



<b>F2</b>	<b>AUTUMN</b>	
	Children will experience learning new songs and how to perform to an audience. Children will also learn music by adding actions and movements to enhance their lessons.	<b>Vocab:</b> beat, tap, rhythm, pitch
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>nursery rhymes and identify environmental sounds</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>keep a steady beat, recognise and repeat simple rhythms such as syllables in their name</li> <li>learn simple songs and identify loud and quiet</li> <li>be aware of music from other cultures</li> </ul>
	<b>SPRING</b>	
	Children will listen to music from another culture combining their experience with other aspects of the EYFS curriculum. Children will use parts of their body to physically engage with musical patterns.	<b>Vocab:</b> high, low, pattern, repeat
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>new learning</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>identify high and low sounds, pitch</li> <li>respond to structure of music by following simple visual patterns to create a musical sequence</li> </ul>
<b>SUMMER</b>		
	Children will combine their musical knowledge to	<b>Vocab:</b> texture, layer, names of some musical instruments

	<p>use simple musical instruments to create stories or scenarios . They will also use music to develop sequences of movements to represent objects or feelings.</p>	<p><b>such as tambourine, wood blocks chime bars, guiro and cabasa</b></p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> <li>• high and low sounds, pitch</li> <li>• how to respond to structure of music by following simple visual patterns to create a musical sequence</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• listen and identify layers of sounds</li> <li>• move in response to music</li> </ul>
<b>Y1</b>	<b>SPRING</b>	
	<p><u>Peace at Last</u> Children will focus on toy themed music. They will sing toy related action songs. They will explore and use a sequence of vocal and instrumental sounds to create a sound story for Peace at Last. Graphic notation will be introduced to represent sounds and they will create a Toy Story themed journey, sequencing vocal and instrumental sounds. They will listen and move to music in time to the pulse of 'The Nutcracker Suite' by Tchaikovsky.</p>	<p><b>Vocab:</b> pulse, forte, piano, crescendo, diminuendo, graphic score, long sound, short sound, high sound, low sound</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> <li>• good use of listening and attention skills</li> <li>• consideration of how a piece of music might make them feel</li> <li>• some exposure to musical instruments and the sounds they make</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• create and perform a Toy Story themed journey using appropriate vocal and instrumental sounds</li> <li>• performance of a toy themed song</li> <li>• keep a steady pulse moving in time to 'The Nutcracker Suite' by Tchaikovsky</li> </ul>
	<b>SUMMER</b>	
	<p><u>Handa's Surprise/Walking in the Jungle</u></p>	<p><b>Vocab:</b> pulse, rhythm, forte, piano, crescendo, diminuendo,</p>

	<p>Children will focus on animal themed music. They will sing animal related songs and listen to selected movements from 'The Carnival of the Animals' by Camille Saint-Saëns. They will explore pulse, rhythm and timbre, and move to simple rhythms created on percussion instruments to represent the movement of jungle animals. They will create a musical jungle story using voice, body percussion and classroom percussion. They will experiment changing dynamics and tempo appropriately.</p>	<p><b>presto, largo</b></p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> <li>• good use of listening and attention skills</li> <li>• consideration of how a piece of music might make them feel</li> <li>• some exposure to musical instruments and the sounds they make</li> <li>• understanding of patterns e.g. numbers and shape</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• create and perform jungle animal rhythms</li> <li>• create and perform musical jungle story using voice, body percussion and classroom percussion with appropriate timbre, dynamics and tempo</li> </ul>
<p><b>Y2 SPRING</b></p>		
	<p><u>Dinosaur Rap – Dinosaurs</u> Children will focus on listening to, creating and performing dinosaur themed music. They will rehearse and perform a dinosaur rap, create and perform simple dinosaur word rhythm patterns, create a 'Night at the Museum' performance and sing a variety of dinosaur related songs.</p>	<p><b>Vocab:</b> pulse, rhythm, tempo, timbre, largo, allegro, piano, forte, crescendo, diminuendo</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> <li>• how to create simple word rhythm patterns</li> <li>• exploring suitable timbre of classroom percussion</li> <li>• simple exploration of tempo and dynamics</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• performance of class Dinosaur rap</li> <li>• performance of 'Night at the Museum' using body, voice and classroom percussion instruments</li> </ul>

<b>SUMMER</b>	
<p><u>The Lighthouse Keeper's Lunch</u></p> <p>Listening and moving to sea themed pieces of music and convey mood. They will examine the structure of 'Dawn' from Benjamin Britten's <i>Four Sea interludes</i> and create a soundscape using vocal, body percussion and percussion instruments. Children will represent calm or stormy seas using vocal and body sounds and percussion instruments. They will make links between music, sounds and seaside environments. They will create a seaside soundscape using graphic symbols and perform using vocal sounds, body percussion and untuned percussion Suitable timbre, tempo and dynamics will be explored.</p>	<p><b>Vocab:</b> pitch, timbre, forte, piano, crescendo, diminuendo, largo, allegro, graphic score, soundscape</p>
<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> <li>• sounds can be represented through symbols and images</li> <li>• exploring suitable timbre of classroom percussion</li> <li>• simple exploration of tempo and dynamics</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• performance of soundscapes to represent Benjamin Britten's 'Dawn' from 'Four Sea Interludes' using vocal body percussion and percussion instruments</li> <li>• create and perform from graphic score symbols to represent a seaside soundscape</li> </ul>
<b>Y3 AUTUMN</b>	
<p><u>Mr Wuffles</u></p> <p>Children focus on space related music. They will sing unison and action songs and listen to the Doctor Who theme, 'Mars' from The Planets by Holst and compare it to the gentle music of 'Venus' looking at texture, timbre, structure and metre. They will identify and play the ostinato rhythms within it and create a 'Mars' inspired piece using their own ostinato rhythms created using question and answer playing and composing.</p>	<p><b>Vocab:</b> rhythm, ostinato, crescendo, diminuendo, piano, forte, melody, theme tune, interpretation, graphic score</p>

	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> <li>• keeping a steady pulse</li> <li>• creating a simple rhythm</li> <li>• building on prior experience of letter notation and composing a melody in year 2</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• compose and perform a 'Mars' inspired march including a steady pulse, their own ostinato and a crescendo</li> <li>• performance of an alien themed song</li> </ul>
<p><b>SUMMER</b></p>		
	<p><u>The Secret Sky Garden</u> Children will sing unison and call and response songs and listen to music with a flower related theme including 'Waltz of the Flowers' by Tchaikovsky and 'Flight of the Bumblebee' by Rimsky Korsakov. They will learn to read and write simple rhythmic notation for crotchets and quavers and will compose an ostinato piece using these flower word rhythms.</p>	<p><b>Vocab:</b> pulse, rhythm, ostinato, crotchet, paired quavers, presto, piano, forte, crescendo, diminuendo</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> <li>• listening with increased attention to detail and recalling sounds</li> <li>• how to sing songs using voices expressively for different characters and mood</li> <li>• how to create an ostinato using improvised patterns.</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• performance of flower garden piece of music using notated rhythmic/melodic ostinato patterns – using crotchets and quavers and a 3-note range</li> <li>• performance of flower themed song</li> </ul>
<p><b>Y4 AUTUMN</b></p>		
<p><b>Y4</b></p>	<p><u>Sweep</u> Children will focus on how music can communicate emotion and express a mood through singing unison and partner songs and listening to a variety of pieces including Beethoven's 5<sup>th</sup> Symphony and identifying the key features. They will create their own version of Beethoven's 5<sup>th</sup> in sonata form including: a rhythmic motif, a twisting melody, a</p>	<p><b>Vocab:</b> symphony, sonata, graphic score, minim, staccato, legato, largo, coda, motif, tonality</p>

	development section and a coda.	
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>• singing songs using voices expressively for different characters and mood</li> <li>• listening and reflecting on pieces of music using suitable musical vocabulary</li> <li>• reading and writing rhythmic notation using crotchets, paired quavers and minim</li> <li>• composing music using suitable inter-related dimensions to create a mood</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>• performance of Beethoven's 5<sup>th</sup> inspired piece including a rhythmic motif, twisting melody, development section, recap and a coda</li> <li>• notate 2 note melody using Beethoven's rhythmic motif and perform it jagged (staccato)</li> <li>• notate twisting melody using a limited range of 5 pitches for twisting melody, performing it gently and smoothly (legato)</li> </ul>
<b>SUMMER</b>		
	<u>Chapatti Moon</u> Children will listen to Indian classical music including 'Symphony – finale' by Ravi Shankar. They will identify the timbre and key features of the music including drones, ragas, call and response 2-note patterns, sung Indian drum syllables and a coda. They will create their own piece in the style of Ravi Shankar using these key features and structure.	<b>Vocab:</b> rhythm, ostinato, crescendo, diminuendo, improvise, tempo, drone, raga, coda, timbre
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>• listening and reflecting on pieces of music using suitable musical vocabulary</li> <li>• improvise and compose music for a purpose</li> <li>• reading and writing rhythmic notation using crotchets and quavers</li> <li>• how to sing songs using voices expressively for different characters and mood</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>• create and perform a Ravi Shankar inspired piece of music including improvised solos using a 5-note range of the raga scale, drone, call and response two-note patterns, sung syllables and a coda</li> </ul>
<b>Y5</b>	<b>AUTUMN</b>	

<p><u>Flotsam</u> Children will study water themed music through singing a 4-part round and songs and listening to 'La Mer, Play of the Waves' by Debussy and 'Storm' by Benjamin Britten. They will explore the inter-related dimensions of timbre, dynamics, and pitch to improvise a water themed piece based on Monet's impressionist sea pictures. They will learn to read and play the rhythm of 'Storm' and invent musical motifs focusing on pitch, ostinato rhythms and dynamics to be used in a class piece.</p>	<p><b>Vocab:</b> quaver, crotchet, minim, semiquaver, round, ostinato, rondo, mezzo forte, mezzo piano, instrument families</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> <li>• timbre of musical instruments</li> <li>• how to read and write simple rhythmic notation – crotchet, paired quavers, minim, semiquavers</li> <li>• sonata and ternary form structure</li> <li>• how to perform songs with increasingly complex melodies requiring vocal agility accurately and with expression</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• compose and perform a 'Storm' inspired piece of music in rondo form incorporating short melodic musical motifs within an octave note range C-C moving by step and a wide range of dynamics – pianissimo, mezzo piano, mezzo forte, sforzando</li> <li>• include a variety of simple rhythmic notation - crotchets, paired quavers, minim, semiquavers</li> </ul>
<p><b>SPRING</b></p>	
<p><u>The Lazy Friend</u> Children will sing environmental partner songs and listen to music of the rainforest including 'The Little Train of the Caipira' by Villa-Lobos. They will experiment with dynamics, tempo and texture to create a body percussion piece recreating sound of a rainstorm. They will explore playing Villa Lobos' rhythms, using syncopation, and experimenting with tempo using accelerando and rallentando. They will create a piece in a similar style to 'Villa-Lobos.'</p>	<p><b>Vocab:</b> mezzo piano, mezzo forte, sforzando, accelerando, rallentando, crotchet, minim, quaver, semiquaver, rondo</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> <li>• keeping a steady pulse</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• to compose and perform a piece in the style of 'The Little Train of the Caipira' incorporating rhythmic and melodic</li> </ul>

	<ul style="list-style-type: none"> <li>• how to create ostinato rhythms</li> <li>• listen with attention to detail and recall sounds in pieces of music with increasing aural memory</li> <li>• how to perform songs with increasingly complex melodies requiring vocal agility accurately and with expression</li> </ul>	<p>train ostinato using 4 pitches CEGA used in Villa-Lobos' piece, tempo changes including accelerando and rallentando and short, repetitive melody moving by step</p> <ul style="list-style-type: none"> <li>• include a variety of rhythmic and staff notation - crotchets, paired quavers, minim, semiquavers</li> </ul>
<p><b>Y6</b></p>	<p><b>AUTUMN</b></p>	
	<p><u>Somebody Swallowed Stanley</u></p> <p>Children will sing environmental songs including partner songs and melodies with increasing complexity. Learn to sing the 'Plastic' song. Children to write their own unique words for a rap raising awareness of plastic issues in our oceans. They will use music technology to create an accompaniment for their rap.</p>	<p><b>Vocab:</b> pulse, rhythm, chorus, sforzando, bridge, hip hop, rap, dynamics, pianissimo, verse</p>
	<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> <li>• listening with attention to detail and recall sounds in pieces of music with increasing aural memory</li> <li>• exploring body percussion</li> <li>• composing music using suitable inter-related dimensions to create a mood</li> <li>• how to perform songs with increasingly complex melodies requiring vocal agility accurately and with expression</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• performance of plastic rap with backing music created</li> <li>• performance of 'Love Song to the Earth' using increasingly complex melodies requiring vocal agility with suitable dynamic contrasts, control and expression</li> </ul>
<p><b>SPRING</b></p>		
<p><u>The Wonder</u></p> <p>Children will sing partner songs, listen to, and play music based on a fairground and flying theme including 'Hedwig's Theme' and 'E.T.' by John Williams. Children to create and perform a mood-soundscape for a fairground ride of their choice using 3/4 metre. They will sing songs related to the different lands visited including 'Wonder' by Emile Sande and</p>	<p><b>Vocab:</b> ternary, major, minor, pianissimo, sforzando, rhythm, pitch, film score, rest, timbre</p>	



'Roller Ghoster.'	
<p data-bbox="235 118 703 156"><u>Required prior knowledge</u></p> <p data-bbox="235 169 577 201">Children should know:</p> <ul data-bbox="235 236 1178 451" style="list-style-type: none"><li data-bbox="235 236 1178 320">● listening with attention to detail and recall sounds in pieces of music with increasing aural memory</li><li data-bbox="235 328 931 360">● exploring suitable sounds for a soundscape</li><li data-bbox="235 376 1178 451">● how to perform songs with increasingly complex melodies requiring vocal agility accurately and with expression</li></ul>	<p data-bbox="1218 118 1391 156"><u>End point</u></p> <ul data-bbox="1218 169 2168 339" style="list-style-type: none"><li data-bbox="1218 169 2168 253">● children will compose and perform a mood-soundscape for a fairground ride of their choice using 3/4 metre</li><li data-bbox="1218 261 2168 339">● perform song 'Roller Ghoster' in 2 parts with clear balance between parts, accuracy and expression</li></ul>