

Music Knowledge and Skills Map AB						
Culture Capital British Values Endpoints						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery rhymes: Row row row your boat 5 fat sausages It's raining it's pouring Incy wincy spider Twinkl twinkle Wheels on the bus	Nursery rhymes: 12345 once I caught a fish alive 5 little men in a flying saucer 10 green bottles Humpty dumpty If you're happy and you know it The grand old duke of York	Nursery rhymes: Hickory dickory dock Old Macdonald 5 little ducks Baa baa black sheep Mary had a little lamb Pat a cake	Nursery rhymes: Three blind mice Two little dickie birds 5 little speckled frogs 5 currant buns 5 little monkeys Ten in a bed	Nursery rhymes: This old man One finger one thumb Alice the camel Miss Polly had a dolly Little miss muffet BingO	Nursery rhymes: Head shoulder knees and toes Hey diddle diddle I'm a little teapot Wind the bobbin up Sleeping bunnies Jack and Jill
	<u>Being Imaginative and Expressive</u> Take part in pretend play Develop stories using small world Listen with increased attention to sounds Sing and remember some simple rhymes and songs Play instruments to make a sound Start to make movements to music, gestures to support nursery rhymes and words they are singing.	<u>Being Imaginative and Expressive</u> Take part in pretend play, begin to use objects to represent something else Begin to develop stories using small world Begin to remember some simple rhymes / songs Play instruments with increasing control make movements to music, gestures to support the words they are singing	<u>Being Imaginative and Expressive</u> Begin to respond to what they heard, expressing own thoughts/ideas Take part in pretend play, using objects to represent something else Begin to develop more complex stories using small world Begin to make imaginative & complex small worlds Begin to remember entire simple rhymes / songs Play instruments with increasing control Make movements to music, gestures to support the words they are singing Listen to music from a variety of countries / cultures: Chinese New Year	<u>Being Imaginative and Expressive</u> Begin to respond to what they heard, expressing own thoughts/ideas Take part in pretend play, using objects to represent something else Begin to develop more complex stories using small world Begin to make imaginative & complex small worlds Begin to remember entire simple rhymes / songs Listen to music from a variety of countries / cultures Play instruments with increasing control Make movements to music	<u>Being Imaginative and Expressive</u> Take part in simple pretend play, use an object to represent something else even though they are not similar Begin to develop complex stories using small world Listen with increased attention to sounds Sing linked rhymes / songs Sing a pitch of a tone sung by another Sing the melodic shape of familiar songs Respond to what they have heard, expressing their thoughts and feelings	<u>Being Imaginative and Expressive</u> ke part in pretend play velop complex stories using small world resources plore body percussion / voice sounds / instruments to represent vehicles, weather, movements etc Learn new songs linked to theme
Endpoints	December: Being Imaginative and Expressive: • I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' • I can begin to make-believe by pretending • I can join in singing favourite songs. • I can create sounds by shaking, tapping or scraping.		March: Being Imaginative and Expressive: • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • I can show an interest in the way musical instruments sound. • Listen with increased attention to sounds. • Remember and sing entire songs. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.		By end of Nursery: Being Imaginative and Expressive: • I can develop preferences for forms of expression. • I can use movement to express feelings. • I can create and imitate movement in response to music. • I can sing to myself and make up simple songs. • I can enjoy joining in with dancing and ring games. • I am beginning to sing the pitch of a tone sung by another person ('pitch match'). • I can notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there. • I can engage in imaginative role-play based on own first-hand experiences. • I can build stories around toys, e.g. farm animals needing rescue from an chair 'cliff'. • I can use available resources to create props to support role-play. • Respond to what they have heard, expressing their thoughts and feelings.	
Reception	Nursery rhymes: Row row row your boat 5 fat sausages It's raining it's pouring Incy wincy spider Twinkl twinkle Wheels on the bus	Nursery rhymes: 12345 once I caught a fish alive 5 little men in a flying saucer 10 green bottles Humpty dumpty If you're happy and you know it The grand old duke of York	Nursery rhymes: Hickory dickory dock Old Macdonald 5 little ducks Baa baa black sheep Mary had a little lamb Pat a cake	Nursery rhymes: Three blind mice Two little dickie birds 5 little speckled frogs 5 currant buns 5 little monkeys Ten in a bed	Nursery rhymes: This old man One finger one thumb Alice the camel Miss Polly had a dolly Little miss muffet Bingo	Nursery rhymes: Head shoulder knees and toes Hey diddle diddle I'm a little teapot Wind the bobbin up Sleeping bunnies Jack and Jill
	<u>Being Imaginative and Expressive</u> Take part in simple pretend play Begin to develop complex stories using small world equipment Begin to develop storylines in their pretend play – including those linked to focus text Begin to listen attentively, move to and talk about music, expressing their feelings and responses ☐ Begin to explore and engage in music making and dance Sing in a group or on their own	<u>Being Imaginative and Expressive</u> Show different emotions in drawings and paintings Begin to develop complex stories using small world equipment Develop storylines in their pretend play – including those linked to focus text Begin to listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own☐ Begin to explore and engage in music making and dance	<u>Being Imaginative and Expressive</u> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance. Develop storylines in their pretend play.	<u>Being Imaginative and Expressive</u> Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance. Develop storylines in their pretend play	<u>Being Imaginative and Expressive</u> Begin to invent, adapt and recount narratives with peers and teacher Make use of props and materials when role playing characters in narratives and stories Begin to listen attentively, move to and talk about music, expressing their feelings and responses Sing a range of well-known nursery rhymes and songs Explore and engage in music making and dance	<u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives with peers and teacher. Make use of props and materials when role playing characters in narratives and stories. Begin to listen attentively, move to and talk about music, expressing their feelings and responses. Sing a range of well-known nursery rhymes and songs. Explore and engage in music making and dance.

		Begin to perform to others e.g. linked rhymes, songs and dances Take part in simple pretend play			Move in time to music Perform songs, rhymes, poems and stories with others	Move in time to music. Perform songs, rhymes, poems and stories with others.
Endpoints	December: Being Imaginative and Expressive: • I can engage in imaginative role-play based on own first-hand experiences. • I can use available resources to create props to support role-play • I can sing to myself and make up simple songs. • I can create movement in response to music. • I can explore and learn how sounds can be changed. • I can sing the pitch of a tone sung by another person ('pitch match').		March: Being Imaginative and Expressive: • Watch and talk about dance and performance art, expressing their feelings and responses. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Play pitch-matching games, humming or singing short • Listen attentively, move to and talk about music, expressing their feelings and responses.		By end of Reception: ELG Being Imaginative and Expressive: Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Key knowledge: Know that diction is when we announce words when singing. Know that there can be four beats in a metre. Identify the beat of a piece of music. Know the importance of rehearsal in developing a performance. Know that a verse is one section of a song. Know a call and response song is a series of two parts usually played or sung by different musicians. Know that the pulse of a song is it's steady beat. Know that duration means how long a beat lasts. Recognise that music changes speed-fast/slow. Be able to recognise how the speed and instruments change as a piece progresses Introduce the term tempo Be able to say our crochets (doos), quavers (doo-days) and rests from rhythm cards Be able to improvise simple four beat rhythms using crochets/quavers/rests for partners to perform on untuned percussion instruments. Listening: Songs:	Key knowledge: Know that dynamics mean loud and quiet. Be able to recognise how the volume and instruments change as a piece progresses Recognise that a sequence is when sounds are put together e.g. like words in a sentence. With increasing accuracy, be able to say our crochets (doos), quavers (doo-days) and rests from rhythm cards. Be able to improvise simple four beat rhythms using crochets/quavers/rests for partners to perform on untuned percussion instruments. Be able to improvise simple four beat rhythms using crochets/quavers/rests for partners to perform on untuned percussion instruments. Name at least 2 untuned instruments. Listening: Songs: The music the children listen to and the songs that they learn will have to be different as the skills are very similar and will be consolidated. The vehicle we teach the skills through are different so we have to map this out.	Key knowledge: Recognise that music can be high/low. Introduce the term pitch Understand that in music when we write symbols that tells us how to make sounds. Name at least 2 tuned instruments Be able to sing longer songs made up of different sections whilst also using actions Be able to use adjectives when listening to music to describe how it makes us feel. Be able to sing E, G and A (me, so, la) from pitch cards Be able to copy simple melodic phrases on our tuned percussion instruments that use a combination of rhythms Be able to transcribe one bar of rhythm. Listening: Songs:	Key knowledge: Know that we can emphasise different beats within the metre. Know that we can play instruments in different ways. Explore playing a range of untuned instruments in different ways. With increasing accuracy, be able to sing E, G and A (me, so, la) from pitch cards With increasing accuracy, be able to copy simple melodic phrases on our tuned percussion instruments. Be able to transcribe one bar of rhythm. Listening: Songs:	Key knowledge: Know that music can reflect feelings and ideas. Know that changes in dynamics and tempo are used to reflect the mood of the music. Understand that the texture of music, is made up of the pulse and a rhythm. Know that rhythm is a pattern of short and long sounds. Start exploring how two-part rounds work when singing Be able to identify basic differences between the various genres of music we've listened to over the year Be able to play the C major and A minor scales on our glockenspiels Be able to understand graphic notation as instructions to perform music, and compose our own sequences using it Listening: Songs:	Key knowledge: Know that rhythms can be performed with words as well as notes. Know that two rhythms played together can make the texture of a song. Begin to understand to timbre is the texture of the music. Be able to play the A minor scales on our glockenspiels Be able to understand graphic notation as instructions to perform music and compose our own sequences using it. Listening: Songs:
Vocabulary:	Fast, slow, pulse, beat, tempo	dynamics, duration, sequence, loud quiet	Symbols, tuned, untuned, glockenspiel, chime bar, tambourine, shaker, maraca, claves, bells, triangle, woodwind, percussion, brass, string, pitch, high, low	Metre, soundscape, pattern	Tempo, rhythm, timbre, scale	Word rhythms,
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B 2026-27	Key knowledge: Know that diction is when we announce words when singing. Know that there can be four beats in a metre.	Key knowledge: Know that dynamics mean loud and quiet.	Key knowledge: Recognise that music can be high/low. Introduce the term pitch	Key knowledge: Know that we can emphasise different beats within the metre. Know that we can play instruments in different ways.	Key knowledge: Know that music can reflect feelings and ideas.	Key knowledge: Know that rhythms can be performed with words as well as notes. Know that two rhythms played together can make the texture of a song.

	Identify the beat of a piece of music. Know the importance of rehearsal in developing a performance. Know that a verse is one section of a song. Know a call and response song is a series of two parts usually played or sung by different musicians. Know that the pulse of a song is it's steady beat. Know that duration means how long a beat lasts. Recognise that music changes speed-fast/slow. Be able to recognise how the speed and instruments change as a piece progresses. Introduce the term tempo. Be able to say our crochets (doos), quavers (doo-days) and rests from rhythm cards. Be able to improvise simple four beat rhythms using crochets/quavers/rests for partners to perform on untuned percussion instruments. Listening: Songs:	Be able to recognise how the volume and instruments change as a piece progresses. Recognise that a sequence is when sounds are put together e.g. like words in a sentence. With increasing accuracy, be able to say our crochets (doos), quavers (doo-days) and rests from rhythm cards. Be able to improvise simple four beat rhythms using crochets/quavers/rests for partners to perform on untuned percussion instruments. Be able to improvise simple four beat rhythms using crochets/quavers/rests for partners to perform on untuned percussion instruments. Name at least 2 untuned instruments. Listening: Songs:	Understand that in music when we write symbols that tells us how to make sounds. Name at least 2 tuned instruments. Be able to sing longer songs made up of different sections whilst also using actions. Be able to use adjectives when listening to music to describe how it makes us feel. Be able to sing E, G and A (me, so, la) from pitch cards. Be able to copy simple melodic phrases on our tuned percussion instruments that use a combination of rhythms. Be able to transcribe one bar of rhythm. Listening: Songs:	Explore playing a range of untuned instruments in different ways. With increasing accuracy, be able to sing E, G and A (me, so, la) from pitch cards. With increasing accuracy, be able to copy simple melodic phrases on our tuned percussion instruments. Be able to transcribe one bar of rhythm. Listening: Songs:	Know that changes in dynamics and tempo are used to reflect the mood of the music. Understand that the texture of music, is made up of the pulse and a rhythm. Know that rhythm is a pattern of short and long sounds. Start exploring how two-part rounds work when singing. Be able to identify basic differences between the various genres of music we've listened to over the year. Be able to play the C major and A minor scales on our glockenspiels. Be able to understand graphic notation as instructions to perform music, and compose our own sequences using it. Listening: Songs:	Begin to understand to timbre is the texture of the music. Be able to play the A minor scales on our glockenspiels. Be able to understand graphic notation as instructions to perform music and compose our own sequences using it. Listening: Songs:
Vocabulary:	call and response, notation,	Timbre, ostinato, rhythmic pattern, rehearsal	Notation, pitch lines	Expression, shape, accompany	Chant, woodwind, percussion, brass, string.	Melody, theme, scale
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 3	Key knowledge: Know how to hold a recorder – left hand near the top, right thumb holding back of recorder opposite fourth hole. Know how to blow into the recorder – saying tu and using the tongue. Be able to make a controlled sound without squeaking. Know how to play the notes B and A. Know how to alternate between the notes B and A. Know that a crotchet is 1 beat. Know that a quaver is ½ a beat. Be able to play B,A and G on the recorder and recognise where they are drawn on the stave. Be able to develop a repertoire of easy songs combining our three notes with different rhythms. Begin to play some simple pitch notation. Begin to play some 4-beat rhythm notation. Copy a rhythmic phrase. Clap the rhythms of songs. Listening: Bing Videos Bing Videos Songs: Diocesan Singing Programme	Key knowledge: Know how to play the note G, A, B and alternate playing them. Know that a minim is 2 beats. Know that a 2 crotchet sign at the beginning of the stave means there are two beats in the bar. Know that a 4crotchet sign at the beginning of the stave means there are 4 beats in a bar. Know that a rest sign means you don't play. Key skills: Begin to play some simple pitch notation. Begin to play some 4-beat rhythm notation with increasing accuracy. Begin to improvise rhythmic phrases. Clap the rhythms of songs while others tap the pulse. Listening: Songs: Diocesan Singing Programme	Key knowledge: Know how to play the notes high C and D. Play B, A, G accurately. Know that a dotted minim is worth 3 beats. Know that a 3 crotchet sign at the beginning of the stave means there are 3 beats in the bar. Know that when there is a tie sign you do not play the second note (the same note) separately. Introduce the term slur and legato. Key skills: Play an increasing range of pitch notation. Begin to play 8 beat rhythm notation. Begin to improvise rhythmic phrases. Tap the metre of songs. Listening: Songs: Diocesan Singing Programme	Key knowledge: Know how to play the notes F, E. Play B, A, G, C, D accurately. Know that a slurred line means you continue blowing but change the fingering. Know a semibreve is worth 4 beats. Become comfortable playing more complex rhythms such as minims, dotted minims and semibreves. Key skills: Play a wide range of pitch notation. Begin to play 8 beat rhythm notation. Begin to improvise rhythmic phrases on instruments. Tap the metre of songs. Compose a piece of two or more bars for our partners to perform, combining our different pitches and rhythms . Listening: Songs: Diocesan Singing Programme	Key knowledge: Know how to play the notes B, A, G, F, E, high C and D accurately. Introduce low D. Introduce terms major, minor, flat and sharp. Learn to play Bb. Know that a staccato note has a dot underneath the note. Know that to play a staccato note you say tut instead of tu into the recorder. Key skills: Play simple melodic phrases from notation. Be confident adding dynamics to our playing, including crescendo and diminuendo, and understand slurs and staccato. Play 4 and 8 beat rhythm notation with confidence. Improvise rhythmic phrases on instruments. Clap the rhythms of songs while others tap the metre. Be able to perform stylistically thinking about tempo, dynamics and tone. To be confident transcribing all of our notes correctly on the stave and compose short major and minor pieces. Listening: Songs: Diocesan Singing Programme	Key knowledge: Know how to play the notes B, A, G, F, E, high C and D, low D and Bb accurately. Introduce F# Key skills: Play simple melodic phrases from notation. Be confident adding dynamics to our playing, including crescendo and diminuendo, and understand slurs and staccato. Play 4 and 8 beat rhythm notation with confidence. Improvise rhythmic phrases on instruments. Clap the rhythms of songs while others tap the metre. Be able to perform stylistically thinking about tempo, dynamics and tone. To be confident transcribing all of our notes correctly on the stave and compose short major and minor pieces. Listening: Songs: Diocesan Singing Programme

Vocabulary:	Recorder, tonguing, note, stave, crotchet, quaver, beat	Minim, bar, breath sign	Tie sign, dotted minim, metre	Slurred, legato, semibreve	Staccato, Major, minor, flat, sharp	Scale, crescendo, diminuendo
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 4	Key knowledge: Be confident clapping and transcribing various rhythms including semiquavers, minims, dotted minims and semibreves Be able to improvise and play a one bar ostinato over our partner's pulse and vice versa Be able to identify the tempo, dynamics, instruments, genre and texture of a piece and identify how they change over time Be able to add crescendo and diminuendo to our pieces Be able to notate a C major scale on our stave and compose and play short major and minor pieces on our glockenspiel. Introduce the main sections of an orchestra Key skills: Listen to a range of types of music from different traditions. Listen/respond to live/recorded music and talk about how it makes you feel. Begin to create a simple melodic phrase. Explore changes of tempo/dynamics. Begin to sing in two parts. Begin to create a rhythmic phrase. Listening: Vivaldi – Winter from four seasons (Introduction to Baroque music) Mozart – Horn Concerto no.4 (Progression from Baroque to Classical) Tchaikovsky – The Nutcracker (Progression to Romantic) Songs: Diocesan Singing Programme	Key knowledge: Be able to add crescendo and diminuendo to our pieces and be confident with dynamics Confidently compose and play short major and minor pieces on our glockenspiel. Be able to identify the tempo, dynamics, instruments, genre and texture of a piece and identify how they change over time. Confidently talk about the texture of a piece of music. Be able to notate a C major scale on our stave, and compose and play short major and minor pieces on our glockenspiel Listening: Songs: Diocesan Singing Programme If the orchestra and classical music is appropriate for this term can some pieces of music to listen to be mapped out? I've put some suggestions and it can be consolidated in Year 5 as per your planning.	Key knowledge: Name at least 3 of the 6 jazz artists covered. Work through the Classroom Jazz 1 charanga modules Focus on the structure of pieces including: intro/outro, verse, chorus and solo Know the use of dotted rhythms in jazz music creates a swing feel. Know that musicians make up their own sections of music, called improvisation. Begin to perform pieces on our glockenspiels as a solo for the class Be able to play recognisable melodies on our glockenspiels and become more confident improvising using a limited range of notes Key skills: Listen to a range of types of music from different traditions. Listen/respond to live/recorded music and talk about how it makes you feel Begin to create a simple melodic phrase. Explore changes of tempo/dynamics. Begin to sing in two parts. Begin to create a rhythmic phrase. Create an ostinato to reflect the mood suggested by an external stimuli. Begin to identify phrases of a song. Listening: Louis Armstrong – West End Blues (1920s) Ella Fitzgerald - Summer time (1930s) Glenn Miller – In the mood (1940s big band) Songs: Diocesan Singing Programme	Key knowledge: Know that blues music is linked to slavery. Know that blues music is a mix of European and African music. Know that blues music has twelve bars and comprised of 3 chords Name at least 3 blues artists Name instruments associated with blues music– drums, bass, guitar, harmonica and piano. Key skills: Listen to a range of types of music from different traditions. Listen/respond to live/recorded music and talk about how it makes you feel Develop our range of musical vocabulary and become adept at appraising different genres of music Songs: Diocesan Singing Programme Listening: Swing Low Sweet Chariot Robert Johnson – Crossroads (black male acoustic blues 1930s) Sister Rosetta Tharpe – Didn't it rain (filmed in Chorlton) Muddy Waters - Got my mojo working (electric blues 1964) BB King – The thrill is gone (electric blues 1960s) Rolling Stones – Little Red Rooster (white band 1964) Billy Holiday – Fine and mellow (black female 1920s link into next jazz topic)	Key knowledge: Key skills: Work through the Glockenspiel 1 charanga module Be able to play duets with our partner on the glockenspiel Compose a piece using a variety of notes and be able to play it for the rest of the class Improvise over various pieces using a range of notes and scales Use changes of dynamics/tempo in their own compositions. Be confident singing two-part rounds and two-part harmony Start linking our listening and appraising to cultural and societal factors Be able to perform a solo to the rest of the class Listening: Songs: Diocesan Singing Programme	Key knowledge: Key skills: Work through the Glockenspiel 2 charanga module Be able to play duets with our partner on the glockenspiel Compose a piece using a variety of notes and be able to play it for the rest of the class Improvise over various pieces using a range of notes and scales Listen to a range of types of music from different traditions. Create a melodic phrase using accurate notation. Use changes of dynamics/tempo in their own compositions. Listen/respond to live/recorded music and talk about how it makes you feel Be able to perform a solo confidently to the rest of the class Decide how to perform a song. Sing with confidence in 2 parts. Create a rhythmic phrase in ternary form (ABA) Listening: Songs: Diocesan Singing Programme
Vocabulary:	Violin, viola, cell, double bass, flute, classical period	Drums, bass, guitar, harmonica, piano	Improvisation, melodic phrase, binary form, rhythmic phrase	Song structure, chorus, verse, intro, bridge	Soul, ternary form, harmony,	Fiddle, banjo, tin whistle, contemporary. Traditional.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1

Year 5	Key knowledge: Name at least 4 of the 6 jazz artists covered. Work through the Classroom Jazz 2 charanga modules Focus on more complex structures of pieces including: pre-chorus, middle eight, and bridge Know that in jazz there is no fixed scale or pattern. Know that a small ensemble usually features 1 musician at a time. Develop our range of musical vocabulary and become adept at appraising different genres of music Key skills: Listen to/make comparisons of a range of types of music from different traditions. Listen/respond to live/recorded music, talk about how it makes you feel. Choose appropriate tempo whilst singing. Listen to an individual part in three and four part music. Compose music to evoke a mood. Expand perform pieces on our glockenspiels as a solo for the class Be able to play recognisable melodies on our glockenspiels and become more confident improvising using a limited range of notes Listening: Miles Davis – So what (1950s) Herbie Hancock – Watermelon man (1960s link to modern jazz 80s version with technology) Chick Corea – Spain (fusion 1980s) Songs:	Key knowledge: Name at least 4 artists of the 6 blues artists covered. Know what a chord is. Know that blues music is based around 3 chords. Know that acoustic blues is 1 solo instrument. Know that electric blues is a group of instruments. Know that blues music contains dissonant notes (notes that clash) Develop our range of musical vocabulary and become adept at appraising different genres of music Key skills: Listen to/make comparisons of a range of types of music from different traditions. Listen/respond to live/recorded music, talk about how it makes you feel. Improvise a melodic phrase Choose appropriate tempo whilst singing. Play simple tunes and add a drone accompaniment. Listening: Songs:	Key knowledge: Glockenspiels Know that a big band features sections of the band playing at once. Know the three periods within the classical period – Baroque, Classical, Romantic. Name at least 4 of the classical composers covered. Name instruments of the orchestra: trumpet, trombone, clarinet, timpani. Know that baroque music often contains trills. Know that classical music has more instruments than baroque. Know that romantic music often features soloists. Key skills: Listen to/make comparisons of a range of types of music from different traditions. Listen/respond to live/recorded music, talk about how it makes you feel. Create a tune with 2 different pitches. Choose appropriate dynamics whilst singing. Begin to sing three-part rounds and be confident singing in two part harmony Improvise a rhythmic phrase. Compose music to evoke a mood. Be confident using our semiquavers, minims, dotted minims and semibreves in different time signatures Be able to improvise and play a two bar ostinato over our partner’s pulse and vice versa Listening: Verdi – Dies Irae (Big Orchestral piece) Gershwin – Rhapsody in Blue (demonstrate different classical styles/instruments of the orchestra) Hans Zimmer – Pirates of the Caribbean (film music) Songs:	Key knowledge: Garageband? Begin to sing three-part rounds and be confident singing in two-part harmony Be confident using our semiquavers, minims, dotted minims and semibreves in different time signatures Be able to improvise and play a two-bar ostinato over our partner’s pulse and vice versa Be able to identify the tempo, dynamics, instruments, genre and texture of a piece Be able to notate a C major and A minor scale on our stave, and compose and play short major and minor pieces Begin to add a walking bass accompaniment. Using a simple device (ipad – garageband) record a loop and create a melody Key skills: Listen to/make comparisons of a range of types of music from different traditions. Listen/respond to live/recorded music, talk about how it makes you feel. Choose appropriate dynamics whilst singing. Sing an ostinato accompaniment. Organise melodic phrases in a simple structure. Compose music to evoke a mood. Listening: Songs:	Key knowledge: Key skills: Listen to/make comparisons of a range of types of music from different traditions – The Beatles and Rock Listen/respond to live/recorded music, talk about how it makes you feel. . Consolidate the glockenspiel 2 charanga module, focusing on playing duets, improvising, and composing Look at the Blackbird module on charanga focusing on the impact of The Beatles in western music Link the song to historical and cultural contexts Be confident to perform singing/playing as a solo/group to the rest of the class and in assembly Consolidate our use of musical terminology that we have focused on throughout the year Choose appropriate tempo and dynamics whilst singing. Organise rhythmic phrases in a simple structure. Listening: Blackbird – The Beatles Songs: Can the other songs that are part of the module be added to this?	Key knowledge: Key skills: Listen to/make comparisons of a range of types of music from different traditions – The Beatles and Rock Listen/respond to live/recorded music, talk about how it makes you feel. . Consolidate the glockenspiel 2 charanga module, focusing on playing duets, improvising, and composing Look at the Blackbird module on charanga focusing on the impact of The Beatles in western music Link the song to historical and cultural contexts Be confident to perform singing/playing as a solo/group to the rest of the class and in assembly Consolidate our use of musical terminology that we have focused on throughout the year Choose appropriate tempo and dynamics whilst singing. Organise rhythmic phrases in a simple structure. Listening: Songs:
Vocabulary:	Baroque, Classical, Romantic, concerto minimalism,	Melodic phrase, acoustic blues, electric blues, dissonant, chord	Big band, small ensemble	Synthesizers, mixing effects	looping, garageband	Snare drum, bass drum, surdo, tambourim, agogo bells, Samba, Brazil.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1

Year 6	Key knowledge: Name at least 5 of the 6 artists covered. Know that use of keyboards and technology is a key feature of 1980s pop music. Know that the focus of modern pop/rock music has changed from melody to beat. To listen and appraise music from the 1980s using the Charanga scheme of work and using correct and complex musical terminology To remember the note values of our different rhythms from the previous year, and be able to improvise complex rhythmic phrases Key skills: Listen to/make comparisons of a range of types of music from different traditions. Listen/respond to live/recorded music, talk about how it makes you feel. Compose music to evoke contrasting moods influence by an external stimuli. To analyse our listening in terms of instruments, dynamics, texture, structure, tempo, as well as historical and societal contexts. Listening: Songs: To be confident performing pieces in a Christmas production	Key knowledge: To listen and appraise music from the 1980s using the Charanga scheme of work and using correct and complex musical terminology To remember the note values of our different rhythms from the previous year, and be able to improvise complex rhythmic phrases . Key skills: Listen to/make comparisons of a range of types of music from different traditions. Listen/respond to live/recorded music, talk about how it makes you feel. Compose music to evoke contrasting moods influence by an external stimuli. To analyse our listening in terms of instruments, dynamics, texture, structure, tempo, as well as historical and societal contexts. Listening: Songs: To be confident performing pieces in a Christmas production	Key knowledge: Know that syncopation is playing off the beat. Women in Music charanga module linking music to gender politics and societal issues. To be able to perform a repertoire of songs on instruments at the same time as singing using the Charanga scheme Be able to compose pieces on our whiteboards, perform them, and improvise around them Key skills: Listen to/make comparisons of a range of types of music from different traditions. Listen/respond to live/recorded music, talk about how it makes you feel. Begin to create a tune with 3 phrases. Combine vocal ostinato phrases. Listening: Songs:	Key knowledge: Know that syncopation is playing off the beat. Women in Music charanga module linking music to gender politics and societal issues. To be able to perform a repertoire of songs on instruments at the same time as singing using the Charanga scheme Be able to compose pieces on our whiteboards, perform them, and improvise around them Key skills: Listen to/make comparisons of a range of types of music from different traditions. Listen/respond to live/recorded music, talk about how it makes you feel. Create a tune with 3 phrases. Record compositions with notation. Begin to create a tune with 3 phrases. Listening: Songs:	Key knowledge: Name at least 5 out of the 6 artists covered. Know that sampling is taking parts of music to use in your own. Know that looping is repeating the same section of music. Know that software can produce music e.g. garageband. Key skills: Listen to/make comparisons of a range of types of music from different traditions. Listen/respond to live/recorded music, talk about how it makes you feel. Using a simple device (ipad – garageband) record a loop, repeat and edit. Create a melody. Create a tune with 3 phrases. Record compositions with notation. Sing in 3 parts. Recognise how layers of sounds can achieve an intended effect. Listening: Songs:	Key knowledge: Be confident singing three part rounds and in three part harmony Be confident using our various rhythms and dynamics in different time signatures Be able to identify all our key elements of music from a piece of music, become confident with families of the orchestra, and identify unique stylistic features Be able to notate a G major and E minor scale on our stave, consolidate understanding how sharps and flats work Be able to play a walking bass accompaniment and be able to improvise a solo using the blues scale Key skills: Listen to/make comparisons of a range of types of music from different traditions. Listen/respond to live/recorded music, talk about how it makes you feel. Create a tune with 3 phrases. Record compositions with notation. Sing confidently in 3 parts. Compose music to evoke contrasting moods influence by an external stimuli. Listening: Songs: To be confident performing pieces in an end of year production
Vocabulary:						