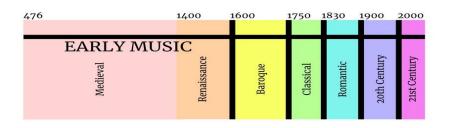




Vision A	Intent 🔷	Implementation >>>>	ImpaCt
		Bleak Hill Primary School delivers a broad and balanced music curriculum using 'Charanga' and music specialists, in line with national requirements:	
At Bleak Hill, we wish for all Children to gain a great appreciation for a range of musical genres from different points in time and different places in the world. Children will be able to explore the use of musical instruments and will gain an appreciation of how different instruments can change music.	Bleak Hill Primary School understands that music can inspire and motivate children and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through	Perform, listen to, review and evaluate music across a range of historical periods, genres styles and traditions, including the works of the great composers and musicians. Learn to sing and use their voices. Create and compose music on their own and alongside their peers. Have the opportunities to learn a musical instrument, use technology properly and to progress to the next level of musical excellence. Understand and explore how music is Created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Children are formatively assessed within the lesson to inform the planning, delivery and organisation of the next lesson, in terms of further opportunities to practise a new skill or to challenge competent learners. Final assessment judgements are made by the teacher/music specialist based on the Child's singing/performing, listening & appraising.



Timeline of musical genres through history.





A	В	A	Spring B	Summer A	Summer B
Classical C	Composers	Music that cha	nnged the world	Merseyside and Ma	nchester Musicians
Mei	My Stories	Everyone!	Our World	Big Bear Funk	Sing and Perform
My Musical Heartbeat How can we make friends when we sing together?	Dance, Sing and Play How does music tell stories about the past?	Exploring Sounds How does music make the world a better place?	Learning to listen How does music help us to understand our neighbours?	Having fun with improvisation What songs can we sing to help us through the day?	Let's perform together How does music teach us about looking after our planet?
Pulse, rhythm and pitch How does music help us to make friends?	Playing in an orchestra How does music teach us about the past?	Inventing a musical story How does music make the world a better place?	Recognising different sounds How does music teach us about our neighbourhood?	Exploring improvisation How does music make us happy?	Our big concert How does music teach uabout looking after our planet?
Writing music down How does music bring us closer together?	Playing in a band What stories does music tell us about the past?	Compose, using your imagination How does music make the world a better place?	More musical styles How does music help us to get to know our community?	Enjoying improvisation How does music make a difference to us every day?	Opening night How does music connect with our planet?
Musical structures How does music bring us together?	Exploring feelings when you play How does music connect us with our past?	Compose with your friends How does music improve our world?	Feelings through music How does music teach us about our community?	Expression and improvisation How does music shape our way of life?	The show must go on! How does music connect with the environment?
Melody and harmony in music How does music bring us together?	Sing and play in different styles How does music connect us with our past?	Composing and chords How does Music improve our world?	Enjoying musical styles How does music teach us about our community?	Freedom to improvise How does music shape our way of life?	Battle of the bands! How does music connect with the environment?
Music and technology How does music bring us together?	Developing ensemble songs How does music connect us with our past?	Creative composition How does music improve our world?	Musical styles connect us How does music teach us about our community?	Improvising with confidence How does music shape our way of life?	Farewell tour How does music connect with the environment?
	Me! My Musical Heartbeat How Can we make friends when we sing together? Pulse, rhythm and pitch How does music help us to make friends? Writing music down How does music bring us closer together? Musical structures How does music bring us together? Melody and harmony in music How does music bring us together? Music and technology How does music bring us	Me! My Stories My Musical Heartbeat How can we make friends when we sing together? Pulse, rhythm and pitch How does music help us to make friends? Writing music down How does music bring us closer together? Musical structures How does music bring us together? Melody and harmony in music How does music bring us together? Melody and harmony in music How does music bring us together? Melody and harmony in music How does music connect us with our past? Music and technology How does music connect us With our past? Music and technology How does music connect us With our past? Developing ensemble songs How does music connect us With our past?	Me! My Stories Pulse, rhythm and pitch How does music help us to make friends? Misical structures How does music bring us together? Musical structures How does music bring us together? Musical structures How does music bring us together? Musical structures How does music bring us together? Melody and harmony in music How does music bring us together? Melody and harmony in music How does music bring us together? Melody and harmony in music How does music bring us together? Melody and harmony in music How does music bring us together? Melody and harmony in music How does music bring us together? Melody and harmony in music How does music bring us together? Melody and harmony in music How does music bring us together? Musicand technology How does music bring us how does music connect us with our past? Musicand technology How does music bring us How does music connect us with our past? 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Musical structures How does music connect us with our past? Melody and harmony in music How does music Connect us with our past? Music and technology How does music connect us Music and technology How does music teach us Music and technology How does music teach us Music and technology How does music techn us Music and technology How does music	Me! My Stories Everyone! Our World Big Bear Funk Dance, Sing and Play How does music cell stories about the past? Pulse, thythm and pitch How does music help us to make friends? Whiting music down How does music bring us together? Playing in a band What stories does music tell Us about the past? Miscla structures How does music center us with our past? Melody and harmory in music How does music connect us with our past? Melody and harmory in music Music and technology How does music connect us with our past? Music and technology How does music connect us with our past? Music and technology How does music connect us How does music improve our How does music connect us with our past? Music and technology How does music connect us How does music improve our How does music connect us high our past? Music and technology How does music connect us How does music improve our Way of life? Music and technology How does music connect us How does music improve our Way of life? Music and technology How does music connect us How does music improve our Way of life? Music and technology How does music connect us How does music improve our Way of life? Music and technology How does music connect us How does music improve our Way of life? Music and technology How does music connect us How does music improve our Way of life? Music and technology How does music connect us How does music improve our Way of life? Music and technology How does music connect us How does music improve our How does music teach us About our community? Music and technology How does music connect us How does music improve our How does music teach us How does music connect us How does music improve our How does music teach us How does music teach us How does music connect us How does music improve our How does music teach us Improvising with confidence How does music improve our How does music shape our How does music shape our How does music center us How does music fath the Modes music center us Improvising with confidence How does

The highlighted boxes signify when each year group's class performance takes place.





Reception	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Themes	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Sing and Perform
Significant Musicians			Llove Cores	es the sun - Waterfall		
Knowledge and Skills	 Songs have sections 	pre-recorded song and		 To know the storie To learn that music To enjoy moving to Pop stars 	ursery rhymes off by hear is of some of the nursery c can touch your feelings music by dancing, march words of songs can tell st	rhymes. s. ning, being animals or





Composing

- Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to Create simple 2-note patterns to accompany the song.
- Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.

Performing

- A performance is sharing music.
- Perform any of the nursery rhymes by singing and adding actions or dance.
- Perform any nursery rhymes or songs adding a simple instrumental part.
- Record the performance to talk about.

Musicianship:

Pulse/Beat

- To know that we can move with the pulse of the music.
- Find the pulse by copying a Character in a nursery rhyme, imagining a similar Character or object and finding different ways to keep the pulse.

Rhythm

• Copy basic rhythm patterns of single words, building to short phrases from the song/s.

Pitch

• Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.





EYFS end points

Communication and language:

Listen Carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Physical Development:

Combine different movements with ease and fluency.

Expressive Arts & Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

ELG: Expressive Arts & Design

Being Imaginative & Expressive

Invent, adapt & recount narrative stories with peers and their teacher

Sing a range of well-known nursery rhymes and songs

Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music.

	Perform 30/153, 111/1	iles, poetis glia scorie.	ones with others and (when appropriate) it is to move in time with			ic music.
Lesson	Learn to sing	Learn to sing	Learn to sing	Learn to sing	Learn to sing	Learn to sing a
Sequence	nursery rhymes and action songs:	nursery rhymes and action songs:	nursery rhymes and action songs:	nursery rhymes and action songs:	nursery rhymes and action songs:	range of songs.
						Move in time with
	 Pat-a-Cake 1, 2, 3, 4, 5, 	1. I'm A Little Teapot	1. Wind The Bobbin Up	1. Old Macdonald	Big Bear Funk	the music.
	Once I Caught a Fish Alive	2. The Grand Old Duke Of York	2. Rock-a-bye Baby	2. Incy Wincy Spider		Perform songs to an audience.





	3. This Old Man 4. Five Little Ducks 5. Name Song 6. Things For Fingers	3. Ring O' Roses 4. Hickory Dickory Dock 5. Not Too Difficult 6. The ABC Song	3. Five Little Monkeys Jumping On The Bed 4. Twinkle Twinkle 5. If You're Happy And You Know It 6. Head, Shoulders, Knees and Toes	3. Baa Baa Black Sheep 4. Row, Row, Row Your Boat 5. The Wheels On The Bus 6. The Hokey Cokey		
Vocabulary	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.





Year 1	Autumn A	Autumn B	Spring A	۶	Spring B	2	Cummer A	Summer B
Musical Spotlight and Social Question	My Musical Heartbeat How Can we make friends when we sing together?	Dance, Sing and Play How does music tell stories about the past?	Exploring Sounds How does music make the world a better place?	How on the under	ng to liste does music Ip us to rstand our ghbours?	imp What sing	ng fun with orovisation songs can we to help us ugh the day?	Let's perform together How does mus teach us abou looking after o
Significant Musicians	Wolfgang Amadeus Piano Concerto No 467: II. Andante	Jimi Hendrix All Along the Watc	htower		Take T Back fo	hat or Good	, , , , , ,	
Year Group End Points	Singing Ging simple songs observe and abunda (a.g. Doors Chicke Books)			Listening Suggestic Western Cla Title Rondo alla Mars from 7 Popular Mu Style Art Pop Blues Musical Tra Country Brazil	Ons: assical Tradition Turca¹ The Planets sic ditions	n and Film Composer Mozart Holst Title Wild Man Runaway Blues Title Fanfarra (Cabua-Le-L	Period Classical 20th Century Artist(s) Kate Bush Ma Rainey Artist/Composer e) Sérgio Mendes/Carlin	ahos Brown
				• (wat Walk, move of the beat Use body pe Classroom p	as the tempo ercussion, (e.g percussion (sha	of the music cha . Clapping, tappin kers, sticks and l	





	 and a pitch pate Invent, retain a these for other Use music tech combine sound Recognise how 	and recall rhythm and pitch rs, taking turns. nnology, if available, to capt	patterns and perform cure, Change and	steady beat. Respond to the and dance, e.g. Warlock), o Jun Tchaikovsky) o Suite by Stravir Rhythm Perform short of teacher. Perform short of in time with a second word. Chips); Create, or Pitch Listen to sounds Sing familiar soudifference in social difference in social second or quiet sounds o regular strong footsteps.	copycat rhythm patterns acrepeating rhythm patterns (teady beat. pattern Chants (e.g. Ca-ter-petain and perform their outs in the local school environments in both low and high volund. Sion sounds to enhance sto hone notes to suggest Jack Created on a rainstick/shake beats played on a drum to and symbols to guide singin	ic through movement is from Capriol Suite by it Nutcracker by herzo from The Firebird increase, led by the courately, led by the costinati) while keeping billar Crawl, fish and un rhythm patterns. In ment, comparing high bices and talk about the prytelling, e.g. ook climbing the beanstalk, kers to depict a shower, or replicate menacing
Lesson	1. Find the Beat	1. Twinkle, Twinkle,	 If You're Happy and 	 Days Of The Week 	 Getting dressed 	 The Bear Went Over
Sequence	2. 1-2-3-4-5	Little Star	You Know	, , ,	2. Dress up	The
	2. 1-2-3-4-3 3. Head,	2. In The	It	 Name Song Cuckoo 	3. Brush our	Mountain
		_ ,	_	4. Upside	teeth	· •
	Shoulders,	Orchestra Paicy Rell	2. Sing Me A	<u> </u>	-	2. In The Sea
	Knees and	3. Daisy Bell	Song	Down	4. Get Ready	3. Alice The
	Toes	Bicycle	3. Sparkle			Camel





	4. Shapes 5. We to animals 6. Assessment Checkpoint	Made For Two) 4. Dancing Dinosaurs 5. Rock-a-bye Baby 6. Assessment Checkpoint	4. Rhythm In The Way We Walk 5. Big Bear Funk 6. Assessment Checkpoint	5. Hush Little Baby 6. Assessment Checklist	5. Up and Down 6. Assessment Checklist	 4. Ten Green Bottles 5. Zootime 6. Assessment Checkpoint
Vocabulary	·	ongs, chants, rhymes,	pitch, start, stop, lo	ud, quiet, rhythm, te	empo, percussion, pulse	<u>.</u>
Year 2	Autumn	Autumn	Spring	Spring	Summer	Summer
	A	В	A	В	A	В
Musical	Pulse, rhythm and	Playing in an	Inventing a musical	Recognising	Exploring	Our big concert
Spotlight	pitCh	orchestra	story	different sounds	improvisation	How does music
and Social	How does music	How does music	How does music	How does music	How does music make	teach us about
Question	help us to make	teach us about the	make the world a	teach us about our	us happy?	looking after our
200301011	friends?	past?	better place?	neighbourhood?		planet?
Significant	Johann Sebastian B	ach	Bob Marley		Rick Astley	
Musicians	Cello Suite No.1 in	G Major, BWV 1007:	Three Little Birds		Never Gonna Give Yo	ри Др
	I. Pr	elude				
Year Group	Singing			<u>Listening</u>		
End Points		larly with a pitch range of	do-so with increasing	Suggestions:		
	Vocal Control.		to the first of the con-			
	•	a small pitch range (e.g. Ra	nn, Kain Go Away),			
	pitChing aCCura Know the meaning of dy	rely. Inamics (loud/quiet) and te	mno (fact/clow) and he			
		ese when singing by respond				
		symbols (e.g. crescendo, d				





Western Classical Tradition and Film

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero ²	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from The Planets	Holst	20th Century

Popular Music

Style	Title	Artist(s)	
Rock n Roll	Hound Dog	Elvis Presley	
Pop	With A Little Help from My Friends	The Beatles	
Art Pop	Wild Man	Kate Bush	
Blues	Runaway Blues	Ma Rainey	

Musical Traditions

Country	Tradition	Title	Artist/Composer	
ndonesia Gamelan		Baris	Gong Kebyar of Peliatan	
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown	

Composing

- Create music in response to a non-musical stimulus (e.g. a storm, a Car race, or a rocket launch).
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, Creating a musical Conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to Capture, Change and combine sounds.

Musicianship:

Pulse/Beat

- Understand that the speed of the beat Can Change, Creating a faster or slower pace (tempo).
- Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or Clapping and recognising tempo as well as Changes in tempo.
- Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and Clapping the remaining beats.
- Identify the beat groupings in familiar music that they sing regularly and listen to.

Rhythm

• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.





				Si-mon or Can y Read and respondent them with stick crotchets rests Create and persame stick nota Pitch Play a range of e.g. Little Sally a leader playing piano, acoustic Sing short phrasong. Respond independent of the sally control of the	form their own Chanted rhy ation. singing games based on the of Saucer) matching voices accept the melody. The melody coustinstrument or backing trackings independently within a sendently to pitch Changes her ting with actions (e.g. stand	erns, and represent ets, quavers and thm patterns with the cuckoo interval (so-mi, curately, supported by ald be played on a k. inging game or short eard in short melodic up/sit down, hands
Lesson Sequence	1. Music Is My Soul (Part 1) 2. Music Is My Soul (Part 2) 3. Hey Frier	The Sun (Part 1) In 2. Sparkle In The Sun (Part 2)	1. Rainbows (Part 1) 2. Rainbows (Part 2) 3. Hands, Feet, Heart (Part 1)	tuned percussion 1. Helping Each Other (Part 1) 2. Helping Each Other	on. 1. I Wanna Play In A Band (Part 1) 2. I Wanna Play In A Band (Part 2) 3. Music Is All	1. The Sunshine Song (Part 1) 2. The Sunshine Song (Part
	(Part 1) 4. Hey Frier (Part 2) 5. Hello 6. Assessme	1) nds 4. Listen (Part 2) 5. The Orchestra	4. Hands, Feet, Heart (Part 2) 5. All Around The World	(Part 2) 3. The Music Man (Part 1)	Around (Part 1) 4. Music Is All Around (Part 2) 5. Saying Sorry	2) 3. Four White Horses (Part 1)





		6. Assessment Checkpoint	6. Assessment Checkpoint	4. The Music Man (Part 2) 5. Let's Sing Together	6. Assessment Checklist	4. Four White Horses (Part 2) 5. Down By The Bay
	Single and the same			6. Assessment Checkpoint		6. Assessment Checklist
Vocabulary	Pitch, range, dynan	nics, tempo, recorded	•	ot notation, stick no Clapping, tapping,	otation, beat, rhythm,	crotchets, quavers,
Year 3	Autumn A	Autumn B	Spring	Spring B	Summer A	Summer B
Musical Spotlight and Social Question	Writing music down How does music bring us closer together?	Playing in a band What stories does music tell us about the past?	Compose, using your imagination How does music make the world a better place?	More musical styles How does music help us to get to know our community?	Enjoying improvisation How does music make a difference to us every day?	Opening night How does music connect us with our planet?
Significant Musicians		E-Flat Major, Op. 9 o. 2	Elvis Presley Can't Help Falling in	n Love	The Farm All Together Now	
Year Group End Points	Singing Sing a widening structures with tunefully and w soft. Perform action songs (e.g. Head Walk, move or c	range of unison songs of a pitch range of do—so (e. ith expression. Perform for some confidently and in time this and Shoulders). Clap a steady beat with other the tempo of the music characterists.	g. Extreme Weather), orte and piano, loud and o a range of action hers, changing the speed	<u>Listening</u> <u>Suggestions:</u>		





Western Classical Tradition and Film

Title	Composer	Period
Hallelujah from Messiah	Handel	Baroque
Night on a Bare Mountain ³	Mussorgsky	Romantic
Jai Ho from Slumdog Millionaire	A. R. Rahman	21st Century
Rondo alla Turca	Mozart	Classical
Mars from The Planets	Holst	20th Century
Bolero	Ravel	20th Century
Night Ferry	Anna Clyne	21st Century

Popular Music

Style	Title	Artist(s)
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Rock n Roll	Hound Dog	Elvis Presley
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey
Pop	With A Little Help from My Friends	The Beatles

Musical Traditions

Country	Tradition	Title	Artist/Composer
India	Indian Classical	Sahela Re	Kishori Amonkar
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan

Composing:

Improvise

- Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'onthe-spot' responses using a limited note-range.
- Structure musical ideas (e.g. using echo or question and answer phrases) to Create music that has a beginning, middle and end.
 Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.

Compose

 Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).

Performing

- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C-E/domi) as a whole class or in small groups (e.g. trios and quartets).
- Use listening skills to Correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

Reading Notation

Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.

Introduce and understand the differences between crotchets and paired quavers.





		accompaniments on untune and note values.	ed percussion using	Apply word chants to rhythms, understanding how one musical note.	to link each syllable to
Lesson Sequence	1. Home is where the heart is (Part 1) 2. Home is where the heart is (Part 2) 3. Let's work it out together (Part 1) 4. Let's work it out together (Part 2) 5. Please be kind 6. Assessment Checkpoint	1. Love what we do (Part 1) 2. Love what we do (Part 2) 3. When the Saints go marchin' (Part 1) 4. When the Saints go marchin' (Part 2) 5. My Bonnie lies over the ocean 6. Assessment Checkpoint	1. Your imagination (Part 1) 2. Your imagination (Part 2) 3. You're a shining star (Part 1) 4. You're a shining star (Part 2) 5. Music makes the world go round 6. Assessment Checkpoint	1. Friendship song (Part 1) 2. Friendship song (Part 2) 3. Family (Part 1) 4. Family (Part 2) 5. Come on over 6. Assessment Checkpoint Checkpoint 1. He's Got The Whole World In His Hands (Part 2) 3. Why Does Music Make a Difference? (Part 1) 4. Why Does Music Make a Difference? (Part 2) 5. Panda Extravaganza 6. Assessment	1. Michael Row The Boat Ashore (Part 1) 2. Michael Row The Boat Ashore (Part 2) 3. The Dragon Song (Part 1) 4. The Dragon Song (Part 2) 5. Follow Me 6. Assessment Checklist
Vocabulary				Checkpoint Up trising, falling; pitch range do—so, call and	
1400 to		i i		unison, layered, solo, loud, forte, quiet, pia	_
Year 4	Дutumn Д	Autumn B	Spring 人	Spring Summer B A	Summer B





Musical Spotlight	Musical structures How does music	Exploring feelings when you play	Compose with your friends	Feelings through music	Expression and improvisation	The show must go on!
and Social Question	bring us together?	How does music connect us with our	How does music improve our world?	How does music teach us about our	How does music shape our way of life?	How does music connect us with the
Significant	Pyotr Ilyich Tchaiko		Aretha Franklin	Community?	The Zutons	environment?
Musicians	Swan Lake, Op. 20, Act II: No. 10, Scene. Moderato		I say a Little Prayer		You Will, You Won't	
Year Group End Points	 Singing Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day-a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). Perform a range of songs in school assemblies. 			Listening Suggestions:		





Western Classical Tradition and Film

Title	Composer	Period
Symphony No. 5	Beethoven	Classical
O Euchari	Hildegard	Early
For the Beauty of the Earth	Rutter	20th Century
Jai Ho from Slumdog Millionaire	A. R. Rahman	21st Century
Hallelujah from Messiah	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from The Planets	Holst	20th Century
Bolero	Ravel	20th Century
Night Ferry	Anna Clyne	21st Century

Popular Music

Style	Title	Artist(s)
Jazz	Take the 'A' Train⁴	Billy Strayhorn/Duke Ellington Orchestra
90s Indie	Wonderwall	Oasis
Rock n Roll	Hound Dog	Elvis Presley
Pop	With a Little Help with My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country*	Tradition	Title	Artist/Composer
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar

Composing:

Improvise

- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.

Compose

Performing:

Instrumental Performance

- Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.
- Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.





	short pentato suitable for th phrases as self • Arrange indivi	on rhythmic notation with le nic phrases using a limited r ne instruments being learnt. F-standing compositions. dual notation cards of know et, crotchet rest and paired	ange of 5 pitches Sing and play these un note Values (i.e.	duet) from simp teaching. Ident	or more parts (e.g. melody a ole notation using instrument ify static and moving parts. odic phrases including those , E, G, A).	es played in whole class
	 Explore develor composing mu music to acco Introduce maj Include instructeaching to exavailable for composing mu music to acco Capture and remainder 	2-, 3- or 4-beat phrases, arral pping knowledge of musical sic to create a specific moompany a short film clip. or and minor chords. ments played in whole-class/spand the scope and range composition work. ecord creative ideas using a and time signatures, staf	components by d, for example creating group/ individual of the sound palette any of: graphic symbols,	crotchets, paire Read and perfo G/do-so). Follow and perf	understand the differences ed quavers and rests. orm pitch notation within a d Form simple rhythmic scores a dual parts accurately within a se of ensemble.	lefined range (e.g. C- to a steady beat:
Lesson	1. Hoedown	1. Looking in	1. Bringing us	1. Let your	1. Train Is A-	1. You Can
Sequence	(Part 1)	the mirror	together	spirit fly	Comin' (Part	See It
	2. Hoedown	(Part 1)	(Part 1)	(Part 1)	1)	Through
	(Part 2)	2. Looking in	2. Bringing us	2. Let your	2. Train Is A-	(Part 1)
	3. I'm always	the mirror	together	spirit fly	Comin (Part	2. You Can
	there (Part	·	(Part 2)	(Part 2)	2)	See It
	1)	3. Take time in	3. Old Joe	3. Frère	3. Oh Happy	Through
	4. I'm always	life (Part 1)	Clark (Part	Jacques	Day (Part 1)	(Part 2)
	there (Part	· ·	1)	(Part 1)	4. Oh Happy	3. The
	2)	life (Part 2)	4. Old Joe	4. Frère	Day (Part 2)	Octopus
	5. Martin	5. Scarborough	Clark (Part	Jacques	5. A World Full	Slide (Part
	Luther	Fair	2) 5 Danca with	(Part 2)	Of Sound	1) " The
	King	6. Assessment	5. Dance with	5. The other	6. Assessment	4. The
	6. Assessment		me	side of the	Checkpoint	Octopus
	Checkpoint	:		moon		





			6. Assessment	6. Assessment		Slide (Part
			Checkpoint	Checkpoint		2)
						5. Connect
						6. Assessment
						Checkpoint
Vocabulary					ic scale, major and mir	
	range do-do, Roun				, melody, accompanime	ent, Getting louder
		(Crescendo), gettin	g softer (decrescend	o); legato (smooth), s	taccato (detached).	I
Year 5	Autumn	Autumn	Spring	Spring	Summer	Summer
	A	В	A	В	A	В
Musical	Melody and	Sing and play in	Composing and	Enjoying musical	Freedom to improvise	Battle of the bands!
Musical	harmony in music	different styles	Chords	Styles	How does music	How does music
Spotlight	How does music	How does music	How does Music	How does music	shape our way of life?	connect us with the
and Social	bring us together?	connect us with our	improve our world?	teach us about our	5/19p5 54, 359, 5/ 1//5.	environment?
Question		past?	, , , , , , , , , , , , , , , , , , , ,	Community?		.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Significant	Richard Wagner		Beyonce		The Beautiful South	
Musicians	Die Walkure, Ad	ct III: Ride of the	Ha	910	Rotterdam (O	r Anywhere)
	Vall	<pre><yries< pre=""></yries<></pre>				
Year	Singing			<u>Listening</u>		
Group End	•	nge of songs from an exten		Suggestions:		
Points	-	ole and performance. This ing, accurate pitching and				
		rounds, partner songs, and				
	a Chorus.	· - 559 pg. 5,70. 051/301 q1/6				
	Perform a range of song	gs in school assemblies and	in school performance			
	opportunities.					





Title	Composer	Period
English Folk Song Suite⁵	Vaughan Williams	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
This Little Babe from Ceremony of Carols	Britten	20th Century
Jai Ho from Slumdog Millionaire	A.R. Rahman	21st Century
O Euchari	Hildegard	Early
Hallelujah from Messiah	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from The Planets	Holst	20th Century
Bolero	Ravel	20th Century
For the Beauty of the Earth	Rutter	20th Century
Night Ferry	Anna Clyne	21st Century

Popular Music

Style	Title	Artist(s) Björk Bronski Beat	
90s Singer/Songwriter	Play Dead		
80s Synth/Pop	Smalltown Boy		
Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra	
Rock n Roll	Hound Dog	Elvis Presley	
Pop	With A Little Help from My Friends		
Funk	nk I Got You (I Feel Good)		
Disco	Le Freak	Chic	
Art Pop	Wild Man	Kate Bush	
90s Indie	Wonderwall	Oasis	
Blues	Runaway Blues	Ma Rainey	

Musical Traditions

Country	Tradition	Title	Artist/Composer	
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji	
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo	
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown	
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan	
India	Indian Classical	Sahela Re	Kishori Amonkar	
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group	
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band	

Composing:

Improvise

- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
- Improvise over a simple groove, responding to the beat, creating a
 satisfying melodic shape; experiment with using a wider range of
 dynamics, including very loud (fortissimo), very quiet (pianissimo),
 moderately loud (mezzo forte), and moderately quiet (mezzo
 piano). Continue this process in the composition tasks below.

Compose

Performing:

Instrumental Performance

- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.
- Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple,





	 Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. 	 Chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Reading Notation Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C-C'/dodo). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 		
Lesson Sequence	1. Ghost in my life coming (Part 1) 2. Ghost 2. The sparkle in my life (Part 1) 2. Ghost 2. The sparkle in my life coming (Part 1) 3. Words can hurt (Part 1) 4. Words can hurt (Part 2) 4. Words can hurt (Part 2) 6. Words can hurt (Part 2) 7. The sparkle coming (Part 1) 7. Part 2) 7. The sparkle coming (Part 1) 7. Part 2) 7. The sparkle coming (Part 1) 7. Part 2) 7. Preedom is coming (Part 2) 7. Treedom is coming (Part 2) 7. Treedom is coming (Part 1) 7. Treedom is coming (Part 2) 7	1. Erie Canal (Part 1) 2. Erie Canal (Part 2) 3. Heroes (Part 1) (Part 2) 4. Heroes (Part 2) 5. Happy to be me (Part 2) 6. Assessment (Checkpoint) 1. You And Me (Part 1) 2. You And Me (Part 2) 3. A Bright Sunny Day (Part 2) 4. A Bright Sunny Day (Part 2) 5. Keeping Checkpoint 1. You And Me (Part 1) 2. You And Me (Part 1) 4. A Bright Sunny Day (Part 1) 4. A Bright Sunny Day (Part 2) 5. I'm Forever Blowing Bubbles		





	5. Joyful,	5. Get on	5. Do you		6. Assessment	6. Assessment
	Joyful	board	ever		Checkpoint	Checkpoint
	6. Assessment	6. Assessment	wonder?			
	Checkpoint	Checkpoint	6. Assessment			
			Checkpoint			
Vocabulary	Simple time, compo	ound time, syncopatio	n, full diatonic scale	in different keys, te	rnary form, verse and (chorus form, music
	with m	ultiple sections, Triad	s, chord progressions	s, fortissimo, pianissi	mo, mezzo forte, mezz	o piano
Year 6	Autumn	Autumn	Spring	Spring	Summer	Summer
	Ą	В	Ą	В	Ą	В
Musical	Music and	Developing ensemble	Creative	Musical styles	Improvising with	Farewell tour
•	technology	Sougs	Composition	Connect us	Confidence	How does music
Spotlight	How does music	How does music	How does music	How does music	How does music	connect us with the
and Social	bring us together?	connect us with our	improve our world?	teach us about our	shape our way of life?	environment?
Question	pring as together:	past?	mprove our world:	Community?	Stidbe out way of tite:	CITAL CITIES
Significant	Claude Debussy		Stevie Wonder	I	Elbow	
Musicians	Clair de Lune, L.32		Signed, sealed, deliv	vered (I'm yours)	One Day Like This	
Year	Singing			Listening		
Group End	F -	nge of songs, including tho		Suggestions:		
Points		thms, as part of a Choir, wi				
,		ce. This should include obs ng and appropriate style.	erving rnythm, phrasing,			
	-	ng three- and four-part roul	nds (e.g. Calypso by Jan			
	_	artner songs, and experime				
		y within the group – i.e. no				
		velop greater listening skill	s, balance between			
	parts and vocal					
	, ,	e of songs as a choir in sch				
	performance op	pportunities and to a wider	audience.			





Western Classical Tradition and Film

Title	Composer	Period
1812 Overture	Tchaikovsky	Romantic
Connect It ⁶	Anna Meredith	21st Century
O Euchari	Hildegard	Early
Hallelujah from Messiah	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from The Planets	Holst	20th Century
Bolero	Ravel	20th Century
English Folk Song Suite ⁶	Vaughan Williams	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
For the Beauty of the Earth	Rutter	20th Century
This Little Babe from A Ceremony of Carols	Britten	20th Century
Night Ferry	Anna Clyne	21st Century
Jai Ho from Slumdog Millionaire	A. R. Rahman	21st Century

Popular Music

Style	Title	Artist(s)	
90s RnB	Say My Name	Destiny's Child	
Blues	Runaway Blues	Ma Rainey	
Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra	
Rock n Roll	Hound Dog	Elvis Presley	
Pop	With A Little Help from My Friends	The Beatles	
Funk	I Got You (I Feel Good)	James Brown	
Disco	Le Freak	Chic	
80s Synth/Pop	Smalltown Boy	Bronski Beat	
90s Singer/Songwriter	Play Dead	Björk	
Art Pop	Wild Man	Kate Bush	
90s Indie	Wonderwall	Oasis	

Musical Traditions

Country*	Tradition	Title	Artist/Composer	
Middle East	Folk	Sprinting Gazelle	Reem Kelani	
England	Folk	Sea Shanties	Various	
Poland	Folk	Mazurkas Op. 24	Chopin	
Argentina	Tango	Libertango	Piazzolla	
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown	
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan	
India	Indian Classical	Sahela Re	Kishori Amonkar	
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group	
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band	
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji	
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo	





	Create music us contrast. Use chord chart Extend improvice creating a satist Compose Plan and compose pentatonic scal variety and interpercussion and Compose melocor Eminor or a Either of these chordal accompose a terr	sills through working in small ith multiple sections that in the multiple sections that it is as part of an improvise sed melodies beyond 8 bears bying melodic shape. The sean 8- or 16-beat melodic se (e.g. C, D, E, G, A) and in the sect. Play this melody on a for orchestral instruments lies made from pairs of physics witable for the instrumelodies can be enhanced by animent. The section of the instruments of the instruments of the instrument of the instru	include repetition and ed sequence ts over a fixed groove, sphrase using the accorporate rhythmic vailable tuned. Notate this melody, rases in either G major ment chosen. I with rhythmic or	using notes with dynamic range, moderately loud. • Accompany this bass line. This can tablets, or demonstrated in the chords or a second accompaniment be chords or a second in the chords or a second	pillowing staff notation written an octave range (do-do); including very loud (ff), very (mf) and moderately quiets same melody, and others, used the board using hers through ensemble playing, mixed ensemble) with pupier oles. The accompaniment, single-note bass line. It the skills to read and perform (e.g. C-C/do-do). It is not to 4 parts that contains the process of the confidently from rhythm notations.	make decisions about v quiet (pp), (mp). Ising block chords or a ds, tuned percussion or a an online keyboard. Ing (e.g. school ls taking on melody or if instrumental, could be semibreves, minims, heir equivalent rests. In pitch notation action cards and
				 Read and play f 	rom notation a four-bar phr names and durations.	ase, confidently
Lesson Sequence	1. Do what you want to (Part 1) 2. Do what	1. My best friend (Part 1) 2. My best	1. Disco fever (Part 1) 2. Disco fever (Part 2)	1. Let's rock (Part 1) 2. Let's rock (Part 2)	1. Wake Up! (Part 1) 2. Wake Up! (Part 2)	1. Heal The Earth (Part 1) 2. Heal The
	you want to (Part 2)	friend (Part 2)	3. La Bamba (Part 1)	3. Simple gifts (Part 1)	3. Down By The Riverside (Part 1)	Earth (Part 2)





	3. It's all about love (Part 1) 4. It's all about love (Part 2) 5. Sunshine on a rainy day 6. Assessment Checkpoint	3. Swinging swinging star (Part 1) 4. Swinging star (Part 2) 5. Roll Alabama 6. Assessment Checkpoint	4. La Bamba (Part 2) 5. Change 6. Assessment Checkpoint	 4. Simple gifts (Part 2) 5. Friendship should never end 6. Assessment Checkpoint 	 4. Down By The Riverside (Part 2) 5. Dance The Night Away 6. Assessment Checkpoint 	3. Let's Go Surfin' (Part 1) 4. Let's Go Surfin' (Part 2) 5. So Amazing 6. Assessment Checklist
Vocabulary	•				nary form, verse and c no, mezzo forte, mezzo	· · · · · · · · · · · · · · · · · · ·