



Music Overview

Breadth of Study

Music National Curriculum coverage

'...composing, performing, listening and appraising are inter-related, meaning that, **rather than being taught separately, they should be considered holistically.**' *The National Curriculum for Music: Primary Overview*, Incorporated Society of Musicians (2014).

We follow the Music express program that aligns itself with the National Curriculum expectations as follows:

At the end of Key Stage 1, pupils should 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.

At the end of Key Stage 2, pupils should 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.

As part of our Rights Respecting School Curriculum, music lessons should be taught encompassing the following articles:

UNICEF ARTICLES	
Article 31:	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
Article 29:	Education must develop every child's personality, talents and abilities to the full.



Autumn

Spring

Summer

Reception

Co-ordinator expectations

The reception Music curriculum is embedded in the different areas of learning. The units covered link to the various areas of learning:

Personal, Social and Emotional Development

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Physical development

- Moving and handling
- Health and self-care

Communication and language

- Listening and attention
- Understanding
- Speaking

Literacy

- Reading
- Writing

Numeracy

- Numbers
- Shape, space and measure

Understanding the world

- People and communities
- The world
- Technology

Key vocabulary

Found objects: Pots and pans, materials, paper or anything that can be manipulated to create sound

Singing voice: The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm

Steady beat: Regular pulse (in time)

Musical elements

Duration: Steady beat, short and long sounds

Pitch: High and low

Tempo: Fast and slow

Dynamics: Loud and quiet

Timbre: The tone quality of the sound - rough, smooth, scratch etc.

Structure: Phrases of a song, overall plan of a piece

	Autumn	Spring	Summer
Year 1	<p>Unit of work: Music express year 1 - Unit 1: Ourselves, Unit 2: Number, Unit 3: Animals, Unit 4: Weather</p>	<p>Unit of work: Music express year 1 - Unit 5: Machines, Unit 6: Seasons, Unit 7: Our school, Unit 8: Pattern</p>	<p>Unit of work: Music express year 1 - Unit 9: Storytime, Unit 10: Our bodies, Unit 11: Travel, Unit 12: Water</p>
	<p>Co-ordinator expectations</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> • Create, respond to, place and change vocal sounds • Understand (recognise) pitch: make high and low vocal sounds • Sing a song with contrasting high and low melodies • Control vocal dynamics, duration and timbre <p>Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> • Learn to play percussion with control (e.g. changing dynamics) • Identify and keep a steady beat using instruments • Explore and control dynamics, duration, and timbre with instruments <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music • Identify a sequence of sounds (structure) in a piece of music • Respond to music through movement <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • Explore, create and place vocal and body percussion sounds • Explore and develop an understanding of pitch using the voice and body movements • Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments • Improvise descriptive music 	<p>Co-ordinator expectations</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> • Sing a song together as a group <p>Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> • Play percussion instruments at different speeds (tempi) • Create a soundscape using instruments • Explore sounds on instruments and find different ways to vary their sound <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> • Identify changes in pitch and respond to them with movement • Listen in detail to a piece of orchestral music (e.g. identify instruments) • Identify metre by recognising its pattern <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • Play and control changes in tempo • Relate pitch changes to graphic symbols and perform pitch changes vocally • Explore different sound sources and materials • Create a soundscape using instruments as part of a song performance • Explore sounds on instruments and find different ways to vary their sound 	<p>Co-ordinator expectations</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> • Rehearse and perform a rap with sound effects using voices • Combine voices and movement to perform a chant and a song • Use voices to create descriptive sounds <p>Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> • Rehearse and perform a chant/rap with sound effects using instruments • Use instruments to create descriptive sounds <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> • Understand how music can tell a story • Respond to change of mood in a piece of music with a slow and fast steady beat • Identify a repeated rhythm pattern • Understand musical structure by listening and responding through movement <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • Play fast, slow, loud, and quiet sounds on percussion instruments • Invent and perform new rhythms to a steady beat • Create, play and combine simple word rhythms • Create a picture in sound
	<p>Key vocabulary Ostinato: Repeated rhythmic pattern or melodic shape Drone: Pitched note played continuously throughout a piece of music Steady Beat: Regular pulse (in time) Score: A written form of musical composition</p> <p>Musical elements Duration: Steady beat, short and long sounds Pitch: High and low Tempo: Fast and slow Dynamics: Loud and quiet Timbre: The tone quality of the sound - rough, smooth, scratch, etc Structure: Phrases of a song, overall plan of a piece</p>		

y e a r	Autumn	Spring	Summer
2	<p>Unit of work: Music express year 2 - Unit 1: Ourselves, Unit 2: Toys, Unit 3: Our world, Unit 4: Our bodies</p> <p>Co-ordinator expectations</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> Develop the use of vocal sounds to express feelings Chant and sing in two parts while playing a steady beat <p>Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> Listen to and repeat rhythmic patterns on body percussion and instrument <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> Identify ways of producing sounds (e.g. shake, strike, pluck) Match descriptive sounds to images <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> Notate pitch shape and duration using simple line graphics Understand the structure of call and response songs Mark beats within a four-beat metre Explore timbre and texture to understand how sounds can be descriptive 	<p>Unit of work: Music express year 2 - Unit 5: Animals, Unit 6: Number, Unit 7: Storytime, Unit 8: Seasons</p> <p>Co-ordinator expectations</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> Explore voices to create descriptive musical effects Sing with expression, paying attention to the pitch shape of the melody <p>Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> Play pitch lines on tuned percussion Perform a steady beat and simple rhythms using movement, percussion, and body percussion Accompany a song with vocal, body percussion and instrumental ostinati <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> Understand and perform rising and falling pitch direction Read and write simple pitch line notation Combine pitch changes with changes in other elements/dimensions Understand and differentiate between beat and rhythm Combine sounds to create a musical effect in response to visual stimuli Identify rising and falling pitch 	<p>Unit of work: Music express year 2- Unit 9: Weather, Unit 10: Pattern, Unit 11: Water, Unit 12: Travel</p> <p>Co-ordinator expectations</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> Perform a rhythmic chant and play an independent rhythm pattern accompaniment Perform an updated version of a traditional nursery rhyme with a rap section Understand pitch through singing, movement, and note names Prepare and improve a performance using movement, voice and percussion <p>Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> Explore and develop an understanding of pitch using percussion instruments Use instruments expressively in response to visual stimuli <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) Use simple musical vocabulary to describe music Listen, describe and respond to contemporary orchestral music <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> Compose music to illustrate a story Perform and create simple three- and four-beat rhythms using a simple score Explore different ways to organise music Understand and play from simple notation
	<p>Key vocabulary</p> <p>Phrase - Short section of a melody</p> <p>Sequence - One after another</p> <p>Ostinato - Short repeated rhythmic pattern or melodic shapes</p> <p>Drone - Continuous or repeated pitch or pitches</p> <p>Graphic score - Notation using pictures or symbols</p> <p>Steady beat - Regular pulse</p> <p>Rhythm pattern - A group of long and short sounds</p> <p>Musical elements</p> <p>Pitch - High, low, getting higher, getting lower</p> <p>Dynamics - Loud, quiet, getting louder or quieter</p> <p>Tempo - Fast, slow, getting faster or slower</p> <p>Structure - Phrases of a song, overall plan of a piece of music</p> <p>Timbre - The tone quality of the sound i.e smooth, scratchy, heavy, light, cold, warm, dull, bright</p> <p>Duration - Long and short sounds, beat, rhythm</p>		

y e a r 3	Autumn	Spring	Summer
	<p>Unit of work: Music express year 3 - Unit 1: Environment, Unit 2: Building, Unit 3: Sounds, Unit 4: Poetry</p>	<p>Unit of work: Music express year 3 - Unit 5: China, Unit 6: Time, Unit 7: In the past, Unit 8: Communication</p>	<p>Unit of work: Music express year 3 - Unit 9: Human body, Unit 10: Singing French, Unit 11: Ancient worlds, Unit 12: Food and drink</p>
	<p>Co-ordinator expectations</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> <ul style="list-style-type: none"> Sing in two-part harmony Accompany a song with a melodic ostinato on tuned percussion Layer rhythms using untuned percussion instruments <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> Select descriptive sounds to accompany a poem Choose different timbres to make an accompaniment Make choices about musical structure Improvise descriptive music <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> Identify a sequence of sounds (structure) in a piece of music <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> <ul style="list-style-type: none"> Learn about ternary form Understand how music can be organised in sequences and layers Learn a traditional Caribbean song Listen to and learn about Hindustani classical music Learn how sounds are produced and how instruments are classified 	<p>Co-ordinator expectations</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> <ul style="list-style-type: none"> Perform a pentatonic song with tuned and untuned accompaniment Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion Perform rhythmic ostinati individually and in combination Copy and create a wide range of vocal sounds to incorporate into a song <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> Improvise to an ostinato accompaniment <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> Identify the metre in a piece of music <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> Use graphic notation with the pentatonic scale Recognise rhythm patterns in staff notation Understand and use pitch notations Read simple rhythm notation Create and perform from a symbol score <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> <ul style="list-style-type: none"> Understand the pentatonic scale Listen to and learn about traditional Chinese music <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> Listen to and learn about a Romantic piece of music Listen to and learn about a medieval antiphon Listen to, learn about, play and dance to Tudor dance music 	<p>Co-ordinator expectations</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> <ul style="list-style-type: none"> Sing in two parts (two different melodies) with movements and percussion Perform a round in three parts <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> Develop a song by choosing lyrics and structure Arrange an accompaniment with attention to balance and musical effect Explore simple accompaniments using beat and rhythm patterns Use a score and combine sounds to create different musical textures <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> Recognise pitch shapes Explore musical phrases, melodic imitation and rounds <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> Read graphic notation to play a melody on tuned instruments <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> <ul style="list-style-type: none"> Understand and perform binary form <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> Learn about an instrument from Ancient Greece
	<p>Key vocabulary Steady beat, rhythm, ostinato, pitch, phrase, repetition, musical symbols</p> <p>Musical elements <u>Duration</u> - Beat (pulse), rhythm, longer, shorter, sustained <u>Texture</u> - Layering of sounds <u>Tempo</u> - Steady, faster, slower <u>Dynamics</u> - Louder, quieter <u>Structure</u> - Beginning, middle, end, repetition <u>Pitch</u> - Notes moving by step/ leap <u>Timbre</u> - Sound quality of individual instruments</p>		

y e a r	Autumn	Spring	Summer
4	<p>Unit of work: Music express year 4 - Unit 1:Poetry, Unit 2:Environment, Unit 3:Sounds, Unit 4:Recycling</p>	<p>Unit of work: Music express year 4 - Unit 5:Building, Unit 6:Around the world. Unit 7:Ancient worlds, Unit 8:Singing Spanish</p>	<p>Unit of work: Music express year 4 - Unit 9: Communication, Unit 10:Time, Unit 11:In the past, Unit 12:Food and drink</p>
	<p>Co-ordinator expectations</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> <ul style="list-style-type: none"> Use beatbox techniques to imitate the sound of a drum kit Perform a rap or song with a vocal beatbox accompaniment Perform a poem as an ensemble with rhythmic accuracy to a steady beat Learn to sing partner songs Perform verse and chorus structure Chant in three parts <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> Balance voices in a performance by choosing appropriate dynamics Compose an introduction for a song Improvise in response to visual stimuli, with a focus on timbre Explore household items as instruments and match rhythms with appropriate soundmakers <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> Understand how rhythmic articulation affects musical phrasing Identify different instrument groups from a recording Demonstrate understanding of how sounds are produced by making instruments <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> <ul style="list-style-type: none"> Explore the descriptive music of two famous composers of the 20th and 21st century Listen to and play along with Bhangra music Perform a piece in rondo form <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> Listen to and learn about 1940s dance band music 	<p>Co-ordinator expectations</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> <ul style="list-style-type: none"> Combine four body percussion ostinati as a song accompaniment Play a pentatonic song with leaps in pitch on tuned percussion Combine singing with untuned and tuned percussion in a performance Sing a call and response song in a minor key in two groups <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> Improvise melodies with a given set of five notes (a pentatonic scale) Create descriptive sound pictures with instruments <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> Compare and contrast the structure of two pieces of music <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> Compose and notate pentatonic melodies on a graphic score Explore layers and layering using a graphic score <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> <ul style="list-style-type: none"> Describe the structure of a piece of orchestral music Use rondo structure to build a performance Learn about and sing an African-American spiritual Develop listening skills by analysing and comparing music from different traditions <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> Identify key features of minimalist music 	<p>Co-ordinator expectations</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> <ul style="list-style-type: none"> Sing a song with three simple independent parts Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations Combine singing, playing and dancing in a performance Play an instrumental accompaniment of rhythms, chords and riffs <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> Compose a rap Understand syncopation and clap improvised off-beat rhythms Compose a fanfare Compose and play sequences of word rhythms <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> Copy rhythms and a short melody Identify the metre of a new song or piece <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> Play and sing repeated patterns (ostinati) from staff notation Match short rhythmic phrases with rhythm notation Learn to play a Renaissance dance from notations (graphic, rhythm and staff) <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> <ul style="list-style-type: none"> Learn a traditional West African call and response song <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> Listen to and analyse 20th century ballet music Learn a dance and play music from a 19th century German opera Listen to and learn about Renaissance instruments Learn a 1960s pop song and popular dance styles of the time
	<p>Key vocabulary Ostinato, drone, repetition, metre, reststeo, leap, phrase, melody, pentatonic, tuned percussion, untuned percussion</p> <p>Musical elements Duration - metre - the organisation of beats Texture - Layers of sound Timbre - Different instruments/ tone quality Pitch - Pentatonic scales Structure - Repetition, verse chorus/ call and response, plan Metre - The organisation of beats into groups Tempo - The speed of the music</p>		

y e a r 5	Autumn	Spring	Summer
	<p>Unit of work: Music express year 5 - Unit 1: Our community, Unit 2:Solar system</p> <p>Co-ordinator expectations</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> <ul style="list-style-type: none"> • Conduct metres of two, three and four • Prepare for a performance by considering narration, performance space, setting up and other logistics • Develop techniques of performing rap using texture and rhythm • Create and present a performance of song, music and poetry • Sing and play scales and chromatic melodies accurately <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> • Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion • Play and improvise using the whole tone scale <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Listen to music with focus and analyse using musical vocabulary • Hear and understand the features of the whole tone scale <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> <ul style="list-style-type: none"> • Learn about jazz scat singing and devise scat sounds • Listen to a 19th century tone poem and describe its effects and use of the musical dimensions <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Learn to sing a song from English musical heritage (20th century) • Listen to and learn about modern classical/avant garde music (20th century) • Listen to and analyse 19th century impressionist music using musical vocabulary 	<p>Unit of work: Music express year 5 - Unit 3: Life cycles, Unit 4:Keeping healthy</p> <p>Co-ordinator expectations</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> <ul style="list-style-type: none"> • Sing and play percussion in a group piece with changes in tempo and dynamics <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> • Create musical effects using contrasting pitch <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Compare and contrast two pieces of 19th century Romantic music <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Read a melody in staff notation • Develop a structure for a vocal piece and create graphic scores • Read grid or staff notation to play a bassline <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> <ul style="list-style-type: none"> • Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores • Sing and play an American spiritual <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Learn about the music of an early Baroque opera 	<p>Unit of work: Music express year 5 -Unit 5:At the movies, Unit 6:Celebration</p> <p>Co-ordinator expectations</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> <ul style="list-style-type: none"> • Perform music together in synchronisation with a short movie • Sing a song in unison and three-part harmony • Perform a song with a complex structure in four parts • Sing with attention to accuracy in rhythm, pitch and dynamics • Develop ensemble playing, focusing on steady beat and placing notes accurately together • Control short, loud sounds on a variety of instruments <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> • Use the musical dimensions to create and perform music for a movie • Evaluate and refine compositions with reference to the inter-related dimensions of music. <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Identify changes in tempo and their effects • Demonstrate understanding of the effect of music in movies • Explore and analyse a song arrangement and its structure • Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities • Learn about and use cue scores • Create sounds for a movie, following a timesheet <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> <ul style="list-style-type: none"> • Learn about and explore techniques used in movie soundtracks
<p>Key vocabulary Rhythm, phrase, melody, harmony, ostinato, metre, repetition, scale, accompaniment, style, expression, record, ICT</p> <p>Musical elements Duration, pitch, texture, timbre, dynamics, structure, tempo</p>			

	Autumn	Spring	Summer
y e a r 6	<p>Unit of work: Music express year 6 - Unit 1:World unite, Unit 2: Journeys</p> <p>Co-ordinator expectations</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> <ul style="list-style-type: none"> • Demonstrate understanding of beat and syncopation through singing and body percussion • Demonstrate coordination and rhythm skills by participating in a complex circle game • Convey lyrical meaning through expressive singing in a part-song with echoes • Develop song cycles for performance, making decisions about texture, staging and dramatisation • Learn to sing major and minor note patterns accurately • Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> • Devise, combine and structure rhythms through dance <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Demonstrate understanding of pitch through singing from simple staff notation <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> <ul style="list-style-type: none"> • Learn a 1980s pop song with understanding of its structure <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Learn to sing a 21st-century British choral work 	<p>Unit of work: Music express year 6 - Unit 3:Growth, Unit 4:Roots</p> <p>Co-ordinator expectations</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> <ul style="list-style-type: none"> • Play a chordal accompaniment to a piece • Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> • Improvise descriptive music on instruments and other soundmakers <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Follow and interpret a complex graphic score for four instruments <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> <ul style="list-style-type: none"> • Learn to sing and play ostinati from an early 20th-century orchestral work • Sing and play traditional Ghanaian music • Sing two West African call and response songs in two groups <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Learn to sing and play ostinati from an early 20th-century orchestral work 	<p>Unit of work: Music express year 6 - Unit 5:Class awards, Unit 6:Moving on</p> <p>Co-ordinator expectations</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> <ul style="list-style-type: none"> • Refine vocal performance with consideration of posture, breathing and enunciation • Perform complex song rhythms confidently • Change vocal tone to reflect mood and style <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> • Compose programme music from a visual stimulus <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> • Experience and understand the effect of changing harmony • Listen to and understand modulation in a musical bridge <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Play tuned instrumental parts confidently from graphic scores with note names <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> • Discuss the music of a Russian Romantic composer with reference to a painting from the same period
	<p>Key vocabulary Rhythm, phrase, melody, harmony, ostinato, metre, repetition, scale, accompaniment, style, expression, record, ICT</p> <p>Musical elements Duration, pitch, texture, timbre, dynamics, structure, tempo</p>		