



## National Curriculum Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Expected covered content from 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.

## Actual coverage in Key Stage 2

<b>Pupils should be taught to:</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	All Year - Music Hub - WCE			T3 - WotW
• improvise and compose music for a range of purposes using the inter-related dimensions of music	T4 - UTC	T1 - LS	T3 - YNI	
• listen with attention to detail and recall sounds with increasing aural memory	All Year - Music Hub - WCE			T4 - GW
• use and understand staff and other musical notations	T5 & T6 - Music Hub - WCE	T3 - L&O	T1 - MC	
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	T6 - CFWM:Af	T6 - CF	T6 - CFWM:Am	
• develop an understanding of the history of music		T4 - PoP T6 - CF		T1 - AwoBI T6 - IHaD



## Knowledge Building

### Instrumentation

The combination of instruments used in a piece of music is known as **instrumentation**. Part of composition involves planning for different instruments and their groupings. Recognising the connection between the musical elements and **instrumentation** is an important part of thinking musically, as timbre, texture, pitch, dynamics all link directly to **instrumentation**.

### Notation

**Notation** is music that has been written down so performers, whether instrumental or vocal, can read the pitch and duration of the notes they are supposed to be played and sing. It consists of a series of symbols and markings that inform musicians how to perform a composition. Types and methods of notation vary between cultures and throughout history. Modern staff notation, written on five horizontal parallel lines, is the most used form worldwide.

### Cultural Understanding

Songs and music act as a mirror for the history, values and traditions of different cultures. Even though there is diversity in the types of music that people enjoy (which often relates to cultural norms), it is universally agreed that music is an important way of expressing ourselves as human beings. Music offers a means of **intercultural understanding** and appreciation.

### Musical Vocabulary

**Music vocabulary** relates to genres, instrumentation, Subject specific vocabulary for music can be found in Italian as well as English. Italian terms are most commonly used when composers are instructing performers, telling them how they want their music to be played e.g. for “fast” the music would say “allegro” or for “loud” it would say “forte”.

### Musical Elements

The **Musical Elements** are sometimes also called the inter-related dimensions of music. They are **pitch, timbre, texture, duration, dynamics, structure** and **tempo**. These are the fundamental building blocks of all music and are essential components that distinguish noise and random sounds from music.

### Singing

**Singing** is the act of producing musical sounds with the voice. There are five main components of singing: **breathing, pitch, rhythm, diction, and voice**. A person who sings is called a singer or vocalist and singers perform music that can be sung, with or without accompaniment by musical instruments.

\*The **Technical, Constructive** and **Expressive** aspects of music are taught across the six pillars.



## End Goals

### Adventurers / LKS2

Our aim in teaching music in Adventurers is to develop pupils' appreciation of how the musical elements combine in the construction of music, to realise an expressive intention. They should be developing their own musical tastes and be able to give reasons for their personal preferences. They should know about different instrument families and ensemble groupings and be able to play a range of instruments with increasing accuracy and fluency. They should also be confident to try playing by ear, showing an increased aural memory. Pupils should know about a range of musical styles and their origins and have developed singing techniques that include a focus on breathing and phrasing.

### Navigators / UKS2

Our aim in teaching music in Navigators is to increase their confidence in improvisation, with a clear awareness of form and structure. Pupils should have a deeper understanding of how the musical elements combine when constructing pieces to create a desired effect or intent. They should have experience of singing across a range of styles, such as rounds, two parts and call and response. Their use of technical vocabulary should include more advanced terms, such as Italian musical directions that indicate how a piece should be played, and they should be able to compare musical forms and structures using appropriate musical vocabulary. They should also have an understanding of how music is used for different purposes within different cultures. The historical aspect of musical, including the development and evolution of instruments over time, should be an area they are increasingly aware of.



## ADVENTURERS (Year 3 & 4)

### Knowledge Building







Instrumentation	Notation	Cultural Understanding	Musical Vocabulary	Musical Elements	Singing
Know about different instrument families and ensemble groupings e.g. orchestra, brass band	Know basic note values and understand how they are used in the context of beat and metre	Know about a range of musical styles and their origins	Know and understand words related to texture, timbre and structure such as layers and tone	Know and understand the elements of texture, timbre and structure including form	Know and understand about techniques, such as breathing linked to phrasing

### Music Skills Progression Adventurers Yr3/4

<p>Mu21 Explore the way sounds can be combined and used expressively</p> <p>Mu22 Improvise repeated patterns</p> <p>Mu23 Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music</p> <p>Mu24 Explore sounds using symbols and ICT</p> <p>Mu25 Begin to recognise, recall and perform simple rhythmic patterns</p> <p>Mu26 Recognise and explore different combinations of pitch sounds</p> <p>Mu27 Listen carefully and recognise patterns and increase aural memory</p> <p>Mu28 Begin to sing in tune expressively with an awareness of beat and rhythm</p> <p>Mu29 Perform with control and awareness of audience</p>	<p>Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion</p> <p>Mu31 Improvise simple tunes based on the pentatonic scale</p> <p>Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music</p> <p>Mu33 Explore, recall and plan sounds using symbols and ICT</p> <p>Mu34 Combine several layers of sound, observing the combined effect</p> <p>Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory</p> <p>Mu36 Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear</p> <p>Mu37 Perform with awareness of different parts that others are playing or singing</p>
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## Knowledge Progression Term 1 & Term 2

Adventurers 1 / Year 3	Adventurers 2 / Year 4
 <p><b>That's All, Folks! (Term 1)</b></p> <p>No Music in this Project</p>	 <p><b>Lightning Speed (Term 1)</b></p> <p><b>Skills Development - Tempo</b></p> <ul style="list-style-type: none"> <li>To copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow</li> </ul> <p>The unit focuses specifically on the musical element of tempo, developing listening and appraising skills through comparing contrasting piece of music. Pupils will be able to apply their knowledge of the effects achieved by choosing specific tempos for a purpose and see how changing tempo in a piece can create drama and evoke mood changes. They will go on to explore moods created by music and look at how the combined musical elements contribute to the overall effect of a piece.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>To know that music can affect mood and emotions</li> <li>To know how to use tempo and pitch to create drama and evoke different moods</li> <li>To know the features of major and minor tonality</li> <li>To understand and explain their own personal likes and dislikes in music, related back to the elements of music</li> </ul>
 <p><b>Lindow Man (Term 2)</b></p> <p>No Music in this Project</p>  <p><b>Rocky the Findosaur (Term 2)</b></p> <p>No Music in this Project</p>	 <p><b>Out and About (Term 2)</b></p> <p>No Music in this Project</p>  <p><b>May the Force Be With You (Term 2)</b></p> <p>No Music in this Project</p>









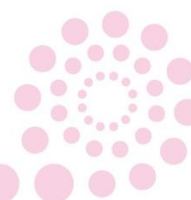
## Knowledge Progression Term 3 & Term 4

Adventurers 1 / Year 3	Adventurers 2 / Year 4
<div style="text-align: center;">  <p><b>Athens v Sparta (Term 3)</b></p> <p>No Music in this Project</p> </div>	<div style="text-align: center;">  <p><b>Law And Order (Term 3)</b></p> <p><b>Skills Development - Duration</b></p> <ul style="list-style-type: none"> <li>To use listening skills to keep the beat in a piece of music, showing awareness of and responding to change in tempo</li> <li>To make compositional decisions about the overall structure of improvisations</li> <li>To improvise by inventing short 'on-the-spot' rhythm patterns</li> </ul> <p>Pupils be introduced note values and use Lego to begin to understand the concept of duration of notes, time and metre in music. They will compose rhythmic patterns and perform them.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> <li>To know the basic notation values</li> <li>To know what crotchets, minims and semibreves are</li> <li>To know how to read simple duration notation</li> <li>To know the importance of listening to each other when performing in groups</li> </ul> </div>
<div style="text-align: center;">  <p><b>Under The Canopy (Term 4)</b></p> <p><b>Skills Development - Timbre</b></p> <ul style="list-style-type: none"> <li>To improvise using tuned and untuned instruments</li> <li>To learn about instrument families and how they can be recognised by their timbre</li> <li>To use listening skills to correctly identify different instrument voices</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>To understand and explain what texture is</li> <li>To know how to identify low and high pitched sounds</li> <li>To know the importance of listening to each other when performing in groups</li> </ul> </div>	<div style="text-align: center;">  <p><b>Picture Our Planet (Term 4)</b></p> <p><b>Skills Development - Texture</b></p> <ul style="list-style-type: none"> <li>To use listening skills to correctly identify how many sounds they can hear and to name the individual instrument voices</li> <li>To create and play a group piece which shows understanding of texture and notation</li> </ul> <p>This unit focuses on the origins of ancient Celtic music, beginning with two of the best-known ancient instruments - the carnyx and the crwth. Pupils will then look at the broader genre of Celtic music and how it has developed, up to the present day.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li><b>Develop an understanding of the history of music (NC)</b></li> <li>To know what the ancient instruments, the carnyx and the crwth, are</li> <li>To know the origins of Celtic music</li> <li>To know that the bodhran is a Celtic drum</li> <li>To understand what improvisation means</li> <li>To know what a rhythmic pattern is</li> </ul> </div>



## Knowledge Progression Term 5 & Term 6

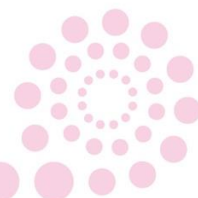
Adventurers 1 / Year 3	Adventurers 2 / Year 4
 <p><b>Three Giant Steps (Term 5)</b></p> <p>No Music in this Project</p>  <p><b>Saxon King (Term 5)</b></p> <p>No Music in this Project</p>	 <p><b>Window on the World (Term 5)</b></p> <p>No Music in this Project</p>  <p><b>Viking Warrior (Term 5)</b></p> <p>No Music in this Project</p>
 <p><b>Come Fly With Me! Africa (Term 6)</b></p> <p><b>Skills Development - Structure</b></p> <ul style="list-style-type: none"> <li>To learn about repetition as a compositional tool and to understand the term 'ostinato'</li> <li>To structure musical ideas, creating music that has a beginning, middle and end</li> </ul> <p>Pupils will learn to recognise the main features and instruments used in African music. They will then explore the techniques of 'call and response'. Finally, pupils will develop ensemble skills by rehearsing and performing a rhythmic pattern, which uses the call and response technique.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> <li>To know what call and response is in a piece of music</li> <li>To know that call and response is a feature of African music</li> <li>To know that the drum is integral to African music</li> <li>To know how to play hand drums and other percussion to create different sounds</li> <li>To know how important tempo, dynamics and pitch are in call and response singing</li> </ul>	 <p><b>Cry Freedom (Term 6)</b></p> <p><b>Skills Development - Singing</b></p> <ul style="list-style-type: none"> <li>To practice breathing techniques in order to improve vocal control</li> <li>To improve diction when singing</li> <li>To understand the importance of posture when singing</li> </ul> <p>With a focus on coded songs from the Underground Railroad, pupils will learn about the contribution of Harriet Tubman in helping slaves escape to the northern states of America. They will learn how her songs provided instructions and maps to guide people to freedom.</p> <p><b>Concepts</b></p> <p><b>NC</b> - 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><b>NC</b> - Develop an understanding of the history of music</p>





## Key Vocabulary Term 1 & Term 2

Adventurers 1 / Year 3		Adventurers 2 / Year 4	
That's All, Folks! (Term 1)		Lightning Speed (Term 1)	
No music in this Project	tempo pitch fast slow notate mood music	tonality major minor scale playlist	
Lindow Man (Term 2)		Out and About (Term 2)	
No music in this Project		No music in this Project	
Rocky the Findosaur (Term 2)		May the Force Be With You (Term 2)	
No music in this Project		No music in this Project	







## Key Vocabulary Term 3 & Term 4

Adventurers 1 / Year 3		Adventurers 2 / Year 4	
Athens v Sparta (Term 3)		Law and Order (Term 3)	
No music in this Project		duration	crotchet
		notes	minim
		timing	semibreve
		metre	notation
		composer	
		composing	
Under The Canopy (Term 4)		Picture Our Planet (Term 4)	
timbre	body percussion	carnyx	wind instrument Celtic music
dynamics	body music	crwth	hammer dulcimer
pitch		carnyces	harp
texture		plucked	bouzouki
soundscape		stringed instrument	tin whistle
animal sounds			fiddle





## Key Vocabulary Term 5 & Term 6

Adventurers 1 / Year 3			Adventurers 2 / Year 4		
Three Giant Steps (Term 5)			Window on the World (Term 5)		
No music in this Project			No music in this Project		
Saxon King (Term 5)			Viking Warrior (Term 5)		
No music in this Project			No music in this Project		
Come Fly With Me! Africa (Term 6)			Cry Freedom (Term 6)		
tempo	call and response	Kpanlogo drum	Underground Railroad		
dynamic	rhythmic pattern	repetition	coded songs		
pitch	percussion		diction		
texture	djembe drum		posture		
timbre	slit drum				
duration	talking drum				











## NAVIGATORS (Year 5 & 6)

Knowledge Building					
Instrumentation	Notation	Cultural Understanding	Musical Vocabulary	Musical Elements	Singing
Understand how instruments have developed and evolved over time	Know and understand basic pitch notation	Understand how music is used for different purposes within different cultures	Know and understand more specific vocabulary linked to the elements such as ostinato (duration)	Know and understand how the elements combine to create different musical styles and effects	Know and understand a range of styles, such as call and response songs and rounds.
Music Skills Progression Navigators Yr5/6					
Mu38 Improvise melodic and rhythmic phrases Mu39 Compose from different starting points by developing ideas within musical structures Mu40 Explore the use of notation and ICT to support creative work Mu41 Suggest improvements to their own and others' work Mu42 Identify the relationship between sounds and how music reflects different intentions Mu43 Describe and compare different kinds of music using key musical vocabulary Mu44 Listen carefully, developing and demonstrating musical understanding Mu45 Perform by ear Mu46 Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect Mu47 Sing songs with increasing control of breathing, posture and sound projection Mu48 Use ICT to change and manipulate sounds Mu49 Compose their own instrumental and vocal music and perform their own and others' compositions			Mu50 Explore the use of notation and ICT to support creative expression Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Mu52 Perform significant parts from memory, with awareness of their own contributions Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory Mu55 Perform solo and lead others from notation Mu56 Subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats Mu57 Use a variety of notation Mu58 Perform their own and others' compositions in a way that reflects their meaning and intentions		









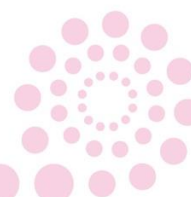
## Knowledge Progression Term 1 & Term 2

Navigators 1 / Year 5	Navigators 2 / Year 6
<div style="text-align: center;">  <p><b>Mission Control (Term 1)</b></p> </div> <p><b>Skills Development - Duration</b></p> <ul style="list-style-type: none"> <li>To understand what metre is and its relationship to beat</li> <li>To know how to identify metre within a piece of music</li> <li>To know what a polyrhythm is</li> </ul> <p>Pupils find out about the concept of 'orbits' and relate it to cyclic patterns. Pupils will experiment with cyclic patterns focus on strong beats. They will improvise melodic cyclic patterns and then try combining them with rhythmic cycles. Then, pupils will explore the genre of musicals, leading to the composition of a mini musical based on the first moon landing.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> <li>To understand what a cyclic pattern is</li> <li>To understand the difference between strong and weak beats in a piece of music</li> <li>To know what metre means</li> <li>To know how to notate a simple melody, using letter names or on a stave</li> <li>To know what a musical is and the features of this genre</li> </ul>	<div style="text-align: center;">  <p><b>A World of Bright Ideas (Term 1)</b></p> </div> <p><b>Skills Development – Instrumentation and Notation</b></p> <ul style="list-style-type: none"> <li>To use listening skills to identify instruments playing both individually and in small groups</li> <li>To distinguish between similar timbres to correctly identify and name instruments</li> <li>To learn what a chord is a how a chord is played</li> <li>To develop notation reading skills</li> </ul> <p>Focusing on the development of the guitar and the flute, pupils examine the changes that have taken place in the evolution of each instrument and how that links with the generic creative process of observe, reflect, make.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> <li>To know about the history and evolution of the guitar</li> <li>To know how to recognise the instruments heard in a piece of music</li> <li>To know about the history and evolution of the flute</li> <li>To understand the importance and impact of timbre in music</li> <li>To know which instruments belong to the flute and guitar families</li> </ul>
<div style="text-align: center;">  <p><b>The Rescuers (Term 2)</b></p> <p>No Music in this Project</p> </div> <div style="text-align: center; margin-top: 20px;">  <p><b>Go With The Flow (Term 2)</b></p> <p>No Music in this Project</p> </div>	<div style="text-align: center;">  <p><b>True Crime? (Term 2)</b></p> <p>No Music in this Project</p> </div> <div style="text-align: center; margin-top: 20px;">  <p><b>Time Team (Term 2)</b></p> <p>No Music in this Project</p> </div>









## Knowledge Progression Term 3 & Term 4

Navigators 1 / Year 5	Navigators 2 / Year 6
<p style="text-align: center;"><b>You're Not Invited (Term 3)</b></p> <p></p> <p><b>Skills Development - Dynamics</b></p> <ul style="list-style-type: none"> <li>To use listening skills to identify and distinguish between a wider range of dynamics</li> <li>To create sounds with a range of dynamics, with accuracy</li> </ul> <p>Pupils will explore old Norse Battle mottos and devise their own. Then, they will look at other battle chants such as the Haka, perform and add a beat using appropriate instruments. They will compose a soundscape to depict a battle scene.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>To know that music is used for different purposes, including keeping spirits up in battle</li> <li>To understand how pitch and dynamics have an impact on the overall effect of a piece of music</li> <li>To know the impact that tempo and beat have on a piece of music</li> <li>To know about the origins of the Haka and its meaning</li> </ul>	<p style="text-align: center;"><b>Wars of the World (Term 3)</b></p> <p></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To identify whether consecutive notes are higher or lower in pitch</li> <li>To learn about performing music without having to read from a score</li> </ul> <p>Wartime songs were hugely popular in their day and seen as an important tool for motivating troops and keeping spirits up. Pupils will learn some popular World War Songs. They will also learn an original song that tells the story of the Christmas 1914 truce, before examining two other anti-war Christmas songs.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>To know that music is used for a variety of purposes</li> <li>To know how to use dynamics in singing</li> <li>To know the importance of listening to each other when singing and performing</li> </ul>
<p style="text-align: center;"><b>Full of Beans (Term 4)</b></p> <p></p> <p style="text-align: center;">No Music in this Project</p>	<p style="text-align: center;"><b>Global Warning (Term 4)</b></p> <p></p> <p>Learn the 'Global Warning' song and perform in two parts. Research eco-issues related to the elements mentioned in the song. Then, compose lyrics beginning "If we don't make changes now....." and record them, adding sound effects.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>To know what a 'verse' is in a piece of music</li> <li>To know what an echo is</li> <li>To know what a call and response song is</li> <li>To know how to record a composition using digital technology</li> </ul>





## Knowledge Progression Term 5 & Term 6

Navigators 1 / Year 5	Navigators 2 / Year 6
 <p style="text-align: center;"><b>Been Around the World (Term 5)</b></p> <p style="text-align: center;">No Music in this Project</p>  <p style="text-align: center;"><b>British Bulldog (Term 5)</b></p> <p style="text-align: center;">No Music in this Project</p>	 <p style="text-align: center;"><b>In Your Element (Term 5)</b></p> <p style="text-align: center;">No Music in this Project</p>  <p style="text-align: center;"><b>Pharaoh Queen (Term 5)</b></p> <p style="text-align: center;">No Music in this Project</p>
 <p style="text-align: center;"><b>Come Fly With Me! America (Term 6)</b></p> <p><b>Skills Development - Singing</b></p> <ul style="list-style-type: none"> <li>To understand the importance of diaphragmatic breathing when singing</li> <li>To understand what a round is and learn to sing a round in two parts</li> </ul> <p>This unit looks at the following national anthems: - England 'God Save the Queen', USA 'The Star-Spangled Banner', France 'Le Marseillaise', South Africa 'Nkosi Sikelel' iAfrika' (God Bless Africa) and Germany 'Deutschlandlied'. Pupils will examine the broad features of national anthems, analyse the above and compare them, looking for similarities and differences.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> <li>To know what a national anthem is and its purpose</li> <li>To know the meaning of 'crescendo'</li> <li>To know that music can affect mood and emotions</li> <li>To know which orchestral families some instruments belong to</li> <li>To be able to correctly play a range of percussion instruments</li> </ul>	 <p style="text-align: center;"><b>"I Have a Dream..." (Term 6)</b></p> <p><b>Skills Development - Structure</b></p> <ul style="list-style-type: none"> <li>To understand ternary form and compose a piece of music using this structure</li> </ul> <p>The slave trade is described by some as the pre-cursor to apartheid. Pupils will explore the history of the slave trade songs. Use 'Swing Low' as an example of a popular call and response spiritual folk song, to play simple melodic phrases by ear and sing expressively. They will sing in two parts and compose a Soundscape to go with 'Gospel Train'.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> <li>To know what folk music is</li> <li>To know some English folk music</li> <li>To know about the origins of spiritual folk / slave songs</li> <li>To understand what a musical phrase is</li> </ul>



## Key Vocabulary Term 1 & Term 2

Navigators 1 / Year 5		Navigators 2 / Year 6	
<b>Mission Control (Term 1)</b>		<b>A World of Bright Ideas (Term 1)</b>	
structure	strong and weak	timbre	woodwind
texture	beats	guitar	string
dynamic	musicals	flute	creative process
pitch - notation		musical evolution	
cyclic rhythms		sitar	
melodic patterns		oud	
<b>The Rescuers (Term 2)</b>		<b>True Crime? (Term 2)</b>	
No music in this Project		No music in this Project	
<b>Go With the Flow (Term 2)</b>		<b>Time Team (Term 2)</b>	
No music in this Project		No music in this Project	





## Key Vocabulary Term 3 & Term 4

Navigators 1 / Year 5		Navigators 2 / Year 6	
You're Not Invited (Term 3)		Wars of the World (Term 3)	
texture	battle motto	tempo	Christmas song
timbre	chant	dynamic	
tempo	rhythmic ostinato	structure	
structure	Haka	morale	
duration	call and response	solo parts	
dynamics	accelerando	choral singing	
Full of Beans (Term 4)		Global Warning (Term 4)	
No music in this		pitch	compose
Project		texture	rehearse
		timbre	record
		structure	perform
		solo	
		duet	

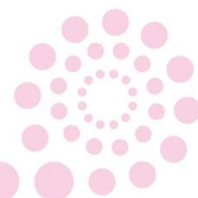






## Key Vocabulary Term 5 & Term 6

Navigators 1 / Year 5		Navigators 2 / Year 6	
<b>Been Around the World (Term 5)</b>		<b>In Your Element (Term 5)</b>	
No music in this Project		No music in this Project	
<b>British Bulldog (Term 5)</b>		<b>Pharaoh Queen (Term 5)</b>	
No music in this Project		No music in this Project	
<b>Come Fly With Me! America (Term 6)</b>		<b>"I Have A Dream..." (Term 6)</b>	
tempo	lyric	tempo	melodic ostinato
dynamic		dynamic	rhythmic ostinato
pitch		pitch	genre
national anthems		folk music	
musical patriotism		slave songs	
verse		notes	





## Composites and Components – Skills and Knowledge

		Term 4 – Under the Canopy	
		Composites & Components	Components
<b>Year 3</b>  <b>To improvise and compose music for a range of purposes using the inter-related dimensions of music (NC)</b>	To understand and explain what texture is		<ul style="list-style-type: none"> <li>To know that texture in music means layers of sound</li> <li>To know that a piece of music with only one sound would be a thin texture</li> <li>To know that the more sounds there are, the thicker the texture</li> <li>To identify and make music with thin and thick textures</li> </ul>
	To know how to identify low- and high-pitched sounds		<ul style="list-style-type: none"> <li>To know that the term 'pitch' means how a high or low note (or sound)</li> <li>To identify high- and low-pitched sounds</li> <li>To make high- and low-pitched sounds using their voices</li> <li>To echo low- / mid- / high pitched notes</li> <li>To echo a short phrase of low- / mid- / high pitched notes</li> <li>To sing low-, mid- and high-pitched notes</li> </ul>
	To know the importance of listening to each other when performing in groups		<ul style="list-style-type: none"> <li>To know that everybody in a group needs to start and finish playing at the same time</li> <li>To know that everybody in the group needs to play at the same speed</li> </ul>
	To improvise using tuned and untuned instruments (SDT)		<ul style="list-style-type: none"> <li>To explore a variety of percussion instruments and know their names</li> <li>To know how to hold the instruments they play</li> <li>To know which beaters are used with which instruments</li> <li>To know how to hold a beater correctly and where and how to hit their instrument using it</li> <li>To know that some instruments can play different notes and that these are called pitched instruments</li> <li>To know some examples of pitched instruments and name them</li> <li>To explore a variety of pitched instruments</li> <li>To be able to find low and high notes on a pitched instrument</li> </ul>
	To learn about instrument families and how they can be recognised by their timbre (SDT)		<ul style="list-style-type: none"> <li>To know that musical instruments all have their own timbre</li> <li>To know that an orchestra is a large group of musicians who play together on a variety of instruments</li> <li>To know that, in an orchestra, instruments are grouped together in families</li> <li>To know that instruments in a family all have things in common, such as how they look or how their sound is made</li> <li>To know that, in an orchestra, there are four different instrument families which combine to make music</li> <li>To know that the four families are called brass, woodwind, strings and percussion</li> <li>To listen to music played by instruments from each of the four families</li> <li>To handle and explore instruments from each of the four families, finding out how they are played, what they are made from and how they sound</li> <li>To name and sort instruments into the four families</li> <li>To identify instruments from each of the four families by sight</li> <li>To identify instruments from each of the four families by sound</li> </ul>
	To use listening skills to correctly identify different instrument voices (SDT)		<ul style="list-style-type: none"> <li>To know that musical instruments have their own timbre</li> <li>To know the names of a variety of instruments</li> <li>To identify different instruments as they hear them being played</li> <li>To be able to match a sound to the instrument that makes it</li> </ul>



## Term 6 – Come Fly With Me! Africa

		Composites & Components	Components
<b>Year 3</b> <b>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians (NC)</b>	To know what call and response is in a piece of music		To know that call and response consists of two parts, usually played or sung by different musicians To know that the first part is the 'call', and the second part, the 'response', is heard as a comment about, or an answer to, the first part
	To know that call and response is a feature of African music		To listen to some examples of African call and response music To know that drums are a feature of African music
	To know that the drum is integral to African music		To listen to some examples of African call and response music To know what a drum is To know the names of and explore a variety of drums
	To know how to play hand drums and other percussion to create different sounds		To know that drums can be played using sticks, beaters and hands To explore a variety of hand drums To know that hand drums are integral to African music To know that drums usually keep the beat in a piece of music To know that drums and percussion can also be used to play rhythms in a piece of music To know that the hand can be moved and positioned in different ways to produce different effects and sounds on drums and percussion To explore moving their hands in different shapes and positions to create different effects on drums and other percussion instruments
	To know how important tempo, dynamics and pitch are in call and response singing		To know that the tempo of a piece of music can change To know that the dynamics within a piece of music can change To know that there are high-, low- and mid-pitched notes To know that notes of different pitches make up a melody To sing a variety of call and response phrases and songs To explore how tempo, dynamics and pitch affect call and response singing
	To learn about repetition as a compositional tool and to understand the term 'ostinato' (SDT)		To know that repetition is an important part of how music is structured To know that ostinato is the repetition of short musical phrases To know that ostinato can be melodic or rhythmic To know that echo is a form of repetition To listen to music containing ostinato phrases To identify ostinato phrases in a piece of music
	To structure musical ideas, creating music that has a beginning, middle and end (SDT)		To make up short improvised rhythmic and melodic phrases To explore organising musical phrases in different ways



Term 1 – Lightning Speed		
	Composites & Components	Components
<b>Year 4</b> <b>To improvise and compose music for a range of purposes using the inter-related dimensions of music (NC)</b>	To know that music can affect mood and emotions	<ul style="list-style-type: none"> <li>To listen to a variety of music and talk about how it makes them feel</li> <li>To draw images reflecting a piece of music</li> <li>To know that music can make people feel happy or sad</li> <li>To collect pieces of music that other people say makes them feel happy / sad</li> </ul>
	To know how to use tempo and pitch to create drama and evoke different moods	<ul style="list-style-type: none"> <li>To be able to identify the tempo of a piece of music</li> <li>To know that the tempo of a piece of music can change</li> <li>To identify tempo changes</li> <li>To identify high- and low-pitched sounds</li> <li>To know that changing tempo in a piece of music can create drama and evoke mood changes</li> <li>To know that changing pitch in a piece of music can create drama and evoke mood changes</li> <li>To know that the two main elements that create a happy mood in a piece of music are a quick tempo and a major key</li> <li>To know that the two main elements that create a sad mood in a piece of music are a slow tempo and a minor key</li> </ul>
	To know the features of major and minor tonality	<ul style="list-style-type: none"> <li>To know that music is written in major keys or minor keys</li> <li>To know that music in a major key generally sounds happy or cheerful</li> <li>To listen to the C major scale</li> <li>To play the C major scale</li> <li>To experiment with the notes from the key of C major</li> <li>To compose short melodies in a major key</li> <li>To listen to pieces of music that are in a major and minor keys to become familiar with tonality</li> <li>To identify pieces of music that are in major and minor keys</li> </ul>
	To understand and explain their own personal likes and dislikes in music, related back to the elements of music	<ul style="list-style-type: none"> <li>To know that a piece of music can be experienced in a very different way by each person who hears it</li> <li>To know that the emotion created by a piece of music may be influenced by many factors, such as the environment it is played in, associated memories, the listener's personality / culture</li> <li>To know that a lot of research has been done on the effects of music on the brain</li> </ul>
	To copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow (SDT)	<ul style="list-style-type: none"> <li>To know that there are eight notes in a scale</li> <li>To know that a scale is a series of eight consecutive notes, starting and finishing on the same note</li> <li>To know that scales go up (ascending) and go down (descending) in steps</li> <li>To know that musical notes are arranged onto a staff (or staff)</li> <li>To know that a staff is made up of five lines (with four spaces in between)</li> <li>To know that a note's position on the staff shows its pitch</li> <li>To know that the notes in the four spaces spell out F - A - C - E (from the bottom to the top space)</li> <li>To know that the notes on the five lines spell out E - G - B - D - F (from the bottom to the top line)</li> <li>To learn a simple mnemonic to remember the line notes</li> <li>To read, name and place given notes correctly in the spaces and lines</li> <li>To know that step notation is when the notes (letters names) are moving one step at a time</li> <li>To be able to play an ascending and a descending scale from C - C on a tuned percussion instrument</li> </ul>



## Term 3 – Law and Order

		Composites & Components	Components
<b>Year 4</b> <b>To use and understand staff and other musical notations (NC)</b>	To know the basic notation values	<ul style="list-style-type: none"> <li>To know that, just like we write words using an alphabet so that anyone can read it, musical notation is a way of writing down music so that anyone can play it</li> <li>To know that music notation is made up of symbols</li> <li>To know that notation shows the pitch and duration a note should be</li> <li>To know that music is organised into groups of beats, called bars</li> <li>To know that a piece of music (usually) has the same number of beats in each bar throughout</li> <li>To know that the most common number of beats in a bar is 4, 3, or 2</li> <li>To know that bars are demarcated by vertical lines on a staff</li> </ul>	
	To know what crotchets, minims and semibreves are	<ul style="list-style-type: none"> <li>To know that the duration of notes is shown by the shape of the note symbols</li> <li>To recognise a crotchet</li> <li>To know that a crotchet represents one beat in a bar</li> <li>To recognise a minim</li> <li>To know that a minim represents two beats in a bar</li> <li>To recognise a semibreve</li> <li>To know that a semibreve represents four beats in a bar</li> </ul>	
	To know how to read simple duration notation	<ul style="list-style-type: none"> <li>To know that the number of beats in a bar is given at the start of a piece of written music</li> <li>To count the number of beats in a bar</li> <li>To read and play crotchets, minims and semibreves</li> </ul>	
	To understand the importance of listening to each other when performing in groups	<ul style="list-style-type: none"> <li>To know that everybody in a group needs to start and finish singing / playing at the same time</li> <li>To know that everybody in the group needs to sing / play at the same tempo</li> </ul>	
	To use listening skills to keep the beat in a piece of music, showing awareness of and responding to changes in tempo (SDT)	<ul style="list-style-type: none"> <li>To know that the beat helps music to keep steady</li> <li>To know that percussion instruments usually keep the beat</li> <li>To know that 'tempo' means the speed of a piece of music</li> <li>To be able to identify the tempo of a piece of music</li> <li>To be able to clap in time to the beat</li> <li>To be able to walk on the spot in time to the beat</li> <li>To know that the tempo of a piece of music can change and identify changes</li> </ul>	
	To make compositional decisions about the overall structure of improvisations (SDT)	<ul style="list-style-type: none"> <li>To know that musical structure means how a piece of music is organised</li> <li>To know that repetition is an important part of how music is structured</li> </ul>	
	To improvise by inventing short 'on the spot' rhythm patterns (SDT)	<ul style="list-style-type: none"> <li>To be able to echo rhythmic patterns</li> <li>To be able to make up short improvised rhythmic phrases</li> </ul>	



## Term 4 – Picture our Planet

		Composites & Components	Components
<b>Year 4</b> <b>To develop an understanding of the history of music (NC)</b>	To know what the ancient instruments the carnyx and the crwth are	<ul style="list-style-type: none"> <li>To know that archaeological finds have helped historians reconstruct ancient Celtic instruments</li> <li>To know that the most prominent Celtic instrument of its time was the carnyx</li> <li>To know that the carnyx was an ancient Celtic war trumpet</li> <li>To know what a carnyx looks like</li> <li>To listen to recordings of carnyces</li> <li>To know that the crwth was a Celtic stringed instrument</li> <li>To know that the crwth was rectangular in shape and was plucked or bowed</li> </ul>	
	To know the origins of Celtic music	<ul style="list-style-type: none"> <li>To know that 'Celtic' refers to something connected with the people and the culture of Scotland, Wales, Ireland, Cornwall, Isle of Man and some regions of France, Spain and Portugal</li> <li>To know that Celtic music evolved out of the folk musical traditions of the Celtic people of Western Europe</li> <li>To know that most of what we know about the music of the ancient Celts comes from Greek and Roman sources</li> </ul>	
	To know that the bodhran is a Celtic drum	<ul style="list-style-type: none"> <li>To know that the beat is usually played by percussion instruments, like drums</li> <li>To know that the most well-known type of Celtic drum is the bodhran</li> </ul>	
	To understand what improvisation means	<ul style="list-style-type: none"> <li>To know that improvisation is when the musician makes up their own tune as they play</li> <li>To improvise their own piece of music using untuned and / or tuned instruments</li> </ul>	
	To know what a rhythmic pattern is	<ul style="list-style-type: none"> <li>To know that a rhythm is a pattern of long and short sounds</li> <li>To know that the same rhythmic pattern is often repeated throughout a piece of music</li> <li>To listen to and echo rhythmic patterns on untuned percussion instruments</li> <li>To create their own rhythmic patterns on untuned percussion instruments</li> </ul>	
	To use listening skills to correctly identify how many sounds they can hear and to name the individual instrument voices (SDT)	<ul style="list-style-type: none"> <li>To know that each instrument has its own special sound (timbre)</li> <li>To explore a variety of pitched instruments</li> <li>To know the names of a variety of instruments</li> <li>To listen to different instruments being played and be able to identify which instrument is playing</li> </ul>	
	To create and play a group piece which shows understanding of texture and notation (SDT)	<ul style="list-style-type: none"> <li>To know that a piece of music with only one sound would be a thin texture</li> <li>To know that the more sounds there are, the thicker the texture</li> <li>To identify and create music with thin and thick textures</li> <li>To know that everybody in a group needs to start and finish playing at the same time</li> <li>To know that everybody in the group needs to play at the same tempo</li> <li>To know that, just like we write words using an alphabet so that anyone can read it, music notation is a way of writing down music so that anyone can play it</li> <li>To know that music notation is made up of symbols</li> <li>To know that notation shows what pitch and duration a note should be</li> <li>To know that music is organised into groups of beats, called bars</li> <li>To know that a piece of music (usually) has the same number of beats in each bar throughout</li> <li>To know that the most common number of beats in a bar is 4, 3, or 2</li> <li>To know that bars are demarcated by vertical lines on a staff</li> </ul>	



Term 6 – Cry Freedom		
	Composites & Components	Components
<b>Year 4</b> <b>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians (NC)</b> <b>To develop an understanding of the history of music (NC)</b>	<b>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians (NC)</b>	To learn about the slave song tradition
	<b>To develop an understanding of the history of music (NC)</b>	To know how music has changed over time in terms of both style and purpose To know the context of the coded slave songs, sung in the 1800s in America To know that these songs were sung unaccompanied (a capella) To understand that they contained coded messages to help them find escape routes
	To practise breathing techniques in order to improve vocal control (SDT)	To know that correct breathing helps singing sound better To know that your diaphragm is located just below your ribcage To know that you fill your lungs by pushing your diaphragm out as you breathe in To know that when you breathe, when singing, your stomach should move in and out To practise breathing in through the nose and breathing out slowly To practise breathing from the diaphragm, making sure that the stomach goes in and out, rather than the shoulders going up and down
	To improve diction when singing (SDT)	To know that if lyrics can't be heard, a song loses its meaning To know that diction means ensuring each word is clearly heard To know that the tongue and facial muscles need to be loose to make diction clear To know that tongue twisters are a good way to loosen up the tongue and facial muscles needed for singing To practise loosening the tongue and facial muscles using tongue twisters and facial exercises
	To understand the importance of posture when singing (SDT)	To know that good posture means maintaining an upright standing or sitting position To know that posture is very important when it comes to singing To know that it is better to stand to sing To know that standing with the back slightly arched and shoulders back is the correct posture for singing To practise standing with the back slightly arched and shoulders back to sing



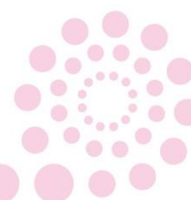
Term 1 – Mission Control		
	Composites & Components	Components
<b>Year 5</b> <b>To use and understand staff and other musical notations (NC)</b>	To understand what a cyclic pattern is	To know that a pattern involves repetition To know that cyclic means a loop or circular motion To know that a cyclic pattern in music is either a rhythm or melody (or both) that repeats on a loop
	To understand the difference between strong and weak beats in a piece of music	To know that music is grouped into beats To know that strong beats are emphasised over weak beats To know that strong beats usually occur at the beginning of each bar
	To know what metre means	To know that music is divided into bars that usually each have the same number of beats To know that this is known as metre
	To know how to notate a simple melody, using letter names or on a staff	To know that notation is how we write down music for others to play To use the staff to write a simple melody
	To know what a musical is and the features of this genre	To know that a musical is a play or film in which singing and dancing play an essential part To know that the four main features of a musical are songs, spoken dialogue, acting, and dance To understand how these features interact and complement each other
	To understand what metre is and its relationship to beat (SDT)	To know that music is divided into bars that usually each have the same number of beats To know that this is known as metre
	To know what a polyrhythm is (SDT)	To know that rhythms can be layered To know that a polyrhythm is the simultaneous combination of contrasting rhythms in music





## Term 3 – You're Not Invited

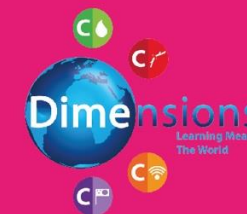
		Term 3 – You're Not Invited	
		Composites & Components	Components
<b>Year 5</b> <b>To improvise and compose music for a range of purposes using the interrelated dimensions of music (NC)</b>	To know that music is used for different purposes, including keeping spirits up in battle		To know that music has an essential role in a range of contexts e.g. films, celebrations To know that music was used during battle to raise spirits and motivate warriors
	To understand how pitch and dynamics have an impact on the overall effect of a piece of music		To be able to identify the dynamics of a piece of music To identify dynamic changes To identify the effect of the pitch of a piece of music To know that changing dynamics in a piece of music can create drama and evoke mood changes
	To know the impact that tempo and beat have on a piece of music		To be able to identify the beat in a piece of music To identify tempo changes To identify the effect that changes in tempo have in a piece of music To know that the beat in a piece of music can create drama and evoke mood
	To know about the origins of the haka and its meaning		To know that the haka is a ceremonial Māori war dance, with vocal sounds and actions To know that the haka represents a display of a tribe or group's pride, strength and unity To know that the haka is performed before every game by the New Zealand Rugby team
	To use listening skills to identify and distinguish between a wider range of dynamics (SDT)		To be able to identify the dynamics of a piece of music To identify more subtle dynamic changes and describe their effects
	To create sounds with a range of dynamics, with accuracy (SDT)		To develop an appreciation for a wider range of dynamic variation To know how to change dynamics, using both voices and instruments





Year 5		Term 6 – Come Fly With Me! - America	
Composites & Components		Components	
<b>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians (NC)</b>	To know what a national anthem is and its purpose	To know that national anthem is a song representing national pride and love of country To know that most countries in the world have their own national anthem	
	To know the meaning of crescendo	To know that dynamics mean how loud or quiet a piece of music is To know that the dynamics in a piece of music can change To know that crescendo means 'getting louder' To know that musical terms are usually in Italian and that 'crescendo' is Italian for 'getting louder' To identify crescendo in a piece of music To sing using crescendo	
	To know that music can affect mood and emotions	To listen to a variety of music and talk about how it makes them feel To draw images reflecting a piece of music To know that music can make people feel a variety of emotions To know that a piece of music can be experienced in very different ways by each person who hears it To know that the emotion created by a piece of music may be influenced by many factors, such as the environment it is played in, memories associated, the listener's personality / culture	
	To know which orchestral families some instruments belong to	To know that timbre is the special sound that each person's voice has To know that musical instruments also have their own special sound (timbre) To know that an orchestra is a large group of musicians who play together on a variety of instruments To know that, in an orchestra, instruments are grouped together in families To know that instruments in a family all have things in common, such as how they look or how a sound is made To know that, in an orchestra, there are four different instrument families To know that the four different instrument families combine to make music To know that the four families are called brass, woodwind, strings and percussion To listen to music played by instruments from each of the four families To handle and explore instruments from each of the four families, finding out how they are played, what they are made from and how they sound To sort instruments into the four families To name instruments from each of the four families To identify instruments from each of the four families by sight To identify instruments from each of the four families by sound	
	To be able to correctly play a range of percussion instruments	To explore a variety of percussion instruments To know the names of these percussion instruments To know how to hold the instruments they play To know how to hold a beater correctly To know where and how to hit their instrument using a beater To follow instructions about when to start and when to stop playing	
	To understand the importance of diaphragmatic breathing when singing (SDT)	To know that correct breathing helps singing sound better To know that you fill your lungs by pushing your diaphragm out as you breathe in To know that your diaphragm is located just below your ribcage To know that when you breathe for singing, your stomachs should move in and out To practise breathing in through the nose and breathing out slowly To practise breathing from the diaphragm, making sure that the stomach goes in and out, rather than the shoulders going up and down	
	To understand what a round is and learn to sing around in two parts (SDT)	To know that a round is a song which can be sung by two or more groups of people, where one group starts off and then the next group starts to sing the same song a bit later, going round and round, singing it several times To know that, in a round, the notes should fit together to make a pleasant sound (harmonise) To sing a simple round song in unison To split into two groups and sing the song in their group To follow their part in a round To perform a round with accompaniment To perform a round unaccompanied	

# Music



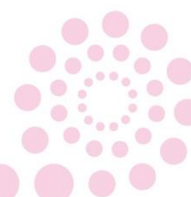
## Term 1 – A World of Bright Ideas

		Composites & Components	Components
Year 6 Develop an understanding of the history of music (NC)	To know about the history and evolution of the guitar	<ul style="list-style-type: none"> <li>To listen to music played by guitars</li> <li>To identify guitars playing in a piece of music</li> <li>To know what a guitar looks like</li> <li>To name and identify a guitar by sight</li> <li>To know that musical instruments have developed (evolved) over time</li> <li>To know that the name 'guitar' comes from the Sanskrit (an ancient language of India) word for 'string' – 'tar'.</li> <li>To know that many of the stringed folk instruments used in Central Asia have not changed for several thousand years</li> </ul>	<ul style="list-style-type: none"> <li>To know that many of these have names that end in 'tar', with a prefix indicating the number of strings e.g. sitar (three strings).</li> <li>To know that the ancient Egyptians had a guitar-like instrument called a tanbur</li> <li>To know that 'lute' followed on from the tanbur</li> <li>To know that the 'guitarra' was an early Spanish 4-string guitar</li> <li>To know that this was followed by the Italian 'guitarra battente'</li> <li>To know that the 6-string guitar was created by George Louis Panormo in 1832</li> </ul>
	To know how to recognise instruments heard in a piece of music	<ul style="list-style-type: none"> <li>To know that musical instruments all have their own unique sound</li> <li>To know that this is called 'timbre'</li> <li>To know instruments are grouped together in families</li> <li>To know that instruments in a family all have things in common, such as how they look or how a sound is made</li> </ul>	<ul style="list-style-type: none"> <li>To listen to music played by a variety of instruments</li> <li>To handle and explore pitched instruments finding out how they are played, what they are made from and how they sound</li> <li>To identify instruments by sight</li> <li>To identify instruments by sound</li> </ul>
	To know about the history and evolution of the flute	<ul style="list-style-type: none"> <li>To listen to music played by flutes</li> <li>To identify flutes playing in a piece of music</li> <li>To know what a flute looks like</li> <li>To name and identify a flute by sight</li> <li>To know that flutes are played sideways (transversely)</li> <li>To know that musical instruments have developed (evolved) over time</li> <li>To know that the flute is a member of the woodwind family</li> <li>To know that the "flute family" is the oldest in the category of woodwind instruments.</li> <li>To know that the flute originated in Central Asia</li> </ul>	<ul style="list-style-type: none"> <li>To know that the first evidence of a transverse flute was found in artwork dated 200 B.C.</li> <li>To know that, originally, flutes had tone holes and no keys</li> <li>To know that the Baroque flute was invented in the late 1600s</li> <li>To know that the Baroque flute was made of wood and had seven tone holes and one key for the little finger.</li> <li>To know that flutes became very popular with these adjustments</li> <li>To know that the flute was redesigned in 1847, with each key being placed so that each note would have the same tone quality</li> <li>To know that this made the flute louder and easier to play</li> <li>To know that, today, flutes are usually made of silver or silver alloy but can be made of gold or even platinum</li> <li>To know that other types of flutes include the piccolo and alto flute</li> </ul>
	To understand the importance and impact of timbre in music	<ul style="list-style-type: none"> <li>To know that each instrument has its own unique sound and that this is called timbre</li> <li>To listen to a variety of instruments and describe their timbre</li> </ul>	
	To know which instruments belong to the flute and guitar families	<ul style="list-style-type: none"> <li>To listen to music played by instruments from each of the two families</li> <li>To handle and explore instruments from each of the two families, finding out how they are played, what they are made from and how they sound</li> <li>To sort instruments into the two families</li> </ul>	<ul style="list-style-type: none"> <li>To name instruments from each of the two families</li> <li>To identify instruments from each of the two families by sight</li> <li>To identify instruments from each of the two families by sound</li> </ul>
	To use listening skills to identify instruments playing both individually and in small groups (SDT)	<ul style="list-style-type: none"> <li>To name a variety of pitched and unpitched instruments</li> <li>To identify a variety of pitched and unpitched instruments</li> <li>To identify the same instrument being played</li> </ul>	
	To distinguish between similar timbres to correctly identify in name instruments (SDT)	<ul style="list-style-type: none"> <li>To name and identify a range of instruments by sight</li> <li>To name and identify a range of instruments by sound</li> <li>To be able to identify when two or more of the same instrument is played</li> </ul>	
	To learn what a chord is and how a chord is played (SDT)	<ul style="list-style-type: none"> <li>To be able to name and read notes on a staff</li> <li>To know that there are two main clefs in music – the treble and the bass</li> <li>To know that the bass clef is for lower notes and the treble for higher notes</li> <li>To recognise the bass and treble clef symbols</li> </ul>	<ul style="list-style-type: none"> <li>To know that a chord is three or more notes sounded together</li> <li>To know that a chord is shown in a piece of written music, by the notes stacked in top of each other in the staff</li> <li>To identify chords on a staff</li> <li>To name the notes within a variety of chords</li> </ul>
	To develop notation reading skills (SDT)	<ul style="list-style-type: none"> <li>To know that, just like we write words using an alphabet so that anyone can read it, music notation is a way of writing down music so that anyone can play it</li> <li>To know that music notation is made up of symbols</li> <li>To know that notation shows what pitch and duration a note should be</li> <li>To know that, in music, the first seven letters of the alphabet are used to name the different notes</li> <li>To know that, after the seventh letter, the pattern begins again on the first letter, on a loop</li> <li>To know that musical notes are arranged onto a staff</li> <li>To know that a staff is made up of five lines (with four spaces in between)</li> <li>To know that a note's position on the staff shows its pitch</li> <li>To know that the notes in the four spaces spell out F - A - C - E (from the bottom to the top space)</li> </ul>	<ul style="list-style-type: none"> <li>To know that the notes on the five lines spell out E - G - B - D - F (from the bottom to the top line)</li> <li>To learn a simple mnemonic to remember the line notes</li> <li>To place given notes correctly in the spaces</li> <li>To place given notes correctly on the lines</li> <li>To read and name notes in the spaces and lines</li> <li>To recognise a crotchet and know that it represents one beat in a bar</li> <li>To recognise a minim and know that it represents two beats in a bar</li> <li>To recognise a semibreve and know that it represents four beats in a bar</li> </ul>



## Term 3 – Wars of the World

		Composites & Components	Components
Year 6	To play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (NC)	To know that music is used for a variety of purposes	To know that music can create drama and evoke mood changes To know that music was used during wartime to raise spirits and motivate the troops
		To know how to use dynamics in singing	To know that the dynamics can be changed within a song To know that this is done by projecting the voice to increase volume, with more intensity and feeling
		To know the importance of listening to each other when singing and performing	To know that a solo involves one performer To know that when individuals perform the same part together, they perform in unison To know that a good unison or group performance happens when parts align To know that this can only be achieved by listening to each other
		To identify whether consecutive notes are higher or lower in pitch (SDT)	To be able to compare the pitch of two notes To be able to say whether a note is higher or lower than another
		To learn about performing music without having to read from a score (SDT)	To know that music can be performed by ear, which means without using written notation To be able to say what the advantages of this might be





		Term 4 – Global Warning	
		Composites & Components	Components
Year 6	Listen with attention to detail and recall sounds with increasing aural memory (NC)	To know what a 'verse' is in a piece of music	To know that lyrics are the words in a song To know that a verse is a repeated section of a song that typically features a new set of lyrics on each repetition
		To know what an echo is	To know that an echo, in music, is when a phrase sung by one musician is repeated back by another
		To know what a call and response song is	To know that 'melody' means the tune To know that call and response singing is when a melody sung by one singer is responded to or echoed by one or more singers To listen to some examples of call and response singing To copy back a musical phrase as an echo To sing a musical phrase for others to sing back as an echo
		To know how to record a composition using digital technology	To know that recoding music digitally is a way of preserving it so that others can listen to it





Year 6		Term 6 – I Have A Dream...	
Develop an understanding of the history of music (NC)		Composites & Components	Components
		To know what folk music is	<ul style="list-style-type: none"> <li>To listen to a variety of folk songs</li> <li>To know that folk music is a style of music which represents a community and can be sung/played by people who do not have to be trained musicians, using the instruments available to them</li> <li>To know that people from different countries and cultures have their own folk music</li> <li>To know that what people sing about in folk music is very similar all around the world</li> <li>To know that the main categories of folk songs are songs about work, love, everyday life, wars, weather and cradle songs</li> <li>To know that it is not often known who wrote folk music and songs or where they came from</li> <li>To know that folk music has been sung and played by generation after generation, changing slightly over many years</li> </ul>
		To know some English folk music	<ul style="list-style-type: none"> <li>To listen to a variety of English folk songs</li> <li>To find out about local / regional folk music</li> <li>To sing a variety of English folk songs</li> </ul>
		To know about the origins of spiritual folk / slave songs	<ul style="list-style-type: none"> <li>To know that many spiritual / slave songs are call and response songs</li> <li>To know that call and response singing is when one person sings a phrase and someone else echoes it back</li> <li>To know that, before 1865, almost all of the first Africans who arrived in America were slaves from the West African Coast</li> <li>To know that the enslaved people brought their own songs, which were passed on from generation to generation</li> <li>To know that many slaves would sing whilst they worked</li> <li>To know that many of these folk songs were about freedom</li> <li>To know that these songs could refer to liberation from slavery and can also be interpreted as spiritual songs about God and heaven</li> </ul>
		To understand what a musical phrase is	<ul style="list-style-type: none"> <li>To know that a musical phrase is a series of notes that communicate a musical idea</li> <li>To know that musical phrases are often repeated throughout a piece</li> <li>To be able to copy back musical phrases</li> <li>To identify musical phrases in a piece of music</li> <li>To compose their own musical phrases</li> <li>To be able to play musical phrases by ear</li> </ul>
		To understand ternary form and compose a piece of music using this structure (SDT)	<ul style="list-style-type: none"> <li>To know that ternary form is when the first and third parts (A) of a piece are musically identical while the second part (B) contrasts sharply with it</li> <li>To know that ternary form is also known as A-B-A</li> <li>To know that Twinkl, Twinkle Little Star is an example music using the ternary form</li> <li>To listen to examples of music in ternary form</li> <li>To identify music that uses ternary form</li> <li>To identify the A-B-A sections in pieces of music using ternary form</li> <li>To know that the second A section is a direct repetition of the first A section</li> <li>To know how to play tuned instruments</li> <li>To know how to notate a simple melody</li> </ul>



Music Skills	Year 3									Year 4								
	Whole Class Ensemble – Hub	That's All Folks	Lindow Man	Rocky the Dinosaur	Athens Vs Sparta	Under the Canopy	Three Giant Steps	Saxon King	Come Fly With Me	Lightening Speed	Out and About	May The Force Be With You	Law and Order	Picture our Planet	Window on the World	Viking Warrior	Cry Freedom	seasons around the world
Mu21 Explore the way sounds can be combined and used expressively																		
Mu22 Improvise repeated patterns																		
Mu23 Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music																		
Mu24 Explore sounds using symbols and ICT																		
Mu25 Begin to recognise, recall and perform simple rhythmic patterns	T1/T2																	
Mu26 Recognise and explore different combinations of pitch sounds	T3/T4																	
Mu27 Listen carefully and recognise patterns and increase aural memory	All Yr																	
Mu28 Begin to sing in tune expressively with an awareness of beat and rhythm	All Yr																	
Mu29 Perform with control and awareness of audience	All Yr																	
Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion																		
Mu31 Improvise simple tunes based on the pentatonic scale	All Yr																	
Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music																		
Mu33 Explore, recall and plan sounds using symbols and ICT																		
Mu34 Combine several layers of sound, observing the combined effect																		
Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory																		
Mu36 Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear																		
Mu37 Perform with awareness of different parts that others are playing or singing																		

# Music



Music Skills	Year 5							Year 6								
	Mission Control	The Rescuers	Go with the Flow	You're not Invited	Full of Beans	Been around the world	British Bulldog	Come Fly With Me	A World of Bright Ideas	True Crime?	Time Team	Wars of the World	Global Warning	In Your Element	Pharaoh Queen	I Have a Dream...
Mu38 Improve melodic and rhythmic phrases																
Mu39 Compose from different starting points by developing ideas within musical structures																
Mu40 Explore the use of notation and ICT to support creative work																
Mu41 Suggest improvements to their own and others' work																
Mu42 Identify the relationship between sounds and how music reflects different intentions																
Mu43 Describe and compare different kinds of music using key musical vocabulary																
Mu44 Listen carefully, developing and demonstrating musical understanding																
Mu45 Perform by ear																
Mu46 Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect																
Mu47 Sing songs with increasing control of breathing, posture and sound projection																
Mu48 Use ICT to change and manipulate sounds																
Mu49 Compose their own instrumental and vocal music and perform their own and others' compositions																
Mu50 Explore the use of notation and ICT to support creative expression																
Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved																
Mu52 Perform significant parts from memory, with awareness of their own contributions																
Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary																
Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory																
Mu55 Perform solo and lead others from notation																
Mu56 Subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats																
Mu57 Use a variety of notation																
Mu58 Perform their own and others' compositions in a way that reflects their meaning and intentions																