

# By Brook C of E Primary School Whole School Music Overview

	<b>By Brook C of E Primary School Whole School Music Overview</b>						
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term 1</b>	<b>Exploring sound</b>	<b>Keeping the pulse (my favourite things)</b>	<b>Call and response (animals)</b>	<b>Ballads</b>	<b>Body and tune percussion (theme: rainforests)</b>	<b>Composition notation (theme: Ancient Egypt)</b>	<b>Dynamics, pitch and texture (theme: Fingal's Cave)</b>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Our voices can make a variety of sounds.</li> <li>Our bodies can make sounds.</li> <li>Different instruments can make different sounds.</li> <li>I can identify different sounds in the environment.</li> <li>Our voices can imitate nature sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Clap the rhythm of their name in time to the pulse.</li> <li>Sway or tap in time to the pulse.</li> <li>Sing a rhythm in time with the pulse.</li> <li>Copy rhythms based on word patterns using an instrument.</li> <li>Keep the pulse while playing a rhythm on an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Use dynamics when creating sound.</li> <li>Experiment with different sounds on the same instrument.</li> <li>Clap sound patterns in time with the pulse.</li> <li>Demonstrate both a call and response.</li> <li>Play either a call and/or response role in time with another pupil.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key features of a ballad.</li> <li>Perform a ballad using actions.</li> <li>Sing in time and in tune with a song and incorporate actions.</li> <li>Write a verse with rhyming words which tell part of a story.</li> <li>Perform their lyrics fluently and with actions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the structure of a piece of music.</li> <li>Recognise different layers in music – one layer or two.</li> <li>Have two contrasting rhythms being played together.</li> <li>Have two different melodies being played together.</li> <li>Have a complete piece of music with four different layers with an appropriate structure.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in time and in tune with other people.</li> <li>Perform with accuracy, fluency, control and expression.</li> <li>Identify the structure of a piece of music and match this to non-standard notation.</li> <li>Compose and play a melody using staff notation.</li> <li>Use hieroglyphic notation to show the structure of their piece.</li> </ul>	<ul style="list-style-type: none"> <li>Change dynamics and pitch, differentiating between the two.</li> <li>Take the role of conductor or follow a conductor.</li> <li>Change texture within their group improvisation and talk about its effect.</li> <li>Create a graphic score to represent sounds.</li> <li>Follow the conductor to show changes in pitch, dynamics and texture.</li> </ul>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>Voice</li> <li>Sound</li> <li>High</li> <li>Low</li> <li>Body percussion</li> <li>Beat</li> <li>Rhythm</li> <li>Musical Instrument</li> </ul>	<ul style="list-style-type: none"> <li>Speaking voice</li> <li>Pulse</li> <li>Beat</li> <li>Singing voice</li> <li>High</li> <li>Low</li> <li>Sound pattern</li> </ul>	<ul style="list-style-type: none"> <li>Call and response</li> <li>Dynamics</li> <li>Volume</li> <li>Loud</li> <li>Quiet</li> <li>Sound pattern</li> </ul>	<ul style="list-style-type: none"> <li>Ballad</li> <li>Compose</li> <li>Stanza</li> <li>Solo</li> <li>Ensemble</li> <li>Expression</li> <li>Lyrics</li> <li>Chorus</li> <li>Nonsense words</li> </ul>	<ul style="list-style-type: none"> <li>Appraising</li> <li>Melody</li> <li>Rhythm</li> <li>Contrast</li> <li>Layers</li> <li>Texture</li> <li>Transition</li> <li>Body percussion</li> </ul>	<ul style="list-style-type: none"> <li>Melody</li> <li>Improvising</li> <li>Notation</li> <li>Motif</li> <li>Call and response</li> <li>Unison</li> <li>Verse</li> <li>Structure</li> <li>Major key</li> <li>Minor key</li> <li>Tempo</li> <li>Ensemble</li> <li>Notation</li> </ul>	<ul style="list-style-type: none"> <li>Appraise</li> <li>Depict</li> <li>Composition</li> <li>Conductor</li> <li>Graphic score</li> <li>Improvise</li> <li>Notate</li> <li>Ensemble</li> </ul>
<b>Learning Qs</b>	<ul style="list-style-type: none"> <li>How many sounds does my voice make?</li> <li>How many sounds can I</li> </ul>	<ul style="list-style-type: none"> <li>How can I demonstrate pulse using my body?</li> </ul>	<ul style="list-style-type: none"> <li>How can I create different dynamics using the same instrument?</li> </ul>	<ul style="list-style-type: none"> <li>What are the stylistic features of a ballad?</li> </ul>	<ul style="list-style-type: none"> <li>What is structure and texture in music?</li> <li>How can I use body percussion</li> </ul>	<ul style="list-style-type: none"> <li>How can I sing with accuracy, fluency, control and expression?</li> </ul>	<ul style="list-style-type: none"> <li>What opinions do I have about the classical composition by</li> </ul>

	<p>make with my body?</p> <ul style="list-style-type: none"> <li>• What sounds do different instruments make?</li> <li>• What sounds can I hear in our environment?</li> <li>• Can I use my voice to imitate nature sounds?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I sing a sound pattern while keeping a steady pulse?</li> <li>• How can I use a thinking voice to show the pulse?</li> <li>• Can I play short rhythms in time with the pulse?</li> <li>• Can I demonstrate my understanding of pulse through a performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I copy a short sound pattern?</li> <li>• What call and response patterns can I play with an instrument?</li> <li>• What sound patterns can I create using call and response?</li> <li>• Can I perform different sound patterns with contrasting dynamics?</li> </ul>	<ul style="list-style-type: none"> <li>• How can actions impact a performance?</li> <li>• Can I plan a musical structure inspired by a story?</li> <li>• Can I create lyrics that match a melody?</li> <li>• Can I perform a ballad?</li> </ul>	<p>to create a boom, snap, click sequence?</p> <ul style="list-style-type: none"> <li>• What musical rhythms can I create using body percussion?</li> <li>• Can I create simple tunes?</li> <li>• Can I build and improve a composition?</li> </ul>	<ul style="list-style-type: none"> <li>• What different forms of notation are there?</li> <li>• What is note length?</li> <li>• How can I read simple pitch notation?</li> <li>• Can I use hieroglyphs and stave notation to write a piece of music?</li> </ul>	<p>Felix Mendelssohn?</p> <ul style="list-style-type: none"> <li>• How can I use dynamics and pitch when improvising as a group?</li> <li>• How can I use texture when improvising as a group?</li> <li>• How can I use my knowledge of dynamics, texture and pitch to create a group composition?</li> <li>• Can I perform my group composition with changes in texture, dynamics and pitch?</li> </ul>
<b>Term 2</b>	<b>Celebration music</b>	<b>Tempo (snail and mouse)</b>	<b>Instruments (musical storytelling)</b>	<b>Creating compositions in response to an animation (theme: mountains)</b>	<b>Rock and roll</b>	<b>Blues</b>	<b>Songs of WW2</b>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Know some traditional musical instruments.</li> <li>• Sing a call and response song.</li> <li>• Sing and move to traditional Christmas songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate slow and fast with their bodies and voices.</li> <li>• Demonstrate slow and fast beats while saying a rhyme and using an instrument.</li> <li>• Perform a song using a singing voice.</li> <li>• Keep a steady pulse.</li> <li>• Move, speak, sing and play demonstrating slow and fast beats.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe tempo changes.</li> <li>• Identify and describe dynamics.</li> <li>• Suggest appropriate musical dynamics and tempo changes for different scenes of the story.</li> <li>• Perform confidently using appropriate instrumental sounds.</li> <li>• Use appropriate tempo and</li> </ul>	<ul style="list-style-type: none"> <li>• Verbalise how the music makes them feel.</li> <li>• Create actions or movement appropriate to each section of a piece of music.</li> <li>• Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</li> <li>• Play melodies and rhythms which represent the section of animation they are accompanying.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform the hand jive actions in sequence and in time with the music.</li> <li>• Sing in tune and perform their actions in time.</li> <li>• Play the notes of the walking bass in the correct sequence.</li> <li>• Independently play their part with some awareness of the other performers.</li> </ul>	<ul style="list-style-type: none"> <li>• Name three key features of blues music.</li> <li>• Sing in tune, using vocal expression to convey meaning.</li> <li>• Explain what a chord is and play the chord of C.</li> <li>• Play the 12-bar blues.</li> <li>• Use the blues scale notes to improvise.</li> </ul>	<ul style="list-style-type: none"> <li>• Use musical and comparative language in discussion.</li> <li>• Follow the melody line.</li> <li>• Follow the scores with a good sense of timing and showing understanding of pitch.</li> <li>• Sing the correct words at the correct time.</li> <li>• Recall the counter-melody line.</li> </ul>

			dynamics in performance.				
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>Celebration</li> <li>Music</li> <li>Dance</li> <li>Traditional</li> <li>Drum</li> <li>Tambourine</li> <li>Cymbals</li> <li>Call and response</li> <li>Actions</li> </ul>	<ul style="list-style-type: none"> <li>Contrast</li> <li>Warm up</li> <li>Beat</li> <li>Singing voice</li> <li>Speaking voice</li> <li>High</li> <li>Low</li> </ul>	<ul style="list-style-type: none"> <li>Tempo</li> <li>Fast</li> <li>Slow</li> <li>Dynamics</li> <li>Loud</li> <li>Quiet</li> <li>Instrumental sound</li> <li>Sound effect</li> <li>Encore</li> </ul>	<ul style="list-style-type: none"> <li>Compose</li> <li>Notation</li> <li>Graphic score</li> <li>Stave and letter notation</li> <li>Composition</li> <li>Ensemble</li> <li>Melody</li> <li>Soundscape</li> <li>Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Bass line</li> <li>Walking bass</li> <li>Notation</li> <li>In time</li> <li>In tune</li> <li>Tempo</li> <li>Dynamics</li> <li>Pitch</li> </ul>	<ul style="list-style-type: none"> <li>12-bar blues</li> <li>Chord</li> <li>Scale</li> <li>Ascending scale</li> <li>Descending scale</li> <li>Blues scale</li> <li>Improvisation</li> <li>Bent notes</li> <li>Bar</li> <li>Quaver</li> </ul>	<ul style="list-style-type: none"> <li>Expression</li> <li>Dynamics</li> <li>Diaphragm</li> <li>Melody</li> <li>Melody line</li> <li>Counter melody</li> <li>Pitch</li> <li>Score</li> <li>Graphic score</li> </ul>
<b>Learning Qs</b>	<ul style="list-style-type: none"> <li>What genre of music is used in the festival of Diwali?</li> <li>What are some traditional Jewish musical instruments?</li> <li>Can I take part in a traditional call and response song?</li> <li>Can I sing and move to traditional Christmas songs?</li> <li>What actions can I do to match the song lyrics?</li> </ul>	<ul style="list-style-type: none"> <li>How can I use my voice and body to express tempo?</li> <li>How can I show fast and slow beats on an instrument?</li> <li>Can I use my voice to perform a song with a fast and slow beat?</li> <li>How can I use my singing voice and instruments to perform a song with a fast and slow beat?</li> <li>Can I perform a story with fast and slow beats?</li> </ul>	<ul style="list-style-type: none"> <li>How does the tempo change in the piece of music?</li> <li>How can music tell a story?</li> <li>What sounds match events, characters and feelings in a story?</li> <li>What tempo and dynamics will be best to represent parts of a story?</li> <li>Can I perform a composition showing changes in tempo and dynamics?</li> </ul>	<ul style="list-style-type: none"> <li>How can I use musical vocabulary to describe a piece of music?</li> <li>How can I create layers within my composition?</li> <li>How can I use a range of sounds to represent a story?</li> <li>What rhythms can I use to tell a story?</li> <li>Can I compose and notate a short melody to accompany a story?</li> </ul>	<ul style="list-style-type: none"> <li>What is rock and roll music?</li> <li>How can I show a musical style when performing?</li> <li>What is a walking bass line?</li> <li>Can I play a rock and roll bass line?</li> <li>Can I play a rock and roll piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>What is blues music?</li> <li>What is a chord?</li> <li>What is the 12-bar blues?</li> <li>Can I play the blues scale on a tuned instrument?</li> <li>Can I improvise with notes from the blues scale?</li> </ul>	<ul style="list-style-type: none"> <li>What musical language can I use to describe a piece of music?</li> <li>How can I show expression and dynamics when singing?</li> <li>How is pitch used when singing?</li> <li>What is a counter-melody?</li> <li>Can I notate a melody?</li> </ul>
<b>Term 3</b>	<b>Music and movement</b>	<b>Dynamics (seaside)</b>	<b>Singing (on this island)</b>	<b>Developing singing technique (theme: The Vikings)</b>	<b>Changes in pitch, tempo and dynamics (theme: rivers)</b>	<b>South and West Africa</b>	<b>Film music</b>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Know some simple Makaton signs to accompany a song.</li> <li>Show beat through body movement.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate, justified movements to represent dynamics.</li> <li>Identify sounds within the music and describe them using adjectives.</li> <li>Recreate sounds using voice or</li> </ul>	<ul style="list-style-type: none"> <li>Breathe after each phrase in a song when singing.</li> <li>Sing a song from memory.</li> <li>Use different pitches while singing.</li> <li>Perform actions that match lyrics.</li> </ul>	<ul style="list-style-type: none"> <li>Move and sing as a team, following the lyrics on the screen.</li> <li>Recognise minims, crotchets and quavers often by ear and reliably by sight.</li> <li>Perform rhythms accurately from</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune and in harmony with others, with developing breath control.</li> <li>Explain how a piece of music makes them feel with some use of musical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Sing using the correct pronunciation and with increasing confidence.</li> <li>Play a chord with two notes, remaining in time.</li> <li>Maintain their part in a</li> </ul>	<ul style="list-style-type: none"> <li>Identify how different styles of music contribute to the feel of a film.</li> <li>Use the terms 'major' and 'minor'.</li> <li>Identify different instruments to describe how music evokes</li> </ul>

		<p>body and extend ideas by adding dynamics.</p> <ul style="list-style-type: none"> <li>• Create appropriate, original sounds with their voice and body.</li> <li>• Use instruments to create loud and soft sounds.</li> <li>• Create and play a musical score that showcases understanding by using dynamic symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sounds creatively to represent a chosen environment.</li> <li>• Perform a composition.</li> <li>• Apply pitch and dynamics to enhance a composition.</li> <li>• Read notation from left to right.</li> </ul>	<p>notation and layer them to create a composition.</p> <ul style="list-style-type: none"> <li>• Add appropriate sound effects to their performances using untuned percussion.</li> <li>• Join in with the performances confidently, and reasonably in time and tune.</li> <li>• Make suggestions for improving their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a vocal ostinato in time.</li> <li>• Listen to other members of their group as they perform.</li> <li>• Create an ostinato and represent it on paper so that they can remember it.</li> <li>• Create and perform a piece with a variety of ostinatos.</li> </ul>	<p>performance with accuracy.</p> <ul style="list-style-type: none"> <li>• Play the more complicated rhythms in time and with rests.</li> <li>• Create an eight-beat break and play this in the correct place.</li> </ul>	<p>different emotions.</p> <ul style="list-style-type: none"> <li>• Identify pitch, tempo and dynamics, and use these to explain and justify their answers.</li> <li>• Give reasonable and thought-out suggestions for what different graphic scores represent.</li> <li>• Use their body, voice and instruments to create sounds to represent a given theme.</li> <li>• Create a musical score to represent a composition.</li> <li>• Create sounds that relate to the scene of a film.</li> </ul>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Lyrics</li> <li>• Beat</li> <li>• Pulse</li> <li>• Tempo</li> <li>• Fast</li> <li>• Moderate</li> <li>• Slow</li> <li>• Pitch</li> <li>• High</li> <li>• Low</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument</li> <li>• Symbol</li> <li>• Volume</li> <li>• Loud</li> <li>• Quiet</li> <li>• Soundscape</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Loud</li> <li>• Quiet</li> <li>• Tempo</li> <li>• Fast</li> <li>• Slow</li> <li>• Pitch</li> <li>• High</li> <li>• Low</li> <li>• Composer</li> <li>• Phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Transpose</li> <li>• Major key</li> <li>• Minor key</li> <li>• Parts</li> <li>• Ensemble</li> <li>• Notation</li> <li>• Duration</li> <li>• Minim</li> <li>• Crotchet</li> <li>• Quaver</li> </ul>	<ul style="list-style-type: none"> <li>• A cappella</li> <li>• Harmony</li> <li>• Dynamics</li> <li>• Round</li> <li>• Tempo</li> <li>• Texture</li> <li>• Pulse</li> <li>• Ostinato</li> <li>• Percussion</li> <li>• Cue</li> </ul>	<ul style="list-style-type: none"> <li>• Chord</li> <li>• Chord progression</li> <li>• Major chords</li> <li>• Minor chords</li> <li>• Break</li> <li>• Call and response</li> <li>• A Capella</li> <li>• Soloist</li> <li>• Duo</li> <li>• Ostinato</li> <li>• Polyrhythms</li> <li>• Syncopation</li> <li>• Rest</li> <li>• Metronome</li> </ul>	<ul style="list-style-type: none"> <li>• Chromatics</li> <li>• Composition</li> <li>• Graphic score</li> <li>• Improvise</li> <li>• Imagery</li> <li>• Major key</li> <li>• Minor key</li> <li>• Modulates</li> <li>• Notation</li> <li>• Pitch</li> <li>• Sound effects</li> <li>• Soundtrack</li> <li>• Tremolo</li> <li>• Unison</li> </ul>
<b>Learning Qs</b>	<ul style="list-style-type: none"> <li>• Why do songs have actions?</li> <li>• How can I show the beat through movements?</li> <li>• Can I recognise changes in tempo?</li> </ul>	<ul style="list-style-type: none"> <li>• How can music represent an environment?</li> <li>• How can music represent changes in an environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I sing a British folk song?</li> <li>• When is an appropriate point to breathe in a song?</li> <li>• What actions match the lyrics?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I sing in time with others?</li> <li>• How can I follow the tune?</li> <li>• What rhythmic notation can I hear and see?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we use expression and dynamics when singing in two parts?</li> <li>• What are the key elements of the music?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a traditional African song?</li> <li>• What is a chord?</li> <li>• How can we use vocals or tuned percussion in an ensemble?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the features of film music?</li> <li>• What composing techniques are used in film music?</li> </ul>

	<ul style="list-style-type: none"> <li>How can I use dance and body movements to show pitch and tempo?</li> <li>Can I perform an action song to a small audience?</li> </ul>	<ul style="list-style-type: none"> <li>How can I use instruments, body and voice to create a seaside soundscape?</li> <li>How can I use dynamics to reflect an environment?</li> <li>What symbols can I use to represent sounds?</li> </ul>	<ul style="list-style-type: none"> <li>What symbols can I use to represent sounds?</li> <li>Can I develop and perform a musical composition?</li> </ul>	<ul style="list-style-type: none"> <li>What rhythmic notation will I use in my composition?</li> <li>Can I perform with confidence and discipline?</li> </ul>	<ul style="list-style-type: none"> <li>What is a vocal ostinato?</li> <li>Can I create and perform an ostinato?</li> <li>Can I improve and perform my composition?</li> </ul>	<ul style="list-style-type: none"> <li>Can I play call and response rhythms?</li> <li>Can I create an eight-beat break?</li> </ul>	<ul style="list-style-type: none"> <li>How can graphic scores show different emotions?</li> <li>Can I create and notate musical ideas and relate them to film music?</li> <li>Can I play a sequence of musical ideas to convey emotion?</li> </ul>
<b>Term 4</b>	<b>Musical stories</b>	<b>Sound patterns (fairytale)</b>	<b>Contrasting dynamics (space)</b>	<b>Pentatonic melodies and composition (theme: Chinese New Year)</b>	<b>Haiku, music and performance (theme: Hanami)</b>	<b>Composition to represent the festival of colour (theme: Holi Festival)</b>	<b>Theme and variations (theme: pop art)</b>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Move to music with instruction, changing movements to match tempo, pitch or dynamic of the piece.</li> <li>Use actions to perform a song as a group.</li> <li>Instruments can make different sounds.</li> <li>Compose, practice and perform their own musical story based on a familiar routine.</li> </ul>	<ul style="list-style-type: none"> <li>Chant in time with others.</li> <li>Make changes to the dynamics of their voice to represent a character.</li> <li>Respond to hand signals when playing an instrument.</li> <li>Read simple rhythmic patterns comprising one beat sounds and one beat rests.</li> <li>Clap or play a rhythmic pattern along with spoken words.</li> <li>Play given sound patterns in time with the pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voice to create a variety of sounds.</li> <li>Use dynamics to create an atmosphere.</li> <li>Show changes in dynamics using bodies and vocals.</li> <li>Compare two pieces of music using musical vocabulary to describe the changes in dynamics.</li> <li>Interpret music in a visual form.</li> <li>Successfully create and play patterns, notating them.</li> <li>Create and play a simple pitch pattern accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Match their movements to the music, explaining why they chose these movements.</li> <li>Accurately notate and play a pentatonic melody.</li> <li>Play their part in a composition confidently.</li> <li>Work as a group to perform a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.</li> <li>Recognise, name and describe the effect of the interrelated dimensions of music.</li> <li>Select instruments and sounds which match their vocabulary.</li> <li>Work as a group to create a piece of music.</li> <li>Perform a piece of music as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest a colour to match a piece of music.</li> <li>Create a graphic score and describe how this matches the general structure of a piece of music.</li> <li>Create a vocal composition in response to a picture and justify their choices using musical terms.</li> <li>Create a vocal composition in response to a colour.</li> <li>Record their compositions in written form.</li> <li>Work as a group to perform a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Perform rhythms confidently either on their own or in a group.</li> <li>Identify the sounds of different instruments and discuss what they sound like.</li> <li>Make reasonable suggestions for which instruments can be matched to which art pieces.</li> <li>Recall the names of several instruments according to their orchestra sections.</li> <li>Keep the pulse using body percussion.</li> <li>Sing with control and confidence.</li> <li>Copy rhythms accurately with a good sense of pulse.</li> </ul>

							<ul style="list-style-type: none"> <li>• Draw rhythms accurately.</li> </ul>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Lyrics</li> <li>• Musical story</li> <li>• Loud</li> <li>• Quiet</li> <li>• Fast</li> <li>• Slow</li> <li>• Actions</li> <li>• Percussion</li> <li>• Compose</li> </ul>	<ul style="list-style-type: none"> <li>• Voice</li> <li>• Sing</li> <li>• Speak</li> <li>• Sound pattern</li> <li>• Character</li> </ul>	<ul style="list-style-type: none"> <li>• Planet</li> <li>• Tempo</li> <li>• Fast</li> <li>• Slow</li> <li>• Dynamics</li> <li>• Loud</li> <li>• Quiet</li> <li>• Representation</li> <li>• Composer</li> <li>• Pitch pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Crescendo</li> <li>• Pentatonic</li> <li>• Notation</li> <li>• Graphic score</li> <li>• Staver and letter notation</li> </ul>	<ul style="list-style-type: none"> <li>• Col legno</li> <li>• Pizzicato</li> <li>• Glissando</li> <li>• Staccato</li> <li>• Haiku</li> <li>• Improvising</li> <li>• Melody</li> <li>• Inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic score</li> <li>• Synaesthesia</li> <li>• Major key</li> <li>• Minor key</li> <li>• Layering</li> <li>• Texture</li> </ul>	<ul style="list-style-type: none"> <li>• Pulse</li> <li>• Notation</li> <li>• Diaphragm</li> <li>• Melody</li> <li>• Phrase</li> <li>• Rhythm</li> <li>• 3/4 time</li> <li>• 4/4 time</li> <li>• Orchestra</li> </ul>
<b>Learning Qs</b>	<ul style="list-style-type: none"> <li>• How would my body move to match a piece of music?</li> <li>• What actions can I use to retell a story to music?</li> <li>• What sounds can I make with different instruments?</li> <li>• Can I compose a musical story?</li> <li>• Can I perform my musical story?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I show dynamics when using my voice?</li> <li>• How many different sounds can I make from one instrument?</li> <li>• Can I read simple rhythmic patterns with one beat and one rest?</li> <li>• Can I play sound patterns in time with the pulse?</li> <li>• Can I perform in a group with different roles?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I use dynamics in a soundscape?</li> <li>• What are the differences in dynamics?</li> <li>• Can I compare two pieces of music?</li> <li>• How can I use a pitch pattern to represent a planet?</li> <li>• Can I perform a pitch pattern representing a pattern?</li> </ul>	<ul style="list-style-type: none"> <li>• What music is used to celebrate the Chinese New Year?</li> <li>• What is a pentatonic melody?</li> <li>• Can I create and perform a pentatonic melody?</li> <li>• How can we use layered melodies?</li> <li>• Can I perform a piece of music as a group?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you describe the Hanami festival?</li> <li>• What sounds can I use to represent a blossom tree?</li> <li>• What musical features are used?</li> <li>• Can we create music inspired by cherry blossoms?</li> <li>• Can I perform a piece of music to celebrate Hanami?</li> </ul>	<ul style="list-style-type: none"> <li>• How can music be represented with colours?</li> <li>• How can a graphic score represent a piece of music?</li> <li>• Can I create a vocal composition based on a picture?</li> <li>• How can I create a piece of music inspired by a single colour?</li> <li>• Can I work in a group to perform a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• What is theme and variation in music?</li> <li>• What instruments can I hear?</li> <li>• Can I use complex rhythms to be able to perform a theme?</li> <li>• Can I play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time?</li> <li>• Can I use music notation to show different rhythms?</li> </ul>
<b>Term 5</b>	<b>Transport</b>	<b>Pitch (superheroes)</b>	<b>Structure (Myths and Legends)</b>	<b>Jazz</b>	<b>Samba and carnival sounds and instruments</b>	<b>Looping and remixing</b>	<b>Baroque</b>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>• Create sound effects.</li> <li>• Show changes in tempo with sound.</li> <li>• Show changes in tempo with movements.</li> <li>• Follow symbols to change tempo when performing.</li> <li>• Interpret a simple score to show tempo changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify high and low notes.</li> <li>• Perform high and low notes.</li> <li>• Create and perform a two-note and three-note pattern.</li> <li>• Identify and perform changes in tempo.</li> <li>• Prepare and perform a musical piece.</li> <li>• Demonstrate a musical</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, play and write rhythms with one beat and paired half beats.</li> <li>• Show a rest beat using a silent movement.</li> <li>• Read and follow a structure from left to right.</li> <li>• Add rhythms to a structure to create a</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what ragtime music is.</li> <li>• Play on the 'off beat' and sing a syncopated rhythm.</li> <li>• Play a call and then improvise a response.</li> <li>• Improvise or compose a scat singing performance with sounds and words.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</li> <li>• Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a looped body percussion rhythm; keeping in time with their group.</li> <li>• Use loops to create a whole piece of music, ensuring that the different aspects of music work together.</li> <li>• Play the first section of 'Somewhere</li> </ul>	<ul style="list-style-type: none"> <li>• Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</li> <li>• Take part in a vocal improvisation task based on Baroque recitative.</li> <li>• Play several parts of a canon using staff</li> </ul>

		<ul style="list-style-type: none"> <li>understanding of tempo and pitch.</li> <li>Offer feedback to groups on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>beginning, middle and end.</li> <li>Work well as part of a group, listening to others and respecting their ideas.</li> <li>Maintain a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and play a jazz motif fluently, using swung quavers.</li> <li>Play a swung rhythm using a tuned percussion instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</li> <li>Play their break in time with the rest of their group and play in the correct place in the piece.</li> <li>Play in time and with confidence; accurately playing their break.</li> </ul>	<ul style="list-style-type: none"> <li>Over the Rainbow' with accuracy.</li> <li>Choose a suitable fragment of music and be able to play it along to the backbeat.</li> <li>Perform a piece with some structure and two different loops.</li> </ul>	<ul style="list-style-type: none"> <li>notation, with or without letter names.</li> <li>Compose a ground bass melodic ostinato.</li> <li>Notate a ground bass pattern using staff notation.</li> <li>Name some well-known Baroque composers and describe what musical features they were known for.</li> <li>Learn a fugue part by reading staff notation, with or without note names.</li> <li>Perform a fugue.</li> </ul>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>Train</li> <li>Tempo</li> <li>Fast</li> <li>Faster</li> <li>Slow</li> <li>Slower</li> <li>Boats</li> <li>Cars</li> <li>Symbols</li> <li>Score</li> </ul>	<ul style="list-style-type: none"> <li>Pitch</li> <li>High</li> <li>Low</li> <li>Tempo</li> <li>Fast</li> <li>Slow</li> <li>Pattern</li> <li>Performance</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm</li> <li>One beat</li> <li>Paired half beats</li> <li>Rest</li> <li>Structure</li> <li>Thinking voice</li> <li>Tempo</li> <li>Fast</li> <li>Slow</li> <li>Pulse</li> <li>Beat</li> </ul>	<ul style="list-style-type: none"> <li>Ragtime</li> <li>Traditional jazz</li> <li>Scat</li> <li>Motif</li> <li>Swung rhythm</li> <li>Syncopation</li> <li>Tempo</li> <li>Rhythm</li> <li>Off-beat</li> <li>Call and response</li> <li>Improvising</li> </ul>	<ul style="list-style-type: none"> <li>Untuned percussion</li> <li>Rhythm</li> <li>Syncopation</li> <li>Off-beat</li> <li>Break</li> </ul>	<ul style="list-style-type: none"> <li>Layers</li> <li>Texture</li> <li>Loop</li> <li>Remix</li> <li>Fragment</li> <li>Melody line</li> <li>Structure</li> <li>Backbeat</li> </ul>	<ul style="list-style-type: none"> <li>Aria</li> <li>Opera</li> <li>Baroque</li> <li>Recitative</li> <li>Canon</li> <li>Round</li> <li>Ground bass</li> <li>Ostinato</li> <li>Fugue</li> <li>Polyphonic</li> <li>Oratorio</li> </ul>
<b>Learning Qs</b>	<ul style="list-style-type: none"> <li>What sound effects can I make?</li> <li>How can I make sounds at different speeds?</li> <li>How can I move at different tempos?</li> <li>How does a symbol tell me to change tempo?</li> <li>Can I follow a simple score to</li> </ul>	<ul style="list-style-type: none"> <li>What are high and low pitch sounds?</li> <li>What two sounds can I make with different pitches?</li> <li>How can I demonstrate tempo changes?</li> <li>Can I create a superhero theme tune with a variety in</li> </ul>	<ul style="list-style-type: none"> <li>Can I read and clap a rhythm?</li> <li>Can I hear, write and clap rhythms?</li> <li>How can I use a rhythm to demonstrate structure?</li> <li>Can I create a structure using rhythmic patterns?</li> <li>Can I perform a group composition?</li> </ul>	<ul style="list-style-type: none"> <li>Can I sing and clap a syncopated rhythm for a ragtime-style song?</li> <li>What will I improvise in a call and response?</li> <li>Can I scat sing using the call and response format?</li> <li>Can I create a jazz motif?</li> </ul>	<ul style="list-style-type: none"> <li>What are the features of Samba music?</li> <li>What is a syncopated rhythm?</li> <li>Can I play syncopated rhythms?</li> <li>Can I compose a basic rhythmic break?</li> <li>Can I perform rhythmic breaks within a samba piece?</li> </ul>	<ul style="list-style-type: none"> <li>What is a lopped rhythm?</li> <li>How can sound be layered using loops?</li> <li>Can I play a melody line accurately and fluently?</li> <li>How can I turn a section of a tune into a loop?</li> <li>Can I combine loops to create a remix?</li> </ul>	<ul style="list-style-type: none"> <li>Why is Monteverdi important in the history of opera?</li> <li>Can I read a d play a canon from staff notation?</li> <li>What is a ground bass?</li> <li>Can I perform a fugue from staff notation?</li> <li>Can I perform a fugue?</li> </ul>

	show tempo changes?	tempo and pitch? <ul style="list-style-type: none"> <li>Can I perform my superhero theme tune?</li> </ul>		<ul style="list-style-type: none"> <li>Can I adapt a familiar tune using jazz rhythms?</li> </ul>			
<b>Term 6</b>	<b>Big band</b>	<b>Musical symbols (under the sea)</b>	<b>Pitch (musical me)</b>	<b>Traditional instruments and improvisation (theme: India)</b>	<b>Adapting and transposing motifs (theme: Romans)</b>	<b>Musical theatre</b>	<b>Composing and performing a leavers' song</b>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Name different musical instruments.</li> <li>Name four different groups of musical instruments.</li> <li>Copy and follow a beat.</li> <li>Play tuned and untuned instruments in time to a familiar song.</li> <li>Perform a practised song to a small audience.</li> </ul>	<ul style="list-style-type: none"> <li>Move to reflect a character.</li> <li>Create sounds to reflect a character.</li> <li>Move at a speed that reflects the tempo of the audio.</li> <li>Respond to dynamic changes without prompting.</li> <li>Demonstrate a sound pattern correctly to a pulse.</li> <li>Sing and play high and low sounds.</li> <li>Read symbols representing high and low sounds correctly.</li> <li>Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.</li> </ul>	<ul style="list-style-type: none"> <li>Move their eyes from left to right to read pitch patterns.</li> <li>Sing high and low notes including the notes in between.</li> <li>Play a pattern of high and low notes on an instrument.</li> <li>Read notation from left to right.</li> <li>Draw high and low sounds using dots at the top and bottom of a page, respectively.</li> <li>Recognise when notes stay the same.</li> <li>Recognise missing notes on a staff.</li> </ul>	<ul style="list-style-type: none"> <li>Verbalise feelings about music and identify likes and dislikes.</li> <li>Read musical notation and play the correct notes of the rag.</li> <li>Improvise along to a drone and tal.</li> <li>Play a rag and a tal accurately alongside a drone.</li> <li>Sing accurately from musical notation and lyrics.</li> <li>Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</li> </ul>	<ul style="list-style-type: none"> <li>Learn a new song, singing in time and in tune while following the lyrics.</li> <li>Identify motifs aurally and play a repeated pattern on a tuned instrument.</li> <li>Create and perform a motif, notating it with reasonable accuracy.</li> <li>Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</li> <li>Combine different versions of a musical motif and perform as a group using musical notation.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what musical theatre is and be able to recall at least three features of this kind of music.</li> <li>Categorise songs as action songs or character songs.</li> <li>Select appropriate existing music for their scene to tell the story of a journey.</li> <li>Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and evaluate the musical features of a song.</li> <li>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</li> <li>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</li> <li>Fit an existing melody over a four-chord backing track.</li> <li>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</li> <li>Record melodies using letter notation.</li> <li>Perform the leavers' song with confidence.</li> </ul>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>Musical instruments</li> <li>Shake</li> <li>Tap</li> <li>Bang</li> <li>Strum</li> </ul>	<ul style="list-style-type: none"> <li>Tempo</li> <li>Fast</li> <li>Slow</li> <li>Pitch</li> <li>High</li> <li>Low</li> </ul>	<ul style="list-style-type: none"> <li>Pitch</li> <li>High</li> <li>Low</li> <li>Pitch pattern</li> <li>Dot</li> <li>Notation</li> </ul>	<ul style="list-style-type: none"> <li>Bollywood</li> <li>Notation</li> <li>Graphic score</li> <li>Stave and letter notation</li> <li>Tal</li> </ul>	<ul style="list-style-type: none"> <li>Motif</li> <li>Ostinato</li> <li>Riff</li> <li>Rhythm</li> <li>Backing track</li> <li>Transpose</li> </ul>	<ul style="list-style-type: none"> <li>Composer</li> <li>Librettist</li> <li>Lyricist</li> <li>Director</li> <li>Musical director</li> <li>Choreographer</li> </ul>	<ul style="list-style-type: none"> <li>Lyrics</li> <li>Tempo</li> <li>Presto</li> <li>Allegro</li> <li>Largo</li> <li>Accelerando</li> </ul>



	<ul style="list-style-type: none"> <li>• Jingle</li> <li>• Orchestra</li> <li>• Percussion</li> <li>• Woodwind</li> <li>• Conductor</li> <li>• Strings</li> <li>• Brass</li> <li>• Beat</li> <li>• Tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Sound patter</li> <li>• Gap (no sound)</li> </ul>	<ul style="list-style-type: none"> <li>• Stave</li> <li>• Phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Rag</li> <li>• Drone</li> <li>• Improvising</li> </ul>	<ul style="list-style-type: none"> <li>• Sharp notes</li> <li>• Flat notes</li> <li>• Notation</li> <li>• Graphic score</li> <li>• Letter notation</li> <li>• Rhythmic notation</li> </ul>	<ul style="list-style-type: none"> <li>• Designer</li> <li>• Performers</li> <li>• Character song</li> <li>• Action song</li> <li>• Transition</li> <li>• Score</li> <li>• Script</li> </ul>	<ul style="list-style-type: none"> <li>• Ritardando</li> <li>• Arrangement</li> <li>• Chord progression</li> <li>• Melody</li> <li>• Dynamics</li> <li>• Crescendo</li> <li>• Diminuendo</li> <li>• Forte</li> <li>• Piano</li> <li>• Verse-chorus structure</li> <li>• Backing track</li> </ul>
<b>Learning Qs</b>	<ul style="list-style-type: none"> <li>• What makes a musical instrument?</li> <li>• What is an orchestra?</li> <li>• Can I copy and follow a beat?</li> <li>• What sounds can I make with tuned and untuned instruments?</li> <li>• What instrument is best for different parts of a song?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I move my body to show the tempo of music?</li> <li>• How are symbols used to represent dynamics?</li> <li>• Can I clap simple rhythmic patterns while keeping the pulse?</li> <li>• How are symbols used to demonstrate a pitch pattern?</li> <li>• Can I perform in a group to demonstrate dynamics, pitch and rhythm?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I read and understand pitch patterns?</li> <li>• Can I sing and draw pitch patterns?</li> <li>• Can I sing and read notation that uses five notes?</li> <li>• Can I use a tuned percussion instrument to play a song?</li> <li>• Can I complete the notation for a short song using a three-line stave?</li> </ul>	<ul style="list-style-type: none"> <li>• What is Indian music like?</li> <li>• What is a rag?</li> <li>• Can I improvise using given notes?</li> <li>• How can I use a drone, rag and tal in my composition?</li> <li>• Can I perform a piece of music using musical notation?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I sing in tune and in time?</li> <li>• What is a musical motif?</li> <li>• Can I compose and notate a motif?</li> <li>• How do I transpose a musical motif?</li> <li>• Can I combine and perform different versions of a musical motif?</li> </ul>	<ul style="list-style-type: none"> <li>• What is musical theatre?</li> <li>• What is the different between a character song and an action song?</li> <li>• Can I create a musical theatre scene?</li> <li>• Can I rehearse a musical theatre scene?</li> <li>• Can I perform a musical theatre scene?</li> </ul>	<ul style="list-style-type: none"> <li>• How would I describe the music?</li> <li>• Can I write lyrics for a song?</li> <li>• What structure will our song have?</li> <li>• Can I improvise a melody over a four-chord backing track?</li> <li>• Can I compose a melody?</li> <li>• Can I compose a melody for the verse?</li> </ul>