# **MUSIC** Overview

# Autumn 1 Theme: We are Together

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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recommended music list for soft start/ assemblies: <u>Year 1</u>	Recommended music list for soft start/ assemblies: Year 2	Recommended music list for soft start/ assemblies: <u>Year 3</u>	Recommended music list for soft start/ assemblies: <u>Year 4</u>	Recommended music list for soft start/ assemblies: <u>Year 5</u>	Recommend soft start/ d <u>Year 6</u>
<b>Unit 1 – Introducing Beat</b> How Can We Make Friends When We Sing Together?	<b>Unit 1 – Exploring Simple Patterns</b> How Does Music Help Us to Make Friends?	Unit 1 - Developing Notation Skills How Does Music Bring Us Closer Together?	Unit 1 – Interesting Time Signatures How Does Music Bring Us Together?	<b>Unit 1 - Getting Started with</b> <b>Music Tech</b> How Does Music Bring Us Together?	<b>Unit 1 – Dev</b> <b>Phrases</b> How Does M Together?
<ul> <li>Subject Content:</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded</li> <li>music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul> <li>Subject Content:</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded</li> <li>music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	Subject Con Perfi Liste Impr com deve unde histo appr unde rang live o drav trad grec mus
<ul><li>Essential Knowledge and Skills:</li><li>Find the steady beat.</li></ul>	Essential Knowledge and Skills: • Find and keep a	Essential Knowledge and Skills:	Essential Knowledge and Skills:	Essential Knowledge and Skills:	Essential Kr Skills:
<ul> <li>Talk about feelings created by the music.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud and quiet.</li> <li>Sing in unison.</li> <li>Explore ways of representing high and</li> </ul>	steady beat. • Copy back simple rhythmic patterns using long and short. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Recognise some band and orchestral instruments. • Start to talk about	<ul> <li>Talk about what the song or piece of music means.</li> <li>Identify some instruments you can hear playing.</li> <li>Talk about the style of the music.</li> <li>Sing songs from memory and/or from notation.</li> <li>Identify and</li> </ul>	<ul> <li>Talk about the words of a song.</li> <li>Think about why the song or piece of music was written.</li> <li>Identify 2/4, 3/4, and 4/4 metre.</li> <li>Identify the tempo as fast, slow or steady.</li> <li>Recognise the style of music you are listening to.</li> </ul>	<ul> <li>Find and demonstrate the steady beat.</li> <li>Identify 2/4, 3/4, 6/8 and 5/4 metre.</li> <li>Identify the musical style of a song or piece of music</li> <li>Discuss the structure of the music</li> <li>Sing in 2/4, 3/4, 4/4 and 6/8 time.</li> <li>Sing in unison and parts, and as part of a smaller group.</li> </ul>	<ul> <li>Identify 2 and 5/4.</li> <li>Identify 1 a song u vocabula Musical I</li> <li>Identify 1 instrume through</li> <li>Identify 1 Gospel a Rock bas</li> </ul>



ended music list for / assemblies:

#### eveloping Melodic

Music Bring Us

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rforming stening nprovising and mposing velop an derstanding of the story of music. preciate and derstand a wide nge of high-quality e and recorded music awn from different aditions and from eat composers and Jsicians

#### Knowledge and

#### y 2/4, 4/4, 3/4, 6/8 /4.

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<ul> <li>low sounds, and long and short sounds, using symbols</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Choose a song/songs to perform to a well-known audience.</li> </ul>	the style of a piece of music. • Recognise some band and orchestral instruments • Explore improvisation within a major scale using the notes: • C, D, E, F, G, A, B • Talk about the difference between rehearsing a song and performing it.	understand the differences between crotchets and paired quavers. • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F,F♯, G, G♯, A, B and B b • Compose over a simple chord progression. • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.	<ul> <li>Rehearse and learn songs from memory and/or with notation</li> <li>Talk about how the songs and their styles connect to the world.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and</li> <li>any appropriate means of notation.</li> <li>Improvise over a simple chord progression.</li> <li>Perform, with confidence, a song from memory or using notation.</li> </ul>	<ul> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F</li> <li>major, G major, E ♭ major, C minor and D minor.</li> <li>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</li> </ul>	orchest groups Plan an 16-beat using th (eg C, I incorpo variety Unders of the p and ho Record and co previou Collect audiend the aud perform
Links to prior learning:	Links to prior learning:	Links to prior learning:	Links to prior learning:	Links to prior learning:	Links to pr
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Links to future learning:	Links to future learning:	Links to future learning:	Links to future learning:	Links to future learning:	Links to fu
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### prior learning:

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ythm, pitch, dynamics, imbre, structure, notation

### future learning:

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<b>Unit 2 – Adding Rhythm &amp; Pitch</b> How Does Music Tell Stories about the Past?	Unit 2 – Focus on Dynamics & Tempo How Does Music Teach Us about the Past?	<b>Unit 2 – Enjoying</b> <b>Improvisation</b> What Stories Does Music Tell Us about the Past?	Unit 2 – Combining Elements to Make Music How Does Music Connect Us with Our Past?	Unit 2 – Emotions & Musical Styles How Does Music Connect Us with Our Past?	Unit 2 – Un Structure a How Does with Our Po
<ul> <li>Subject Content:</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Subject Content: • 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.	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	Subject Co Per List Imp cor dev und hist app und ran live dro trav gre mu
Essential Knowledge:	Essential Knowledge:	Essential Knowledge:	Essential Knowledge:	Essential Knowledge:	Essential K
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nended music list for t/assemblies:

# Understanding

e & Form es Music Connect Us Past?

## Content:

Performing istening mprovising and composing levelop an understanding of the nistory of music. appreciate and understand a wide range of high-quality ve and recorded music drawn from different raditions and from great composers and nusicians

## Knowledge:

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<ul> <li>long and short sounds, using symbols</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Choose a song/songs to perform to a well-known audience.</li> </ul>	<ul> <li>Start to talk about the style of a piece of music.</li> <li>Recognise some band and orchestral instruments <ul> <li>Explore</li> <li>improvisation within a major scale using the notes:</li> <li>C, D, E, F, G, A, B</li> <li>Talk about the difference between rehearsing a song and performing it.</li> </ul> </li> </ul>	understand the differences between crotchets and paired quavers. • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F,F♯, G, G♯, A, B and B b • Compose over a simple chord progression. • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.	<ul> <li>from memory and/or with notation</li> <li>Talk about how the songs and their styles connect to the world.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and</li> <li>any appropriate means of notation.</li> <li>Improvise over a simple chord progression.</li> <li>Perform, with confidence, a song from memory or using notation.</li> </ul>	<ul> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F</li> <li>major, G major, E b major, C minor and D minor.</li> <li>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</li> </ul>	orche group Plan o 16-be using (eg C incorp variet Unde of the and h Recor and c previo Colleo audie the au perfo
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# Spring 1 Theme: Our Beautiful World

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.

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Unit 3 – Introducing Tempo & Dynamics How Does Music Make the World a Better Place?	Unit 3 – Exploring Feelings Through Music How Does Music Make the World a Better Place?	Unit 3 – Composing Using Your Imagination How Does Music Make the World a Better Place?	Unit 3 – Developing Pulse & Groove Through Improvisation How Does Music Improve Our World?	Unit 3 – Exploring Key & Time Signatures How Does Music Improve Our World?	Unit 3 - Ga Through Pa How Does World?
<ul> <li>Subject Content:</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Subject Content: • 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.	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	Subject Co Per List Imp cor dev und hist app und ran live dro trav gre mu
<ul> <li>Essential Knowledge and Skills:</li> <li>Find the steady beat.</li> <li>Talk about feelings created by the music.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud and quiet.</li> <li>Sing in unison.</li> </ul>	Essential Knowledge and Skills: <ul> <li>Find and keep a steady beat.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud or quiet.</li> <li>Recognise some band and orchestral</li> </ul>	Essential Knowledge and Skills: Talk about what the song or piece of music means. Identify some instruments you can hear playing. Talk about the style of the music. Sing songs from memory and/or from	<ul> <li>Essential Knowledge and Skills:</li> <li>Talk about the words of a song.</li> <li>Think about why the song or piece of music was written.</li> <li>Identify 2/4, 3/4, and 4/4 metre.</li> <li>Identify the tempo as fast, slow or steady.</li> <li>Recognise the style of</li> </ul>	<ul> <li>Essential Knowledge and Skills:</li> <li>Find and demonstrate the steady beat.</li> <li>Identify 2/4, 3/4, 6/8 and 5/4 metre.</li> <li>Identify the musical style of a song or piece of music</li> <li>Discuss the structure of the music</li> <li>Sing in 2/4, 3/4, 4/4 and 6/8 time.</li> </ul>	Essential K Skills: • Identify and 5/4 • Identify vocabu Musica • Identify instrum through • Identify



nended music list for t/ assemblies:

Gaining Confidence Performance es Music Improve Our

Content:

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- nistory of music.
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lect feedback from the lience and reflect how audience believed in the formance.

## future learning:

ranga units will build ne following skills from Y1

nythm, pitch, dynamics, timbre, structure, notation

## future learning:

ranga units will build ne following skills from Y1

nythm, pitch, dynamics, timbre, structure, notation

# Spring 2 Theme: Our Community & neighbourhood

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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recommended music list for soft start/ assemblies: <u>Year 1</u>	Recommended music list for soft start/ assemblies: Year 2	Recommended music list for soft start/ assemblies: <u>Year 3</u>	Recommended music list for soft start/ assemblies: <u>Year 4</u>	Recommended music list for soft start/ assemblies: <u>Year 5</u>	Recomme soft start, <u>Year 6</u>
Unit 4 - Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours?	<b>Unit 4 – Inventing a Musical Story</b> How Does Music Teach Us about Our Neighbourhood?	<b>Unit 4 – Sharing Musical</b> <b>Experiences</b> How Does Music Help Us Get to Know Our Community?	<b>Unit 4 - Creating Simple</b> <b>Melodies Together</b> How Does Music Teach Us about Our Community?	<b>Unit 4 – Introducing Chords</b> How Does Music Teach Us about Our Community?	Unit 4 – Ex Further How Does about Our
<ul> <li>Subject Content:</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Subject Content: • 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.	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	Subject Co Per Lis Imp con der ump his ap ump rar live dro tra gre mu



nended music list for rt/assemblies:

#### **Exploring Notation**

es Music Teach Us our Community?

#### Content:

Performing Listening Improvising and composing develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Essential Knowledge:	Essential Knowledge:	Essential Knowledge:	Essential Knowledge:	Essential Knowledge:	Essential
<ul> <li>Find the steady beat.</li> <li>Talk about feelings created by the music.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud and quiet.</li> <li>Sing in unison.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Choose a song/songs to perform to a well-known audience.</li> </ul>	<ul> <li>Find and keep a steady beat.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud or quiet.</li> <li>Recognise some band and orchestral instruments.</li> <li>Start to talk about the style of a piece of music.</li> <li>Recognise some band and orchestral instruments</li> <li>Explore improvisation within a major scale using the notes:</li> <li>C, D, E, F, G, A, B</li> <li>Talk about the difference between rehearsing a song and performing it.</li> </ul>	<ul> <li>Talk about what the song or piece of music means.</li> <li>Identify some instruments you can hear playing.</li> <li>Talk about the style of the music.</li> <li>Sing songs from memory and/or from notation.</li> <li>Identify and understand the differences between crotchets and paired quavers.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F,F♯, G, G♯, A, B and B b</li> <li>Compose over a simple chord progression.</li> <li>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> </ul>	<ul> <li>Talk about the words of a song.</li> <li>Think about why the song or piece of music was written.</li> <li>Identify 2/4, 3/4, and 4/4 metre.</li> <li>Identify the tempo as fast, slow or steady.</li> <li>Recognise the style of music you are listening to.</li> <li>Rehearse and learn songs from memory and/or with notation</li> <li>Talk about how the songs and their styles connect to the world.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and</li> <li>any appropriate means of notation.</li> <li>Improvise over a simple chord progression.</li> <li>Perform, with confidence, a song from memory or using notation.</li> </ul>	<ul> <li>Find and demonstrate the steady beat.</li> <li>Identify 2/4, 3/4, 6/8 and 5/4 metre.</li> <li>Identify the musical style of a song or piece of music</li> <li>Discuss the structure of the music</li> <li>Sing in 2/4, 3/4, 4/4 and 6/8 time.</li> <li>Sing in unison and parts, and as part of a smaller group.</li> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F</li> <li>major, G major, E b major, C minor and D minor.</li> <li>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</li> </ul>	<ul> <li>Ident and 5</li> <li>Ident a sor vocal Music</li> <li>Ident instrut throu</li> <li>Ident Gosp Rock orche group</li> <li>Plan</li> <li>16-be using (eg C incor varie</li> <li>Unde of the and F</li> <li>Reco and c previ</li> <li>Colle audie the a perfo</li> </ul>
Links to future learning:	Links to future learning:	Links to future learning:	Links to future learning:	Links to future learning:	Links to f
All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	All Chara upon the to Y6: Pulse, rhy tempo, ti texture, r
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#### ial Knowledge:

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ranga units will build ne following skills from Y1

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# Summer 1 Theme: Music in our Lives

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
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recommended music list for	Recommended music list for soft	Recommended music list for	Recommended music list for	Recommended music list for	Recomme
soft start/ assemblies:	start/ assemblies:	soft start/ assemblies:	soft start/ assemblies:	soft start/ assemblies:	soft start/
<u>Year 1</u>	Year 2	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Unit 5 – Having Fun with</b>	<b>Unit 5 - Music that Makes You</b>	<b>Unit 5 - Learning More about</b>	Unit 5 – Connecting Notes and	Unit 5 – Words, Meaning and	Unit 5 – Us
<b>Improvisation</b>	Dance	<b>Musical Styles</b>	Feelings	Expression	Structure
What Songs Can We Sing to Help	How Does Music Shape Our Way	How Does Music Shape Our	How Does Music Shape Our	How Does Music Shape Our	How Does
Us through the Day?	Of Life?	Way Of Life?	Way Of Life?	Way Of Life?	Way Of Life



nended music list for rt/assemblies:

Using Chords and ſе es Music Shape Our Life?

<ul> <li>Subject Content:</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Subject Content: • 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.	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	Subject Co Pe Lis Im co de ur his ap ur ra liv dr tro gr m
<ul> <li>Find the steady beat.</li> <li>Talk about feelings created by the music.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud and quiet.</li> <li>Sing in unison.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Choose a song/songs to perform to a well-known audience.</li> </ul>	<ul> <li>Find and keep a steady beat.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud or quiet.</li> <li>Recognise some band and orchestral instruments.</li> <li>Start to talk about the style of a piece of music.</li> <li>Recognise some band and orchestral instruments</li> <li>Explore improvisation within a major scale using the notes:</li> <li>C, D, E, F, G, A, B</li> <li>Talk about the difference between rehearsing a song and performing it.</li> </ul>	<ul> <li>Essential Knowledge and Skills:</li> <li>Talk about what the song or piece of music means.</li> <li>Identify some instruments you can hear playing.</li> <li>Talk about the style of the music.</li> <li>Sing songs from memory and/or from notation.</li> <li>Identify and understand the differences between crotchets and paired quavers.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F,F♯, G, G♯, A, B and B b</li> <li>Compose over a simple chord progression.</li> <li>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> </ul>	<ul> <li>Essential Knowledge and Skills:</li> <li>Talk about the words of a song.</li> <li>Think about why the song or piece of music was written.</li> <li>Identify 2/4, 3/4, and 4/4 metre.</li> <li>Identify the tempo as fast, slow or steady.</li> <li>Recognise the style of music you are listening to.</li> <li>Rehearse and learn songs from memory and/or with notation</li> <li>Talk about how the songs and their styles connect to the world.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and</li> <li>any appropriate means of notation.</li> <li>Improvise over a simple chord progression.</li> <li>Perform, with confidence, a song from memory or using notation.</li> </ul>	<ul> <li>Essential Knowledge and Skills:</li> <li>Find and demonstrate the steady beat.</li> <li>Identify 2/4, 3/4, 6/8 and 5/4 metre.</li> <li>Identify the musical style of a song or piece of music</li> <li>Discuss the structure of the music</li> <li>Sing in 2/4, 3/4, 4/4 and 6/8 time.</li> <li>Sing in unison and parts, and as part of a smaller group.</li> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F</li> <li>major, G major, E b major, C minor and D minor.</li> <li>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</li> </ul>	Essential Skills: Identifiand 5, Identifiand
Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6:	Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6:	Links to future learning: All Charanga units will build upon the following skills from Y1	Links to future learning: All Charanga units will build upon the following skills from Y1	Links to future learning: All Charanga units will build upon the following skills from Y1	Links to f All Charai upon the

#### Content:

Performing Listening Improvising and composing develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

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#### future learning:

anga units will build e following skills from Y1

Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	to Y6: Pulse, rhyt tempo, tim texture, no
Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture,	Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture,	Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics,	Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics,	Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics,	Links to for All Charan upon the f to Y6: Pulse, rhyt
notation	notation	tempo, timbre, structure, texture, notation	tempo, timbre, structure, texture, notation	tempo, timbre, structure, texture, notation	tempo, tim texture, no

# Summer 2 Theme: Music & the Environment

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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recommended music list for soft start/ assemblies: <u>Year 1</u>	Recommended music list for soft start/ assemblies: <u>Year 2</u>	Recommended music list for soft start/ assemblies: Year <u>3</u>	Recommended music list for soft start/ assemblies: <u>Year 4</u>	Recommended music list for soft start/ assemblies: Year 5	Recomments soft start/ Year 6
<b>Unit 6 - Explore Sound and</b> <b>Create a Story</b> How Does Music Connect Us With The Environment?	<b>Unit 6 - Exploring Improvisation</b> How Does Music Connect Us With The Environment?	Unit 6 - Recognising Different Sounds How Does Music Connect Us With The Environment?	Unit 6 – Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment?	Unit 6 - Identifying Important Musical Elements How Does Music Connect Us With The Environment?	Unit 6 - Re Other thro How Does With The E
<ul> <li>Subject Content:</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded</li> <li>music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of</li> </ul>	Subject Content: • 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	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Subject Content:</li> <li>Performing</li> <li>Listening</li> <li>Improvising and composing</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn</li> <li>from different traditions and from great composers and musicians</li> </ul>	Subject Co Per List Imp cor dev und hist app und ran live dro tran

nythm, pitch, dynamics, timbre, structure, notation

#### future learning:

anga units will build e following skills from Y1

nythm, pitch, dynamics, timbre, structure, notation



nended music list for rt/ assemblies:

## Respecting Each

nrough Composition es Music Connect Us Environment?

#### Content:

Performing

- Listening
- mprovising and
- composing
- develop an
- understanding of the
- history of music. appreciate and
- understand a wide
- range of high-quality
- ive and recorded music
- drawn from different
- raditions and from

music.	sounds using the inter-related dimensions of music.				gre mu
Essential Knowledge and Skills:	Essential Knowledge and Skills:	Essential Knowledge and Skills:	Essential Knowledge and Skills:	Essential Knowledge and Skills:	Essential I Skills:
<ul> <li>Find the steady beat.</li> <li>Talk about feelings created by the music.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud and quiet.</li> <li>Sing in unison.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Choose a song/songs to perform to a well-known audience.</li> </ul>	<ul> <li>Find and keep a steady beat.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud or quiet.</li> <li>Recognise some band and orchestral instruments.</li> <li>Start to talk about the style of a piece of music.</li> <li>Recognise some band and orchestral instruments</li> <li>Explore improvisation within a major scale using the notes:</li> <li>C, D, E, F, G, A, B</li> <li>Talk about the difference between rehearsing a song and performing it.</li> </ul>	<ul> <li>Talk about what the song or piece of music means.</li> <li>Identify some instruments you can hear playing.</li> <li>Talk about the style of the music.</li> <li>Sing songs from memory and/or from notation.</li> <li>Identify and understand the differences between crotchets and paired quavers.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F,F#, G, G#, A, B and B b</li> <li>Compose over a simple chord progression.</li> <li>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> </ul>	<ul> <li>Talk about the words of a song.</li> <li>Think about why the song or piece of music was written.</li> <li>Identify 2/4, 3/4, and 4/4 metre.</li> <li>Identify the tempo as fast, slow or steady.</li> <li>Recognise the style of music you are listening to.</li> <li>Rehearse and learn songs from memory and/or with notation</li> <li>Talk about how the songs and their styles connect to the world.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and</li> <li>any appropriate means of notation.</li> <li>Improvise over a simple chord progression.</li> <li>Perform, with confidence, a song from memory or using notation.</li> </ul>	<ul> <li>Find and demonstrate the steady beat.</li> <li>Identify 2/4, 3/4, 6/8 and 5/4 metre.</li> <li>Identify the musical style of a song or piece of music</li> <li>Discuss the structure of the music</li> <li>Sing in 2/4, 3/4, 4/4 and 6/8 time.</li> <li>Sing in unison and parts, and as part of a smaller group.</li> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F</li> <li>major, G major, E b major, C minor and D minor.</li> <li>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</li> </ul>	<ul> <li>Identif and 5/</li> <li>Identif a song vocab Musico</li> <li>Identif instrum throug</li> <li>Identif Gospe Rock b orches groups</li> <li>Plan a 16-bec using t (eg C, incorp variety</li> <li>Under of the and ho</li> <li>Record and co previo</li> <li>Collect audien the au perfor</li> </ul>
Links to future learning:	Links to future learning:	Links to future learning:	Links to future learning:	Links to future learning:	Links to fu
All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	All Charan upon the f to Y6: Pulse, rhyt tempo, tim texture, nc
Links to future learning:	Links to future learning:	Links to future learning:	Links to future learning:	Links to future learning:	Links to fu
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great composers and musicians

## al Knowledge and

tify 2/4, 4/4, 3/4, 6/8 5/4.

tify the musical style of ing using some musical abulary to discuss its ical Elements.

tify the following ruments by ear and ugh a range of media: tify the sound of a pel choir and soloist, k band, symphony hestra and A Cappella ups.

and compose an 8 or eat melodic phrase, g the pentatonic scale C, D, E, G, A), and rporate rhythmic ety and interest. erstand the importance he performing space how to use it. ord the performance compare it to a

vious performance. ect feedback from the ience and reflect how audience believed in the formance.

#### future learning:

anga units will build e following skills from Y1

nythm, pitch, dynamics, imbre, structure, notation

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anga units will build e following skills from Y1

nythm, pitch, dynamics, imbre, structure, notation