

MUSIC				
	Term	Theme	Skills	Knowledge
Reception	Autumn 1	Community:	<p>Playing Instruments To explore the sounds of instruments</p> <p>Singing Working with a professional vocal artist to develop music skills</p> <p>Performing To join in with whole class singing with actions led by an adult in front of an audience</p>	<p>To build a repertoire of songs</p> <p>Pulse</p> <p>High and low sounds</p>
	Autumn 2		<p>Playing Instruments To explore the sounds of instruments</p> <p>To initiate new combinations of movement and gesture to music in order to express and respond to feelings, ideas and experiences</p> <p>Performing To join in with whole class singing with actions led by an adult in front of an audience</p>	<p>To build a repertoire of songs, including singing games</p> <p>Beat, note duration and rhyme</p>
	Spring 1		<p>Playing Instruments To explore the sounds of instruments</p> <p>Listening to, and exploring, different sounds</p> <p>To represent their own ideas, thoughts and feelings through music</p>	<p>To build a repertoire of songs, including singing games</p> <p>Singing rhythmic and melodic patterns</p>
	Spring 2		<p>Playing Instruments To explore the sounds of instruments</p> <p>Listening to, and exploring, different sounds</p> <p>Use the voice in lots of different ways</p>	<p>To build a repertoire of songs, including singing games</p> <p>High and low sounds</p> <p>Reading simple stick notation</p> <p>Rhythm and beat</p>
	Summer 1		<p>Playing Instruments To explore the sounds of instruments</p> <p>Performing Singing games and rhymes</p>	<p>To build a repertoire of songs, including singing games</p> <p>Pulse and note duration</p> <p>Read simple rhythms through symbols</p>
	Summer 2		<p>To initiate new combinations of movement and gesture to music in order to express and respond to feelings, ideas and experiences</p> <p>Performing To join in with whole class singing with actions led by an adult in front of an audience</p>	<p>To build a repertoire of songs, including singing games</p> <p>Notation rhythm reading</p>

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	Term	Theme	Skills	Knowledge
Year 1	Autumn 1	Community: Our Families	<p>Singing To join in with whole class singing with actions led by an adult</p> <p>To speak and sing a chant to a pulse</p> <p>To use rhyme in a song</p> <p>Move our bodies in time to the beat</p>	<p>Pulse</p> <p>Relationship between pulse and rhythm</p> <p>Identifying tempo</p>
	Autumn	Once Upon a Time	<p>Singing Different ways to use the voice and body</p> <p>Playing instruments – percussion To hold a percussive instrument correctly</p>	<p>Timbre</p> <p>High and loud sounds</p> <p>Loud and quiet sounds</p>

			To explore different sounds on percussion instruments Performing To join in with whole class singing with actions led by an adult in front of an audience	To know the names of percussion instruments (tambourine, djembe, shaker, claves, triangle, xylophone) Genre knowledge To know simple nursery rhymes
Spring 1	Toys: Then and Now		Learning to read and write songs using rhythmic notation Composing Improvise and compose a rhythm with a 4 beat pattern Listening and appraising To listen to a piece of music and describe what they hear	Rhythm Know difference between pulse and rhythm and how to repeat short rhythmic patterns Genre knowledge To recognise a well-known soundtrack (Star Wars). To know what a composer is; focusing on composer John Williams
Spring 2	Our Garden		Singing Changing the pitch of our singing voices Composing To identify and then create changes in musical sounds	Pitch What types of instruments make low and high pitched sounds
Summer 1	On the Farm		Singing articulate clearly Working with a professional vocal artist to develop singing skills Using words to describe the sounds we hear	Contrasts Rhythm contrasts - short or long, Pitch contrasts - high or low, Dynamic contrasts - loud or quiet
Summer 2	A Seaside Adventure		Singing musical patterns Imitating through listening to musical patterns Exploring musical sequences Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)	Musical Devices Melody is a musical pattern - conjunct (up and down in order of pitch) and disjunct (messy)melodies Genre knowledge To know there are different genres (types) of music with a focus on simple pop, rock and classical.

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Year 2	Term	Theme	Skills	Knowledge
	Autumn 1	Community: People Who Help Us	Composing Following the pitch of a piece of music Follow the pitch of a song with our hands	Pitch High and low pitch - instruments and voice
	Autumn 2	The Fire of London	Composing & singing using contrasting elements Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood) Singing To sing in a round with support from a leader Performing To join in with whole class singing with actions led by an adult in front of an audience	Contrasts Articulation contrasts - legato/ staccato (connected/detached), melodic contrasts, timbre contrasts Genre knowledge To know London based Nursery Rhymes (London Bridge, Oranges & Lemons, London's Burning & Ring-a-Ring o' Roses)
	Spring 1	Who lives in the Secret Garden?	Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)	Musical devices Musical sequences and patterns - riffs, musical drone
	Spring 2	Exploring the United Kingdom	Composing & singing creating a simple pulse pattern while we are singing Representing sounds through symbols Singing Working with a professional vocal artist to develop singing skills Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)	Pulse & Metre Crotchet pulse & quaver pulse Genre knowledge To know and recognise music from Scotland, Ireland, Wales and England
	Summer 1	The Seven Continents of the World	Singing Different ways to use the voice and body	Tempo, Dynamics, Timbre Families and instruments of the orchestra

			Listening and appraising To listen to a range of different instruments and describe the sounds they make	
Summer 2	Roald Dahl		Playing instruments - drums Composing - a four bar rhythm Performing a short composition on the drums Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)	Rhythm Pulse and rhythm Musical notation symbols To know simple rhythmic notation Genre knowledge To know there are three ways to play a djembe; bass, tone and slap. To know the materials used to make a Djembe (wood, leather/skin and rope). Listen to West African drumming.

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Year 3	Term	Theme	Skills	Knowledge
	Autumn 1	Community: Festival of Britain	Composing To explore steady beats known as pulse and explore rhythm	Pulse & Metre To recognise time signatures - 4,2,3,6 beats in a bar
	Autumn 2	Stone Age to Iron Age	Composing To explore steady beats known as pulse and explore rhythm To develop body percussion skills To develop skills in reading notation Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood) Performing To join in with whole class singing with actions in front of an audience	Timbre To know what body percussion is and how our bodies can make different sounds To know different rhythms in percussive music Genre knowledge To know the features and historical background of Rock'n'Roll music
	Spring 1	The Human Body	Listening To find the pulse in songs and explore rhythm Singing Working with a professional vocal artist to develop singing skills Singing To build a repertoire of simple chants and songs using rhythm	Rhythm To know basic notation To know the function of the semi-quaver
	Spring 2	Ancient Civilisations	Listening To a wide range of instruments Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)	Pitch To know how to recognise low, middle and high sounds To know which instruments make high and low sounds Genre knowledge To know what makes a good soundscape and where and how soundscapes are used
	Summer 1	Mountains of the World	Playing Instruments Recorder Exploring monophonic, homophonic and polyphonic texture Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)	Texture To know what texture is in music Genre knowledge To know and recognize Flamenco, Bhangra, Reggae genres and where they originate from (and which continent).

Summer 2	Who were the Romans?	<p>Playing Instruments Recorder</p> <p>Performing Ostinati within body percussion and vocal ostinato - repeated patterns using our voice</p> <p>Singing To have basic posture and relaxed shoulders To sing with an awareness of dynamics</p>	<p>Musical Processes</p> <p>To know that ostinato is a repeating pattern of sounds or notes</p>
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Year 4	Term	Theme	Skills	Knowledge
	Autumn 1	Community: The Tower of London	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>Singing Working with a professional vocal artist to develop singing skills</p> <p>Performing To join in with whole class singing with actions in front of an audience</p>	<p>Pulse & Metre</p> <p>To know what time signatures are be able to recognise how many beats are in the bar</p>
	Autumn 2	Rainforests	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)</p> <p>Singing To sing with an open mouth, relaxed jaw and good pronunciation To sing within the range of an octave with simple leaps To sing in tune, change pitch and dynamics with accuracy</p> <p>Performing To join in with whole class singing with actions in front of an audience</p>	<p>Genre knowledge To know Country and Western and Eastern Asian influences in genre and its links to the pentatonic scale</p>
	Spring 1	Anglo Saxons and Scots	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>To develop skills in beatboxing - vocal percussion</p> <p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)</p>	<p>Timbre</p> <p>To know how to perform a piece of beatboxing</p> <p>Genre knowledge To know the genre of Folk and how myths and urban legends are told throughout history through song</p>
	Spring 2	Who were the Vikings?	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>Singing To sing with an open mouth, relaxed jaw and good pronunciation To sing within the range of an octave with simple leaps To sing in tune, change pitch and dynamics with accuracy</p>	
	Summer 1	Explorers	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)</p>	<p>Rhythm</p> <p>Genre knowledge To know and have a deeper understanding of different musical genres with focus on Josephine Baker, Ravi Shankar, Ella Fitzgerald and Ludwig Van Beethoven</p>

Summer 2	Extreme Earth	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>Singing To sing with an open mouth, relaxed jaw and good pronunciation To sing within the range of an octave with simple leaps To sing in tune, change pitch and dynamics with accuracy</p>	
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Year 5	Term	Theme	Skills	Knowledge
	Autumn 1	Community: Docklands	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>Body Percussion</p> <p>Performing To join in with whole class singing with actions</p>	<p>Duration</p> <p>Understand how to maintain the pulse using the voice and body</p> <p>To understand the difference between on and off beats</p>
	Autumn 2	The Mighty Egyptians	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>Singing Working with a professional vocal artist to develop singing skills To sing songs confidently both solo and as part of an ensemble To show control, phrasing and expression in singing and performance To follow along with sheet music when signing with support/ instructions from a leader To sing in tune, breathe well, pronounce words, change pitch and dynamics with greater accuracy</p> <p>Performing To join in with whole class singing with actions in front of an audience</p>	
	Spring 1	ECO Warriors	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>To learn ostinato patterns inspired by West African drumming</p> <p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)</p>	<p>Rhythm</p> <p>To know what cross rhythms are</p> <p>Genre knowledge To know the features of Gospel genre with links to religion and place within a social and cultural context</p>
	Spring 2	Who were the Greeks?	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>Singing To sing songs confidently both solo and as part of an ensemble To show control, phrasing and expression in singing and performance To follow along with sheet music when signing with support/ instructions from a leader To sing in tune, breathe well, pronounce words, change pitch and dynamics with greater accuracy</p>	
	Summer 1	Space Explorers	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)</p> <p>Performing To be a part of an ensemble</p>	<p>Timbre</p> <p>To know how to classify different instruments</p> <p>To know the role of music in programmatic music</p> <p>Genre Knowledge To know a selection of classical music songs with Planets by Gustav Holst as a focus. To know composer Gustav Holst.</p>

Summer 2	The Industrial Revolution	<p>Playing Instruments To learn either a wind, brass, stringed tuned instrument</p> <p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)</p> <p>Singing To sing songs confidently both solo and as part of an ensemble To show control, phrasing and expression in singing and performance To follow along with sheet music when signing with support/ instructions from a leader To sing in tune, breathe well, pronounce words, change pitch and dynamics with greater accuracy</p> <p>Performing To be a part of an ensemble</p>	<p>Genre knowledge To know the features of the Pop music genre and a selection of contemporary Pop songs</p>
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Year 6	Term	Theme	Skills	Knowledge
	Autumn 1	Community: Political Poplar	<p>Playing Instruments To play a xylophone</p> <p>To explore how composers use melody within music to tell a story or express an emotion</p>	<p>Tonality</p> <p>To know what melody is</p> <p>Major and minor keys</p>
	Autumn 2	Early Islamic Civilisation	<p>Performing To join in with whole class singing with actions in front of an audience</p>	<p>Structure</p> <p>To know what musical structure is - binary, ternary, sonata and rondo form</p>
	Spring 1	WWII	<p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)</p> <p>Explore different song forms in opera</p>	<p>Beat, Pulse, Rhythm, Structure</p> <p>To know interlocking melodies, polyrhythms and structuring scores</p> <p>Genre knowledge To know well known songs from the 20th Century and the role of music during World War 2 (The Andrews Sisters, Vera Lynn and Glenn Miller)</p>
	Spring 2	Rivers	<p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)</p> <p>To explore changes in metre</p> <p>To develop our understanding of compound time</p> <p>To explore irregular metre</p>	<p>Metre</p> <p>To know the difference between three and four time</p> <p>Genre knowledge To know the history and a selection of songs from the band The Beatles</p>
	Summer term	Refugees and Immigration	<p>Singing To sing beyond an octave with leaps To sing with expression to engage the audience To sing in tune, breathe well, pronounce words, change pitch and dynamics with accuracy To sing a harmony accurately with awareness of different parts To sing songs confidently both solo and as part of an ensemble To show control, phrasing and expression in singing and performance To sing in tune, breathe well, pronounce words, change pitch and dynamics accurately Working with a professional vocal artist to develop singing skills To learn how to harmonise</p> <p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, mood)</p>	<p>Harmony</p> <p>To know what it means to sing in canon</p> <p>Genre Knowledge To know music is played for different traditions and can give an example</p> <p>To know a famous musician and to know what they are renowned for</p>

			<p>Composing To compose a song as a class with support from an adult</p> <p>Performing To sing and dance with expression, diction and voice projection as part of a large ensemble and by themselves with accuracy and confidence in front of an audience</p>	
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