

Term 1:

Yr	Unit	National Curriculum	Knowledge & Skills
3	<p>Introducing pulse and rhythm</p> <p>Vocab: pulse, rhythm, tempo, percussion</p>	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to details and recall sounds with increasing aural memory. 	<ul style="list-style-type: none"> Develop confidence & social skills Develop an accurate sense of pulse & rhythm Learn new music terminology Listen for the elements taught and the effect they have when they change
4	<p>Learn to read musical notation</p> <p>Vocab: Stave, treble clef, crotchet, quaver, minim, semibreve, scale</p>	<ul style="list-style-type: none"> Use and understand stave notation play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Know and identify the stave, line & spaces & clef Understand the difference between crotchet, minims & paired quavers Know the treble clef scale
5	<p>Project linked: Stargazers – Exploring Gustav Holst - The Planets.</p> <p>Compose a space themed piece of music using ostinatos.</p> <p>Vocab: duration, dynamics, crescendo, diminuendo, timbre, classical, composer, ostinato.</p>	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Improvise and compose music for a range of purposes using the inter-related dimensions of music develop an understanding of the history of music 	<ul style="list-style-type: none"> Identify duration, dynamics, timbre & texture Describe using musical vocabulary Compare different composers' styles Compare one composer's variety in style Identify ostinatos.
6	<p>Project linked: Blood Heart – Connect It!</p> <p>Using body percussion to create a whole year group piece of music.</p> <p>Vocab: Body percussion, beat, pulse, rhythm</p>	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music develop an understanding of the history of music 	<ul style="list-style-type: none"> Understand that music is around us every day. Revise pulse, rhythm, tempo, duration, dynamics, timbre, texture, structure Communicate non verbally Collaborate to produce a musical piece Provide peer feedback Evaluate the success of a performance
<p>Enrichment:</p> <ul style="list-style-type: none"> Y3 Harvest Service 			

Term 2:

Yr	Unit	National Curriculum	Knowledge & Skills
3	Introducing Pulse & Rhythm continued	<i>See Term 1</i>	
4	Year 4 production – Singing	<ul style="list-style-type: none"> • Use and understand staff and other musical notations • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> • Learn to use voices safely • Sing a range of unison songs, tunefully and with expression. • Perform actions confidently and in time • Pitch the voice accurately, following directions to sing louder & quieter
5	Year 5 carol service - Singing	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • To sing in a group in harmony • To recall lyrics • Listen to sing to backing tracks keeping in time
6	Project linked: Britain at War (Music in the 1930's and 1940's) Vocab: swing, soundscape	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> • Identify impact of sound on mood and feeling • Listen actively • Count beats and syllables to fit words to the tune • Write lyrics for a given purpose
Enrichment: <ul style="list-style-type: none"> • Choir perform at Baptist Church for SERVE • Whole school Christmas sing-a-long • Y4 Christmas production • Y5 Christmas carol service 			

Term 3:

Yr	Unit	National Curriculum	Knowledge & Skills
	Learn to play Boom Whackers	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music develop an understanding of the history of music 	<ul style="list-style-type: none"> Know how to hold a Boom Whacker Know how play a Boom Whacker Describe the effect of the size of the Boom Whacker on the sound it creates Keep a steady beat
4	Learn to play the recorder – introductory unit	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Develop the basic skills of recorder playing Play and perform melodies following stave notation.
5	Project linked: Off with her Head! - Exploring Tudor music	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece. Identify Pavan's and other faster types of Tudor music when listening, following a score with attention to the repeat marks. Learn about traditional Tudor musical instruments and how these compare and contrast to modern day instruments
6	Master reading of musical notation and playing of recorder. Vocab: semi-quaver, tied notes, slur, staccato	<ul style="list-style-type: none"> Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers & equivalent rests. Further develop skills to read and perform pitch notation. Read and play from notation a four-bar phrase, confidently identifying note names and durations.

Term 4:

Yr	Unit	National Curriculum	Knowledge & Skills
3	Recycled Rhythms Vocab: timbre, ostinato	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Learn about the music group 'Stomp' Explore how junk objects can be used to create different timbres. Know what we mean by ostinato.
4	Instruments of the Orchestra Describe how different instruments are used throughout a piece of music to add interest and meaning Vocab: Instruments, strings, woodwind, brass, percussion, timbre	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music Understand and explore how music is created, produced and communicated. 	<ul style="list-style-type: none"> Match instrument to desired effect Know the origin and history of orchestral instruments Identify instrument families
5	Project linked: Alchemy Island Using knowledge of elements of music, compose using tuned and untuned instruments. Write the piece of music using graphic scores and formal notation. Write lyrics to piece of music for Alchemy Island piece. Vocab: motif, structure, pulse, dynamics	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Use and understand staff and other musical notations 	<ul style="list-style-type: none"> Use and manipulate structure Understand and use harmony Describe music using all elements: pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture. Read and write notation: d, e, f
6	Digital Composing - Garageband	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Create music with multiple sections that include repetition and contrast. Extend improvised melodies
Enrichment: <ul style="list-style-type: none"> Young Musician Competition 			

Term 5:

Yr	Unit	National Curriculum	Knowledge & Skills
3	Composers	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory
4	Project linked: Misty Mountain, Winding River - composing music to represent the water cycle inspired by Smetana and Debussy	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Use the elements of timbre, dynamics and pitch to compose a piece of music for a given purpose Know what is meant by crescendo Listen acutely to a composer's work and identify elements used and the impact on the desired effect
5	Further develop reading of musical notation and playing of the recorder	<ul style="list-style-type: none"> Use and understand stave notation Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Read and write notation: d, e and f Use correct holding position and blowing technique consistently Show greater fluency in reading music whilst also playing
6	Learn to play an instrument - Ukulele Vocab: neck, strings, tuning pegs, bridge, chords	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations 	<ul style="list-style-type: none"> Hold a ukulele correctly Demonstrate correct strumming Play chords according to finger positions
Enrichment: <ul style="list-style-type: none"> Celebrate Rushden – Hall Park 			

Term 6:

Yr	Unit	National Curriculum	Knowledge & Skills
3	Learn to play an instrument - Glockenspiel	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Know where the Glockenspiel originated • Know the instrument family • Read and write notation: c, d, e, f • Hold mallets correctly to strike instrument
4	Improve playing of the Glockenspiel	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Read and perform pitch notation within a defined range, expanding on notes from Year 3 • Follow and perform more complex rhythmic scores
5	Play the recorder - composition	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Complete a short, stave notation piece • Know how to build bars of notation • Understand and use time signature
6	Y6 Production - Singing	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Sing in a group in harmony • Recall lyrics • Sing to backing tracks keeping in time • Sing songs in parts and use layering for effect
Enrichment: <ul style="list-style-type: none"> • Summer Concert – In-house • Choir at Party in the Park 			