

## Long term plan

### Scope:

- **Technical** – accurate physical production of sounds using the voice, an instrument or music technology; ability to use staff notation and other systems such as learning by ear or chord symbols for the communication of music
- **Constructive** - musical elements in performance, composition and listening; components of composition
- **Expressive** - musical quality in performance, composition and listening

Music	AU1	AU2	SP1	SP2	SU1	SU2
<b>Nursery</b>		<p>-Sing a large repertoire of songs and know many rhymes</p> <p><b>Vocabulary:</b> songs, sing, nursery rhymes</p> <p><b>Key Knowledge:</b> *Can join in with a selection of nursery rhymes *Can sing songs for certain daily routines e.g. the hello and goodbye song</p> <p>-Remember and sing entire songs.</p> <p><b>Vocabulary:</b> Nursery rhyme, sing, song,</p> <p><b>Key Knowledge:</b> *Knows a selection of nursery rhymes *Knows songs for certain daily routines e.g. the hello and goodbye song</p>	<p>-Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p><b>Vocabulary:</b> Sing, pitch, melody</p> <p><b>Key Knowledge:</b> *Learn the words and actions to songs *Copy the pitch after an adult has sung it first *Can sing high or low tones * Can copy a melody * Can sing at the right volume *Can sing as a group</p>	<p>-Play instruments with increasing control to express their feelings and ideas.</p> <p><b>Vocabulary:</b> maracas, drum, tambourine, bells</p> <p><b>Key Knowledge:</b> *Knows how to hold musical instruments correctly *Knows how to use musical instruments correctly</p>	<p>-Create their own songs, or improvise a song around one they know.</p> <p><b>Vocabulary:</b> sing, song</p> <p><b>Key Knowledge:</b> *Can sing a selection of familiar songs *With the help of an adult, can replace words to change the song e.g. old MacDonald had a zoo *With the help of an adult, can perform the song</p>	<p>-Respond to what they have heard, expressing their thoughts and feelings (Flight of the Bumblebee)</p> <p><b>Vocabulary:</b> Flight of the bumblebee, listen, move, feel</p> <p><b>Key Knowledge:</b> *Can listen carefully to a piece of music *(with the help of pictures) can say which insect it reminds them of *Can move like a bee, in time with the piece of music *Can say how the piece of music makes them feel</p>

		*Knows a selection of songs related to the 'stories' topic				
<b>Reception</b>	<p>-Sing a range of well-known nursery rhymes and songs.</p> <p><b>Vocabulary:</b> Nursery rhyme, sing, song, tune</p> <p><b>Key Knowledge:</b> *Knows a selection of nursery rhymes *Knows songs for certain daily routines e.g. the hello and goodbye song *Knows a selection of songs related to the 'colour' topic</p>	<p>-Sing in a group increasingly matching the pitch and following the melody. -Perform songs with others.</p> <p><b>Vocabulary:</b> Pitch, melody, perform, rhythm</p> <p><b>Key Knowledge:</b> *Learn the words and actions to songs *Copy the pitch after an adult has sung it first *Can sing high or low tones * Can copy a melody * Can sing at the right volume *Can sing as a group</p>	<p>-Listen attentively and talk about music, expressing their feelings and responses. (Mozart)</p> <p><b>Vocabulary:</b> Listen carefully, music, Eine Kleine Nachtmusik, Mozart, feel, instruments</p> <p><b>Key Knowledge:</b> *Moves their body in time with the tempo of the piece of music *Can identify the fast/slow tempo in the piece of music *Can say how the piece of music makes them feel *Can say why the music makes them feel in a certain way</p>	<p>-Explore and engage in dance, performing solo or in groups. (Under the sea Dance)</p> <p><b>Vocabulary:</b> Music, move, tempo, fast, slow, feel</p> <p><b>Key Knowledge:</b> *Moves their body in time with the tempo of the piece of music *Can identify the fast/slow tempo in the piece of music *Can say how the piece of music makes them feel *Can say why the music makes them feel in a certain way</p> <p>Listen attentively and talk about music, expressing their feelings and responses. (Saint-Saens)</p> <p><b>Vocabulary:</b> Listen carefully, music, Saint-Saens, carnival of the animals, aquarium, feel, instruments</p> <p><b>Key Knowledge:</b> *Moves their body in time with the tempo of the piece of music *Can identify the fast/slow tempo in the piece of music *Can say how the piece of music makes them feel</p>	<p>-Move in time with music. -Watch and talk about dance and performance art, expressing their feelings and responses. (African Dance)</p> <p><b>Vocabulary:</b> Music, move, tempo, fast, slow, feel</p> <p><b>Key Knowledge:</b> *Moves their body in time with the tempo of the piece of music *Can identify the fast/slow tempo in the piece of music *Can say how the piece of music/dance makes them feel *Can say why the music/dance makes them feel in a certain way</p> <p>-Explore and engage in music making, performing solo or in groups. (African music)</p> <p><b>Vocabulary:</b> Music, instruments, Djembe drum, Shekere, maracas, balaphone, xylophone, beat, tempo, fast, slow,</p> <p><b>Key Knowledge:</b> *Knows the names of different African instruments *Knows how to hold and use musical instruments correctly *Can copy a beat *Can copy a tempo</p>	

				*Can say why the music makes them feel in a certain way	*Can perform music as a group or on my own	
<b>Year 1</b>	<p><b>Name of unit:</b> 1) Ourselves</p> <p><b>Vocabulary:</b> Pitch, Tempo, Dynamics</p> <p><b>Key Knowledge:</b> *Create, respond to, place and change vocal sounds *Explore, create and place vocal and body percussion sounds</p>	<p><b>Name of unit:</b> 3) Animals</p> <p><b>Vocabulary:</b> High, Low, Pitch</p> <p><b>Key Knowledge:</b> • Understand (recognise) pitch: make high and low vocal sounds • Sing a song with contrasting high and low melodies • Explore and develop an understanding of pitch using the voice and body movements</p>	<p><b>Name of unit:</b> 5) Machines</p> <p><b>Vocabulary:</b> Beat, Rhythm, Tempo (fast/slow)</p> <p><b>Key Knowledge:</b> • Play percussion instruments at different speeds (tempi) • Play and control changes in tempo</p>	<p><b>Name of unit:</b> 7) Our School</p> <p><b>Vocabulary:</b> Timbre, Dynamics (loud/quiet), Duration (long/short), Texture</p> <p><b>Key Knowledge:</b> • Sing a song together as a group • Create a soundscape using instruments • Explore different sound sources and materials • Create a soundscape using instruments as part of a song performance</p>	<p><b>Name of unit:</b> 9) Story time</p> <p><b>Vocabulary:</b> Tempo (fast/slow), Dynamics (loud/quiet), Timbre</p> <p><b>Key Knowledge:</b> • Rehearse and perform a rap with sound effects using voices • Rehearse and perform a chant/rap with sound effects using instruments • Understand how music can tell a story • Play fast, slow, loud, and quiet sounds on percussion instruments</p>	<p><b>Name of unit:</b> 11) Travel</p> <p><b>Vocabulary:</b> Steady Beat, Dynamics, Pitch, Tempo, Rhythm</p> <p><b>Key Knowledge:</b> • Combine voices and movement to perform a chant and a song • Create, play and combine simple word rhythms</p>
	<p><b>Name of unit:</b> 2) Number</p> <p><b>Vocabulary:</b> Beat, Tempo/tempi, Dynamics</p> <p><b>Key Knowledge:</b> • Learn to play percussion with control (e.g. changing dynamics) • Identify and keep a steady beat using instruments *Recognise and respond to changes in tempo in music</p>	<p><b>Name of unit:</b> 4) Weather</p> <p><b>Vocabulary:</b> Duration (long/short), Dynamics (loud/quiet), Timbre, Rhythm</p> <p><b>Key Knowledge:</b> • Control vocal dynamics, duration and timbre • Explore and control dynamics, duration, and timbre with instruments • Identify a sequence of sounds (structure) in a piece of music • Respond to music through movement • Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments • Improvise descriptive music</p>	<p><b>Name of unit:</b> 6) Seasons</p> <p><b>Vocabulary:</b> Dynamics (loud/quiet), Pitch (high/low, step, leap, slide, falling, rising)</p> <p><b>Key Knowledge:</b> • Identify changes in pitch and respond to them with movement • Listen in detail to a piece of orchestral music (e.g. identify instruments) • Relate pitch changes to graphic symbols and perform pitch changes vocally</p>	<p><b>Name of unit:</b> 8) Pattern</p> <p><b>Vocabulary:</b> Beat, Metre, Pitch (higher/lower), Dynamics (louder/quieter), Duration (longer/shorter),</p> <p><b>Key Knowledge:</b> • Explore sounds on instruments and find different ways to vary their sound • Identify metre by recognising its pattern • Explore sounds on instruments and find different ways to vary their sound</p>	<p><b>Name of unit:</b> 10) Our bodies</p> <p><b>Vocabulary:</b> Beat, Tempo (fast/slow), Timbre, Beat, Rhythm,</p> <p><b>Key Knowledge:</b> *Respond to change of mood in a piece of music with a slow and fast steady beat • Identify a repeated rhythm pattern *Invent and perform new rhythms to a steady beat</p>	<p><b>Name of unit:</b> 12) Water</p> <p><b>Vocabulary:</b> Dynamics (loud/quiet), Timbre, Tempo (fast/slow), Glissando</p> <p><b>Key Knowledge:</b> *Use voices to create descriptive sounds • Use instruments to create descriptive sounds *Understand musical structure by listening and responding through movement • Create a picture in sound</p>

<p><b>Year 2</b></p>	<p><b>Name of unit:</b> 1) Ourselves</p> <p><b>Vocabulary:</b> Pitch, Solo, Duet, Duration, Texture, Score, Call &amp; Response, Rhythm</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Develop the use of vocal sounds to express feelings</li> <li>• Notate pitch shape and duration using simple line graphics Unit 1: Ourselves</li> <li>• Understand the structure of call and response songs</li> </ul> <p>2) Toys</p> <p><b>Vocabulary:</b> Beat, Tempo, Metre, Score</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>*Mark beats within a four-beat metre</li> </ul>	<p><b>Name of unit:</b> 3) Our Land</p> <p><b>Vocabulary:</b> Tempo, Dynamics, Beat, Rhythm, Drone, Melody, Duration, Texture, Timbre</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify ways of producing sounds (e.g. shake, strike, pluck)</li> <li>*Match descriptive sounds to images</li> <li>*Explore timbre and texture to understand how sounds can be descriptive</li> </ul> <p>4) Our Bodies</p> <p><b>Vocabulary:</b> Dynamics, Beat, Rhythm, Ostinato, Tempo, Score, Internalising, Rhythm Pattern</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Chant and sing in two parts while playing a steady beat</li> <li>• Listen to and repeat rhythmic patterns on body percussion and instruments</li> </ul>	<p><b>Name of unit:</b> 5) Animals</p> <p><b>Vocabulary:</b> Beat, Pitch, Notation, Accompaniment</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Play pitch lines on tuned percussion</li> </ul> <p>Understand and perform rising and falling pitch direction</p> <ul style="list-style-type: none"> <li>• Read and write simple pitch line notation</li> <li>• Combine pitch changes with changes in other elements/dimensions</li> </ul> <p>6) Number</p> <p><b>Vocabulary:</b> Beat, Rhythm, Dynamics, Ostinato, Score, Notation</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Perform a steady beat and simple rhythms using movement, percussion, and body percussion</li> </ul> <p>*Understand and differentiate between beat and rhythm</p>	<p><b>Name of unit:</b> 7) Storytime</p> <p><b>Vocabulary:</b> Timbre, Texture, Dynamics, Tempo, Duration, Pitch, Structure, Melody, Rhythm, Structure, Beat, Score</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>*Explore voices to create descriptive musical effects</li> <li>• Combine sounds to create a musical effect in response to visual stimuli</li> </ul> <p>8) Seasons</p> <p><b>Vocabulary:</b> Pitch, Ostinato, Accompaniment, Arrangement, Timbre, Melody</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Sing with expression, paying attention to the pitch shape of the melody</li> </ul> <p>*Accompany a song with vocal, body percussion and instrumental ostinato</p> <ul style="list-style-type: none"> <li>* Identify rising and falling pitch</li> </ul>	<p><b>Name of unit:</b> 9) Weather</p> <p><b>Vocabulary:</b> Duration, Rhythm, Ostinato, Accompaniment, Rhythm Pattern, Beat, Dynamics, Tempo, Timbre, Texture, Structure</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>*Perform a rhythmic chant and play an independent rhythm pattern accompaniment</li> <li>• Perform an updated version of a traditional nursery rhyme with a rap section</li> <li>*Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</li> <li>• Compose music to illustrate a story</li> </ul> <p>10) Pattern</p> <p><b>Vocabulary:</b> Beat, Rhythm, Metre, Score, Rhythm Pattern, Accompaniment, Structure</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>*Perform and create simple three- and four-beat rhythms using a simple score</li> <li>• Explore different ways to organise music</li> </ul>	<p><b>Name of unit:</b> 11) Water</p> <p><b>Vocabulary:</b> Pitch, Melody, Score, Timbre, Duration, Dynamics, Glissando, Conductor</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>*Understand pitch through singing, movement, and note names</li> <li>* Explore and develop an understanding of pitch using percussion instruments</li> </ul> <p>12) Travel</p> <p><b>Vocabulary:</b> Beat, Rhythm, Accompaniment, Tempo, Dynamics, Ostinato, Timbre, Score, Improvisation</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Prepare and improve a performance using movement, voice and percussion</li> <li>• Use instruments expressively in response to visual stimuli</li> <li>*Use simple musical vocabulary to describe music</li> <li>• Listen, describe and respond to contemporary orchestral music</li> <li>• Understand and play from simple notation</li> </ul>
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<b>Year 3</b>	<p><b>Name of unit:</b> 1) Environment</p> <p><b>Vocabulary:</b> Timbre, Ostinato, Pitch, Drone, Tempo, Dynamics, Expression, Ternary, Rondo, Chorus, Verse, Rhythm, Phrase, Soundscape</p> <p><b>Key Knowledge:</b> *Sing in two-part harmony Unit 1: Environment • Accompany a song with a melodic ostinato on tuned percussion • Select descriptive sounds to accompany a poem • Choose different timbres to make an accompaniment * Learn about ternary form</p> <p>2) Building</p> <p><b>Vocabulary:</b> Beat, Rhythm, Ostinato/Ostinati, Sequence, Layer, Score</p> <p><b>Key Knowledge:</b> • Layer rhythms using untuned percussion instruments *Make choices about musical structure *Understand how music can be organised in sequences and layers</p>	<p><b>Name of unit:</b> 3) Sounds</p> <p><b>Vocabulary:</b> Aerophone, Pitch, Phrase, Idiophone, Call &amp; Response, Off-Beat, Pitch, Chordophone, Verse, Chorus, Phrase</p> <p><b>Key Knowledge:</b> * Learn a traditional Caribbean song • Listen to and learn about Hindustani classical music • Learn how sounds are produced and how instruments are classified</p> <p>4) Poetry</p> <p><b>Vocabulary:</b> Texture, Tempo, Pitch, Dynamics, Interlude, Coda, Rhythm, Beat, Dynamics, Duration, Call &amp; Response</p> <p><b>Key Knowledge:</b> *Improvise descriptive music • Identify a sequence of sounds (structure) in a piece of music</p>	<p><b>Name of unit:</b> 5) China</p> <p><b>Vocabulary:</b> Chordophone, Pentatonic, Pitch, Glissando</p> <p><b>Key Knowledge:</b> • Perform a pentatonic song with tuned and untuned accompaniment • Use graphic notation with the pentatonic scale • Understand the pentatonic scale • Listen to and learn about traditional Chinese music</p> <p>6) Time</p> <p><b>Vocabulary:</b> Beat, Metre, Ostinato, Ostinati, Carillon, Dynamics, Beat, Pitch, Metre, Rhythm</p> <p><b>Key Knowledge:</b> • Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion • Perform rhythmic ostinati individually and in combination *Improvise to an ostinato accompaniment • Identify the metre in a piece of music • Recognise rhythm patterns in staff notation • Listen to and learn about a Romantic piece of music</p>	<p><b>Name of unit:</b> 7) In the Past</p> <p><b>Vocabulary:</b> Pitch, Drone, Notation, Stave, Crotchet, Quaver, Dynamics, Beat, Rhythm</p> <p><b>Key Knowledge:</b> • Understand and use pitch notations • Read simple rhythm notation • Listen to and learn about a medieval antiphon • Listen to, learn about, play and dance to Tudor dance music</p> <p>8) Communication</p> <p><b>Vocabulary:</b> Timbre, Dynamics, Duration, Pitch, Tempo, Glissando</p> <p><b>Key Knowledge:</b> • Copy and create a wide range of vocal sounds to incorporate into a song • Create and perform from a symbol score</p>	<p><b>Name of unit:</b> 9) Human Body</p> <p><b>Vocabulary:</b> Call &amp; Response, Beat, Rhythm, Melody, Binary Form, Tempo, Mood, Dynamics</p> <p><b>Key Knowledge:</b> • Sing in two parts (two different melodies) with movements and percussion • Understand and perform binary form</p> <p>10) Singing French</p> <p><b>Vocabulary:</b> Beat, Pitch, Melody, Phrase, Pitch, Drone, Tempo, Dynamics, Expression, Ternary, Metre, Hocket</p> <p><b>Key Knowledge:</b> * Develop a song by choosing lyrics and structure * Recognise pitch shapes • Read graphic notation to play a melody on tuned instruments</p>	<p><b>Name of unit:</b> 11) Ancient Worlds</p> <p><b>Vocabulary:</b> Ostinato, Ostinati, Dynamics, Echo, Sequence, Pitch, Round</p> <p><b>Key Knowledge:</b> *Perform a round in three parts • Arrange an accompaniment with attention to balance and musical effect • Explore musical phrases, melodic imitation and rounds • Learn about an instrument from Ancient Greece</p> <p>12) Food &amp; Drink</p> <p><b>Vocabulary:</b> Beat, Rhythm, Tempo, Pitch, Dynamics, Texture, Round, Drone, Ostinato, Ostinati</p> <p><b>Key Knowledge:</b> *Explore simple accompaniments using beat and rhythm patterns • Use a score and combine sounds to create different musical textures</p>
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<b>Year 4</b>	<p><b>Name of unit:</b> 1) Poetry</p> <p><b>Vocabulary:</b> Beat, Rhythm, Dynamics, Ostinato, Ostinati, Canon, Tempo</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use beatbox techniques to imitate the sound of a drum kit</li> <li>• Perform a rap or song with a vocal beatbox accompaniment</li> <li>• Perform a poem as an ensemble with rhythmic accuracy to a steady beat</li> <li>• Balance voices in a performance by choosing appropriate dynamics (volume)</li> <li>• Understand how rhythmic articulation affects musical phrasing</li> </ul>	<p><b>Name of unit:</b> 3) Sounds</p> <p><b>Vocabulary:</b> Aerophone, Chordophone, Membranophone, Idiophone, Beatbox, Break, Spiritual, Unison, Round, Vibration</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use beatbox techniques to imitate the sound of a drum kit</li> <li>• Perform a rap or song with a vocal beatbox accompaniment</li> <li>*Learn to sing partner songs</li> <li>• Identify different instrument groups from a recording</li> <li>• Listen to and learn about 1940s dance band music</li> </ul>	<p><b>Name of unit:</b> 5) Building</p> <p><b>Vocabulary:</b> Verse, Chorus, Ostinato, Ostinati, Dynamics, Riff, Texture, Drone, Rondo, Fanfare, Crescendo, Circular Score</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Combine four body percussion ostinati as a song accompaniment</li> <li>• Improvise melodies with a given set of five notes (a pentatonic scale)</li> <li>• Describe the structure of a piece of orchestral music</li> <li>• Use rondo structure to build a performance</li> </ul>	<p><b>Name of unit:</b> 7) Ancient Worlds</p> <p><b>Vocabulary:</b> Structure, Verse, Chorus, Coda, Dynamics, Phrase, Crescendo, Diminuendo, Outro, Minimalism, Graphic Score, Texture, Ostinato, Ostinati</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the structure of two pieces of music</li> <li>• Explore layers and layering using a graphic score</li> <li>• Identify key features of minimalist music</li> </ul>	<p><b>Name of unit:</b> 9) Communication</p> <p><b>Vocabulary:</b> Rhythmic Ostinato, Melodic Ostinato, Harmony, Chord, Chordal</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Compose a rap</li> <li>• Copy rhythms and a short melody</li> </ul>	<p><b>Name of unit:</b> 11) In the Past</p> <p><b>Vocabulary:</b> Ternary Form, Fanfare, Rhythm Ostinato, Coda, Beat, Tempo, Chord, Riff, Break, Instrumental Link</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations</li> <li>• Combine singing, playing and dancing in a performance</li> <li>• Play an instrumental accompaniment of rhythms, chords and riffs</li> <li>• Compose a fanfare</li> <li>• Learn to play a Renaissance dance from notations (graphic, rhythm and staff)</li> <li>• Learn a dance and play music from a 19th century German opera</li> <li>• Listen to and learn about Renaissance instruments</li> <li>• Learn a 1960s pop song and popular dance styles of the time</li> </ul>
	<p>2) Environment</p> <p><b>Vocabulary:</b> Timbre, Texture, Pitch, Dynamics, Tempo, Duration, Structure, Drone, Introduction, Coda</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Compose an introduction for a song</li> <li>• Explore the descriptive music of two famous composers of the 20th and 21st century</li> </ul>	<p>4) Recycling</p> <p><b>Vocabulary:</b> Binary, Rhythm, Groove, Verse, Chorus, Ternary, Improvisation, Rondo Structure</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Perform verse and chorus structure</li> <li>• Chant in three parts</li> <li>• Improvise in response to visual stimuli, with a focus on timbre</li> <li>• Explore household items as instruments and match rhythms with appropriate sound makers</li> <li>• Demonstrate understanding of how sounds are produced by making instruments</li> <li>• Listen to and play along with Bhangra music</li> <li>• Perform a piece in rondo form</li> </ul>	<p>6) Around the World</p> <p><b>Vocabulary:</b> Round, Pentatonic, Spiritual, Gospel, Harmony, Graphic Notation, Pitch, Rhythm, Tempo, Improvisation, Off-Beat</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Play a pentatonic song with leaps in pitch on tuned percussion</li> <li>• Combine singing with untuned and tuned percussion in a performance</li> <li>*Compose and notate pentatonic melodies on a graphic score</li> <li>*Learn about and sing an African-American spiritual</li> <li>• Develop listening skills by analysing and comparing music from different traditions</li> </ul>	<p>8) Singing Spanish</p> <p><b>Vocabulary:</b> Accompaniment, Minor Key, Hocket, Pitch, Beat, Rhythm,</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Combine singing with untuned and tuned percussion in a performance</li> <li>• Sing a call and response song in a minor key in two groups</li> <li>• Create descriptive sound pictures with instruments</li> </ul>	<p>10) Time</p> <p><b>Vocabulary:</b> Beat, Metre, Rhythm, Notation, Chord, Riff, Break, Waltz</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Sing a song with three simple independent parts</li> <li>• Understand syncopation and clap improvised off-beat rhythms</li> <li>• Identify the metre of a new song or piece</li> <li>Play and sing repeated patterns (ostinati) from staff notation</li> <li>• Match short rhythmic phrases with rhythm notation</li> <li>• Listen to and analyse 20th century ballet music</li> </ul>	<p>12) Food &amp; Drink</p> <p><b>Vocabulary:</b> Timbre, Pitch, Pentatonic Scale, Beat, Rhythm, Rondo, Chant, Call &amp; Response, Phrase</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Compose and play sequences of word rhythms</li> <li>• Learn a traditional West African call and response song</li> </ul>

<p><b>Year 5</b></p>	<p><b>Name of unit:</b> Our Community</p> <p><b>Vocabulary:</b> Metre, Melodic Ostinato, lyrics, Ostinato, Improvisation, Dynamics</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Conduct metres of two, three and four</li> <li>• Prepare for a performance by considering narration, performance space, setting up and other logistics</li> <li>• Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion</li> <li>• Learn about jazz scat singing and devise scat sounds</li> <li>• Learn to sing a song from English musical heritage (20th century)</li> </ul>	<p><b>Name of unit:</b> Keeping Healthy</p> <p><b>Vocabulary:</b> Tempo, Structure, Pitch, Scale, Chromatic, Rhythm, Syncopation, Unison, Drone, Structure, Score</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Sing and play scales and chromatic melodies accurately</li> <li>• Read grid or staff notation to play a bassline</li> <li>• Sing and play an American spiritual</li> </ul>	<p><b>Name of unit:</b> At the Movies</p> <p><b>Vocabulary:</b> Tempo, Timbre, Dynamics, Phrase, Pitch, Texture, Melody, Rhythm</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Sing and play percussion in a group piece with changes in tempo and dynamics</li> <li>• Perform music together in synchronisation with a short movie</li> <li>*Use the musical dimensions to create and perform music for a movie</li> <li>• Evaluate and refine compositions with reference to the inter-related dimensions of music</li> <li>• Identify changes in tempo and their effects</li> <li>• Demonstrate understanding of the effect of music in movies</li> <li>• Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities</li> <li>• Learn about and use cue scores</li> <li>• Create sounds for a movie, following a timesheet</li> <li>• Learn about and explore techniques used in movie soundtracks</li> </ul>	<p><b>Name of unit:</b> Solar System</p> <p><b>Vocabulary:</b> Structure, Verse, Chorus, Bridge, Dynamics, Timbre, Melodic Ostinato, Diminuendo, Crescendo, Texture, Tempo/Tempi, Duration, Rhythm, Pitch, Structure</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Develop techniques of performing rap using texture and rhythm</li> <li>• Create and present a performance of song, music and poetry</li> <li>• Play and improvise using the whole tone scale</li> <li>• Listen to music with focus and analyse using musical vocabulary</li> <li>• Hear and understand the features of the whole tone scale</li> <li>• Listen to a 19th century tone poem and describe its effects and use of the musical dimensions</li> <li>• Listen to and learn about modern classical/avant garde music (20th century)</li> <li>• Listen to and analyse 19th century impressionist music using musical vocabulary</li> </ul>	<p><b>Name of unit:</b> Life Cycles</p> <p><b>Vocabulary:</b> Structure, Round, Metre, Melody, Lead Vocal, Backing Vocal, Cumulative, Beat/Pulse, Tempo/Tempi, Dynamics, Clusters, Symmetrical, Rhythm, Chord, Trill, Minor, Timbre</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Create musical effects using contrasting pitch</li> <li>• Compare and contrast two pieces of 19th century Romantic music</li> <li>• Read a melody in staff notation</li> <li>• Develop a structure for a vocal piece and create graphic scores</li> <li>• Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores</li> <li>• Learn about the music of an early Baroque opera</li> </ul>	<p><b>Name of unit:</b> Celebration</p> <p><b>Vocabulary:</b> Melody, Harmony, Coda, Ostinato, Verse, Chorus, Fanfare, Bridge, Pitch, Dynamics, Duration, Texture</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Sing a song in unison and three-part harmony</li> <li>• Perform a song with a complex structure in four parts</li> <li>• Sing with attention to accuracy in rhythm, pitch and dynamics</li> <li>• Develop ensemble playing, focusing on steady beat and placing notes accurately together</li> <li>• Control short, loud sounds on a variety of instruments</li> <li>• Explore and analyse a song arrangement and its structure</li> <li>• Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time</li> </ul>
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<p><b>Year 6</b></p>	<p><b>Name of unit:</b> World Unite</p> <p><b>Vocabulary:</b> Structure, Beat, Syncopation, Melody, Rhythm, Pitch, Scat Singing, Harmony</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of beat and syncopation through singing and body percussion</li> <li>• Demonstrate coordination and rhythm skills by participating in a complex circle game</li> <li>• Devise, combine and structure rhythms through dance</li> <li>• Demonstrate understanding of pitch through singing from simple staff notation</li> </ul>	<p><b>Name of unit:</b> Journeys</p> <p><b>Vocabulary:</b> Beat, Rhythm, Verse, Chorus, Song Cycle, Phrasing, Dynamics, Structure, Pitch, Key, Middle Eight, Harmony, Minor Key, Major Key,</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Convey lyrical meaning through expressive singing in a part-song with echoes</li> <li>• Develop song cycles for performance, making decisions about texture, staging and dramatisation</li> <li>• Learn to sing major and minor note patterns accurately</li> <li>• Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers</li> <li>*Learn a 1980s pop song with understanding of its structure</li> <li>• Learn to sing a 21st-century British choral work</li> </ul>	<p><b>Name of unit:</b> Growth</p> <p><b>Vocabulary:</b> Texture, Rhythm, Ostinato, Metre, Structure, Harmony, Chord, Beat, Rhythm, Unison, Dynamics, Flashmob</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Play a chordal accompaniment to a piece</li> <li>• Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of Music</li> <li>• Follow and interpret a complex graphic score for four instruments</li> <li>• Learn to sing and play ostinati from an early 20th-century orchestral work</li> <li>• Learn to sing and play ostinati from an early 20th-century orchestral work</li> </ul>	<p><b>Name of unit:</b> Roots</p> <p><b>Vocabulary:</b> Beat, Rhythm, Improvise, Structure, Tempo, Dynamics, Texture, Timbre, Unison</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement</li> <li>• Improvise descriptive music on instruments and other sound makers</li> <li>• Sing and play traditional Ghanaian music</li> <li>• Sing two West African call and response songs in two groups</li> </ul>	<p><b>Name of unit:</b> Class Awards</p> <p><b>Vocabulary:</b> Verse, Chorus, Dynamics, Pitch, Tremolo, Timbre, Tempo, Rhythm, Texture, Rap, Fanfare, Structure, Melody, Phrase</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Refine vocal performance with consideration of posture, breathing and enunciation</li> <li>• Compose programme music from a visual stimulus</li> <li>• Discuss the music of a Russian Romantic composer with reference to a painting from the same period</li> </ul>	<p><b>Name of unit:</b> Moving On</p> <p><b>Vocabulary:</b> Verse, Chorus, Harmony, Structure, Dynamics, Pitch, Chord, Coda, Accompaniment, Modulation, Major Key, Bridge</p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Perform complex song rhythms confidently</li> <li>• Change vocal tone to reflect mood and style</li> <li>• Experience and understand the effect of changing harmony</li> <li>• Listen to and understand modulation in a musical bridge</li> <li>• Play tuned instrumental parts confidently from graphic scores with note names</li> </ul>
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<p><b>SEND – Adaptive Teaching</b></p>	<ul style="list-style-type: none"> <li>➤ Adjust the level of challenge</li> <li>➤ Targeted support from a TA</li> <li>➤ Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos)</li> <li>➤ Provide worked (completed) and partially completed examples (especially when composing using staff notation) (audio or video examples of playing)</li> <li>➤ Highlight essential content</li> <li>➤ Re-explain a concept or explain it in a different way</li> <li>➤ Give additional (or revisit) examples</li> <li>➤ Use peer tutoring/collaborative learning (everyone must participate – give them roles)</li> <li>➤ Provide additional scaffolds (e.g. labelling the notes on a glockenspiel or writing the names of notes when using staff notation)</li> <li>➤ Set clear targets/expectations</li> <li>➤ Provide prompts (e.g. sentence stems when listening and appraising)</li> <li>➤ Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, noise cancelling headphones for pupils sensitive to noise)</li> <li>➤ Consider pace (extra time for responses to questions, contributing to class discussions and to complete activities)</li> <li>➤ Provide vocabulary with visual images (musical terms in Italian could initially be translated into English/other languages spoken by pupils)</li> <li>➤ Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration</li> <li>➤ Pre-teach vocabulary, key content etc.</li> <li>➤ Do not pressure pupils to perform solo, but ensure that those who are less confident with expressing their ideas verbally or in writing still have opportunities to perform</li> <li>➤ Record achievements in a variety of ways e.g. pupils who are less confident with writing or using notation can be filmed clapping a rhythm or performing</li> <li>➤ Group pupils tactically, e.g. when singing rounds ask the less confident pupils to start singing first, while more confident pupils who are less likely to be diverted by the singing already happening join in later. Likewise, less confident pupils might do beatboxing while more confident pupils do rapping</li> </ul>
<p><b>Strategies to stretch and challenge</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Identify and account for prior knowledge</b> – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly (peer modelling; more confident pupils could perform a passage of music to less confident pupils or give them a first bar when composing to 'get them started')</li> <li>➤ <b>Build on interests to extend</b> - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read (some Key Stage 2 pupils have also been using a keyboard at lunchtimes to get extra practice)</li> <li>➤ <b>Depth of content</b> - consider what you can add to create depth, e.g. digging into an area more deeply or asking pupils to use more complex terminology to describe abstract ideas (especially when listening and appraising)</li> <li>➤ <b>Use questioning techniques to boost thinking</b> – ask open-ended questions which require higher-order thinking (especially when listening and appraising)</li> <li>➤ <b>Consider learner roles</b> – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold when listening and appraising</li> <li>➤ <b>Mastery</b> - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework (e.g. challenging them to create an 8 bar composition rather than 4 bar, including more of the combined elements of music – dynamics, tempo changes etc.)</li> <li>➤ <b>Differentiated success criteria/choice of task</b> – offer a choice of tasks with a different level of challenge</li> <li>➤ <b>Feedback</b> – framing feedback so pupils must take responsibility for improving their own learning</li> <li>➤ <b>Autonomy</b> – giving students more freedom over the outcome of a task, so they can choose what they create or how they create it</li> </ul>