



St Peter's CofE Primary School: Music Long Term Plan

We believe that all are made in the image of God. We seek to ensure that all are valued, valuable and empowered to be the best they can be. We learn from each other, developing our understanding of different cultures to ensure 'life in all its fullness', (John 10:10)
- the golden strand that runs through all our work.

How does our vision impact Music at St Peter's?

At St Peter's, our music curriculum reflects our vision by ensuring that every child is valued and empowered as a musician, with opportunities to sing, perform, compose and listen with confidence and purpose. Through exploring music from different cultures and traditions, pupils learn from one another, express themselves creatively and experience the richness of "life in all its fullness."

Peace	Hope	Joy
Music supports our value of peace by teaching children to listen carefully, work together and respect one another's ideas in shared performances and compositions. Through ensemble work, singing and listening to music from a range of cultures, pupils learn cooperation, empathy and how harmony can be created both in music and in relationships.	Music supports our value of hope by helping children grow in confidence, resilience and aspiration as they develop new skills over time. Our curriculum encourages pupils to believe in their own potential, showing them that with practice, creativity and perseverance they can flourish and achieve.	Music supports our value of joy by giving children regular opportunities to sing, perform, create and celebrate music together. Through engaging with a wide range of musical styles, stories and experiences, pupils develop a love of music and experience the happiness that comes from self-expression and shared achievement.

Music Whole School Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
Year 1	Rhyming in Time Find the Beat and Dancing Dinosaurs	Let's Start Singing Name Song, Babushka & Little Angel Gets Her Wings	Music Inspired By The World Around Us In The Sea	Exploring Rhythm Patterns Hey You! and Rhythm Grids	Sound And Pictures RSNO's Yoyo and the Little Auk	Highs and Lows Music Is In My Soul
Year 2	Questions and Answers Hello plus Hey Friends	Let's Keep Singing The Wee Kirkudbright Centipede, Babushka & Little Angel Gets Her Wings	Sound And Symbol 1 Glockenspiel Adventure	Sound And Symbol 2 More Glockenspiel Adventures	Around The World Hands Feet Heart	The Power of Communication It's OK (Please Just Say)
Year 3	A Shining Performance Sparkle In The Sun	Sing And Move The King Of All Polar Bears and Five Gold Rings	Music And Video Be Safe Online	You Gotta Try You Gotta Try	Music And Sound Sinfonia Cymru's Regenerate: Seasons for Change	Sound Exploration RSNO's Sounds Of The Deep
Year 4	Create And Notate (featuring You Can See It Through)	Singing And Traditions (featuring The King Of All Polar Bears and Five Gold Rings)	Recycling Songs (featuring Plastic)	Exploring Musical Contrasts (featuring Let Your Spirit Fly)	FX Sound Effects (featuring YuStudio Underwater Project)	Round And Round (featuring Frere Jacques and Row Row Row)
Year 5	Shaping Music (featuring My Best Friend)	Unlocking Vocal Potential (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas)	Sounds Dramatic (featuring YuStudio A Spooky Story Project)	Decoding Sound and Notation (Featuring Heal the Earth)	Carnival Time 1 (featuring Samba Course - Part 1)	Music Speaks (featuring YuStudio Hip Hop Project)
Year 6	Discovery Grime YuStudio Grime Project	Express, Inspire And Perform (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas)	Music Reimagined (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 3)	Musical Sketches (featuring Roll Alabama)	Music Remixed (featuring Dragon Beats)	The Grand Finale (featuring La Bamba)

EYFS Curriculum

<u>Term</u>	<u>Links to Early Years Foundation Stage Framework</u>	<u>Suggested Learning Questions</u>	<u>Associated Substantive Knowledge</u>	<u>Key Vocabulary</u>	<u>Connect: Retrieval Opportunities</u>	<u>Why This Why Now</u>
Autumn Term 1						
Autumn Term 2						
Spring Term 3						
Spring Term 4						
Summer Term 5						
Summer Term 6						

Year 1 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Disciplinary and Substantive Knowledge	Key Vocabulary	Why This Why Now
<p>Autumn Term 1</p> <p>Rhyming in Time Find the Beat and Dancing Dinosaurs</p>	<p>- Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>How can I move in time with the beat and adjust my movements to match different tempos (speeds)?</p> <p>How can I chant, rap, and sing using different voices while following simple cues, such as starting together?</p>	<p>Understand that pulse is the steady beat of the music and rhythm is the is the pattern of sounds played over it. Recognise and respond to changes in tempo whilst maintaining a steady pulse.</p> <p>Understand that rap uses spoken rhythm rather than melody. Sing simple songs whilst maintaining a steady pulse.</p> <p>Recognise that a scherzo a lively, fast piece of music.</p> <p>Perform simple songs and movement sequences with a steady beat.</p>	<p>Beat: The basic unit of time. It is a regularly recurring pulse that provides the foundation for rhythm and tempo. It is often described as a heartbeat.</p> <p>Pulse: Synonymous with beat; the steady beat in the music.</p> <p>Tempo: The speed at which a piece of music is played or sung.</p> <p>Vocalise: To express sounds or words using the voice.</p> <p>Rap: A style of popular music in which words are sung with a rhythm; it often has no melody.</p> <p>Melody: A sequence of notes that is musically satisfying; a tune.</p> <p>Movement: The act of changing physical location or position, especially in rhythm to music.</p> <p>Scherzo: A lively and fast piece of music, often light-hearted.</p> <p>Perform: To present music, dance, or art to an audience.</p>	<p>This introductory unit establishes the foundational concepts of pulse, beat, rhythm and tempo. This unit develops listening, movement and vocal confidence which underpin all future musical learning.</p>
<p>Autumn Term 2</p> <p>Let's Start Singing Name Song, Babushka & Little Angel Gets Her Wings</p>	<p>- Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>How can I enjoy singing songs and prepare my body and voice by warming up ready to sing?</p> <p>How can I create and follow the melodic shape when singing a song?</p>	<p>Maintain a steady beat whilst singing and moving.</p> <p>Follow the melodic shape of a simple song.</p> <p>Recognise changes in tempo and dynamics when listening and performing.</p> <p>Understand that warming up prepares the voice and body for singing.</p> <p>Use breathing techniques to support clear and controlled singing.</p> <p>Use clear diction and articulation when singing words and phrases.</p> <p>Maintain a steady beat whilst singing and moving.</p> <p>Follow the melodic shape of a simple song.</p> <p>Recognise when a melody moves higher or lower in pitch.</p>	<p>Vocal Warm-Up / Body Warm-Up: Exercises to prepare the voice and body for singing.</p> <p>Steady Beat: Maintaining a consistent rhythm while singing or moving.</p> <p>Melody: The tune of the song; a sequence of notes that form a musical idea.</p> <p>Articulation / Diction: Clear pronunciation of words when singing or speaking.</p> <p>Tempo: The speed at which music is performed (fast or slow).</p> <p>Dynamics – How loudly or softly music is sung or played.</p> <p>Expression – Conveying feelings or emotions through singing or movement.</p> <p>Chanting / Rapping – Performing words rhythmically rather than melodically.</p> <p>Performance – Presenting a song, music, or dance to an audience.</p> <p>Lullaby – A gentle song sung to calm or soothe, often to help someone sleep.</p>	<p>Building on the rhythmic confidence developed in Autumn 1, pupils begin to develop control of their singing voice through pitch matching, articulation and expression. This provides the foundation for increasingly accurate singing throughout Key Stage 1.</p>

			<p>Recognise changes in tempo and dynamics when listening and performing.</p> <p>Use expression to communicate the meaning and mood of a song.</p> <p>Recognise how songs can tell stories and communicate emotions through music.</p> <p>Perform songs with increasing confidence, accuracy and control</p>	<p>Beat – The steady pulse that underlies the rhythm of music.</p> <p>Consonant – A speech sound made by partially or fully blocking airflow (e.g., P, B, T, D, S, L).</p> <p>Vowel – A speech sound produced without blocking airflow (e.g., A, E, I, O, U).</p> <p>Chorus – The repeated section of a song, usually memorable and easy to sing along with.</p> <p>Accentuation – Emphasising important words or syllables in music.</p> <p>Rehearsal – Practising a song or performance before presenting it.</p> <p>Personalisation – Adding individual elements (e.g., names) to make a song unique.</p> <p>Reflection – Thinking about improvements and celebrating achievements in singing.</p>	
<p>Spring Term 3</p> <p>Music Inspired By The World Around Us In The Sea</p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>How can I listen carefully to and understand music from different historical periods?</p> <p>How can music be used to tell a story?</p>	<p>Understand that music can tell stories and communicate emotions.</p> <p>Recognise how melody, rhythm, tempo and dynamics can affect the mood of music.</p> <p>Recognise that music from different times and cultures may sound different.</p> <p>Use musical vocabulary to describe what can be heard in a piece of music.</p> <p>Listen carefully and identify musical features such as melody, rhythm, dynamics and texture.</p> <p>Create simple musical ideas inspired by stories, images or experiences.</p> <p>Combine sounds to create a short musical performance with a clear mood or character.</p>	<p>Narrative – The story told through music or a sequence of events.</p> <p>Emotion – A strong feeling (e.g., happiness, sadness, excitement) that can be expressed through music.</p> <p>Movement – The act of changing physical position or location.</p> <p>Interpret – To explain or understand the meaning of something.</p> <p>Melody – The main tune or musical line in a piece of music.</p> <p>Rhythm – The pattern of sounds and silences in music, often guided by beats.</p> <p>Dynamics – The varying levels of loudness in music.</p> <p>Texture – The way different musical sounds are combined, including the number of layers in a piece.</p>	<p>Having established basic musical skills, pupils are now introduced to music as a form of storytelling and expression. This broadens their understanding of music beyond performance and prepares them for future listening and appraisal activities.</p>
<p>Spring Term 4</p> <p>Exploring Rhythm Patterns Hey You! and Rhythm Grids</p>	<p>- Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>What is an ostinato, and how does it work as a repeating pattern?</p> <p>How can I copy and create simple</p>	<p>Understand that rhythm is a pattern of sounds performed over a steady pulse.</p> <p>Understand that call and response is a musical structure based on a musical question and answer.</p> <p>Understand that an ostinato is a repeating rhythmic pattern.</p>	<p>Pulse / Steady Beat – The steady underlying beat of a piece of music.</p> <p>Rhythm – Patterns of long and short sounds layered over the pulse.</p> <p>Call and Response – A musical conversation where one performer or idea is followed by a responding answer.</p>	<p>Pupils revisit pulse and rhythm from Autumn 1 and begin applying these skills through call-and-</p>

	<p>- Play tuned and untuned instruments musically.</p> <p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>rhythm patterns using call-and-response?</p>	<p>Maintain a steady pulse whilst performing rhythm patterns.</p> <p>Copy and perform simple rhythm patterns accurately.</p> <p>Create rhythmic responses within a call-and-response structure.</p> <p>Perform simple ostinato patterns using body percussion, voice or instruments.</p> <p>Begin to improvise simple rhythmic ideas whilst keeping in time with the beat.</p>	<p>Rapping – Speaking rhythmically in time with a beat. Ostinato – A repeating musical pattern that stays the same while other parts change. Body Percussion – Creating sounds using the body (e.g., claps, stamps, clicks, taps). High / Low Pitch – How high or low a note sounds. Backing Track – Music that supports singing or rapping. Pattern – A sequence of musical events that repeats or develops. Dynamics – How loudly or quietly music is played or sung. Improvisation – Making up musical ideas on the spot. Percussion – Instruments that are struck, shaken, or scraped (e.g., drums, shakers). Layering – Adding musical parts on top of each other to build texture. Texture – How many musical layers are playing at once and how they interact. Musical Rest – A silence in music. Rhythm Pattern – A sequence of sounds and silences in music.</p>	<p>response, ostinato and simple improvisation. This represents their first experience of creating and manipulating musical ideas independently.</p>
<p>Summer Term 5</p> <p>Sound And Pictures</p> <p>RSNO's Yoyo and the Little Auk</p>	<p>- Play tuned and untuned instruments musically.</p> <p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>How can I match and create pictures or symbols to represent different sounds?</p> <p>How can I capture, sequence, and change sounds to create a musical story?</p>	<p>Understand that music can represent stories, characters, places and emotions.</p> <p>Understand that symbols can be used to represent sounds in a graphic score.</p> <p>Recognise that different instruments create different timbres.</p> <p>Understand that long and short sounds can be combined to create rhythm patterns.</p> <p>Use tempo, dynamics, pitch and timbre to create different musical effects.</p> <p>Create sounds to represent characters, actions or events.</p> <p>Follow and perform from a simple graphic score.</p> <p>Sequence sounds to create a beginning, middle and ending.</p>	<p>Pulse / Steady Beat – The steady underlying beat of a piece of music. Melody – The tune of a song created from pitched notes. Staccato – Short, detached notes. Tempo – The speed of the music (e.g., fast or slow). Dynamics – How loudly or quietly music is played or sung. Call and Response – A musical conversation where one performer asks (call) and another answers (response). Graphic Score – Symbols used to represent sounds in music, instead of traditional notation on a staff. Pitch – Specific musical notes with individual names (e.g., C, E, G). Timbre – The unique sound quality of an instrument, voice, or sound source.</p>	<p>Building on previous work with rhythm and listening, pupils begin representing sound visually through graphic notation and use musical elements purposefully to create simple compositions. This prepares them for more formal notation work in Year 2.</p>

			Perform as part of an ensemble, starting and stopping together.	<p>Sitar – A long-necked string instrument with multiple strings, including sympathetic strings that create a resonant drone.</p> <p>Tabla – A pair of drums with a central patch on the skin, capable of producing a wide range of sounds.</p>	
<p>Summer Term 6</p> <p>Highs and Lows</p> <p>Music Is In My Soul</p>	<p>- Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>- Play tuned and untuned instruments musically.</p> <p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>What is the difference between a rhythm pattern and a melodic pattern?</p> <p>How can we identify different pitches (high and low) in music and in sounds around the school?</p>	<p>Understand that pitch describes how high or low a sound is.</p> <p>Recognise when notes move higher, lower or stay the same.</p> <p>Understand the difference between rhythm patterns and melodic patterns.</p> <p>Identify high, middle and low sounds in music and the environment.</p> <p>Match sounds to visual representations of pitch.</p> <p>Follow and create simple pitch patterns using voice and movement.</p> <p>Use symbols to represent musical sounds and patterns.</p> <p>Create and perform simple body percussion compositions using graphic symbols.</p> <p>Perform with increasing accuracy whilst maintaining pulse, rhythm and pitch.</p>	<p>Pulse / Steady Beat – The steady underlying beat of a piece of music.</p> <p>Rhythm Patterns – Patterns of sound made around the steady beat using long and short sounds.</p> <p>Melody – The tune of a song created from pitched notes.</p> <p>Melodic Patterns – Groups of pitched notes, such as fragments of melodies.</p> <p>Tempo – The speed of the music (e.g., fast or slow).</p> <p>Dynamics – How loudly or quietly music is played or sung.</p> <p>Musical Symbols – Shapes used to write down music so others can play it.</p>	<p>This unit introduces pitch as a new musical dimension while consolidating rhythm and notation knowledge from earlier in the year.</p> <p>Understanding pitch relationships lays the groundwork for tuned instrument work and melody development in Year 2.</p>

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Disciplinary and Substantive Knowledge	Key Vocabulary	Why This Why Now
<p>Autumn Term 1</p> <p>Questions and Answers Hello plus Hey Friends</p>	<p>- Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>- Play tuned and untuned instruments musically.</p> <p>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>How can I understand what timbre means and identify different classroom percussion instruments by listening?</p> <p>How can I improvise musical questions and answers using body percussion and percussion instruments?</p>	<p>Understand that timbre is the unique sound quality of an instrument or voice.</p> <p>Recognise and identify the timbre of different classroom percussion instruments.</p> <p>Understand that call and response is a musical structure based on a musical question and answer.</p> <p>Create and perform simple call-and-response patterns using voice, body percussion and instruments.</p> <p>Maintain a steady pulse whilst performing rhythmic patterns.</p> <p>Use music to communicate ideas and musical responses.</p> <p>Perform rhythmic patterns with increasing accuracy and control.</p>	<p>Beat: The basic unit of time. It is a regularly recurring pulse that provides the foundation for rhythm and tempo. It is often described as a heartbeat.</p> <p>Pulse: Synonymous with beat; the steady beat in the music.</p> <p>Timbre: The unique characteristics of the sound of each musical instrument.</p> <p>Percussion Instruments: Instruments that are played by hitting, shaking or scraping them.</p> <p>Tuned Percussion Instruments: Percussion instruments that are played by hitting them and have pitched notes; therefore are used to play melodies, e.g. xylophone, piano, glockenspiel.</p> <p>Untuned Percussion Instruments: Percussion instruments that are played by hitting, shaking or scraping them and cannot play melodies, e.g. drums, maracas, tambourines.</p> <p>Structure: The way a piece of music is built from different musical ideas.</p> <p>Call and Response: A structure of two musical ideas that follow each other.</p> <p>Question and Answer: Another way of saying call and response.</p> <p>Vocalise: To express sounds or words using the voice.</p>	<p>Pupils revisit rhythm and musical communication from Year 1 while extending their understanding through call-and-response structures and timbre. This develops improvisation skills and prepares pupils for more sophisticated composition.</p>
<p>Autumn Term 2</p> <p>Let's Keep Singing The Wee Kirkudbright Centipede Babushka & Little Angel Gets Her Wings</p>	<p>- Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>- Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>How can I enjoy learning to sing songs and begin to understand what it means to be “in tune with each other”?</p> <p>How can I show my understanding of dynamics and tempo by following written or visual instructions?</p>	<p>Understand that pitch describes how high or low a note sounds.</p> <p>Match pitch accurately when singing simple melodies.</p> <p>Maintain a steady beat whilst singing and moving.</p> <p>Recognise the difference between verse and chorus within a song.</p> <p>Use breathing, posture and diction to support singing.</p> <p>Recognise how tempo and dynamics can affect the mood and meaning of a song.</p>	<p>Vocal Warm-Up / Body Warm-Up: Exercises to prepare the voice and body for singing.</p> <p>Steady Beat / Rhythm: Maintaining a consistent rhythm while singing, clapping, or moving.</p> <p>Melody: The tune of the song; the sequence of high and low notes.</p> <p>Pitch / Tuning: Singing the correct notes accurately.</p> <p>Posture / Breath Control: Maintaining correct standing or sitting posture to support singing and manage airflow.</p> <p>Articulation / Diction: Clear pronunciation of words while singing.</p>	<p>Building on Year 1 singing skills, pupils develop greater pitch accuracy, expression and ensemble awareness. This prepares them for increasingly complex vocal work and</p>

			<p>Use expression to communicate character, mood and storytelling through singing.</p> <p>Perform as part of a group whilst maintaining accurate timing and pitch.</p>	<p>Tempo: The speed of the music, fast or slow.</p> <p>Dynamics: The volume of the music, including loud (forte) and soft (piano), as well as gradual changes (crescendo/diminuendo).</p> <p>Solo / Group Singing: Performing alone or as part of an ensemble.</p> <p>Vocal Warm-Up: Exercises to prepare the voice for singing, improving pitch, breath control, and articulation.</p> <p>Beat: A regular pulse in music that helps keep time.</p> <p>Rhythm: The pattern of long and short sounds or silences in music.</p> <p>Expression: Conveying feelings, emotion, or meaning through music or movement.</p> <p>Chorus: The repeated section of a song, usually easy to remember and sing along with.</p> <p>Solo: A section performed by one singer or instrumentalist.</p> <p>Ensemble / Group Singing: Singing together as a team, blending voices harmoniously.</p> <p>Phrasing: Singing musical phrases smoothly, breathing at appropriate points.</p> <p>Diction: Clear pronunciation of words while singing.</p> <p>Articulation: Using teeth, tongue, and lips to pronounce consonants and vowels clearly.</p> <p>Consonant: A speech sound made by partially or fully blocking airflow, e.g., P, B, T, D, S, L.</p> <p>Vowel: A speech sound produced without blocking airflow, e.g., A, E, I, O, U.</p> <p>Accentuation: Emphasising important words or syllables in music.</p> <p>Verse: A section of a song that usually tells part of the story or develops the lyrics.</p>	<p>performance opportunities.</p>
<p>Spring Term 3</p> <p>Sound And Symbol 1</p> <p>Glockenspiel Adventure</p>	<p>- Play tuned and untuned instruments musically.</p> <p>- Experiment with, create, select and combine sounds</p>	<p>How can I play three notes on a tuned instrument and identify which is the lowest, middle, and highest pitch?</p>	<p>Understand that pitch can move higher, lower or stay the same.</p> <p>Recognise and play the notes B, A and G on a glockenspiel.</p> <p>Understand that rhythm is created using patterns of sounds and silences.</p>	<p>Pitch: How high or low a note sounds in relation to each other.</p> <p>Note: A single musical sound that can be played on the glockenspiel.</p> <p>Rhythm: The pattern of beats, including long and short sounds and silences.</p> <p>Dynamics: How loud or soft the music is played.</p>	<p>Following Year 1's introduction to graphic notation and pitch, pupils begin learning tuned</p>

	<p>using the inter-related dimensions of music.</p>	<p>How can I recognise the sound of different families of instruments and understand how each one makes its sound?</p>	<p>Recognise and perform crotchets, minims and rests. Maintain a steady pulse whilst playing a tuned instrument. Recognise that different instrument families create different timbres. Create simple melodic patterns using a limited range of notes. Perform short melodic phrases with increasing accuracy and control.</p>	<p>Timbre: The unique sound quality of different instruments (e.g., glockenspiel vs. drum). Rest: A silence in music that contributes to expression. Pulse: The steady beat underlying the music. Melody: A sequence of notes played one after another that sounds musically satisfying. Texture: How layers of sound interact, including multiple instruments or voices. Improvisation: Making up music on the spot, experimenting with notes and rhythms. Minim: A note held for two beats. Crotchet: A note held for one beat. Tempo: The speed of the music. Ensemble: A group of musicians performing together.</p>	<p>instruments and explore how sounds can be represented through symbols. This is their first step towards formal musical notation.</p>
<p>Spring Term 4</p> <p>Sound And Symbol 2 More Glockenspiel Adventures</p>	<p>- Play tuned and untuned instruments musically. - Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>How can I recognise and write music using dots (blobs), sticks, and stave notation?</p> <p>How can I understand and use changes in dynamics, such as crescendo, to make my performance more interesting?</p>	<p>Understand that musical notation can be represented using symbols and stave notation. Recognise how notes are positioned to show pitch. Read and perform simple melodic patterns using B, A and G. Use dynamics to make performances more expressive. Recognise and perform changes in dynamics, including crescendo. Maintain pulse, rhythm and pitch when performing with others. Create and perform simple melodic and rhythmic patterns. Perform with increasing fluency, accuracy and confidence.</p>	<p>Rhythm: The pattern of beats, including long and short sounds and silences. Dynamics: How loud or soft the music is played. Musical Rest: A silence. Pulse or Steady Beat: The steady underlying beat of a piece of music. Musical Stave: A set of lines used to write music. Melody: A sequence of notes played one after another that sounds musically satisfying. Texture: How layers of sound interact, including multiple instruments or voices. Improvisation: Making up music on the spot, experimenting with notes and rhythms. Minim: A note held for two beats. Crotchet: A note held for one beat. Tempo: The speed of the music. Pitch: Identifying high, middle, and low notes when combining B and A. Timbre: The unique sound quality of each instrument. Ensemble: A group of musicians performing together.</p>	<p>This unit builds directly on Sound and Symbol 1, allowing pupils to consolidate instrumental technique, notation knowledge and pitch understanding before progressing to Key Stage 2.</p>

<p>Summer Term 5</p> <p>Around the World Hands and Feet</p>	<p>- Listen with concentration and understanding to a range of high-quality live and recorded music. - Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>How can I listen to and respond to music from around the world?</p> <p>How can I explore tempo and understand that music can be performed at different speeds?</p>	<p>Understand that music is created and performed in different ways across cultures and traditions. Recognise features of music from different parts of the world. Identify similarities and differences between musical styles. Recognise how instruments contribute to the sound of music from different cultures. Maintain a steady pulse whilst singing, moving and performing. Perform music inspired by different musical traditions. Use musical vocabulary to describe what can be heard in a piece of music.</p>	<p>Pitch – How high or low a sound is (like a tiny bird vs. a dinosaur!). Tempo – The speed of the music (fast, slow, or somewhere in between). Timbre – The “sound colour” of an instrument (smooth, scratchy, bright, warm). Beat / Pulse – The steady heartbeat of the music. Rhythm – The pattern of long and short sounds that sits on top of the pulse. Ensemble – A group performing music together (singers, instruments, or both). Call and Response – When one group sings or plays a musical idea and another group copies or answers it. Dynamics – How loud or soft the music is. Style / Genre – The type of music (e.g., South African, Bollywood, Irish Folk). Crescendo – Gradually getting louder. Ascending/Descending – Pitch moving up/down to get higher or lower. Melody – A sequence of notes played one after another that form a tune. Culture – The shared beliefs, values, customs, behaviours, and artefacts that characterise a group or society.</p>	<p>Having developed confidence as performers and composers, pupils broaden their musical understanding by exploring music from different cultures and traditions. This prepares them for the wider listening curriculum encountered in Key Stage 2.</p>
<p>Summer Term 6</p> <p>The Power of Communication It's OK (Please just Say)</p>	<p>- Use voices expressively and creatively by singing songs and speaking chants and rhymes. - Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>How can I communicate the meaning of a song using my voice and sign language?</p> <p>How can I sing short vocal phrases independently?</p>	<p>Understand that music can communicate ideas, feelings and messages. Recognise how tempo, dynamics and pitch contribute to musical expression. Use voice, body percussion and instruments to communicate musical ideas. Create simple musical responses to a stimulus or theme. Make musical choices about volume, speed and sound quality. Perform and refine short musical pieces with a clear intended mood or message.</p>	<p>Pitch – How high or low a sound is (like a tiny bird vs. a dinosaur!). Dynamics – How loud or soft the music is. Tempo – The speed of the music (fast, slow, or somewhere in between). Timbre – The “sound colour” of a voice. Rapping is a different timbre from singing Beat / Pulse – The steady heartbeat of the music. Structure – The way a song is constructed, verse and chorus. The chorus is the same each time, but the verses have different words. Ensemble – A group performing music together (singers, instruments, or both). Rhythm – The pattern of long and short sounds that sits on top of the pulse.</p>	<p>This unit draws together pupils’ learning about rhythm, melody, timbre and expression by exploring how music communicates ideas and emotions. It provides a bridge into the more analytical and compositional</p>

			Listen and respond to the musical ideas of others. Use musical vocabulary to describe how music communicates meaning.		demands of Key Stage 2.
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Year 3 Curriculum

<u>Term</u>	<u>National Curriculum Expectations</u>	<u>Suggested Learning Questions</u>	<u>Associated Disciplinary and Substantive Knowledge</u>	<u>Key Vocabulary</u>	<u>Why This Why Now</u>
Autumn Term 1 A Shining Performance Sparkle In The Sun	- Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory.	How can we read and play the notes G, A and B (doh, re, me) on a musical instrument? How can we use creative ideas from different stimuli to create and improve a performance?	Understand that effective performances require accurate pulse, rhythm and pitch. Recognise how dynamics and tempo can enhance a performance. Maintain an independent part within a group performance. Sing and perform with increasing accuracy, fluency and control. Listen and respond to other performers whilst maintaining their own part. Use expression to communicate the mood and character of a piece. Evaluate and refine a performance using musical vocabulary.	Beat – The basic unit of time; a steady, recurring pulse that forms the foundation of rhythm and tempo. Rhythm – Patterns of sounds and silences in music. Chorus – A repeated section of a song, typically following verses. Notation – A written representation of music. G / Home Note – The main note around which the music is structured (in this case, G). Expression – The ability to convey feelings through music. Programme Music – Music intended to evoke a specific image or tell a story. Conductor – A person who leads and coordinates a musical performance. Timbre – The unique sound or tone quality of an instrument or voice. Compose – To create music by combining sounds and notes. Ritardando – A direction to gradually slow down the tempo of the music. Perform – To present music or a composition to an audience. Melody – A sequence of notes that is musically satisfying. Dynamics – The volume of music (how loud or soft it is).	As pupils enter Key Stage 2, the focus shifts towards performing with greater confidence, accuracy and control. This unit establishes the higher expectations for musical performance that underpin future KS2 learning.
Autumn Term 2 Sing And Move	- Play and perform in solo and ensemble contexts, using voices and instruments with	How can we sing songs with expression and dynamics while	Understand that posture, breathing and diction support effective singing. Recognise how melody and rhythm work together within a song.	Expression: The emotional quality conveyed in music through dynamics, tempo, and phrasing. Dynamics: The variation in loudness between notes or phrases in a piece of music.	Building on the performance focus of Autumn 1, pupils further develop vocal

<p>The King Of All Polar Bears and Five Gold Rings</p>	<p>increasing accuracy, fluency, control and expression.</p>	<p>following a conductor's cues?</p> <p>How can we perform actions accurately and confidently?</p>	<p>Maintain accurate pitch whilst singing increasingly complex melodies. Sing confidently as part of an ensemble. Coordinate movement with musical pulse and phrasing. Recognise how tempo and dynamics contribute to musical expression. Perform songs with increasing accuracy, fluency and expression.</p>	<p>Conductor: A person who directs the performance of a group, indicating tempo and dynamics through hand signals. Choreography: The sequence of movements and actions performed in sync with the music. Posture: The way you hold your body when you sing. Piano (p): A term used in music that indicates soft volume. Forte (f): A term used in music that indicates loud volume. Performance: A presentation of music or art where individuals showcase their skills. Feedback: Information or criticism about performance intended to help someone improve.</p>	<p>fluency, coordination and expressive performance. This strengthens the ensemble skills needed throughout Key Stage 2.</p>
<p>Spring Term 3</p> <p>Music And Video</p> <p>Be Safe Online</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>How can we use storyboards to sequence and structure a music video?</p> <p>How can we explore self-representation through portraits and personalised avatars?</p>	<p>Understand that music can be composed for a specific purpose or audience. Recognise how musical elements can enhance images, film and storytelling. Identify how tempo, dynamics, pitch and timbre influence mood and atmosphere. Create musical ideas that match a visual stimulus. Select and combine sounds to communicate a chosen effect. Refine musical ideas through rehearsal and evaluation. Perform and present compositions with a clear intended purpose.</p>	<p>Lyrics – the words of a song that tell its story or message. Storyboard – a series of drawings or notes showing what will happen in each part of a video. Sequence – the order of events in a song, story, or video. Expression – how feelings and meaning are shown through singing, movement, or art. Online Safety – making safe and kind choices when using the internet. Scene – a short section of a video showing one part of the story. Performance – using voice, movement, or acting to express meaning. Timing – keeping actions and singing in rhythm with the music. Collaboration – working together to plan, rehearse, and film. Editing – cutting, joining, or adjusting clips to make a complete video. Transition – a smooth change between scenes in a video. Avatar – a digital version or character that represents a person online. Identity – who we are, what makes us unique, and how we represent ourselves.</p>	<p>Having secured performance foundations, pupils begin composing music for a specific purpose. This introduces the idea that music can be deliberately created to communicate meaning and support visual media.</p>
<p>Spring Term 4</p>	<p>- Play and perform in solo and ensemble</p>	<p>1. How can we perform simple</p>	<p>Understand that songs can communicate messages and themes.</p>	<p>Beat: The steady, underlying beat of the music.</p>	<p>This unit consolidates</p>

<p>You Gotta Try You Gotta Try</p>	<p>contexts, using voices and instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>rhythmic and melodic patterns accurately and expressively using elements such as pulse, syncopation, dynamics, tempo, structure, and timbre?</p> <p>2. How can we collaborate effectively in an ensemble to rehearse, refine, and deliver a confident final performance using voice and instruments?</p>	<p>Recognise structural features within songs, including verse and chorus. Maintain an independent vocal part within a group performance. Sing with accurate pitch, rhythm and expression. Recognise how dynamics and tempo support musical meaning. Perform confidently as part of an ensemble. Evaluate how effectively a performance communicates its intended message.</p>	<p>Rhythm: Patterns of long and short sounds that fit over the pulse. Syncopation: Music that is played off the beat. Texture: The number of different layers of sounds in a piece of music. Timbre: The unique sound of each musical instrument, voice or body percussion part. Bar: A small section of music that holds a set number of beats. Ensemble: A group of singers and instrumentalists playing different parts that fit together. Quaver: A half-beat note. Crotchet: A one-beat note. Melody: The main tune or musical line in a piece of music. Modulation: The scale of the music changes, giving a sensation of the music changing pitch. Scale: A musical set of notes used as the basis for a composition (e.g., G Major: G, A, B, C, D, E, F#, G). Recorder technique: Playing the recorder in a way that gives the best sound. Glockenspiel technique: Playing the glockenspiel in a way that gives the best sound.</p>	<p>performance and compositional skills developed earlier in the year. Pupils become increasingly independent in making musical decisions and evaluating their effectiveness.</p>
<p>Summer Term 5 Music And Sound Sinfonia Cymru's Regenerate Seasons for Change</p>	<p>- Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>What are the key features of Baroque music and its instruments, and how does Baroque music compare to music from another time period?</p> <p>How can I compose, notate (using a graphic score), and perform a piece of music inspired by the seasons that tells an original story?</p>	<p>Understand that composers use musical elements to communicate ideas and emotions. Recognise how timbre, texture, dynamics and tempo affect the character of music. Listen with increasing attention to detail and recall musical features. Use musical vocabulary to describe and compare pieces of music. Recognise how music can reflect themes, events and experiences. Identify similarities and differences between pieces of music. Respond thoughtfully to music through discussion and musical interpretation.</p>	<p>Baroque Music: European music written between 1600 and 1750. Lute: A deep, rounded pear-shaped stringed instrument with between 10 and 20 strings. Clavichord: Harpsichord: Texture: The number of instruments playing; many instruments create a thick texture. Pitch: How high or low a sound is. Tempo: The speed of the music (fast, slow, or in between). Timbre: The “sound colour” or tone quality of an instrument or voice. Beat / Pulse: The steady heartbeat of the music. Ensemble: A group performing music together (singers, instruments, or both). Dynamics: How loud or soft the music is. Crescendo: Gradually getting louder.</p>	<p>Pupils deepen their listening skills by analysing how music communicates ideas, emotions and atmosphere. This prepares them for increasingly sophisticated appraisal work in Years 4 to 6.</p>

				<p>Rhythm: Patterns of long and short sounds. Ascending / Descending: Pitch moving up or down. Melody: A sequence of notes that form a tune.</p>	
<p>Summer Term 6</p> <p>Sound Exploration RSNO's Sounds Of The Deep</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>- Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>How can we appreciate and respond to music from different historical periods by understanding dynamics, tempo, texture, and timbre?</p> <p>How can we create and present a multi-art form performance of a song?</p>	<p>Understand that sound can be organised and combined to create musical texture.</p> <p>Recognise how timbre can be used to represent different characters, settings and ideas.</p> <p>Explore how layers of sound contribute to a musical composition.</p> <p>Create soundscapes using voice, instruments and found sounds.</p> <p>Select and combine sounds for a specific purpose.</p> <p>Improvise and develop musical ideas using a range of sound sources.</p> <p>Perform and refine compositions with increasing control and expression.</p>	<p>Pitch – how high or low a sound is Tempo – the speed of the music Dynamics – how loud or quiet the music is Timbre – the unique sound of an instrument (what makes a violin sound different from a flute) Fanfare – a short, bold piece of music, often used to announce something important Chord – two or more notes played together Major chord – a group of notes that often sounds bright or positive Chromatic – music that moves by very small steps (often sounding fast or busy) Texture – how many sounds are playing at once (thick or thin) Layer – one musical part within a piece Clarinet – a woodwind instrument with a smooth sound Cello – a low-pitched string instrument Verse – a section of a song that changes Chorus – a repeated section of a song Action – movement used to help tell the story of a song Performance – sharing music with an audience Audience – people watching or listening Low pitch – deep-sounding notes Mood – the feeling music creates Reflection – thinking back on learning Composer – the person who writes the music Crescendo – music getting gradually louder</p>	<p>The year concludes with creative exploration of timbre, texture and sound.</p> <p>Pupils apply the listening, performing and compositional skills developed throughout Year 3 to create original musical outcomes.</p>

Year 4 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Disciplinary and Substantive Knowledge	Key Vocabulary	Why This Why Now
Autumn Term 1 Create and Notate You can see it through	- Use and understand staff and other musical notations. - Improvise and compose music for a range of purposes using the inter-related dimensions of music.	How can I copy and improvise short melodic phrases? How can I compose a short, structured piece using Music Explorer and a D minor scale?	Understand that musical notation communicates pitch, rhythm and duration. Recognise how notes are positioned on a staff to represent pitch. Read and perform simple notated rhythms and melodies. Use notation to record and communicate musical ideas. Maintain pulse, rhythm and pitch when performing from notation. Compose and notate short musical phrases. Perform notated music with increasing fluency and accuracy.	Minor Scale: A scale that typically sounds sad or serious, defined by a specific sequence of notes. Bars: A group of beats, e.g. 4 beats. Music written on the staff is divided into bars. Staff: The five horizontal lines where musical notes are written. D minor scale: The notes D E F G A. Rhythm: The pattern of sounds and silences in music. Melody: A sequence of notes that is musically satisfying; a tune. Pitch: The degree of highness or lowness of a tone. Scale: A series of notes ordered by frequency or pitch. Composition: The act of creating a musical piece, combining rhythm and melody. Performance: The act of presenting a piece of music to an audience.	Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Autumn Term 2 Singing and Traditions The King of all Polar Bears and Five Gold Rings	- Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression. - Appreciate and understand a wide range of high-quality live and recorded	How can I sing two-part songs, either as a duet or with melody and accompaniment, while keeping accurate pitch? How can I understand and compare contrasting musical traditions and the stories they tell?	Understand that songs and musical traditions reflect different cultures and communities. Recognise similarities and differences between musical traditions. Sing with accurate pitch, diction and expression. Maintain an independent vocal part within an ensemble. Recognise how dynamics, tempo and phrasing contribute to musical expression.	Call and Response – A musical conversation where one person/group “calls” and another “responds”. Echoing – Repeating a musical phrase accurately after hearing it. 2-Part Harmony – Two melodies sung simultaneously that complement each other. Round – A type of 2-part singing where one group starts a melody and another joins later. Expression – Using dynamics, tempo, and articulation to convey emotion.. Articulation/Diction – Clear pronunciation of words while singing.	Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a

	<p>music drawn from different traditions and from great composers and musicians.</p>		<p>Use singing to communicate character, mood and meaning. Perform confidently as part of a group performance.</p>	<p>Pitch – the highness or lowness of a note. Rhythm – the pattern of long and short sounds in music. Dynamics – the loudness or softness of music. Cultural Context – understanding the origin, story, or tradition behind a piece of music. Tradition / Cultural Tradition – music or songs passed down through generations that express values, stories, or culture. Storytelling in Music – conveying messages, emotions, or narratives through song. Ensemble Awareness – listening and coordinating with other performers.</p>	<p>wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
<p>Spring Term 3 Recycling Song Featuring Plastic</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>How can I compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics?</p> <p>How can I work collaboratively in a group to create a structured song and confidently record and present our performance using digital tools?</p>	<p>Understand that existing musical ideas can be adapted and developed. Recognise how structure helps organise a song. Identify repeated and contrasting sections within music. Adapt lyrics, rhythms or melodies to create new musical outcomes. Make musical choices that support the purpose of a composition. Refine compositions through rehearsal and evaluation. Perform original and adapted musical ideas with confidence.</p>	<p>Pulse – the steady heartbeat of the music. Rhythm – patterns of long and short sounds. Tempo – how fast or slow the music moves. Dynamics – the louds and softs in music. Lyrics – the words of a song. Rhyme – words that sound similar, often used to make lines memorable. Couplet – two lines of verse that rhyme and make sense together. Pollution – harmful materials that damage the environment. Recycle / Reuse – ways to reduce waste and protect nature. Chorus – the repeated section that carries the song’s main message. Verse – a section that tells more of the story. Hook – a short, catchy musical idea or lyric that repeats. Melody – a sequence of musical notes that form the tune. Expression – how emotion is shown in music and performance. Structure – the order and arrangement of musical sections. Message – what the song communicates to the listener. Performance – presenting music to an audience with confidence and expression. Rehearsal – practising and refining a performance.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>

				<p>Editing – cutting, arranging, and combining clips in a video or audio project.</p> <p>Transition – smooth movement between parts of a song or video.</p> <p>Soundtrack – recorded music used to accompany a video.</p> <p>Collaboration – working together to create a shared outcome.</p>	
<p>Spring Term 4</p> <p>Exploring Musical Contrasts</p> <p>Let Your Spirit Fly</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>- Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>How can I develop my instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts such as staccato, legato, crescendo, and decrescendo?</p> <p>How can I compose and interpret musical ideas by improvising and layering parts to convey emotion while maintaining ensemble cohesion?</p>	<p>Understand that composers use contrasting musical elements to create effect.</p> <p>Recognise contrasts in dynamics, tempo, pitch, timbre and texture.</p> <p>Describe how contrasting musical elements influence mood and character.</p> <p>Identify contrasting sections within a piece of music.</p> <p>Use contrasting musical elements within compositions and performances.</p> <p>Listen critically and discuss how musical contrasts are used.</p> <p>Perform music with appropriate expression and control.</p>	<p>Pulse – the steady heartbeat of the music.</p> <p>Tempo – how fast or slow the music moves.</p> <p>Melody – the main tune you can hum or sing.</p> <p>Articulation – how a note is played or sung (smooth, short, accented).</p> <p>Dynamics – how loudly or softly the music is performed.</p> <p>Drone – a long, sustained note that stays the same while the melody moves.</p> <p>Ensemble – a group performing together, listening and responding to each other.</p> <p>Harmony – two or more parts sung or played at the same time.</p> <p>Contrast – changes in sound (soft/loud, high/low, smooth/short).</p> <p>Pitch – how high or low a sound is.</p> <p>Phrase – a musical sentence.</p> <p>Chorus – the repeated main section of the song.</p> <p>Repetition – musical ideas that occur again and again.</p> <p>Staccato – short, detached notes.</p> <p>Legato – long, smooth notes.</p> <p>Crescendo – gradually getting louder.</p> <p>Decrescendo – gradually getting softer.</p> <p>Texture – how many layers (voices/instruments) are sounding at once.</p> <p>Improvisation – making up musical ideas on the spot.</p> <p>Ensemble Coordination – staying together as a performing group.</p> <p>Balance – ensuring no part is too loud or too quiet in the ensemble.</p> <p>Blend – how smoothly voices and instruments mix together.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>

				<p>Arrangement – how musical parts are ordered and layered.</p> <p>Performance Technique – posture, breathing, projection, clarity.</p> <p>Expression – using dynamics and articulation to communicate feeling.</p> <p>Evaluation – reflecting on what went well and what to improve.</p> <p>Final Rehearsal – preparing all elements as a complete performance.</p> <p>Recording – capturing audio/video for assessment.</p> <p>Ensemble Accuracy – staying together in time and tuning.</p>	
<p>Summer Term 5</p> <p>FX Sound Effects YuStudio Underwater Project</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>- Use technology appropriately to create and communicate music.</p>	<p>How can I use sound effects to enhance the drama and realism of a film clip?</p> <p>How can I begin to make compositional decisions by thinking about mood, timing, and narrative impact?</p>	<p>Understand that sound effects and music can be combined to create atmosphere and meaning.</p> <p>Recognise how timbre, texture and dynamics contribute to a soundscape.</p> <p>Select and combine sounds for a specific purpose.</p> <p>Use digital tools to record, manipulate and organise sounds.</p> <p>Create sound effects that represent characters, settings or events.</p> <p>Refine compositions to achieve an intended effect.</p> <p>Present and evaluate completed soundscape compositions.</p>	<p>Sound Effect (FX) – A sound added to a video to create realism, atmosphere, or drama (e.g. bubbles, splashes, footsteps).</p> <p>Timing – When a sound happens in relation to the action on screen.</p> <p>Volume – How loud or soft a sound is.</p> <p>Layering – Using more than one sound at the same time to create a richer soundscape.</p> <p>Texture – How thick or thin the sound feels (few sounds = thin, many sounds = thick).</p> <p>Mood – The feeling created by sound (calm, tense, exciting, mysterious).</p> <p>Soundscape – All the sounds working together to support a scene.</p> <p>Silence – Choosing not to use sound to increase impact or tension.</p> <p>Foreground / Background – Main sounds we notice first vs quieter supporting sounds.</p> <p>Balance – Making sure no sound is too loud or too quiet compared to others.</p> <p>Refinement – Improving clarity, accuracy, and impact through careful editing.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use technology appropriately to create and communicate music.</p>
<p>Summer Term 6</p> <p>Round and Round</p>	<p>- Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy,</p>	<p>How can I develop my ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics?</p>	<p>Understand that rounds combine the same melody performed at different times.</p> <p>Recognise how layered melodies create texture.</p> <p>Maintain an independent musical part whilst others perform different parts.</p>	<p>Round: a musical structure in which groups of players/singers start the same melody but they start at different times, like a musical "chase".</p> <p>Pitch – How high or low a sound is. Pitch gets higher or lower by ‘steps’ (very close distances) or ‘jumps’ (wider distances)</p> <p>Dynamics – How loud or quiet the music is.</p>	<p>Play and perform in solo and ensemble contexts, using voices and instruments with increasing</p>

Frere Jacques and Row Row Row	fluency, control and expression.	How can I perform songs confidently in a school assembly by working together as a class and using effective performance techniques to perform musically?	Sing rounds accurately whilst maintaining pulse and pitch. Listen carefully to balance their own part with others. Recognise how texture changes when musical layers are added or removed. Perform confidently within an ensemble using accurate timing and expression.	<p>Tempo – The speed of the music (fast, slow, or somewhere in between).</p> <p>Timbre – The “sound colour” of a voice.</p> <p>Beat / Pulse – The steady heartbeat of the music.</p> <p>Structure – The way a song is constructed, verse and chorus. The chorus is the same each time but the verses have different words.</p> <p>Ensemble – A group performing music together (singers, instruments, or both).</p> <p>Two-part song: A song arranged for two different vocal parts, sung either simultaneously or in conversation.</p> <p>Crescendo: getting louder</p> <p>Diminuendo: Getting quieter</p>	accuracy, fluency, control and expression.
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Year 5 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Disciplinary and Substantive Knowledge	Key Vocabulary	Why This Why Now
<p>Autumn Term 1</p> <p>Shaping Music (featuring My Best Friend)</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>- Organise and manipulate musical ideas within musical structures.</p>	<p>How can we improvise confidently over a drone or groove?</p> <p>How can we compose a short ternary piece using Music Notepad?</p>	<p>Understand that musical structure helps organise and shape compositions.</p> <p>Recognise how repetition, contrast and sequence are used within music.</p> <p>Identify sections within a piece of music and describe their purpose.</p> <p>Compose musical phrases that create a clear beginning, middle and ending.</p> <p>Make deliberate choices about rhythm, melody, dynamics and tempo when composing.</p> <p>Refine and improve compositions through rehearsal and evaluation.</p> <p>Explain how musical choices contribute to the overall effect of a piece.</p>	<p>Improvise: To create music spontaneously without preparation.</p> <p>Compose: To create a piece of music through the combination of rhythm and melody.</p> <p>Ternary Form: A musical structure consisting of three sections (ABA), where the first and last sections are the same.</p> <p>Drone: A sustained note that serves as a harmonic foundation.</p> <p>Melody: A sequence of musical notes perceived as a single entity; the main tune of a piece of music.</p> <p>Major Scale: A scale that typically sounds happy or bright, constructed using specific intervals.</p> <p>Minor Scale: A scale with a contrasting sound, constructed using different intervals from a major scale.</p> <p>Bridge Passage: A section of music that connects two sections on either side of it.</p> <p>Soul: A musical style characterised by expressive vocals and rich emotions.</p> <p>Beat: The basic unit of time in music; the rhythmic pulse that guides the tempo.</p> <p>Emotions: The contrasting feelings expressed through music, such as happiness and sadness, energy and tiredness, or sympathy and indifference.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Organise and manipulate musical ideas within musical structures.</p>

<p>Autumn Term 2</p> <p>Unlocking Vocal Potential (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas)</p>	<p>- Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression.</p>	<p>How can we perform songs confidently in school assemblies, performances, and for wider audiences?</p> <p>How can we improve our listening skills, balance between parts, and vocal independence by experimenting with where we stand?</p>	<p>Understand how breath control, diction, articulation and posture support vocal performance. Recognise how phrasing contributes to musical expression. Maintain accurate pitch whilst singing increasingly complex melodies. Sing confidently in unison and as part of an ensemble. Use dynamics, tempo and expression to communicate meaning and character. Respond to conducting cues and performance directions. Perform songs with increasing fluency, accuracy and expression. Evaluate and refine vocal performances using musical vocabulary.</p>	<p>Pantomime: A pantomime, or panto, is a British theatrical entertainment, typically performed at Christmas. It blends music, comedy and dance with a traditional children's fairy tale. It includes audience participation and a clear tale of good versus evil, where good and hope triumph. Key features include men playing "dames" and women playing "principal boys," as well as iconic audience call-and-response phrases like "He's behind you!"</p> <p>Solo: In this production, one person sings, playing a character within the story.</p> <p>Chorus (performers): These are the singers who may not have individual parts but move the story on in a song or support the soloists.</p> <p>Chorus (song structure): A contrasting repeated section between the verses of a song.</p> <p>Harmony: When two or more different parts are sung together at the same time.</p> <p>Cantata: A vocal composition with an instrumental accompaniment, typically in several movements, with singing as its focus.</p> <p>Carol: A festive song. Originally, it was a popular dance song from the Middle Ages that could be secular or sacred in nature. The word comes from the old French word <i>carole</i>, meaning a circle dance accompanied by singing. Carols were initially pagan songs linked to winter festivals, though they are now often associated with Christmas.</p> <p>Piano: A dynamic that describes when music is sung or played quietly.</p>	<p>Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression.</p>
<p>Spring Term 3</p> <p>Sounds Dramatic (featuring YuStudio A Spooky Story Project)</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>How can we analyse and compare two contrasting musical interpretations of "Spring", and how do their differences connect to the theme of climate change?</p> <p>How can we compose an original soundscape using</p>	<p>Understand how composers use music to create atmosphere and tension. Recognise how pitch, dynamics, tempo, timbre and texture influence mood. Analyse how music supports storytelling and dramatic effect. Select and combine sounds to create a specific atmosphere. Compose music that reflects characters, settings or events.</p>	<p>Tempo – The speed of the music, measured in beats per minute (BPM).</p> <p>DAW (Digital Audio Workstation) – Software used to create, edit, and arrange music (e.g., YuStudio, GarageBand, Ableton, FL Studio).</p> <p>Sample / Sound Effect – Pre-recorded sounds or instrumental clips used to enhance a track.</p> <p>Hook / Repetition – Memorable lines or phrases repeated to emphasise rhythm or theme.</p> <p>Looping – Repeating a section of music to create a continuous rhythm or groove.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>

		digital software by arranging loops, adding new sounds, and applying mixing techniques and effects?	Use digital tools to record, edit and develop musical ideas. Refine compositions to achieve an intended dramatic effect.	FX – Inbuilt sound effects that can be added to a composition.	
Spring Term 4 Decoding Sound and Notation (Featuring Heal the Earth)	- Use and understand staff and other musical notations. - Play musical instruments with increasing accuracy, fluency, control and expression.	How can we plan and compose an 8-bar piece of music that shows melodic and rhythmic interest, inspired by a historical or narrative idea? How can we notate and perform our composition, using dynamics, ensemble awareness, and expressive techniques to communicate its musical character?	Understand how staff notation communicates pitch, rhythm and duration. Read and perform increasingly complex rhythmic and melodic notation. Recognise how notation supports performance and composition. Maintain accuracy of pulse, rhythm and pitch when performing from notation. Use notation to record and develop original musical ideas. Identify and interpret common musical symbols and performance directions. Perform notated music with increasing fluency and independence.	Scale: Patterns of notes in a sequence, used to create melodies. Bb Major: The scale of Bb Major (Bb, C, D, Eb, F, G, A, Bb). Pitch: The identifiable sound of a note, described as high or low. 4/4 Time: A time signature with four beats in each bar. Strong Beat: The first beat of a bar. Kick Drum: A low, deep drum sound marking strong beats. Chorus: The repeated section that carries the song's central message. Verse: A section that tells more of the story. Melody: A sequence of musical notes that form a tune. Expression: How emotion is shown in music and performance. Dynamics: Changes in volume and intensity. Structure: The order and arrangement of musical sections. Improvisation: Exploring musical ideas within given structures or criteria. Composition: A completed piece of music. Timbre: The unique quality of a sound. Texture: Layers of sound that create depth. Ensemble Coordination: Working together to balance and blend sounds. Chord: Three or more notes played at the same time. Steady Beat: The constant pulse or heartbeat of the music.	Use and understand staff and other musical notations. Play musical instruments with increasing accuracy, fluency, control and expression.
Summer Term 5	- Play and perform in solo and ensemble contexts, using voices and	How can we create and arrange a remix of a song by layering original instrumental	Understand that samba is a musical tradition originating from Brazil.	Remix: Taking an existing piece of music and changing, rearranging, or adding new ideas to create something new.	Play and perform in solo and ensemble contexts, using

<p>Carnival Time 1 (featuring Samba Course - Part 1)</p>	<p>instruments with increasing accuracy, fluency, control and expression.</p> <p>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>parts (such as drumbeats, basslines, and melodies) with manipulated loops using music technology?</p> <p>How can we listen critically to music to make informed creative decisions and evaluate both the creative process and the final outcome of our own and others' work?</p>	<p>Recognise the role of pulse and syncopated rhythm within samba music.</p> <p>Identify the sounds and functions of different samba instruments.</p> <p>Maintain an independent rhythmic part within an ensemble.</p> <p>Perform syncopated rhythm patterns with increasing accuracy.</p> <p>Respond to ensemble cues whilst maintaining pulse and tempo.</p> <p>Understand how layered rhythmic patterns create texture within samba music.</p> <p>Perform confidently as part of a samba ensemble.</p>	<p>Beat: The steady pulse of the music that everything else fits around.</p> <p>Drumbeat: A rhythmic pattern that forms the foundation of a track.</p> <p>Bassline: Low notes that support the beat and give the music weight and drive.</p> <p>Melody: A sequence of notes that forms a memorable tune.</p> <p>Layering: Stacking different musical parts (e.g. drums, bass, melody) together.</p> <p>Loop: A short musical section that repeats continuously.</p> <p>Pitch: How high or low a sound or note is.</p> <p>Piano Roll: A visual grid (e.g. in YuStudio) showing pitch (up/down) and duration (long/short).</p> <p>Texture: How many sounds are playing at once (thin = few, thick = many).</p> <p>Arrangement: How musical sections are organised (e.g. intro, middle, ending).</p> <p>Structure: The overall shape of a piece of music.</p> <p>Tempo: The speed of the music.</p> <p>Production: Shaping and refining the final sound of a track.</p> <p>Balance: How loud or quiet each musical layer is in relation to others.</p> <p>Refinement: Making small changes to improve clarity, flow, and impact.</p> <p>Mix: The combined sound of all tracks played together.</p> <p>Layer: One musical part within a track (e.g. drums, bass, melody).</p> <p>Producer: A person who shapes how music sounds by deciding on layers, balance, and structure.</p>	<p>voices and instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
<p>Summer Term 6</p> <p>Music Speaks (featuring YuStudio Hip Hop Project)</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>- Listen with attention to detail</p>	<p>How can we create and produce music with multiple sections that include both repetition and contrast?</p>	<p>Understand how music can communicate messages, opinions and identity.</p> <p>Recognise features commonly associated with hip hop music.</p> <p>Analyse how rhythm, lyrics and performance contribute to musical meaning.</p>	<p>Hip Hop: A musical and cultural movement originating in 1970s New York, emphasising rhythm, rhyme, storytelling, and community.</p> <p>Beat / Rhythm: The pattern of sounds that gives music structure and pulse.</p> <p>Kick Drum / Snare / Hi-Hats: Percussion elements forming the foundation of rhythm (kick</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>

	<p>and recall sounds with increasing aural memory.</p>	<p>How can we use chord changes effectively as part of a (sequenced) composition?</p>	<p>Create rhythmic and musical ideas that communicate a chosen message. Compose and perform music for a specific audience and purpose. Make deliberate choices about tempo, dynamics, timbre and texture. Refine compositions through rehearsal and evaluation. Explain how musical choices influence the listener's response.</p>	<p>on strong beats, snare on backbeats, hi-hats for texture). Drum Pattern: The rhythm created by kick, snare, and hi-hats. Bassline: Low-pitched notes that support rhythm and melody, driving the groove. Looping: Repeating a section of music to create a continuous pattern. Tempo: The speed of the music, measured in beats per minute (BPM). DAW (Digital Audio Workstation): Software used to create, edit, and arrange music (e.g. GarageBand, Ableton). Piano Roll: A DAW interface where notes are arranged and edited. Notes / Octaves / Scales: Musical building blocks used in a DAW to define pitch and harmony. Sample / Sound Effect: Pre-recorded or designed sounds used to enhance a track. Hook / Repetition: A memorable phrase or section repeated in a track. Rap / Vocals: Rhythmically delivered lyrics that convey story or message. Groove: The feel and flow created by drums, bass, and rhythm elements. Storytelling: Expressing experiences or messages through lyrics and rhythm. Chord: A group of notes played together to create harmony. Chord Progression: A sequence of chords forming the harmonic foundation. Melody: A sequence of notes forming the main tune. Harmony: How notes and chords sound together. Arrangement: Organising a track into sections (intro, verse, chorus, drop). Structure (Intro / Verse / Chorus / Drop): Standard sections in contemporary music. Intro: The opening section, often building anticipation. Verse: A section that develops the story, usually with vocals or rap.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
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				<p>Chorus / Hook: A repeated, catchy section.</p> <p>Drop: A section where tension is released, often with full drums and bass.</p> <p>Dynamics: Changes in volume and intensity.</p> <p>Octave: The interval between pitches where one is double the frequency of the other.</p> <p>Track (Instrument / Melody / Vocal): A separate layer in a DAW for each musical element.</p> <p>Audio Clip: A recorded sound or sample used in a track.</p> <p>Layering: Combining different musical parts to build texture.</p> <p>Colour-coding: Using colours to organise tracks or sections visually.</p> <p>Mixing: Adjusting volume, panning, and effects to balance all elements.</p> <p>Effects: Tools (e.g. delay, EQ) used to shape or enhance sound.</p> <p>Critical Listening: Carefully listening to identify musical elements and production techniques.</p> <p>Playback: Listening to a track after creating or editing it.</p>	
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Year 6 Curriculum

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Disciplinary and Substantive Knowledge	Key Vocabulary	Why This Why Now
<p>Autumn Term</p> <p>Discovering Grime YuStudio</p>	<p>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>How can I identify the origins and key features of Grime, and use music technology to create a complete track by layering drum sounds, synths, and vocals while applying terms like tempo in the final mix?</p> <p>How can I make independent creative decisions to develop original musical ideas and build confidence by presenting and reflecting on my final track?</p>	<p>Understand that musical genres have distinctive characteristics and cultural origins.</p> <p>Recognise features commonly associated with grime music, including rhythm, texture and vocal style.</p> <p>Understand how music can communicate identity, experiences and viewpoints.</p> <p>Analyse how musical elements contribute to the style and character of a genre.</p> <p>Create rhythmic, vocal or instrumental ideas inspired by grime music.</p> <p>Make deliberate musical choices to communicate a specific message or mood.</p> <p>Perform original musical ideas with increasing confidence and authenticity.</p> <p>Evaluate how effectively music reflects the characteristics of a chosen genre.</p>	<p>Grime – A fast style of rap music from the UK, influenced by Garage, Jungle, and Hip Hop.</p> <p>Beat – The main pulse or rhythm in a piece of music.</p> <p>Tempo – How fast or slow the music is. Grime is usually quite fast.</p> <p>Bar – A section of music that has a certain number of beats.</p> <p>Loop – A short section of music that repeats over and over.</p> <p>Kick Drum – The deep drum sound you usually play with your foot, or pedal.</p> <p>Snare Drum – The sharp drum sound you often hit with sticks.</p> <p>Hi-Hat – Cymbals that make ticking or hissing sounds; can be open or closed.</p> <p>Drum Kit / Drum Sounds – A set of drum sounds used to make a beat.</p> <p>Synthesiser – An electronic instrument that makes lots of different sounds.</p> <p>DAW (Digital Audio Workstation) – A computer program for making and arranging music.</p> <p>Rap Vocal – Words spoken or rapped over a beat.</p> <p>Intro – The beginning part of a song.</p> <p>Sound Effects – Extra sounds added to make a track more interesting.</p> <p>Piano Roll – A grid in music software where you can add and change notes.</p> <p>Musical Key – The set of notes that a song is based on.</p> <p>C Minor – A key that sounds darker or moodier, often used in Grime.</p> <p>Root Note – The main note in a key that other notes often come back to.</p> <p>Preset – A ready-made sound on a synthesiser.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>

				<p>Audio – Recorded sound.</p> <p>A Cappella – Just the vocals, no instruments playing.</p> <p>Riser – A sound effect that gets higher or louder to build tension before a drop.</p> <p>Mixing – Adjusting the volume of each part of a track so everything sounds balanced.</p> <p>Bassline – The low notes in a song that give it rhythm and depth.</p> <p>Clip – A short section of music or sound in the software.</p> <p>Syncopation – When the emphasis or stress in a rhythm falls on unexpected beats or off-beats instead of the main strong beats. It makes the music feel bouncy, lively, or surprising.</p> <p>Grime Track – A piece of music made in the Grime style, including drums, bass, rap, and effects.</p> <p>Drum Pattern – The rhythm made by the kick, snare, and hi-hat in a track.</p> <p>Variation – Changing parts of the track to make it more interesting.</p> <p>Rap Section – The part of the track with vocals spoken or performed rhythmically.</p> <p>Playback – Listening to your track after making it to hear how it sounds.</p> <p>Showcase – Performing or sharing your track with others to celebrate your work.</p> <p>Independent Decision-Making – Choosing how your track sounds and what to include on your own.</p> <p>Creative Development – Trying new ideas and improving your track as you go.</p>	
<p>Autumn Term 2</p> <p>Express, Inspire and Perform</p> <p>Panto, Pandemonium and The Bells Ring Out</p>	<p>- Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression.</p>	<p>How can I perform songs confidently in school assemblies and other performance opportunities for a wider audience?</p> <p>How can I develop my listening skills, balance between parts, and</p>	<p>Understand how performers use expression, dynamics, phrasing and articulation to communicate meaning. Maintain accurate pitch, rhythm and tempo within increasingly complex performances.</p> <p>Perform confidently as part of an ensemble whilst maintaining an independent part.</p>	<p>Pantomime: A pantomime, or panto, is a British theatrical entertainment, typically performed at Christmas. It blends music, comedy and dance with a traditional children's fairy tale. It includes audience participation and a clear tale of good versus evil where good and hope triumph. Key features include men playing "dames" and women playing "principal boys," as well as iconic audience call-and-response phrases like "He's behind you!"</p>	<p>Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression.</p>

		<p>vocal independence by experimenting with where I stand when performing?</p>	<p>Respond accurately to conducting cues and performance directions. Use vocal techniques to enhance musical expression and control. Refine performances through rehearsal and self-evaluation. Evaluate performances using appropriate musical vocabulary. Perform with fluency, accuracy and expression for an audience.</p>	<p>Solo: In this production, one person sings, playing a character within the story. Chorus: These are the singers who may not have individual parts but move the story on in a song or support the soloists. Chorus (song structure): This is also used in a song structure as a contrasting repeated section between the verses of the song. Harmony: When two or more different parts are sung together at the same time. Cantata: A vocal composition with an instrumental accompaniment, typically in several movements, with singing as its focus. Carol: A carol is a festive song. Originally, it was a popular dance song from the Middle Ages that could be secular or sacred in nature. The word comes from an old French word 'carole', meaning a circle dance accompanied by singing. Carols were initially pagan songs associated with winter festivals, although they are now often Christmas-themed. Piano: A dynamic that describes when music is sung or played quietly.</p>	
<p>Spring Term 3</p> <p>Music Reimagined</p> <p>Sinfonia Cymru's Regenerate: Seasons for Change Project 3</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Develop an understanding of musical composition, organising and manipulating ideas within musical structures.</p>	<p>How can I analyse and compare two different musical interpretations of "Spring," and explain how they relate to the theme of climate change?</p> <p>How can I compose an original soundscape using digital software by arranging loops, adding new sounds, and applying mixing techniques and effects?</p>	<p>Understand that existing musical ideas can be adapted, developed and transformed. Recognise how composers manipulate musical elements to create new interpretations. Analyse how changes to tempo, dynamics, texture, structure and timbre affect a piece of music. Adapt musical material for a new purpose, audience or context. Make informed compositional choices based on the intended outcome. Refine and develop musical ideas through rehearsal and evaluation. Justify compositional decisions using appropriate musical vocabulary. Present reimagined musical ideas with confidence and purpose.</p>	<p>Tempo – The speed of the music, measured in beats per minute (BPM). DAW (Digital Audio Workstation) – Software used to create, edit, and arrange music (e.g., YuStudio, GarageBand, Ableton, FL Studio). Sample / Sound Effect – Pre-recorded sounds or instrumental clips used to enhance the track. Hook / Repetition – Memorable lines or phrases repeated in a track to emphasise rhythm or theme. Looping – Repeating a section of music to create a continuous rhythm or groove. FX – Inbuilt sound effects that can be added into any composition.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Develop an understanding of musical composition, organising and manipulating ideas within musical structures.</p>

<p>Spring Term 4</p> <p>Musical Sketches Roll Alabama</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>- Use and understand staff and other musical notations.</p>	<p>How can I plan and compose an 8-bar piece of music that shows melodic and rhythmic interest, inspired by a historical or narrative context?</p> <p>How can I notate and perform my composition using dynamic contrasts, ensemble awareness, and expressive techniques to communicate its musical character?</p>	<p>Understand how composers use structure to organise and develop musical ideas.</p> <p>Recognise how musical motifs can be developed and varied.</p> <p>Analyse how musical elements contribute to the overall effect of a composition.</p> <p>Compose original musical ideas using established musical structures.</p> <p>Develop and refine compositions through drafting, rehearsal and evaluation.</p> <p>Use notation or other recording methods to capture musical ideas.</p> <p>Explain how compositional choices support the intended effect of a piece.</p> <p>Perform original compositions with accuracy and expression.</p>	<p>Scale: Patterns of notes that work in a sequence, used to create melodies.</p> <p>B\flat Major: The scale of B\flat Major, B\flat C D E\flat F G A B\flat</p> <p>Pitch: Identifiable sound of a note, also described as high-pitched or low-pitched.</p> <p>4/4 time: A time signature of four beats in each bar</p> <p>Strong Beat: The first beat of each bar.</p> <p>Kick Drum: A low, deep drum sound marking strong beats.</p> <p>Chorus: The repeated section that carries the song's central message.</p> <p>Verse: A section that tells more of the story.</p> <p>Melody: A sequence of musical notes that form the tune.</p> <p>Expression: How emotion is shown in music and performance.</p> <p>Dynamics: Changes in volume and intensity.</p> <p>Structure: The order and arrangement of musical sections.</p> <p>Improvisation: A way of exploring ideas in music, following specific structures or given criteria.</p> <p>Composition: A completed piece of music.</p> <p>Timbre: The unique qualities of sound.</p> <p>Texture: Layers of sounds that create depth.</p> <p>Ensemble Coordination: Working together to balance and blend sounds.</p> <p>Chord: Three or more notes played at the same time.</p> <p>Steady beat: the steady heartbeat of the music.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>
<p>Summer Term 5</p> <p>Music Remixed YuStudio Dragon Beats</p>	<p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>- Use technology appropriately to create and communicate music.</p>	<p>How can I create and arrange a remix of a song by layering original instrumental parts (such as drumbeats, basslines, and melodies) with manipulated loops using music technology?</p> <p>How can I listen critically to music to make informed creative decisions and evaluate</p>	<p>Understand that music can be manipulated and restructured using digital technology.</p> <p>Recognise how remixing can transform existing musical material.</p> <p>Analyse how musical elements are altered to create different effects.</p> <p>Use digital tools to edit, arrange and develop musical ideas.</p> <p>Combine and manipulate musical layers to create texture and interest.</p>	<p>Remix – Taking an existing piece of music and changing, rearranging, or adding new musical ideas to create something new.</p> <p>Beat – The steady pulse of the music that everything else fits around.</p> <p>Drumbeat – A rhythmic pattern that forms the foundation of a track.</p> <p>Bassline – Low notes that support the beat and give the music weight and drive.</p> <p>Melody – A sequence of notes that forms a tune people can remember.</p> <p>Layering – Stacking different musical parts (drums, bass, melody) together.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use technology appropriately to create and communicate music.</p>

		<p>both the creative process and the final outcome of my own and others' work?</p>	<p>Make deliberate decisions about structure, tempo, dynamics and timbre. Refine digital compositions to achieve an intended outcome. Evaluate how effectively a remix communicates its purpose.</p>	<p>Loop – A short musical section that repeats continuously. Pitch – How high or low a sound is. Piano Roll – A visual grid in YuStudio that shows pitch (up/down) and duration (long/short). Texture – how many sounds are playing at once (thick = many, thin = few). Arrangement – how musical sections are organised (intro, main section, ending). Structure – the overall shape of a piece of music. Tempo – the speed of the music. Production – shaping and refining the final sound of a track. Balance – How loud or quiet each musical layer is in relation to the others. Refinement – Making small changes to improve clarity, flow, and impact. Mix – The combined sound of all tracks played together. Layer – One musical part within a track (e.g. drums, bass, melody, loop). Producer – A person who shapes how music sounds by making decisions about layers, balance, and structure.</p>	
<p>Summer Term 6 The Grand Finale La Bamba</p>	<p>- Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory. - Draw together performance, composition, listening and</p>	<p>How can I sing a range of songs, including syncopated and partner songs, using appropriate style, phrasing, and expression? How can I perform confidently as part of an ensemble, including singing solo lines, rounds, or adding instrumental accompaniments?</p>	<p>Understand how performance, composition and listening skills combine to create successful musical outcomes. Recognise and apply musical knowledge developed throughout Key Stage 2. Perform confidently with accurate pitch, rhythm, tempo and expression. Maintain an independent part within an ensemble performance. Demonstrate control when responding to musical cues and performance directions. Make informed musical decisions when rehearsing, refining and presenting work.</p>	<p>Pulse – the steady heartbeat of the music Pitch – high and low sounds Melody – the main tune we sing Chorus – the part that comes back again Verse – the storytelling part of the song Syncopation – rhythms that fall between the beats Ensemble – singing and performing together Style – the character or feel of the music Cultural context – where the song comes from and why Phrasing – shaping musical lines Expression – how we show feeling in music Dynamics – loud and quiet sounds Diction – clear words Blend – matching voices together Round – the same song started at different times Partner song – two songs sung together Stage presence – how performers look and act</p>	<p>Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Draw together performance,</p>

	<p>appraisal skills developed throughout Key Stage 2.</p>		<p>Evaluate performances and compositions using appropriate musical vocabulary. Perform and present music with confidence, fluency and musicality.</p>	<p>Projection – strong voice delivery Balance – matching voices and instruments Timbre – different sound qualities Choreography – planned movement Interpretation – personal musical choices Rehearsal – practice session Performance – final musical presentation Audience engagement – connecting with listeners</p>	<p>composition, listening and appraisal skills developed throughout Key Stage 2.</p>
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