

|                  | Key stage 1                                                                                                                                                                                                                                                                                                                                                                                                                       | Lower key stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pitch</b>     | <ul style="list-style-type: none"> <li>Understand that pitch means how high or low a note sounds</li> <li>Understand that a melody is made up from high and low pitched notes played one after the other, making a tune</li> <li>Know that some tuned instruments have a lower range of pitches and some have a higher range of pitches</li> <li>Understand that ‘tuned’ instruments play more than one pitch of notes</li> </ul> | <ul style="list-style-type: none"> <li>Know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad</li> <li>Know that some traditional music around the world is based on five-notes called a 'pentatonic' scale and that a pentatonic melody uses only the five notes C D E G A</li> <li>Know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll</li> <li>Know that 'transposing' a melody means changing its key, making it higher or lower pitched</li> <li>Know that a ‘glissando’ means a sliding effect played on instruments or by using your voice</li> </ul> |
| <b>Duration</b>  | <ul style="list-style-type: none"> <li>Know that ‘rhythm’ means a pattern of long and short sounds (Term 1)</li> <li>Know that 'duration' means how long a note, phrase or whole piece of music lasts</li> <li>Know that the long and short sounds of a spoken phrase can be represented by a rhythm</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>Know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed</li> <li>Know that a motif in music can be a repeated rhythm</li> <li>Know that written music tells you how long to play a note for</li> <li>Know that different notes have different durations, with crotchets being worth one whole beat</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| <b>Dynamics</b>  | <ul style="list-style-type: none"> <li>Know that dynamics means how loud or soft a sound is</li> <li>Know that dynamics can change the effect a sound has on the audience (mood)</li> <li>Understand that sounds can be adapted (eg. through dynamics) to change their mood</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Know that a ‘crescendo’ means a sound getting gradually louder</li> <li>Know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Tempo</b>     | <ul style="list-style-type: none"> <li>Know that the ‘pulse’ is the steady beat that goes through music (Term 1)</li> <li>Know that tempo is the speed of the music</li> <li>Understand that the tempo of a musical phrase can be changed to achieve a different effect</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>Know that playing in time means all performers playing together at the same speed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Timbre</b>    | <ul style="list-style-type: none"> <li>Know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch</li> <li>Know that my voice can create different timbres to help tell a story</li> <li>Know that musical instruments can be used to create 'real life' sound effects or animal noises, based on their timbre</li> </ul>                              | <ul style="list-style-type: none"> <li>Understand that the timbre of instruments played affect the mood and style of a piece of music</li> <li>Understand that both instruments and voices can create audio effects that describe something you can see</li> <li>Know that grouping instruments according to their timbre can create contrasting textures in music</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Texture</b>   | <ul style="list-style-type: none"> <li>Know that music has layers called 'texture'</li> <li>Know that a graphic score can show a picture of the layers, or 'texture', of a piece of music</li> </ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Know that combining different instruments and / or different rhythms when we compose can create layers of sound we call 'texture' and that many types of music from around the world consist of more than one layer of sound, eg. Traditional Indian ‘tala’ and ‘rag’</li> <li>Understand that harmony means playing two notes together which usually sound good</li> </ul>                                                                                                                                                                                                                                                                                                                                      |
| <b>Structure</b> | <ul style="list-style-type: none"> <li>Know that a piece of music can have more than one section, and understand that structure means the organisation of sounds within music, eg the chorus and verse pattern in a song (Term 1)</li> </ul>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</li> <li>Know that deciding the structure of music, when composing, can help us create interesting music with contrasting sections</li> <li>Know that, in a ballad, a stanza means a verse</li> <li>Know that an ostinato is a musical pattern repeated over and over, and can be vocal</li> <li>Know that music from different places has different structural features, eg. Traditional Chinese music being based on the five-note pentatonic scale</li> </ul>                                                                                                                             |
| <b>Notation</b>  | <ul style="list-style-type: none"> <li>Understand that music can be represented by pictures or symbols</li> <li>Know that 'notation' means writing music down so that someone else can play it</li> <li>Know that a graphic score can show a picture of the structure and/or texture of music</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Understand that 'reading' music means using how the written note symbols look - and their position - to know what notes to play</li> <li>Know that ‘performance directions’ are words added to music notation to tell the performers how to play or sing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pulse &amp; Rhythm (Theme: All about Me)</b><br><br>This introductory unit includes lots of activities for getting to know one another. Through listening to a range of different music and playing games, children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.                                                          | <b>Pitch and tempo (Theme: Superheroes)</b><br><br>Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.                                                                                                                                                                                                                                                                                                | <b>On this island: British songs and sounds</b><br><br>Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.                                                                                                                                                                                              |
| <b>Key vocabulary</b><br>body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables                                                                                                                                                                                                                                                                                       | <b>Key vocabulary</b><br>accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune                                                                                                                                                                                                                                                                                                                                                                             | <b>Key vocabulary</b><br>accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo, texture, timbre, voice percussion                                                                                                                                           |
| <b>Musical pieces and musicians</b><br><i>You’ve Got a Friend in Me</i> - Randy Newman<br><i>Can’t Stop the Feeling</i> - Justin Timberlake<br><i>Happy</i> - Pharrell Williams<br><i>I’ll be There For You</i> - The Rembrandts<br><i>Count on me</i> - Bruno Mars<br><i>A Duo</i> - Phillip Glasser, Dom DeLuise                                                                                                                                         | <b>Musical pieces and musicians</b><br><i>Main theme from Superman Film soundtrack</i> - John Williams<br><i>Main theme from Batman Film soundtrack</i> - Neal Hefti<br><i>William Tell Overture</i> - Rossini<br><i>Symphonie Fantastique 1st Movement</i> - Berlioz<br><i>Main theme: Wonder Woman Film soundtrack</i> - Charles Fox, Norman Gimbel<br><i>Main theme from Spider-Man Theme</i> - Paul Francis Webster<br><i>Main theme from The Amazing Spider Man</i> - Young Peter<br><i>Main theme from The Incredibles</i> - Michael Giacchino | <b>Musical pieces and musicians</b><br><i>My Bonnie Lies Over the Ocean</i> Composer: unknown, performer: Grace Bertolini<br><i>Tintagel</i> - Arnold Bax<br><i>The Lark Ascending</i> - Vaughan Williams<br><i>London Suite</i> - Eric Coates                                                                                                                                                                                          |
| Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Classic music, dynamics and tempo (Theme: Animals)</b><br><br>Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.                                                                                                                                        | <b>Musical Me</b><br><br>In this topic children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody                                                                                                                                                                                                                                                                                                   | <b>Orchestral instruments (Theme: Traditional Western stories)</b><br><br>Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.                                                                                                                                                            |
| <b>Key vocabulary</b><br>accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow                                                                                                                                                                                                                | <b>Key vocabulary</b><br>beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume                                                                                                                                                                                                                                                                                                                                      | <b>Key vocabulary</b><br>actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind                                                                                                                                               |
| <b>Musical pieces and musicians</b><br><i>Storm</i> -Vivaldi<br><i>Moonlight Sonata</i> -Beethoven<br><i>Venus, ‘The Planets’</i> - Holst<br><i>Dance of the Knights</i> - Sergei Prokofiev<br><i>Flight of the bumblebee</i> - Rimsky Korsakov<br><i>Carnival of The Animals: The Elephant</i> - Camille Saint-Saëns<br><i>Carnival of The Animals: Aquarium</i> - Camille Saint-Saëns<br><i>Carnival of The Animals: Tortoises</i> - Camille Saint-Saëns | <b>Musical pieces and musicians</b><br><i>Once a Man Fell in a Well</i> - unknown                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Musical pieces and musicians</b><br><i>The Three Bears</i> - <i>A Phantasy</i> - Eric Coates<br><i>A Humoresque Duet for Oboe and Clarinet</i> - Doug Harville<br><i>Sleeper’s Awake (Wachet auf)</i> - J.S.Bach<br><i>Sonata for Horn solo</i> - Rainer Boschog<br><i>Frolic for Tuba</i> - Charles Fernandez<br><i>Performance Percussion</i> - Zilzen Zidjian<br><i>Do You Want to Build a Snowman from Frozen</i> - Robert Lopez |

| Autumn 1                                                                                                                                                                                                                                                                                      | Spring 1                                                                                                                                                                                                                                                                                  | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Musical vocabulary (Under the sea)</u></b><br><br>This unit sees children journey under the ocean to explore key musical vocabulary                                                                                                                                                     | <b><u>West African call and response song (Theme: Animals)</u></b><br><br>Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms. | <b><u>Dynamics, timbre, tempo and motifs (Theme: Space)</u></b><br><br>Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.                                                                                                                                                                                                                                  |
| <b>Key vocabulary</b><br>actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse                                                                       | <b>Key vocabulary</b><br>actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume                                                    | <b>Key vocabulary</b><br>Accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise, inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence, soundscape, strings, symbols, timbre, visual interpretation, woodwind                                                                                                                                                                                                                          |
| <b>Musical pieces and musicians</b><br><i>Main theme from Jaws Film soundtrack</i> – John Williams<br><i>Main theme from Hawaii Five O</i> – The Ventures<br><i>Carnival of The Animals: Aquarium</i> - Camille Saint-Saëns<br><i>Wellerman</i> - Nathan Evans                                | <b>Musical pieces and musicians</b><br><i>Relaxing Music with African drums</i> - Unknown<br><i>Che Che Kule</i> - Traditional Ghanaian Children's song                                                                                                                                   | <b>Musical pieces and musicians</b><br><i>Relaxing Space Ambient Music</i> - Unknown<br><i>Mars, The Bringer of War (The Planets)</i> - Gustav Holst<br><i>Main theme from Star Wars Film Soundtrack</i> - John Williams<br><i>Venus, The Bringer of Peace (The Planets)</i> - Gustav Holst<br><i>Uranus, The Magician (The Planets)</i> - Gustav Holst<br><i>5th Symphony in C Minor</i> - Beethoven<br><i>Main theme from James Bond Film soundtrack</i> - John Barry<br><i>Main theme from GhostBusters</i> - Ray Parker |
| Autumn 2                                                                                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><u>Timbre and rhythmic patterns (Theme: Fairytales)</u></b><br><br>Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.                 | <b><u>Vocal and body sounds (Theme: By the sea)</u></b><br><br>Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.                                                                                  | <b><u>Myths and Legends</u></b><br><br>Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Key vocabulary</b><br>bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice | <b>Key vocabulary</b><br>body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind                                                       | <b>Key vocabulary</b><br>beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola                                                                                                                                                                                                                                   |
| <b>Musical pieces and musicians</b><br><i>Peter and the Wolf</i> - Sergei Prokofiev                                                                                                                                                                                                           | <b>Musical pieces and musicians</b><br><i>Interlude (from the opera Peter Grimes)</i> - Benjamin Britten Storm<br><i>Sailing By</i> - Ronald Binge                                                                                                                                        | <b>Musical pieces and musicians</b><br><i>St George - Traditional English folk song</i> - Carthy Waterson<br><i>When Good King Arthur</i> --mNursery rhyme unknown<br><i>Tintagel</i> - Arnold Bax<br><i>Che farò senza Euridice - from Orfeo et Euridice</i> Composer: Gluck. Performer:: Philippe Jaroussky<br><i>Orpheus in the Underworld (Orfeo all'inferno)</i> - Offenbach                                                                                                                                           |

| Autumn 1                                                                                                                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                                      | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>South Africa (Instrumental lessons)</u></b><br><br>Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.                                                                                                                                                                 | <b><u>Caribbean (Instrumental lessons)</u></b><br><br>Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.                                                                                           | <b><u>Jazz</u></b><br><br>Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Key vocabulary</b>                                                                                                                                                                                                                                                                                                                                                | <b>Key vocabulary</b>                                                                                                                                                                                                                                                                                                         | <b>Key vocabulary</b><br>call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Musical pieces and musicians</b><br><i>Grazing in the grass</i> - Hugh Masekela<br><i>Pata pata</i> - Miriam Makeba<br><i>Incanyezi nezazi</i> - Ladysmith Black Mambazo<br><i>Put on your gumboots!</i> - Music Education Solutions                                                                                                                              | <b>Musical pieces and musicians</b><br><i>Calypso Queen</i> - Calypso Rose<br><i>London is the place for me</i> - Lord Kitchener<br><i>If you're brown</i> - Lord Kitchener<br>What's the story? - Music Education Solutions<br><i>Tropical bird</i> - Trinidad Steel Band<br><i>Old time calypso</i> - Love City Pan Dragons | <b>Musical pieces and musicians</b><br><i>Maple Leaf Rag</i> - Scott Joplin<br><i>The Entertainer</i> - Scott Joplin<br><i>The Bare Necessities</i> - Terry Gilkyson<br><i>Turkey in the Straw</i> - David W. Guion<br><i>When the Saints Go Marching in</i> - The New Orleans Jazz Band<br><i>Scat Singing Jazz</i> - Ella Fitzgerald<br><i>Minnie the Moocher</i> - Hugh Laurie & Stephen Fry<br><i>Minnie the Moocher</i> - Cab Calloway<br><i>Blues Lick</i> - Oscar Peterson<br><i>Sing Sing Sing</i> - Benny Goodman<br><i>Twinkle Twinkle Little Star</i> - Mozart<br><i>Baa baa black sheep</i> - James Hook & Samuel Arnold |
| Autumn 2                                                                                                                                                                                                                                                                                                                                                             | Spring 2                                                                                                                                                                                                                                                                                                                      | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Developing singing technique (Theme: The Vikings)</b><br><br>Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.                                                                                                                                                      | <b>Body and tuned percussion (Theme: Rainforests)</b><br><br>Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.                                                    | <b>Adapting and transposing motifs (Theme: Romans)</b><br><br>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Key vocabulary</b><br>accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time,in-tune, layer, lyrics, key change, major key, minim, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up, | <b>Key vocabulary</b><br>body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion                                                                        | <b>Key vocabulary</b><br>backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups                                                                                                                                                                                                                                                   |
| <b>Musical pieces and musicians</b><br><i>Dragon Ships</i> - Mary Green and Julie Stanley                                                                                                                                                                                                                                                                            | <b>Musical pieces and musicians</b><br><i>Perpetuum Jazzile</i> - David Paich, Jeff Porcaro<br><i>Clapping Music for Five Performers</i> – Composer: Steve Reich, performers: Santi Carcasona<br><i>Cups from Pitch Perfect's 'When I'm Gone'</i> - Sam Tsui, Alex G, Kina Grannis, Kurt Schneider                            | <b>Musical pieces and musicians</b><br><i>5th Symphony in C Minor</i> – Beethoven<br><i>Main theme from James Bond</i> - John Barry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Autumn 1                                                                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Creating compositions in response to an animation (Theme: Mountains)</u></b><br><br>Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.                       | <b><u>Ballads</u></b><br><br>Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad                                                                                                                                                                                                                                      | <b><u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u></b><br><br>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance. |
| <b>Key vocabulary</b><br>atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, melodic pattern, melody, opinion, notation, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion,                                          | <b>Key vocabulary</b><br>ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume                                                                                                                                                                                                     | <b>Key vocabulary</b><br>) a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato                                                                                                     |
| <b>Musical pieces and musicians</b><br><i>Night on the Bare Mountain</i> - Mussorgsky<br><i>Horn Concerto No 4 In E flat Major (Rondo)</i> - Mozart                                                                                                                                                                                       | <b>Musical pieces and musicians</b><br><i>Space Oddity</i> - David Bowie<br><i>Unchained Melody</i> - The Righteous Brothers<br><i>Everything I Do</i> - Bryan Adams<br><i>On my Own (from Les Misérables)</i> - Performed by Samantha Barks<br><i>I Will Always Love You</i> - Whitney Houston<br><i>Writing on The Wall</i> - Sam Smith<br><i>Diamonds</i> - Rihanna<br><i>Run</i> - Leona Lewis<br><i>Winds of Change</i> - The Scorpions<br><i>Hello</i> - Adele<br><i>Blue (Da Ba Dee)</i> - Eiffel 65 | <b>Musical pieces and musicians</b><br><i>The River is Flowing American folk song</i> – Performers: Line Halstad & Hallgeir Bjerke<br><i>Ma Vlast –Moldau</i> - Smetana<br><i>Stand by Me</i> - Ben E King<br><i>Black Horse and The Cherry Tree</i> - KT Tunstall                                                                                               |
| Autumn 2                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 2                                                                                                                                                                                                                                                                                                                                                         |
| <b><u>Rock and Roll</u></b><br><br>Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.                                                                                                       | <b><u>Haiku, music and performance (Theme: Hanami festival)</u></b><br><br>Using descriptive vocabulary to create a Haiku, puting it to music and adding percussion sound effects to bring all elements together before a final, group performance.                                                                                                                                                                                                                                                         | <b><u>Samba and carnival sounds and instruments (Theme: South America)</u></b><br><br>Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.                                                                                                   |
| <b>Key vocabulary</b><br>bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned percussion, verse, vocals, walking bass line                                                            | <b>Key vocabulary</b><br>composing, col legno, descriptive, dynamics, duration, effect, forte, glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary                                                                                                                                                                          | <b>Key vocabulary</b><br>) agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion                        |
| <b>Musical pieces and musicians</b><br><i>Born to Hand Jive</i> - Jim Jacobs, Warren Casey, perf by Glee cast<br><i>Sha-Na-Na - Born to Hand</i> - Jive Jim Jacobs, Warren Casey, perf by Grease cast<br><i>Suede Shoes</i> - Elvis Presley Blue<br><i>Oh Boy!</i> -Buddy Holly<br><i>Rock Around the Clock</i> - Bill Haley & His Comets | <b>Musical pieces and musicians</b><br><i>The Last Bloom, Demise of the Cherry Blossoms</i> - May Kay Yau<br><i>Loveliest of Trees from 'A Shropshire Lad'</i> - George Butterworth                                                                                                                                                                                                                                                                                                                         | <b>Musical pieces and musicians</b><br><i>La batería de Virgen de los Reyes</i> - Unknown                                                                                                                                                                                                                                                                        |