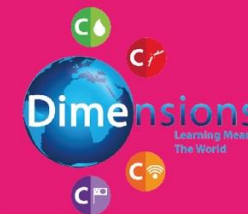


# Music



*QMPS, we are musicians! Our children develop a love of music and song as they grow in imagination, confidence and creativity. We believe that it is important for our children to listen to and appreciate a wide range of high-quality music. Our curriculum offers opportunities to reflect, perform and compose, working with others and developing their own interests and talents*

## Knowledge Building

### Instrumentation

The combination of instruments used in a piece of music is known as **instrumentation**. Part of composition involves planning for different instruments and their groupings. Recognising the connection between the musical elements and **instrumentation** is an important part of thinking musically, as timbre, texture, pitch, dynamics all link directly to **instrumentation**.

### Notation

**Notation** is music that has been written down so performers, whether instrumental or vocal, can read the pitch and duration of the notes they are supposed to be played and sing. It consists of a series of symbols and markings that inform musicians how to perform a composition. Types and methods of notation vary between cultures and throughout history. Modern staff notation, written on five horizontal parallel lines, is the most used form worldwide.

### Cultural Understanding

Songs and music act as a mirror for the history, values and traditions of different cultures. Even though there is diversity in the types of music that people enjoy (which often relates to cultural norms), it is universally agreed that music is an important way of expressing ourselves as human beings. Music offers a means of **intercultural understanding** and appreciation.

### Musical Vocabulary

**Music vocabulary** relates to genres, instrumentation, Subject specific vocabulary for music can be found in Italian as well as English. Italian terms are most commonly used when composers are instructing performers, telling them how they want their music to be played e.g. for "fast" the music would say "allegro" or for "loud" it would say "forte".

### Musical Elements

The **Musical Elements** are sometimes also called the inter-related dimensions of music. They are **pitch, timbre, texture, duration, dynamics, structure and tempo**. These are the fundamental building blocks of all music and are essential components that distinguish noise and random sounds from music.

### Singing

**Singing** is the act of producing musical sounds with the voice. There are five main components of singing: **breathing, pitch, rhythm, diction, and voice**. A person who sings is called a singer or vocalist and singers perform music that can be sung, with or without accompaniment by musical instruments.





\*The **Technical, Constructive** and **Expressive** aspects of music are taught across the six pillars.

## EXPLORERS – EYFS

Knowledge Building					
Instrumentation	Notation	Cultural Understanding	Musical Vocabulary	Musical Elements	Singing
Know the names of some basic tuned instruments and untuned percussions	Know that symbols represent sounds in music	Know some simple songs and singing games from local, national and pupils' own heritages	Know and understand simple words related to tempo e.g. fast and dynamics e.g. loud	Know and understand the elements of tempo and dynamics	Know a range of simple songs
Learning Progression					
Reception					
<ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>					
Development Matters Statements			Early Learning Goals		
<ul style="list-style-type: none"> <li>Listen with increased attention to sounds</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person (pitch match).</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>			<ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		

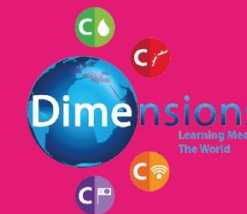
## Knowledge Progression

### Reception

 <p><b>Happy to be Me</b></p> <ul style="list-style-type: none"> <li>To learn songs and singing games that involve people's names</li> <li>To know a range of songs that incorporate body parts and moving</li> </ul> <p><b>Key Vocabulary</b> name, song, rhyme, rhythm, singing rhymes, clap, repetition</p>	 <p><b>Help Is At Hand</b></p> <ul style="list-style-type: none"> <li>To know a song related to the jobs that people do</li> <li>To know and compose a range of sound effects to match jobs and actions</li> </ul> <p><b>Key Vocabulary</b> sound effect, song</p>
 <p><b>No Place Like Home</b></p> <ul style="list-style-type: none"> <li>To know a range of sounds linked to everyday objects</li> <li>To understand that some everyday objects can be used as percussion instruments</li> </ul> <p><b>Key Vocabulary</b> hit, pluck, scrape, blow, shake, percussions, instrument, listen</p>	 <p><b>Under the Sea</b></p> <ul style="list-style-type: none"> <li>To identify sounds that link to the ocean and sounds</li> <li>To know how to make sounds that link to the movement of fish</li> <li>To know how to adapt sounds depending on the speed of the movement</li> </ul> <p><b>Key Vocabulary</b> ocean, sea soundscape, fast, slow, tempo</p>





# Music

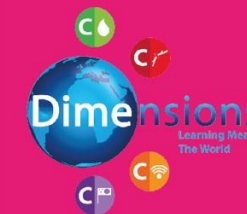




## Pathfinders - Year 1 and 2



Knowledge Building					
Instrumentation	Notation	Cultural Understanding	Musical Vocabulary	Musical Elements	Singing
Know the names of different instruments and how they are played	Understand and use simple graphic notation	To understand the importance of listening to others when performing in a group.	Know and understand words related to dynamics and temp, such as loud and quiet / fast slow	Know and understand the elements of dynamics and temp	To know that our voices are a musical instrument
Skills Progression					
Music Skills 1 / Y1			Music Skills 2 / Y2		
Mu1 Use their voices confidently in different ways Mu2 explore how sounds can be made and changed Mu3 Recognise how sounds can be made and changed Mu4 Identify the beat in different pieces of music Mu5 Identify long and short sounds in music Mu6 Respond appropriately to musical instruments Mu7 Respond verbally and physically to different musical moods Mu8 Create and choose sounds in response to given starting points Mu9 Follow pitch movements with their hands and use high, low and middle voices Mu10 Repeat short, rhythmic and melodic patterns to a given beat			Mu11 Select and order sounds within simple structures and sounds in response to given starting points Mu12 Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch Mu13 Represent sounds with symbols Mu14 Play musical instruments with expression and control, listening and observing carefully Mu15 Identify the beat and join in getting faster and slower together Mu16 Recognise and explore how sounds can be organised Mu17 Begin to sing in tune with expression and control Mu18 Recall, perform and accompany simple songs, sequences and rhythmic patterns Mu19 Perform long and short sounds in music in response to symbols Mu20 Respond to a range of high-quality live and recorded music		

Knowledge Progression	
Year 1	Year 2
 <p><b>Happily Ever After</b></p> <p><b>Skills Development - Timbre</b></p> <ul style="list-style-type: none"> <li>To learn the meaning of 'timbre' and recognise that voices have their own unique timbre</li> <li>To recognise that different instruments have their own unique timbres and be able to identify some instruments by listening to their sound</li> </ul> <p>Pupils will work on producing sound effects to perform to enhance the re-telling of different fairy stories.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>To understand the meaning of pitch</li> <li>To know the meaning of tempo</li> <li>To know that dynamics relates to volume</li> <li>To know what sound effects are and how they are used</li> <li>To know how to create and follow a graphic score</li> </ul>	 <p><b>Inter-Nation Media Station</b></p> <p><b>Skills Development - Structure</b></p> <ul style="list-style-type: none"> <li>To learn what 'structure' means in the context of music</li> <li>To order sounds to create a structured piece of music</li> </ul> <p>Pupils begin by listening to examples of jingles, identifying features, and discussing how jingles can help you to remember things. Using the same structure as the song "If You're Happy and You Know it", they will add new lyrics to create a jingle for a new breakfast cereal.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>To know the meaning of timbre</li> <li>To know what lyrics are in a song</li> <li>To know what a jingle is and understand its purpose</li> <li>To know what sound effects are and how they are used</li> </ul>

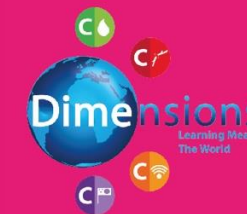
# Music



<p> <b>Come Fly With Me! Arctic Circle</b></p> <p><b>Skills Development - Pitch</b></p> <ul style="list-style-type: none"> <li>To explore the element of pitch using voices</li> <li>To increase control of vocal pitch</li> <li>To use pitched instruments and accurately match their voices to the different notes they can hear</li> </ul> <p>A singing-based unit, with children learning and performing "Oh, I Do Like to be Inside My Igloo". They then learn about the tradition of Inuit Throat Singing and have the opportunity to try out this traditional type of musical performance.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> <li>To understand what beat is</li> <li>To know what lyrics are in a song</li> <li>To know the importance of posture and vocal warm-ups when singing</li> <li>To know what Inuit throat singing is, its history and purpose</li> </ul>	<p> <b>Zero to Hero</b></p> <p><b>Skills Development – Duration (Beat and Rhythm)</b></p> <ul style="list-style-type: none"> <li>To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo</li> <li>To identify the beat groupings in familiar music that they listen to</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> <li>To know what cheerleading is and learn about the history of cheerleading</li> <li>To understand the importance of listening to others when performing in a group</li> </ul>
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Knowledge Progression	
Year 1	Year 2
<p> <b>Unity in the Community</b></p> <p><b>Skills Development - Texture</b></p> <ul style="list-style-type: none"> <li>To learn the meaning of 'texture'</li> <li>To be able to recognise the difference between a thin and thicker texture</li> </ul> <p>Pupils begin by looking at signs and symbols they can see around school and then in their locality. Photographs of selected signs and symbols are used in composition work, exploring vocal and percussion sounds to match to signs. A dynamics focus will be included, introducing the musical signs for loud and quiet.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> <li>To know how symbols are used in composition</li> <li>To know that the dynamic symbol <i>f</i> means 'loud' and <i>p</i> means 'quiet'</li> <li>To know what is meant by musical texture</li> <li>To name and know how to play a range of musical instruments</li> </ul>	<p> <b>Land Ahoy!</b></p> <p><b>Skills Development - Dynamics</b></p> <ul style="list-style-type: none"> <li>To identify the difference between loud and quiet sounds</li> <li>To play copycat rhythms, copying a leader, and invent rhythms for others to copy with an awareness of dynamics, on tuned percussion</li> </ul> <p>Pupils begin by learning 'Shiver me Timbers' song. They then think of sounds associated with pirates and the sea to add to the song. A soundtrack will be created using instrumental and vocal sounds to replicate those chosen for the song. Some of the sounds will be used to add verses to the song.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Play tuned and untuned instruments musically</p> <ul style="list-style-type: none"> <li>To know what lyrics are in a song</li> <li>To name and know how to play a range of musical instruments</li> <li>To understand the role of a conductor</li> <li>To understand what beat is and the importance of keeping the beat</li> </ul>

# Music



## Light Up the World

Through investigation, pupils will choose instruments whose sound depict the images of light and dark. Then, using the firework video clip as a stimulus, pupils will explore and match some of those light sounds to provide a musical soundtrack for the footage.

### Concepts

**NC** - Listen with concentration and understanding to a range of high-quality live and recorded music

- To know how to create and follow a graphic score
- To understand the meaning of timbre
- To know the importance of structure in a piece of music



## Going Wild

### Skills Development - Tempo

- To learn that the speed (tempo) of the beat can change, creating a faster or slower pace
- To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo
- To walk in time to the beat of a piece of music

The unit will begin by listening to some African music. Pupils will discuss the kinds of animals that can be found on safari in Africa, and they will learn that a number of African animals are endangered. Five animals will be chosen to be represented using vocal and instrumental sounds. The sounds will be recorded using audacity and manipulated to create a jungle soundtrack.

### Concepts

**NC** - Play tuned and untuned instruments musically

- To know what beat is
- To name and know how to play a range of musical instruments
- To know what is meant by tempo
- To know the meaning of dynamics
- To know what sound effects are and how they can be used to enhance a performance

## Key Vocabulary

### Year 1

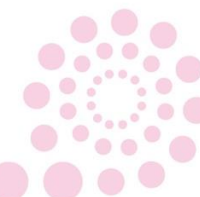
#### Come Fly With Me! Arctic Circle

tempo	rehearse
timbre	Inuit Throat Singing
tune	repertoire
posture	pitch
diction	dynamic
vocal warm-up	

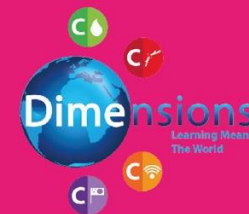
### Year 2

#### Inter-Nation Media Station

jingle	instrumental
catchy	vocal
rhyming words	composition
message	performance
advertising	
beat	



# Music



Key Vocabulary			
Year 1		Year 2	
Zero To Hero		Happily Ever After	
chant	counts	sound effects	
sporting chant	tempo	dynamics	
cheerleading		tempo	
rhyme		graphic score	
repetition		symbols	
metre		notation	

Key Vocabulary			
Year 1		Year 2	
Unity in the Community		Going Wild	
dynamics	body percussion	tempo	
structure	f (forte)	duration	
texture	p (piano)	recording	
signs	sequencing	soundtrack	
symbols		backing track	
vocal percussion			

Key Vocabulary			
Year 1		Year 2	
Light Up the World		Land Ahoy!	
dynamics	graphic notation	dynamics	actions
duration	extract	duration	instruments
timbre	low-pitched	timbre	beats
texture		structure	
high-pitched		song	
accompaniment		lyrics	
		soundscape	

## ADVENTURERS – Year 3 and 4

Knowledge Building					
Instrumentation	Notation	Cultural Understanding	Musical Vocabulary	Musical Elements	Singing
Know about different instrument families and ensemble groupings e.g. orchestra, brass band	To recognise conventional notation	To know that drums are integral to African music	Know and understand words related to temps, texture and timbre	Know and understand the elements of texture, timbre and structure including form	Know and understand about posture, techniques, such as breathing linked to phrasing
Skills Progression					
Music Skills Y3			Music Skills Y4		
Mu21 Explore the way sounds can be combined and used expressively Mu22 Improvise repeated patterns Mu23 Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music Mu24 Explore sounds using symbols and ICT Mu25 Begin to recognise, recall and perform simple rhythmic patterns Mu26 Recognise and explore different combinations of pitch sounds Mu27 Listen carefully and recognise patterns and increase aural memory Mu28 Begin to sing in tune expressively with an awareness of beat and rhythm Mu29 Perform with control and awareness of audience			Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion Mu31 Improvise simple tunes based on the pentatonic scale Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music Mu33 Explore, recall and plan sounds using symbols and ICT Mu34 Combine several layers of sound, observing the combined effect Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory Mu36 Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear Mu37 Perform with awareness of different parts that others are playing or singing		

Knowledge Progression	
Year 3	Year 4
<p><b>Come Fly With Me! Africa</b></p> <p><b>Skills Development - Structure</b></p> <ul style="list-style-type: none"> <li>To learn about repetition as a compositional tool and to understand the term 'ostinato'</li> <li>To structure musical ideas, creating music that has a beginning, middle and end</li> </ul> <p>Pupils will learn to recognise the main features and instruments used in African music. They will then explore the techniques of 'call and response'. Finally, pupils will develop ensemble skills by rehearsing and performing a rhythmic pattern, which uses the call and response technique.</p> <p><b>Concepts</b></p> <p><b>NC</b> - 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"> <li>To know what call and response is in a piece of music</li> <li>To know that call and response is a feature of African music</li> <li>To know that the drum is integral to African music</li> <li>To know how to play hand drums and other percussion to create different sounds</li> <li>To know how important tempo, dynamics and pitch are in call and response singing</li> </ul>	<p><b>A World of Difference</b></p> <p><b>Skills Development - Pitch</b></p> <ul style="list-style-type: none"> <li>To learn about the pentatonic scale and combine known rhythmic notation with letter names to create short pentatonic phrases</li> </ul> <p>With a focus on Hanukkah, the Jewish festivals of lights, listen to some Hanukkah music and discuss the features. Pupils will learn the song 'Ner Li' and improvise using notes from the melody. They will add some of the ideas to a rhythmic accompaniment and notate.</p> <p><b>Concepts</b></p> <p><b>NC</b> - 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"> <li>To know the purpose of notation</li> <li>To know how to write basic musical notation</li> <li>To know some songs associated with Festivals of Light e.g. Hanukkah</li> <li>To know how to choose and play a variety of tuned and untuned instruments</li> </ul>





## Lightning Speed

### Skills Development - Tempo

To copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow  
The unit focuses specifically on the musical element of tempo, developing listening and appraising skills through comparing contrasting piece of music. Pupils will be able to apply their knowledge of the effects achieved by choosing specific tempos for a purpose and see how changing tempo in a piece can create drama and evoke mood changes. They will go on to explore moods created by music and look at how the combined musical elements contribute to the overall effect of a piece.

### Concepts

**NC** - Improvise and compose music for a range of purposes using the inter-related dimensions of music

- To know that music can affect mood and emotions
- To know how to use tempo and pitch to create drama and evoke different moods
- To know the features of major and minor tonality
- To understand and explain their own personal likes and dislikes in music, related back to the elements of music



## Picture Our Planet

### Skills Development - Texture

To use listening skills to correctly identify how many sounds they can hear and to name the individual instrument voices  
To create and play a group piece which shows understanding of texture and notation  
This unit focuses on the origins of ancient Celtic music, beginning with two of the best-known ancient instruments - the carnyx and the crwth. Pupils will then look at the broader genre of Celtic music and how it has developed, up to the present day.

### Concepts

**NC** - Develop an understanding of the history of music

- To know what the ancient instruments, the carnyx and the crwth, are
- To know the origins of Celtic music
- To know that the bodhran is a Celtic drum
- To understand what improvisation means
- To know what a rhythmic pattern is

## Knowledge Progression

### Year 3

#### Under The Canopy



### Skills Development - Timbre

- To improvise using tuned and untuned instruments
- To learn about instrument families and how they can be recognised by their timbre
- To use listening skills to correctly identify different instrument voices

### Concepts

**NC** - Improvise and compose music for a range of purposes using the inter-related dimensions of music

- To understand and explain what texture is
- To know how to identify low and high pitched sounds
- To know the importance of listening to each other when performing in groups

### Year 4

#### Law And Order



### Skills Development - Duration

To use listening skills to keep the beat in a piece of music, showing awareness of and responding to change in tempo  
To make compositional decisions about the overall structure of improvisations  
To improvise by inventing short 'on-the-spot' rhythm patterns  
Pupils be introduced note values and use Lego to begin to understand the concept of duration of notes, time and metre in music. They will compose rhythmic patterns and perform them.

### Concepts

**NC** - Use and understand staff and other musical notations

- To know the basic notation values
- To know what crotchets, minims and semibreves are
- To know how to read simple duration notation
- To know the importance of listening to each other when performing in groups



## Cry Freedom

### Skills Development - Singing

- To practice breathing techniques in order to improve vocal control
- To improve diction when singing
- To understand the importance of posture when singing

With a focus on coded songs from the Underground Railroad, pupils will learn about the contribution of Harriet Tubman in helping slaves escape to the northern states of America. They will learn how her songs provided instructions and maps to guide people to freedom.

### Concepts

**NC** - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

**NC** - Develop an understanding of the history of music

## Key Vocabulary

### Year 3

#### Come Fly With Me! Africa

tempo	call and response	Kpanlogo drum
dynamic	rhythmic pattern	repetition
pitch	percussion	
texture	djembe drum	
timbre	slit drum	
duration	talking drum	

### Year 4

#### A World of Difference

duration	minor key
tempo	major key
dynamic	melody
pitch	
listen	
compare	

## Key Vocabulary

### Year 3

#### Lightning Speed

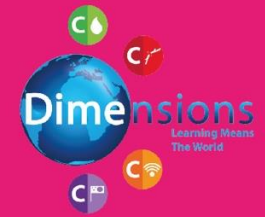
tempo	tonality
pitch	major
fast	minor
slow	scale
notate	playlist
mood music	

### Year 4

#### Picture Our Planet

carnyx	wind instrument	Celtic music
crwth	hammer dulcimer	
carnyces	harp	
plucked	bouzouki	
stringed instrument	tin whistle	
	fiddle	

# Music










Key Vocabulary			
Year 3		Year 4	
Under The Canopy		Law and Order	
timbre	body percussion	duration	crotchet
dynamics	body music	notes	minim
pitch		timing	semibreve
texture		metre	notation
soundscape		composer	
animal sounds		composing	
		Cry Freedom	
		Underground Railroad	
		coded songs	
		diction	
		posture	



## NAVIGATORS – Year 5 and 6

Knowledge Building					
Instrumentation	Notation	Cultural Understanding	Musical Vocabulary	Musical Elements	Singing
Understand how instruments have developed and evolved over time	Know and understand basic pitch notation	Understand how music is used for different purposes within different cultures e.g. sport, wartime morale and to represent lives (folk).	Know and understand more specific vocabulary linked to the elements such as ostinato (duration) as well as words related tempo, texture, dynamics and timbre	To begin to understand how the elements combine to create different musical styles and effects	Know and understand a range of styles, such as call and response songs and rounds.
Skills Progression					
Music Skills Y5			Music Skills Y6		
Mu38 Improvise melodic and rhythmic phrases Mu39 Compose from different starting points by developing ideas within musical structures Mu40 Explore the use of notation and ICT to support creative work Mu41 Suggest improvements to their own and others' work Mu42 Identify the relationship between sounds and how music reflects different intentions Mu43 Describe and compare different kinds of music using key musical vocabulary Mu44 Listen carefully, developing and demonstrating musical understanding Mu45 Perform by ear Mu46 Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect Mu47 Sing songs with increasing control of breathing, posture and sound projection Mu48 Use ICT to change and manipulate sounds Mu49 Compose their own instrumental and vocal music and perform their own and others' compositions			Mu50 Explore the use of notation and ICT to support creative expression Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Mu52 Perform significant parts from memory, with awareness of their own contributions Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory Mu55 Perform solo and lead others from notation Mu56 Subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats Mu57 Use a variety of notation Mu58 Perform their own and others' compositions in a way that reflects their meaning and intentions		

Knowledge Progression	
Y5	Y6
<p> <b>Mission Control</b></p> <p><b>Skills Development - Duration</b></p> <ul style="list-style-type: none"> <li>To understand what metre is and its relationship to beat</li> <li>To know how to identify metre within a piece of music</li> <li>To know what a polyrhythm is</li> </ul> <p>Pupils find out about the concept of 'orbits' and relate it to cyclic patterns. Pupils will experiment with cyclic patterns focus on strong beats. They will improvise melodic cyclic patterns and then try combining them with rhythmic cycles. Then, pupils will explore the genre of musicals, leading to the composition of a mini musical based on the first moon landing.</p> <p><b>Concepts</b>  <b>NC</b> - Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> <li>To understand what a cyclic pattern is</li> <li>To understand the difference between strong and weak beats in a piece of music</li> <li>To know what metre means</li> <li>To know how to notate a simple melody, using letter names or on a stave</li> <li>To know what a musical is and the features of this genre</li> </ul>	<p> <b>A World of Bright Ideas</b></p> <p><b>Skills Development – Instrumentation and Notation</b></p> <ul style="list-style-type: none"> <li>To use listening skills to identify instruments playing both individually and in small groups</li> <li>To distinguish between similar timbres to correctly identify and name instruments</li> <li>To learn what a chord is a how a chord is played</li> <li>To develop notation reading skills</li> </ul> <p>Focusing on the development of the guitar and the flute, pupils examine the changes that have taken place in the evolution of each instrument and how that links with the generic creative process of observe, reflect, make.</p> <p><b>Concepts</b>  <b>NC</b> - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> <li>To know about the history and evolution of the guitar</li> <li>To know how to recognise the instruments heard in a piece of music</li> <li>To know about the history and evolution of the flute</li> <li>To understand the importance and impact of timbre in music</li> <li>To know which instruments belong to the flute and guitar families</li> </ul>
<p> <b>Come Fly With Me! America</b></p> <p><b>Skills Development - Singing</b></p> <ul style="list-style-type: none"> <li>To understand the importance of diaphragmatic breathing when singing</li> <li>To understand what a round is and learn to sing a round in two parts</li> </ul> <p>This unit looks at the following national anthems: - England 'God Save the Queen', USA 'The Star-Spangled Banner', France 'Le Marseillaise', South Africa 'Nkosi Sikelel' iAfrika' (God Bless Africa) and Germany 'Deutschlandlied'. Pupils will examine the broad features of national anthems, analyse the above and compare them, looking for similarities and differences.</p> <p><b>Concepts</b>  <b>NC</b> - 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"> <li>To know what a national anthem is and its purpose</li> <li>To know the meaning of 'crescendo'</li> <li>To know that music can affect mood and emotions</li> <li>To know which orchestral families some instruments belong to</li> <li>To be able to correctly play a range of percussion instruments</li> </ul>	<p> <b>"I Have a Dream..."</b></p> <p><b>Skills Development - Structure</b></p> <ul style="list-style-type: none"> <li>To understand ternary form and compose a piece of music using this structure</li> </ul> <p>The slave trade is described by some as the pre-cursor to apartheid. Pupils will explore the history of the slave trade songs. Use 'Swing Low' as an example of a popular call and response spiritual folk song, to play simple melodic phrases by ear and sing expressively. They will sing in two parts and compose a Soundscape to go with 'Gospel Train'.</p> <p><b>Concepts</b>  <b>NC</b> - Develop an understanding of the history of music</p> <ul style="list-style-type: none"> <li>To know what folk music is</li> <li>To know some English folk music</li> <li>To know about the origins of spiritual folk / slave songs</li> <li>To understand what a musical phrase is</li> </ul>

Knowledge Progression	
Y5	Y6
 <p><b>Global Warning</b></p> <p>Learn the 'Global Warning' song and perform in two parts. Research eco-issues related to the elements mentioned in the song. Then, compose lyrics beginning "If we don't make changes now....." and record them, adding sound effects.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>To know what a 'verse' is in a piece of music</li> <li>To know what an echo is</li> <li>To know what a call and response song is</li> <li>To know how to record a composition using digital technology</li> </ul>	 <p><b>Wars of the World</b></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To identify whether consecutive notes are higher or lower in pitch</li> <li>To learn about performing music without having to read from a score</li> </ul> <p>Wartime songs were hugely popular in their day and seen as an important tool for motivating troops and keeping spirits up. Pupils will learn some popular World War Songs. They will also learn an original song that tells the story of the Christmas 1914 truce, before examining two other anti-war Christmas songs.</p> <p><b>Concepts</b></p> <p><b>NC</b> - 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"> <li>To know that music is used for a variety of purposes</li> <li>To know how to use dynamics in singing</li> <li>To know the importance of listening to each other when singing and performing</li> </ul>
 <p><b>You're Not Invited</b></p> <p><b>Skills Development - Dynamics</b></p> <ul style="list-style-type: none"> <li>To use listening skills to identify and distinguish between a wider range of dynamics</li> <li>To create sounds with a range of dynamics, with accuracy</li> </ul> <p>Pupils will explore old Norse Battle mottos and devise their own. Then, they will look at other battle chants such as the Haka, perform and add a beat using appropriate instruments. They will compose a soundscape to depict a battle scene.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>To know that music is used for different purposes, including keeping spirits up in battle</li> <li>To understand how pitch and dynamics have an impact on the overall effect of a piece of music</li> <li>To know the impact that tempo and beat have on a piece of music</li> <li>To know about the origins of the Haka and its meaning</li> </ul>	



## Key Vocabulary

Y5		Y6	
Mission Control		A World of Bright Ideas	
structure	strong and weak	timbre	woodwind
texture	beats	guitar	string
dynamic	musicals	flute	creative process
pitch - notation		musical evolution	
cyclic rhythms		sitar	
melodic patterns		oud	

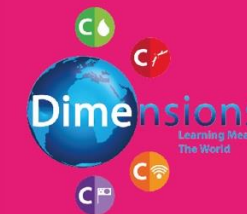
## Key Vocabulary

Y5		Y6	
Come Fly With Me! America		"I Have A Dream..."	
tempo	lyric	tempo	melodic ostinato
dynamic		dynamic	rhythmic ostinato
pitch		pitch	genre
national anthems		folk music	
musical patriotism		slave songs	
verse		notes	

## Key Vocabulary

Y5		Y6	
You're Not Invited		Global Warning	
texture	battle motto	pitch	compose
timbre	chant	texture	rehearse
tempo	rhythmic ostinato	timbre	record
structure	Haka	structure	perform
duration	call and response	solo	
dynamics	accelerando	duet	

# Music



## Key Vocabulary

Y5		Y6	
You're Not Invited		Wars of the World	
texture	battle motto	tempo	Christmas song
timbre	chant	dynamic	
tempo	rhythmic ostinato	structure	
structure	Haka	morale	
duration	call and response	solo parts	
dynamics	accelerando	choral singing	

## End Goals

### Explorers / EYFS

Our aim in teaching music in Explorers is to enable pupils to begin to develop an understanding of, and enjoyment in, musical expression. They should be able to listen attentively and demonstrate an ability to respond simply to music they have heard (including pieces reflective of their own heritage(s)), expressing their thoughts and feelings. By the end of the phase, they should be able to sing a range of simple songs and join in with singing games, with an awareness of tempo and dynamics. They should know the names of and know how to play some basic tuned and untuned percussion instruments. Pupils should also be aware of how symbols can be used to represent sounds in music.

### Pathfinders / KS1

Our aim in teaching music in is to expand their musical repertoire and expose them to wider forms of musical expression. Pupils should have developed their range of singing skills in relation to pitch, diction, and posture. They should also be using more technical vocabulary in the correct musical contexts. They should be able to use graphic scoring techniques to notate and should have a secure knowledge and understanding of the elements of beat, rhythm and pitch and be able to demonstrate this. They should also know the names of an increasing range of instruments and how they are to be played.

### Adventurers / LKS2

Our aim in teaching music in Adventurers is to develop pupils' appreciation of how the musical elements combine in the construction of music, to realise an expressive intention. They should be developing their own musical tastes and be able to give reasons for their personal preferences. They should know about different instrument families and ensemble groupings and be able to play a range of instruments with increasing accuracy and fluency. They should also be confident to try playing by ear, showing an increased aural memory. Pupils should know about a range of musical styles and their origins and have developed singing techniques that include a focus on breathing and phrasing.

### Navigators / UKS2

Our aim in teaching music in Navigators is to increase their confidence in improvisation, with a clear awareness of form and structure. Pupils should have a deeper understanding of how the musical elements combine when constructing pieces to create a desired effect or intent. They should have experience of singing across a range of styles, such as rounds, two parts and call and response. Their use of technical vocabulary should include more advanced terms, such as Italian musical directions that indicate how a piece should be played, and they should be able to compare musical forms and structures using appropriate musical vocabulary. They should also have an understanding of how music is used for different purposes within different cultures. The historical aspect of musical, including the development and evolution of instruments over time, should be an area they are increasingly aware of.