



## Music Curriculum Map

### **By the end of Key Stage One, we expect pupils to be able to:**

- ✓ Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ✓ Play tuned and untuned instruments musically
- ✓ Listen with concentration and understanding to a range of high-quality live and recorded music
- ✓ Experiment with, create, select and combine sounds using the inter-related dimensions of music

### **By the end of Key Stage Two, we expect pupils to be able to:**

- ✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression
- ✓ Improvise and compose music for a range of purposes using the inter-related dimensions of music
- ✓ Listen with attention to detail and recall sounds with increasing aural memory
- ✓ Use and understand staff and other musical notations
- ✓ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ✓ Develop an understanding of the history of music

<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit</b>	<b>Menu song</b>	<b>Colonel Hathi's March/ Magical Musical Aquarium</b>	<b>Football</b>	<b>Dawn from Sea Interludes/Musical Conversations</b>	<b>Nautilus/Cat and Mouse</b>	<b>Come Dance with Me</b>
<b>National Curriculum Programme of Study</b>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>

<p><b>RDPS</b> <b>Knowledge and Skills</b></p>	<p>Participate in creating a dramatic group performance using kitchen-themed props.</p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Listen and move in time to the song.</p>	<p>Compose music to march using tuned and untuned percussion.</p> <p>Respond to musical characteristics through movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers ‘march’ to music, naming the instruments playing in the clips).</p> <p>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p> <p>Listen to ‘Aquarium’, reflecting the character of the music through movement.</p>	<p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>	<p>Sing a simple singing game, adding actions to show a developing sense of beat.</p> <p>Listen actively by responding to musical signals and musical themes using appropriate movement.</p> <p>Create a musical movement picture.</p> <p>Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Improvise question-and-answer conversations using percussion instruments.</p> <p>Create, interpret, and perform from simple graphic scores.</p> <p>Recognise how graphic symbols can represent sound.</p>	<p>Perform actions to music, reinforcing a sense of beat.</p> <p>Respond to musical signals and musical themes using movements to musical gestures in the piece.</p> <p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Create artwork, drawing freely and imaginatively in response to a piece of music</p> <p>Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Listen and copy rhythm patterns.</p>	<p>Create musical phrases from new word rhythms that children invent.</p> <p>Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p> <p>Copy call-and-response patterns with voices and instruments.</p>
<p><b>Supporting resources</b></p>	<p><a href="#">Sing Up Music   Year 1   Menu song   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 1   Colonel Hathi's March   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 1   Magical musical aquarium   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 1   Football   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 1   'Dawn' from Sea interludes   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 1   Musical conversations   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 1   Nautilus   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 1   Cat and mouse   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 1   Come dance with me   Sing Up</a></p>

<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit</b>	<b>Tony Chestnut</b>	<b>Carnival of Animals/Composing Music</b>	<b>Grandma Rap</b>	<b>Orawra/Trains</b>	<b>Shostakovich/Charlie Chaplin</b>	<b>Tańczymy Labada</b>
<b>National Curriculum Programme of Study</b>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p>

<p><b>RDPS</b> <b>Knowledge and Skills</b></p>	<p>Improvise rhythms along to a backing track using the note C or G.</p> <p>Compose call-and-response music.</p> <p>Play the melody on a tuned percussion instrument.</p> <p>Sing with good diction.</p> <p>Recognise and play echoing phrases by ear.</p>	<p>Select instruments and compose music to reflect an animal's character.</p> <p>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</p> <p>Recognise and respond to changes of speed.</p> <p>Invent simple patterns using voices, body percussion, and then instruments.</p> <p>Follow signals given by a conductor/leader.</p> <p>Structure compositional ideas into a bigger piece.</p> <p>Improvise solos using instruments.</p>	<p>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p>Chant Grandma rap rhythmically and perform to an accompaniment children create.</p> <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</p> <p>Learn a clapping game to Hi lo Chicka lo that shows the rhythm.</p> <p>Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p>	<p>Improvise and compose, structuring short musical ideas to form a larger piece.</p> <p>Sing and play, performing composed pieces for an audience.</p> <p>Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p> <p>Begin to understand duration and rhythm notation.</p> <p>Structure musical ideas into a whole-class composition.</p> <p>Learn a simple rhythm pattern and perform it with tempo and volume changes.</p> <p>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</p> <p>Follow signals from a conductor.</p> <p>Listen to and analyse four pieces of music inspired by travel/vehicles.</p>	<p>Create action patterns in 2- and 3-time.</p> <p>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</p> <p>Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy').</p> <p>Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</p> <p>Move freely and creatively to music using a prop.</p> <p>Compose a soundtrack to a clip of a silent film.</p> <p>Understand and use notes of different duration.</p> <p>Understand and use notes of different pitch.</p> <p>Understand and use dynamics.</p>	<p>Demonstrate an internalised sense of pulse through singing games.</p> <p>Sing confidently in Polish and play a cumulative game with spoken call-and-response sections.</p> <p>Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</p> <p>Listen and match the beat of others and recorded music, adapting speed accordingly.</p> <p>Listen to traditional and composed music from Poland.</p> <p>Begin to understand how music helps people share tradition and culture.</p>
<p><b>Supporting Resources</b></p>	<p><a href="#">Sing Up Music   Year 2   Tony Chestnut   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 2   The carnival of the animals   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 2   Composing music inspired by birdsong   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 2   Grandma rap   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 2   Orawa   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 2   Trains   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 2   Swing-a-long with Shostakovich   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 2   Charlie Chaplin   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 2   Tańczymy labada   Sing Up</a></p>

<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit</b>	<b>I've Been to Harlem</b>	<b>Mingulay boat song and Nao Chariya/ Sound symmetry</b>	<b>Latin Dance</b>	<b>March' from The Nutcracker/ From a Railway Carriage</b>	<b>Just Three Notes/ Samba with Sérgio</b>	<b>Fly with the Stars</b>
<b>National Curriculum Programme of Study</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>

<p><b>RDPS</b> <b>Knowledge and Skills</b></p>	<p>Compose a pentatonic ostinato.</p> <p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Listen and identify where notes in the melody of the song go down and up.</p>	<p>Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds.</p> <p>Pupils can use some musical vocabulary to describe these things.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Identify how the pitch and melody of a song have been developed using symmetry.</p>	<p>Compose a 4-beat rhythm pattern to play during instrumental sections.</p> <p>Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p> <p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p> <p>Play a one-note part contributing to the chords accompanying the verses.</p> <p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p>	<p>Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement.</p> <p>Experience call-and-response patterns through moving with a partner.</p> <p>Explore ways to create word-based pieces of music.</p> <p>Explore ways to communicate atmosphere and effect.</p> <p>Listen and compare how different composers have approached creating word-based compositions.</p>	<p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece. Notate, read, follow and create a 'score'.</p> <p>Recognise and copy rhythms and pitches C-D-E.</p> <p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p> <p>Perform vocal percussion as part of a group.</p> <p>Move in time with the beat of the music.</p> <p>Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).</p>	<p>Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</p> <p>Sing solo or in a pair in call-and-response style.</p> <p>Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.</p>
<p><b>Supporting Resources</b></p>	<p><a href="#">Sing Up Music   Year 3   I've been to Harlem   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 3   Mingulay boat song and Nao chariya de   Sing Up</a> <a href="#">Sing Up Music   Year 3   Sound symmetry   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 3   Latin dance   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 3   'March' from The Nutcracker   Sing Up</a> <a href="#">Sing Up Music   Year 3   From a railway carriage   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 3   Just three notes   Sing Up</a> <a href="#">Sing Up Music   Year 3   Samba with Sérgio   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 3   Fly with the stars   Sing Up</a></p>

<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit</b>	<b>This Little Light of Mine</b>	<b>The Pink Panther Theme/Composing with Colour</b>	<b>The Doot Doot Song</b>	<b>Fanfare for the Common Man/Spain</b>	<b>Global Pentatonics/The Horse in Motion</b>	<b>Favourite Song</b>
<b>National Curriculum Programme of Study</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>

<p><b>RDPS</b> <b>Knowledge and Skills</b></p>	<p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</p> <p>Sing in a Gospel style with expression and dynamics.</p> <p>Play a bass part and rhythm ostinato along with This little light of mine.</p> <p>Sing Part 1 of a partner song rhythmically.</p> <p>Listen and move in time to songs in a Gospel style.</p>	<p>Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</p> <p>Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.</p> <p>Talk about the effect of instrument sounds (timbre).</p> <p>Create short sounds inspired by colours and shapes.</p> <p>Structure musical ideas into a composition.</p> <p>Create and read graphic scores.</p> <p>Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p>	<p>‘Doodle’ with voices over the chords in the song.</p> <p>Sing swung rhythms lightly and accurately.</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance.</p> <p>Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</p> <p>Listen and identify similarities and differences between acoustic guitar styles.</p>	<p>Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</p> <p>Compose a fanfare using a small set of notes, and short, repeated rhythms.</p> <p>Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. Invent a melody.</p> <p>Fit two patterns together.</p> <p>Structure musical ideas into compositions.</p> <p>Play repeating rhythmic patterns.</p> <p>Count musically.</p>	<p>Compose a pentatonic melody.</p> <p>Improvise and create pentatonic patterns.</p> <p>Use notation to represent musical ideas.</p> <p>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p>Create ostinatos.</p> <p>Layer up different rhythms.</p> <p>Create and follow a score.</p> <p>Watch a film and analyse it in a musical context.</p>	<p>Sing with expression and a sense of the style of the music.</p> <p>Understand triads and play C, F, G major, and A minor.</p> <p>Play an instrumental part as part of a whole-class performance.</p> <p>Sing a part in a partner song, rhythmically and from memory.</p> <p>Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>
<p><b>Supporting Resources</b></p>	<p><a href="#">Sing Up Music   Year 4   This little light of mine   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 4   The Pink Panther theme   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 4   Composing with colour   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 4   The doot doot song   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 4   Fanfare for the common man   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 4   Spain   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 4   Global pentatonics   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 4   The horse in motion   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 4   Favourite song   Sing Up</a></p>

<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit</b>	<b>What Should We Do with the Drunken Sailor?</b>	<b>Why We Sing/ Songwriting</b>	<b>Madina tun Nabi</b>	<b>Building a Groover/Epoca</b>	<b>Balinese Music</b>	<b>Kisne Banaaya</b>
<b>National Curriculum Programme of Study</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>

<p><b>RDPS</b> <b>Knowledge and Skills</b></p>	<p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Keep the beat playing a 'cup' game.</p> <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>	<p>Develop and practise techniques for singing and performing in a Gospel style.</p> <p>Recognise individual instruments and voices by ear.</p> <p>Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</p> <p>Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).</p> <p>Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.</p> <p>Create fragments of songs that can develop into fully fledged songs.</p> <p>Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</p> <p>Understand techniques for creating a song and develop a greater understanding of the songwriting process.</p>	<p>Improvise freely over a drone.</p> <p>Sing a song in two parts with expression and an understanding of its origins.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing.</p> <p>Listen and copy back simple rhythmic and melodic patterns.</p>	<p>Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.</p> <p>Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> <p>Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>Demonstrate an understanding of the history of Argentine Tango.</p>	<p>Compose a kecak piece as part of a group.</p> <p>Sing/chant a part within a kecak performance.</p> <p>Develop knowledge and understanding of the Balinese musical forms of gamelan beleaguer and kecak.</p> <p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</p> <p>Notate ideas to form a simple score to play from.</p> <p>Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</p> <p>Understand and recognise ternary form.</p>	<p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p> <p>Sing and play the melody of Kisne banaaya.</p> <p>Sing in a 4-part round accompanied with a pitched ostinato.</p>
<p><b>Supporting Resources</b></p>	<p><a href="#">Sing Up Music   Year 5   What shall we do with the drunken sailor?   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 5   Why we sing   Sing Up</a> <a href="#">Sing Up Music   Year 5   Songwriting   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 5   Madina tun Nabi   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 5   Building a groove   Sing Up</a> <a href="#">Sing Up Music   Year 5   Época   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 5   Balinese music (gamelan beleganjur and kecak)   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 5   Kisne banaaya   Sing Up</a></p>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	<b>Hey Mr Miller</b>	<b>Shadowss/Composing Music for Protest</b>	<b>Dona Nobis pacem</b>	<b>You To Me Are Everything/Twinkle Variations</b>	<b>Race/Exploring Identity Through Song</b>	<b>Ame Sau Vala Tara Bal</b>
<b>National Curriculum Programme of Study</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>

<p><b>RDPs</b> <b>Knowledge and Skills</b></p>	<p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble.</p> <p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>	<p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p>	<p>Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.</p> <p>Sing a round accurately and in a legato style.</p> <p>Sing a chorus in two-part harmony with dancing on the beat.</p> <p>Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p>	<p>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Learn some simple choreography to accompany a disco song.</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p> <p>Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline.</p> <p>Decipher a graphic score.</p> <p>Play Twinkle, twinkle, little star.</p>	<p>Create an accompaniment.</p> <p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony.</p> <p>Structure ideas into a full soundtrack.</p> <p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs.</p> <p>Identify different elements of a song's structure.</p> <p>Understand the concept of identity and how you can express that in songs.</p>	<p>Create a rhythmic piece for drums and percussion instruments.</p> <p>Sing the chorus of Throw, catch in three-part harmony with dancing.</p> <p>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</p> <p>Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>
<p><b>Supporting Resources</b></p>	<p><a href="#">Sing Up Music   Year 6   Hey, Mr Miller   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 6   Shadows   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 6   Composing for protest   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 6   Dona nobis pacem   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 6   You to me are everything   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 6   Twinkle variations   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 6   Race!   Sing Up</a></p> <p><a href="#">Sing Up Music   Year 6   Exploring identity through song   Sing Up</a></p>	<p><a href="#">Sing Up Music   Year 6   Ame sau vala tara bal   Sing Up</a></p>