



Music Overview with links to the National Curriculum

KS1 Year 1

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Year 1 Autumn 1 Ourselves Our Bodies	In this unit, the children will: • create and respond to vocal sounds • explore how to change sounds • create body and percussion sounds • explore descriptive sounds • perform a steady beat in two speeds • respond to change of mood in music • identify and combine repeated rhythm patterns • invent and perform rhythm patterns together with concentration	ALL 4 curriculum links are present in each topic <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> <i>Pupils should be taught to play tuned and untuned instruments musically.</i>
Autumn 2 Our School Travel (Christmas Show)	• explore different sound sources • analyse the dynamics and durations of sounds around school • explore dynamics and duration using instruments • create two contrasting textures • sing with others • create a sound scape • combine voice, movement and instruments to perform a chant and a song • keep a steady beat on instruments • create and perform word rhythms • play and combine word rhythms	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i> <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>

	- respond to music through movement Musical skills and concepts: The children will: - explore Timbre through making, changing and selecting sounds - explore Tempo through clapping, moving and changing the speed of the beat - explore Dynamics and Duration of sounds - express music in a range of ways: Tempo, Texture, Pitch and Structure	
Spring 1 Weather Machines	In this unit, the children will: - explore and control dynamics, duration and timbre with voices, body percussion and instruments - Improvise descriptive music - Identify a sequence of sounds - Respond to music through movement - Play and maintain a steady beat - Sequence sounds - Play different speeds - Control changes in speed	ALL 4 curriculum links are present in each topic <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> <i>Pupils should be taught to play tuned and untuned instruments musically.</i> <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i>
Year 1 Spring 2 Seasons Number	- Identify changes in pitch - Contrast changes in pitch with changes in dynamics - Relate pitch changes to graphic symbols - Perform pitch changes vocally - Listen in detail and respond to pitch changes, in tuned and untuned percussion sounds. - Recognise and develop a sense of steady beat through use of vocal and body percussion	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>

	- Identify, respond to and perform changes in tempo - Play percussion instruments with control varying the dynamic effect Musical skills and concepts: The children will: - Explore dynamics, timbre and structure by improvising and responding to music - Explore tempo and structure by identifying and keeping a steady beat - Explore pitch and dynamic through singing and instrumental work - Explore tempo, dynamics and structure through performance with others	
Year 1 Summer 1 Water Story time	In this unit, the children will: - Create a sound picture - Understand musical structure by listening and responding - Perform a simple repeated pattern. - Discuss music terms fast, slow, loud and quiet and play them on instruments - Understand how music can tell a story and match sounds to events - Rehearse and perform with others with concentration - Learn and memorise songs	ALL 4 curriculum links are present in each topic <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> <i>Pupils should be taught to play tuned and untuned instruments musically.</i>
Summer 2 Pattern Animals	- recognise and keep a steady beat counting in 2,3 and 4 time - explore ways to emphasis the first (strong) beat in a repeating pattern - explain metre by recognising its pattern - explore instrumental sounds and how to vary the sound - understand pitch and make high and low sounds using the voice and related body posture - recognise contrasting pitch when singing different melodies - identify and play contrasting pitch and pitch changes - explore pitch using voice and body movement	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i> <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>

	Musical skills and concepts: The children will: • explore structure when listening to music and through performance • explore tempo, structure, dynamics, texture, timbre and pitch through improvisation • explore tempo (metre) texture and timbre through recognising and playing different beats • explore pitch through singing and listening, responding and moving to instrumental music	
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KS1 Year 2

YEAR 2 Autumn 1 Ourselves Our bodies	In this unit, the children will: • create and respond to vocal sounds and body percussion • develop the use of vocal sounds to express feelings • read pitch shape using simple line graphics • understand how mood can be expressed with the voice and instrumentals • understand the structure of call and response songs • recognise, respond to, play and perform steady beats or rhythmic ostinatos • recognise, respond to and play different tempi on body percussion and instruments • sing in two parts combining a steady beat	ALL 4 curriculum links are present in each topic <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> <i>Pupils should be taught to play tuned and untuned instruments musically.</i> <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i>
Autumn 2 Seasons	• sing with expression, paying attention to pitch shape and melody • accompany a song with vocal and instrumental ostinatos	<i>Pupils should be taught to experiment with, create,</i>

Travel (Christmas Show support)	• identify rising and falling pitch and perform it in a song • listen and respond to changes of pitch with movements • explore patterns of physical movements in a game/song • use simple musical vocabulary to describe music • combine a steady beat and rhythm patterns to accompany a song • listen and respond to contemporary orchestral music • prepare and improve expressive performance using voice and percussion instruments • understand simple notation Musical skills and concepts: The children will: • explore timbre and structure through singing and creating music • explore tempo, texture and structure through singing and instrumental performance • explore pitch and rising and falling melodic shape through singing and instrumental work • use a combination of all 6 concepts through listening to and describing music	<i>select and combine sounds using the inter-related dimensions of music.</i>
Year 2 Spring 1 Weather Number	In this unit, the children will: • perform a rhythmic chant and accompany it with a rhythmic pattern • listen in detail to a piece of orchestral music • perform a nursery rhyme using ‘rap’ style • accompany a song with 3 different repeated word patterns • compose music to illustrate a story • understand the difference between beat and rhythm • maintain a steady beat and simple rhythms using movement and body percussion	ALL 4 curriculum link are present in each topic <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> <i>Pupils should be taught to play tuned and untuned instruments musically.</i>

		<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i> <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>
Spring 2 Water Toys	• further understand pitch through singing a melody with movement • understand melody through singing, movement, and performing pitch shapes on tuned instruments • use musical scales, high and low notes in composition. • keep a steady beat at different tempi marking the strong beat in 4 time • maintain a steady beat through chanting, action songs and use of instruments • perform a steady beat with changing tempo Musical skills and concepts: The children will: • explore pitch, tempo, dynamics, timbre, texture and structure through vocal and instrumental performance • explore tempo through listening, copying and performing • explore changing pitch through vocal and instrumental work • explore tempo through singing and instrumental performance	
Year 2 Summer 1 Our Land Pattern	In this unit, the children will: • explore timbre and texture to understand how sounds can be descriptive matching sounds to images • create and perform descriptive instrumental music inspired by British myths and legends • listen to and evaluate composition before final performance • perform, play and create a steady beat in 4 time in a song • match rhythms to a simple score • perform and create simple 3 beat rhythms using a simple score • interpret a score and explore different ways to organise music •	ALL 4 curriculum link are present in each topic <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i> <i>Pupils should be taught to play tuned and untuned instruments musically.</i> <i>Pupils should be taught to listen with concentration and</i>

Summer 2 Story Time Animals	• combine sounds to create musical effects • tell a story through music, dance and drama • alter vocal sounds to create effects • perform to an audience • revisit steady beat • identify and perform changes in pitch direction (upward and downwards) using body movements • read and play pitch line notation • combine pitch change with other elements e.g. dynamics Musical skills and concepts: The children will: • explore all the concepts, particularly texture and timbre, through instrumental composition and performance • understand structure and organisation of music • combine all of the concepts when creating music for effect • explore changing pitch and recognise it on line notation in singing and instrumental work	<i>understanding to a range of high-quality live and recorded music.</i> <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>
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LKS2 – Year 3

Topic title/when taught:	Aims and objectives:	National Curriculum links:
YEAR 3 Autumn 1 Environment	In this unit, the children will: • select descriptive sounds to accompany a poem • sing in 2-parts with expression • accompany a song with a melodic ostinato • explore timbre to create a descriptive piece of music • learn about ternary form • perform as a class, combining chants and sounds pictures	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i>

Building	• understand how music can be organised into sequences and combined layers • perform simple rhythms with a steady beat • improvise and make choices about musical structure	<i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i>
Autumn 2 Poetry Sounds	• listen to how sounds are produced and how instruments are classified • learn about and recognise aerophones, idiophones, chordophones and membranophones • revisit and create call and response' structure is songs (From KS1) • create and perform a piece of music using layered vocal sounds and patterns • explore contrasting moods and effects in a performance • combine 2 rhythmic patterns using body percussion and instruments in a performance Musical enquiry skills and concepts: The children will: • combine all concepts but with a particular focus on timbre and structure in composition and performance • explore structure through improvisation and performance • all concepts are explore through the classification of instruments and their sounds • explore texture, timbre and structure through improvisation and performance	<i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>
YEAR 3 Spring 1 Ups and Downs Time	In this unit, the children will: • explore pitch notation through singing, playing and composing (on a rainy theme) • identify the metre in a piece of music • play independent parts in more than one metre simultaneously • identify, improvise and perform an ostinato accompaniment • perform layered rhythm patterns following staff notation	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i>

Spring B In The Past Communication	• understand, read and use simple pitch notation • learn a Tudor dance • To use technology to create music for use with technology. Musical enquiry skills and concepts: The children will: • explore rising and falling pitch using the Pentatonic scale • explore tempo and texture through instrumental work • explore pitch through reading and writing simple notation • become more aware of musical history (Tudor Music)	<i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Pupils should be taught to develop an understanding of the history of music.</i>
YEAR 3 Summer A Human Body Singing French	In this unit, the children will: • consolidate ‘call and response’ structure (from KS1) • perform word rhythms and explore sounds • sing in 2 parts • understand the binary form’ structure of musical composition • understand pitch through singing and laying melodies • recognise pitch shape • read notations to play a melody	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i> <i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical</i>

Summer B Ancient Worlds Food and Drink	• explore tuned and untuned percussion to create soothing and other effects • sing and accompany a song using melodic ostinati • explore musical phrasing and the structure of a ‘round’ • perform a 3-part round • explore simple accompaniments using beat and rhythm accompaniments • use a score and combine sounds to create different musical textures • explore different types of accompaniments Musical enquiry skills and concepts: The children will: • explore and consolidate structural awareness of through singing and performing • explore pitch through singing and playing notations • explore all concepts with a main focus on structure, timbre and dynamics, through ‘round’ singing and musical composition • explore tempo, texture and structure through performance.	<i>instruments with increasing accuracy, fluency, control and expression.</i> <i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>
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LKS 2 - Year 4

YEAR 4 Autumn 1 Poetry Environment	In this unit, the children will: • reading musical notation with metre and accent and dynamics (diminuendo) • build an extended performance piece from a poem • use canon and ostinati as accompaniments • perform a beat box–style rap • perform a choral speaking style poem with rhythmic accuracy • explore how different timbres can be descriptive	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i>
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	• accompany a song using a 'drone' ostinato on tuned percussion • explore the descriptive music of 2 major composers • compose the introduction for a song •	<i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i>
Autumn 2 Sounds Recycling	• classify instruments by the way their sounds are produced with a focus on aerophones (jazz / swing music) • explore combined sounds and effects of groups of instruments (swing band) • explore sounds by choosing a classification and making an instrument to match it • interpret notation and improvise jazz music • perform a verse chorus style song structure ABA and a piece in 'Rondo' form • perform repeating rhythms • chant on 3 parts Musical enquiry skills and concepts: The children will: • create a performance based on tempo, dynamics and structure • explore timbre and use of 'drone' to improvise and compose music • develop a broader awareness of music history through composers and their music • explore all the concepts through the solos and combined sounds of instrumental jazz/swing music • combine different musical concepts in structured pieces of music	<i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Pupils should be taught to develop an understanding of the history of music.</i>
Year 4 Spring 1 Building	In this unit, the children will: • consolidate verse and chorus song structure • combine 4 part body percussion as an ostinato song accompaniment • understand how texture layers sound and create rhythmic ostinati • accompany a melody with a 'drone' • identify the structure of a piece of music (Rondo form notation)	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i>

Around the world	• further exploring the ‘pentatonic’ scale (from Year 3-4 cycle A) • read graphic notation • develop listening skills in order to describe music accurately • combine tuned and untuned percussion with singing. •	<i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i>
Spring 2 Ancient worlds Singing Spanish.	• learn and verse and chorus song noting that melodies have phrases • explore layers of sound in a songs and their accompaniment • compare and contrast structure • rehearse and prepare for an ensemble performance • sing in groups, experiencing the minor key and 2-part vocals • create descriptive music • perform a song with an accompaniment combining repeating rhythms using tuned and untuned percussion Musical enquiry skills and concepts: The children will: • keep regular tempo in performance with others • explore pitch and texture using the Pentatonic scale and combinations of vocal and instrumental music • explore structure, texture, timbre and dynamics through performing ensemble music explore pitch, texture and structure through singing an accompanied song.	<i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>
YEAR 4 Summer 1 Communication Time	In this unit, the children will: • use songs and raps in the composition of news headlines. • maintain and follow a steady beat • identify the metre of a song and sing in 3 parts • understand syncopation and the effect of off-beat rhythms	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within</i>

	create music which tells a story following a modelled example	<i>musical structures and reproducing sounds from aural memory.</i>
Summer 2 In the past Food and Drink	- learn to play a Renaissance dance following notation - play a fanfare - learn a dance and play music for celebrations - listen to a 1960's pop song - create a performance with others - combine expressive use of the voice with physical movement matching sound with visual signals - sing a call and response chant revisiting 'Rondo' structure - learn a traditional W. African call and response song and accompany it with a combination of rhythmic and melodic music Musical enquiry skills and concepts: The children will: - compose music focussing on pitch, tempo, dynamics and structure - improvise music using texture, timbre and dynamics when telling a story - explore all concepts through examples of historically contrasting music (Renaissance and Modern Pop) using all of the concepts in performance	<i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Pupils should be taught to develop an understanding of the history of music.</i>

UKS2 – Year 5

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Year 5 Autumn 1 Our community	In this unit, the children will: • learn and sing a song • recognise, conduct and play a metre of 2,3 and 4 using instruments • write specific lyrics for a song • make decisions regarding the extended arrangement of a song • learn and sing 'Jerusalem' an example of a musical heritage song • develop accompaniments using ostinato patterns and improvised rhythms • rehearse and perform with awareness of the audience.	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i> <i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i>
Autumn 2 Solar System	• listen to music with sustained focus and analyse it using musical vocabulary • relate sound sequences to images • develop the use of dynamics in a song • listen to music focussing on dynamics, texture and effect • learn a melodic ostinati using staff notation • develop techniques of performing rap using texture and thyme • learn a song with a complex texture and perform it with expression, tone and phrasing • explore the sound of the whole tone scale. • create and present a performance of song, music and poetry	<i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a</i>

	• , perform and describe music using all the vocabulary associated with the concepts. Musical enquiry skills and concepts: The children will: • explore pitch, tempo, dynamics, texture and structure through learning and performing a song • develop sustained and focussed listening and the ability to create	<i>wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Pupils should be taught to develop an understanding of the history of music.</i>
Year 5 Spring 1 Life Cycles	In this unit the children will: • sing in up to 3 parts reading melodic staff notation • accompany a song using tuned and untuned percussion • compose and perform together combining vocal sounds • create a performance using voices and instruments for 4 parts • explore vocal techniques • create descriptive music and musical effects using contrasting pitch and a range of other concepts • learn about the music of an early Opera (Monteverdi's L'Orfeo) • perform with an awareness of the audience	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i> <i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i>
Spring 2 Keeping Healthy	• explore the beat at different tempi • sing and use syncopated melodies and rhythms • develop rhythm skills through singing playing and moving • sing and play scales and chromatic melodies • accompany a song using a 'drone'	<i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i>

	• sing in 2 parts and develop an accompaniment for a 2- part song • read grid or staff notation to play a bass line • perform a song with syncopated rhythms • arrange a complete performance of music and songs using a score to notate and guide the selected elements Musical enquiry skills and concepts: • The children will: explore structure, texture, timbre and pitch through singing, playing, listening to and performing music • bring together beat, pitch, dynamics, texture, timbre and structure in a vocal and instrumental performance	<i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Pupils should be taught to develop an understanding of the history of music.</i>
Year 5 Summer 1 At the movies	In this unit, the children will: • understand musical narrative • interpret notation and use a storyboard to structure sounds • learn about the use of sound effects in movie making and compose effects to perform with an animated movie • identify changes of tempo and describe their effect upon the music • create and perform music demonstrating changes of tempo • learn about the use of musical clichés in movie soundtracks • explore the effects of music on movies and create and perform music to accompany a silent movie clip. • evaluate, edit and improve the soundtrack making deliberate elemental choices	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i> <i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i>
Summer 2 Celebration	• sing in unison and up to 3-part harmony • accompany a song using harmony played on instruments • perform ostinati and body percussion to accompany a song • explore song structure and arrangement	<i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i>

	- perform a song with up to 4-parts - develop singing / vocal techniques and apply them to performance - learn an new song from memory - rehearse and prepare for a performance with awareness of the audience Musical enquiry skills and concepts: The children will: - bring together deliberate choices concerning all of the concepts in a movie soundtrack performance - bring together all they have learnt about skills and concepts this year culminating in a wonderful end of year performance.	<i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Pupils should be taught to develop an understanding of the history of music.</i>
Year 6 Autumn 1 World Unite	In this unit, the children will: - explore beat and syncopation through songs and body percussion - develop co-ordination and rhythm skills - perform a rhythmic sequence to a piece of music - relate pitch shape to movement and notation - create rhythm patterns to create a larger scale performance - explore, combine and structure rhythms through dance - develop planning, directing and rehearsing skills for performing	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i> <i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i>
Autumn 2 Journeys	- sing in 3-part harmony - explore expressive singing in a song with echoes - develop a song cycle for performance with awareness of staging it for the audience - recognise song structures and sing a pop song backing harmony - learn to recognise and sing major and minor note patterns	<i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i>

	Musical enquiry skills and concepts: The children will: • further explore tempo / rhythm and pitch through movement and dance • develop co-ordination and rhythmic skills • explore how songs are structured through analysing, learning, singing and performing collaborate with others in the production of an ensemble performance	<i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (some evidence)</i>
Year 6 Spring 1 Growth	In this unit, the children will: • feel and move to a 3-beat pulse revisiting rhythmic ostinato patterns (based on Bolero by Ravel) • improvise and perform rhythmic and melodic ostinato • sing in harmony • learn about chords • find ways to improve, revise and rehearse music ideas for a performance • understand which processes are required for a musical street dance performance •	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i> <i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i>
Spring 2 Stronger Together	• sing traditional Angolan songs adding rhythmical instrumentation in preparation for a mini-musical performance • play and combine rhythms following notated patterns • Sing 2 and 3 part rounds	<i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i>

	- perform a finale by combining songs and rhythmic patterns in a structured sequence on a theme of global challenge - develop rehearsal, polishing skills for performance - perform to a live audience Musical enquiry skills and concepts: The children will: - further explore structure, duration, timbre and texture - work co-operatively and confidently as part of a group improvisation for a given purpose - bring together all the concepts through the preparation and performance of Angolan music	<i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (Angolan)</i>
Year 6 Summer Term Class Awards	In this unit the children will: - learn music for a special occasion - compose programme music (based on Picture at an Exhibition by Mussorgsky) using visual stimuli - sing a verse and chorus song and write a new verse (rap style) - develop a song arrangement and performance with a group - rehearse, improve a song ready for performance, with an audience in mind	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i> <i>Pupils should be taught to play and perform in solo and ensemble contexts using their voices and play musical instruments with increasing accuracy, fluency, control and expression.</i>
Summer 2 Moving On End of year show prep.	- sing songs in 2-part harmony with expression and sustained notes - perform complex song rhythm patterns - identifying the structure of a piece of music - learn to play a melody with chordal accompaniment - experience the effect of harmony changing - sing a song in 3-part harmony and accompany it instrumentally - listen to and understand modulation in a musical bridge	<i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i>

	• prepare for a final performance Musical enquiry skills and concepts: The children will: • bring together a range of the concepts through learning, rehearsing and improving music and singing for performances consolidate concepts and collaboration skills through singing and instrumental work in preparation for a final performance.	<i>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Pupils should be taught to use and understand staff and other musical notations.</i> <i>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <i>Pupils should be taught to develop an understanding of the history of music.</i>
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