a bassline
- Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities
- Learn about and use cue scores
- Create sounds for a movie, following a timesheet