



Roskear's Music Medium Term Plan for Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Learning	Where in the World am I?	Dinosaur Discovery	Celebrating Cornwall	Kings and Queens	Wonderful Weather	Seaside Detectives
Charanga Unit	Introducing Tempo and Dynamics How does music make the World a better place?	Adding Rhythm and Pitch How does Music Tell stories about the past?	Combining Pulse, Rhythm and Pitch How does music help us to understand our neighbours?	Introducing Beat How can we make friends when we sing together?	Having Fun with improvisation What songs can we sing to help us through the say?	Explore Sound and create a story How does music connect us with the environment?
Model Music Curriculum	Singing: Sing simple songs, chants and rhymes Composing: Use music technology to capture, change and combine sounds Musicianship: Create and perform word pattern chants	Singing: Sing songs using a small pitch range (mi-so) Composing: Improvise simple vocal chants Musicianship: Listen to a variety of sounds and sing familiar songs, comparing high and low	Listening: Listen to and experience live music making Musicianship: Use body percussion, classroom percussion and tuned instruments to play repeated patterns Musicianship: Respond to the pulse using movement and dance, changing tempo where necessary	Singing: Sing call and response songs Composing: Invent, retain and recall rhythm and pitch patterns Musicianship: Perform short copycat and/or repeating rhythm patterns	Listening: Listen to a range of high-quality recorded performances Composing: Create and explore musical sound effects to accompany a story Musicianship: Follow pictures and symbols to guide singing and playing	Singing: Sing songs using a large pitch range (pentatonic scale) Composing: Understand the difference between creating a rhythm pattern and a pitch pattern Composing: Recognise how graphic scores can represent sounds
Musical Dimensions	Texture: Sing in rounds. Play untuned instruments in unison.	Rhythm: Clap/sing back rhythms and play rhythmic games. Structure: Show awareness of structure – listen to and distinguish between a verse and chorus	Tempo: Play untuned instruments at fast and slow tempos and moving between the two i.e., getting faster, getting slower.	Dynamics: Play sounds getting louder and getting softer.	Timbre: Choose sounds to match pictures, scenes, stories, emotions etc.	Pitch: Read and write graphic representations of rising and falling pitch.
Musical Aspect	Singing: Begin to sing simple songs with expression explore creative ways in which the voice can be used.	Religious Education: Nativity Performance	Instruments: Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet)	Improvisation: Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds. Begin to experiment with different types of sound (e.g. loud/soft).	Composition: Improvised composition using sounds to represent a picture/scene/emotion.	Notation: Read and create own graphic scores using given graphics.
Musical Appreciation (Composers)	Techno: The crazy frog Blues: Runaway Blues: Ma Rainey	Western classic and tradition: Hoist - Mars from The Planets	Tradition of Brazil – Sergio Mendes / Carlinhos Brown: Fanfarra	African Drumming - Djembe music.	Film Music: John Williams.	Art Pop: Kate Bush – Running up that Hill.
Instrument	I-Pads – Sound studio	Voice and body percussion	Samba kit	Samba Kit	Glockenspiels	Xylophones
Enrichment Cultural Capital	<u>Exploring Music Technology</u> Using the iPad to explore musical composition.	<u>Performance of singing</u> Nativity performance to parents/carers. Watch pantomime in school	<u>Learning untuned instrument</u> First Access – Samba Cultural focus/development	<u>Performance of Instrument</u> First Access continued: Samba Performance to parents to showcase learning.	<u>Learn to play a tuned instrument (recorder/ukulele)</u>	<u>Listening to live music</u> Will Keating – Cornish music workshop and performance.
Vocabulary	Tempo, fast, slow, Dynamics, loud, quiet, untuned instrument, tune, singers, perform, Blues, Techno, improvise, create.	Rhythm, pulse, long and short, pitch, high and low, improvise, mi-so, classic, tuned instrument, audience, structure, verse, chorus, percussion, tambourine.	Pulse, rhythm, pitch, tempo, percussion instrument, body percussion, dynamics, samba instruments, drums, conductor, rhythmic pattern	Beat, invent, retain, recall, pitch, rhythm, dynamics, instruments, percussion, untuned, audience, performance, conductor, melody, composition	Timbre, performance, musical elements, melody, instrument names, classical, film, orchestra, composer, glockenspiel, notes, melody, composition.	Improvisation, pitch, pentatonic scale, rhythmic pattern, pitch pattern, notation, notes, art pop, graphic score, performance, xylophone.



Roskear's Music Medium Term Plan for Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Learning	A world of water	Epic Explorers	An Island Home	Disaster at sea	African Adventure	Cornwall in Bloom
Charanga Unit	Exploring Feelings through Music How does music make the World a better place?	Exploring Simple Patterns How does music help us to make friends?	Inventing a musical story How does music teach us about our neighbourhood?	Focus on Dynamics and Tempo How does music teach us about the past?	Music that makes you dance How does music shape our way of life?	Exploring Improvisation How does music connect us with the environment?
Model Music Curriculum	Composing: Create music in response to a non-musical stimulus Musicianship: Sing short phrases independently within a song or game Musicianship: Walk in time to the beat of the music, showing an understanding of the difference between left and right	Singing: Sing songs using a pitch range of do-so with increasing vocal control Musicianship: Play copycat rhythms, being both leader and follower on untuned percussion Musicianship: Show how to group the beat into twos and threes using body percussion	Singing: Understand and demonstrate different dynamics and tempo when singing Composing: Work with a partner to improvise question and answer phrases to be sung and played on untuned percussion Musicianship: Use movement to show pitch changes within a melody Musicianship: Create rhythms using word patterns	Musicianship: Identify the beat groupings in familiar pieces of music Composing: Use music technology to capture, change and combine sounds Musicianship: Show an understanding of tempo when marking the beat of the music with tapping or clapping, and recognise changes in tempo	Listening: Listen to a range of high-quality recorded performances Musicianship: Create and perform own rhythms using stick notation Musicianship: Play a range of singing games using the cuckoo or fire engine interval (so-mi)	Listening: Listen to and experience live music making Composing: Use graphic scores, dot notation and stick notation to record compositions Musicianship: Read and respond to chanted rhythm patterns and represent them with stick notation Musicianship: Recognise dot notation and match it to 3 note tunes played on tuned percussion
Musical Dimensions	Timbre: Choose sounds to match pictures, scenes, stories, emotions, etc.	Rhythm: Play rhythms on tuned and untuned instruments. Dynamics: Listen to and identify loud and soft dynamics.	Tempo: Describe music as fast or slow	Structure: Show awareness of structure – listen to and distinguish between a verse and a chorus	Texture: Sing in rounds. Play untuned instruments in unison.	Pitch: Read and write graphic representations of rising and falling pitch.
Musical Aspect	Composition: Rehearsed composition using sounds to represent a picture/scene/emotion	Religious Education: Nativity Performance	Singing: Continue to sing songs expressively and creatively. Begin to show an awareness of pitch.	Improvisation: Continued to develop use of improvisation for singing and composition	Instruments: Develop playing tuned/untuned percussion to create short rhythmic patterns and vary the tempo.	Notation: Learn minims, crotchets and quavers through rhythmic word association.
Musical Appreciation (Composers)	Classic tradition and film: The Belero (watch Torvil and Dean) Night Ferry – Anna Clyne	Traditions of Indonesia: Indonesia Gamelan – Gong Kebar of Peliatan: Baris	Pop music The Beatles – With a little help from my friends Alicia Keys – This girl is on fire.	Rock and Roll Hound Dog – Elvis Presley	Ukulele Music – Somewhere over the rainbow (Israel Kamakawiio) Taimane Gardner – The Ukulele Virtuoso (Spanish)	Ukulele Cornish music – sea shantee
Instruments	Xylophone	Glockenspiel	Woodblocks, castanets and Guiro's	I-pads – Sound studio	Ukulele	Ukulele
Enrichment Cultural Capital	<u>Explore using untuned instrument (recorder/ukulele)</u>	<u>Performance</u> Nativity performance to parents/carers. <u>Experience live music</u> Christmas Pantomime Cultural focus/development	<u>Performance of singing</u> Sing With a little help from my friends to Community home.	<u>Exploring Music Technology</u> Using the iPad to explore musical composition.	<u>Learning tuned instrument</u> First Access – Ukulele	<u>Performance of Instrument</u> Ukulele to parents <u>Listening to live music</u> Will Keating – Cornish music workshop and performance.
Vocabulary	Beat, time, rhythm, timbre, tradition, classical, untuned instrument, improvise, xylophone.	Pitch, rhythms, untuned, percussion, beat, body percussion, tuned instruments, dynamics, perform, audience, style, recorders.	Invent, dynamics, tempo, improvise, percussion, pitch, melody, pop music, leader, woodblock, castanets and Guiro's.	Dynamics, tempo, beat, combine sounds, structure, verse, chorus, improvisation, rock and roll.	Performances, rhythm, notation, sticks, dots, tuned instruments, rhythmic pattern, tempo, ukulele.	Improvisation, graphic score, dot notation, stick notation, record, composition, rhythm patterns, percussion, perform, audience, minims, crotchets, quaver, Ukulele.



Roskear's Music Medium Term Plan for Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Learning	Surviving the Sahara	Ancient Egypt	London our Capital	Scavengers and Settlers	Fantastic Forests	Rampaging Romans
Charanga Unit	Developing Notation skills How does music bring us closer together?	Composing using your imagination How does Music make the world a better place?	Exploring Improvisation What stories does music tell us about the past?	Sharing Musical experiences How does music help us to get to know our community?	Learning More about Musical Styles How does music shape our way of life?	Recognising different sounds How does music connect us with the environment?
Model Music Curriculum	Musicianship: Learn to play a musical instrument Composing: Compose song accompaniments on untuned percussion using known rhythms and note values Musicianship: Use listening skills to correctly order dot note phrases using do-re-mi	Singing: Perform actions songs confidently and in time Composing: Improvise short phrases on untuned and tuned instruments using a limited note range Musicianship: Play melodies on a musical instrument, following staff notation, that use a pitch range of do-mi	Composing: Structure musical ideas to create music that has a beginning, middle and end Composing: Compose music in response to different stimuli, e.g. stories, verse, images and musical sources Musicianship: Apply word chants to rhythms, linking each syllable to one note	Singing: Sing songs in unison using a pitch range of do-so tunefully and with expression Listening: Listen to a range of high-quality recorded performances Musicianship: Introduction to the stave and clef, using dot notation to show high and low	Singing: Sing using forte (loud) and piano (soft) Composing: Combine known rhythms with three notes to create melodic patterns Musicianship: Understand the difference between crochets and paired quavers	Singing: Sing as a choir in school assemblies Listening: Listen to and experience live music making Musicianship: Individually copy stepwise melodic phrases, at different speeds: allegro (fast) and adagio (slow)
Musical Dimensions	Rhythm: Read minims, crotchets, quavers and crotchet rests.	Timbre: Recognise the sounds of individual instruments.	Structure: Compose using given forms e.g. verse/chorus A B A etc.	Pitch: Compare high and low pitch	Texture: Sing and play tuned and untuned instruments together	Tempo: Compare music using the terms faster or slower Dynamics: Describe changes in dynamics
Musical Aspect	Notation: Reading notated rhythms on a single line without word association.	Instruments: Select appropriate instruments for composition and start to perform in groups for a specific audience. Begin to explore instruments from different cultures.	Improvisation: Begin to explore basic rhythmic patterns to compose a piece. Begin to practice and improvise compositions as a group to perform to a specific audience.	Singing: Hold a melody line with confidence showing control in their singing.	Composition: Basic rhythmic or melodic composition as a class or in groups.	History: Introduce children to key composers and pieces.
Instruments	Samba kit	Samba Kit	Glockenspiels	Recorders & Voice	Xylophones	Tambourines & Bells
Musical Appreciation (Composers)	Traditions of India: Sahela Re – Kishori Amonkar	Film: Jai Ho from Slumdog Millionaire - A.R Rahman.	Romantic / Orchestra: Artists: Mussorgsky - Night on a Bare Mountain	Baroque: Handel - Hallelujah from Messiah	Funk: James Brown: I feel good Cherl Lynn – Got to be real	Traditions of Cornwall: Traditional Cornish songs
Enrichment Cultural Capital	<u>Ability to independently read music</u> <u>Learning untuned instrument</u> First Access – Samba Cultural focus/development	<u>Performance of Nativity</u> <u>Watch pantomime as whole school</u>	<u>Explore Self-expression</u> Build self-esteem and self-worth through exploring music creatively.	<u>Performance of singing</u> Participate in Song Fest at Truro Cathedral.	<u>Improve Physical Literacy</u> Coordination focus of singing and playing an instrument. Builds synapses	<u>Listening to live music</u> Will Keating – Cornish music workshop and performance. Cultural focus/development
Vocabulary	Instrument, compose, untuned percussion, rhythm, notes, melody, minims, crotchets, quavers, crotchet rests, classical, style, Indian culture, Samba, drums, beat, composer, conductor.	Composing, perform, pitch range, melodies, composition, structure, hook, samba, conductor, complex melodies, improvisation, pentatonic scale.	Improvisation, structure, Glockenspiels, beginning, middle, end, compose, chants, rhythms, verse, note, rhythmic patterns, composition, piece, romantic, orchestra, perform, audience.	Singing, unison, pitch range, tunefully, expression, recorded performance, recorder, stave, clef, dot notation, high and low, pitch, melody, Baroque	Musical styles, Forte (Loud), Piano (soft), composing, rhythm, notes, melodic patterns, crochets, paired quavers, tuned and untuned instruments, xylophones, rhythmic, melodic composition, funk.	Sounds, choir, stepwise melodic phrases, allegro (fast) adagio (slow), tempo, dynamics, composers, pieces, tambourines, bells, performance.



Roskear's Music Medium Term Plan for Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Learning	Remarkable Rainforests	Marvellous Mayans	Get to know Greece	Ancient Greece	Raging Rivers	Shipping, Trade and Traders
Charanga Unit	Interesting time signatures How does music bring us together?	Combining elements to make music. How does Music connect us with our past?	Developing pulse & groove through improvisation How does music improve our world?	Connecting notes and feelings How does music shape our way of life?	Purpose, Identity and Expression in music How does music connect us with the environment?	Create Simple melodies together. How does music teach us about our community?
Model Music Curriculum	Singing: Sing a range of songs in school assemblies Composing: Compose music to accompany a photo, drawing or film clip. Musicianship: Understand the difference between minims, crotchets, paired quavers and rests	Singing: Sing songs in unison with a range of an octave. Composing: Combine known rhythms using a pentatonic (five note) scale to create melodic patterns Musicianship: Play melodies on a musical instrument, following staff notation, that use a pitch range of do-so	Singing: Sing rounds and partner songs in different time signatures (2, 3 and 4 time). Composing: Record creative ideas using graphic symbols, rhythm notation (with time signatures), staff notation and/or technology Musicianship: Develop basic skills in playing a musical instrument within a whole class setting	Singing: Sing with accurate pitching using crescendo (getting louder) and diminuendo (getting quieter) Listening: Listen to a range of high-quality recorded performances Composing: Improvise on their musical instrument, using a limited range of notes, and using legato (smooth) and staccato (detached) playing	Musicianship: Play in two or more parts within a whole class setting Composing: Introduce major and minor chords Musicianship: Copy short melodic phrases using a pentatonic scale (do-so)	Composing: Arrange individual rhythm cards (featuring crochets, paired quavers, minims and crotchet rests) to create sequences that fit into bars of 2, 3, or 4 time. Listening: Listen to and experience live music making Musicianship: Play using pitch notation of a pentatonic scale (do-so) and follow simple rhythmic scores to achieve a sense of ensemble
Musical Dimensions	Dynamics: Introduce the terms and symbols for forte and piano.	Texture: Sing in parts. Play tuned instruments in unison.	Pitch: Read and write notes A to C progressing to A to E.	Structure: Compose using given forms e.g. verse/chorus A B A etc.	Timbre: Recognise the sound of individual instruments.	Tempo: Describe changes in tempo in music. Rhythm: Read and write minims, crotchets and quavers
Musical Aspect	History: Renaissance music – Tudors.	Singing: Begin to sing in parts, showing expression and an understanding of pitch.	Improvisation: Begin to practice using expression in their singing and develop listening to improvise as a group.	Composition: Layered composition (e.g., rhythm and melody) as class or in groups.	Instruments: Develop skills to play tuned/untuned instruments in groups and learn to recognise the importance of individual roles in an ensemble.	Notation: Reading and writing notes A-C on a single line, progressing to A-E on two lines.
Instruments	Recorders	Glockenspiels	Xylophones	Woodblocks, castanets and Guiro's	Ukulele	Ukulele
Musical Appreciation (Composers)	Tudor and Renaissance music.	Indie music: Oasis: Wondewall	Traditions: Trinidad/Punjab Bhangra: Bhujhangy Group Calypso: Trinidad SteelBand	Classical and Early: Beethoven: Symphony no.5 O Eucharist: Hildegard	20 th Century Ruttler – For the beauty of the Earth	Jazz - Duke Ellington: Take the A train
Enrichment Cultural Capital	Cultural Awareness Exploring and building repertoire of music around the World.	Performance of Nativity <u>Watch pantomime as whole school</u>	Performance of singing Participate in Crofty Celebrating Cornwall event Cultural focus/development	Moral development Understand that opinions and voices are heard through music and lyrics.	Learning tuned instrument First Access – Ukulele	Listening to live music WK <u>Ukulele Performance</u> Parents/carers invited
Vocabulary	Time signatures, minims, crotchets, quavers, rests, symbol, forte, piano, renaissance, recorder, interpretation, genre.	Octave, unison, rhythms, pentatonic scale, melodic patterns, melody, staff notation, pitch range, expression, indie, band, xylophones.	Pulse, groove, improvisation, time signatures, record, graphic symbols, rhythm notation, staff notation, improvise, notes, tambourines, Jazz.	Pitch, crescendo (getting louder), diminuendo (getting quieter), notes, legato (smooth), staccato (detached), structure, compose, verse, chorus, layered composition, rhythm, melody, percussion	Expression, major cords, minor cords, melodic phrases, pentatonic scale, instruments, ensemble, ukulele, timbre, notes, conductor, leader.	Melodies, rhythm, crotchets, paired quavers, minims, crotchet rests, pitch notation, pentatonic scale, rhythmic scores, ensemble, performance, tempo, notation, lines.



Roskear's Music Medium Term Plan for Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Learning	Polar Peaks	Pole to Pole	Across our Continent	Anglo-Saxons & the Scotts	Tectonic Trouble	Vicious Vikings
Charanga Unit	Getting started with music tech How does music bring us closer together?	Exploring Key and Time Signatures How does Music improve our World?	Identifying important Musical elements How does music connect us with the environment?	Emotions and musical styles How does music connect us with the past?	Introducing Chords How does music teach us about our community?	Words, meaning and expression. How does music shape our way of life?
Model Music Curriculum	Listening: Listen to and experience live music making. Composing: Record creative ideas using graphic symbols, rhythm notation (with time signatures), staff notation and/or technology. Musicianship: Read and perform pitch notation within an octave (do-do)	Singing: Sing a range of songs in school assemblies and perform in school performance opportunities Composing: Improvise melodic patterns over a drone Musicianship: Perform a range of pieces combining a variety of acoustic sounds to form a mixed ensemble Musicianship: Understand the difference between 2/4, 3/4 and 4/4 time signatures	Listening: Listen to a range of high-quality recorded performances. Composing: Improvise melodic patterns over a rhythmic groove Musicianship: Understand the difference between semibreves, minims, crotchets, paired quavers, semiquavers and rests	Composing: Work with a partner to compose a ternary form piece of music Musicianship: Understand how triads are formed and play them on tuned percussion, musical instruments or keyboards Singing: Sing a broad range of songs observing phrasing, accurate pitching and appropriate style.	Musicianship: Develop the skill of playing by ear on tuned percussion, copying longer and familiar phrases. Composing: Compose melodies from pairs of phrases, and enhance with rhythmic or chordal accompaniment Musicianship: Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation using notes within an octave (do-do)	Singing: Sing three part rounds, partner songs and songs with verse and chorus Composing: Use chords to compose music to evoke a specific atmosphere, mood or environment. Composing: Include a wider range of dynamics (ff, mf, mp, pp) when improvising Musicianship: Read and play short rhythmic phrases, using conventional symbols for note durations
Musical Dimensions	Structure: Choose a suitable structure for a composition.	Tempo: Introduce musical language for tempo e.g., lento, allegro	Timbre: Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound.	Texture: Play tuned and untuned instruments in two parts e.g. rhythmic and melodic lines.	Rhythm: Read and write minims, crotchets and quavers.	Pitch: Read and write notes A to G. Dynamics: Introduce the terms and symbols for crescendo and diminuendo.
Musical Aspect	Improvise: Continue to use expression when singing in groups and individually. Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression.	Singing: Show confidence in part singing: sing with increasing control and expression individually and in groups.	Instrument: Start to take turns in leading and directing the group. Develop performing skills on both classroom instruments and individual instruments such as the clarinet or recorder.	Composition: Student Led ensemble in groups using tuned and/or untuned instruments.	History: Romantic music - Victorians	Notation: Reading and writing notes A-G on a three-line staff, incorporating bar lines and time signatures. Progress to a full staff.
Instruments	I Pads – Music Studio	Recorders & Voice	Samba Kit	Samba Kit	Xylophones	Ukulele
Musical Appreciation (Composers)	Classical: Britten: This little babe from ceremony of carols.	Traditions of South Africa: Inkanyezi Nezazi: Ladysmith Black Mambazo	Traditions of Nigeria: Babatunde Olatunji: Jin-Go-La-Ba (drums of passion)	90's and 80's Bjork: Play dead Bronski Beat: Smaltown boy	Film: Coleridge-Taylor: Symphonic variations on an African air	Classical: Vaughan Williams: English Folk Song Suit
Enrichment Cultural Capital	<u>Explore music technology</u> <u>Explore Self-expression</u> Build self-esteem and self-worth through exploring music creatively.	<u>Performance of Nativity</u> <u>Watch pantomime as whole school</u> Cultural focus/development	<u>Learning untuned instrument</u> First Access – Samba Cultural focus/development	<u>Performance of instrument</u> Perform composed pieces to parents. Visit Camborne/Pool school to see their performance.	Social Impact The history of music provides a social context for children to understand the features and styles of music.	<u>Listening to live music</u> Will Keating – Cornish music workshop and performance.
Vocabulary	Melodic patterns, drone, perform pieces, acoustic sounds, composition, structure, expression, pitch, notation, improvise, rhythm, symphonic.	Graphic symbols, perform, rhythm notation, time signatures, staff notation, tempo, lento, allegro, bridge, backbeat, amplifier, chorus note values, note names, signature, culture appreciation	Elements, melodic patterns, rhythmic groove, timbre, ensemble, instruments, semibreves, minims, crotchets, paired quavers, semiquavers, rests, direct, compose, traditions, culture, big bands, tempo, harmony, beat	Genre, styles, compose, ternary, copy phrases, pitch, melodic lines, ensemble, improvise, lead, composition, conduct, tempo, texture, appraise	Chords, compose, pitch, observe, styles, percussion, long and familiar phrases, melodies, chordal accompaniment, notation, octave, minims, crotchets, quavers, historical.	Three-part rounds, verse, chorus, compose, chords, atmosphere, evoke, mood, environment, dynamics, improvisation, pitch, crescendo and diminuendo, not durations, symbols, time signatures, bar lines.



Roskear's Music Medium Term Plan for Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Learning	Blue Planet	Battle of Britain	North America Road Trip	Atlantic Slave Trade	Cornish Commerce	Cousin Jacks
Charanga Unit	Using Chords and structure How does music shape our way of life?	Developing Melodic Phrases How does music bring us together?	Understanding Structure and Form How does music connect us with the past?	Explore notation further How does music teach us about our community?	Respecting each other through composition How does music connect us with the environment?	Gaining confidence through performance How does Music improve our World?
Model Music Curriculum	Composing: Create music with multiple sections that include repetition and contrast Musicianship: Engage with others through ensemble playing Musicianship: Read and play confidently from rhythm cards and rhythmic scores in up to 4 parts Listening: Listen to and experience live music making	Listening: Listen to a range of high-quality recorded performances Composing: Use chord changes as part of an improvised sequence. Musicianship: Understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their rests	Singing: Sing a broad range of songs, including those that use syncopated rhythms, as part of a choir, with a sense of ensemble and performance. Composing: Extend improvised melodies beyond 8 beats over a fixed groove Musicianship: Further develop the skill of reading and performing pitch notation within an octave (do-do)	Composing: Plan and compose an 8 or 16 beat melody using the pentatonic scale (do-so) Musicianship: Read and play from notation a 4 bar phrase, confidently identifying note names and durations Composing: Notate and perform their composition	Singing: Continue to sing in 3 and 4 part rounds, and partner songs, developing greater listening skills, an awareness of balance between parts and vocal independence. Composing: Compose melodies from pairs of phrases, and enhance with rhythmic or chordal accompaniment Musicianship: Play melodies following staff notation using one octave (do-do) including a wider range of dynamics	Singing: Sing a range of songs in school assemblies, perform in school performance opportunities and to a wider audience. Composing: Compose a ternary piece, using music software/apps to create and record it Musicianship: Accompany melodies using chords or a bass line on tuned percussion, keyboards or tablets
Musical Dimensions	Timbre: Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound.	Rhythm: Read and write minims, crotchets, quavers and rests.	Structure: Choose a suitable structure for a composition. Tempo: Develop musical language for tempo e.g., andante, presto	Pitch: Read and write middle C to top G	Texture: Play three-part ensembles e.g., rhythm, harmony and pitch	Dynamics: Use and understand pp, p, mp/mf, f, ff, crescendo and diminuendo.
Musical Aspect	Instrument: Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently.	Composition: Student Led ensemble in groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used here).	History: Modern Music – World War Two	Notation: Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests.	Improvise: Perform in student-led ensemble groups using tuned or untuned instruments, developing melodic and rhythmic improvisational skills.	Singing: Show an awareness of musical shaping in their singing; show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts.
Instruments	Ukulele – First Access	Ukulele – First Access	Glockenspiels	Xylophones	Untuned instruments	Vocals and I-pads
Musical Appreciation (Composers)	R&B: Destiny's Child – Say my name	Folk/Tango: Chopin: Mazurkas Op.24 Piazzolla: Li`bertango	Classical: Tchaikovsky: 1812 overture	Traditions of Middle East: Reem Kelani: Sprinting Gazelle	Tradition of England: Sea shanties	Instrument free orchestra: Anna Meredith: Connect it
Enrichment Cultural Capital	<u>Learning tuned instrument</u> First Access – Ukulele <u>Perform Ukulele to community home.</u>	<u>Performance of Nativity</u> <u>Cultural focus/development</u>	<u>Explore Self-expression</u> Build self-esteem and self-worth through exploring music creatively.	<u>Cultural focus/development</u>	<u>Moral Impact</u> Reflection on society and where we live. What types/genres of music are important to them?	<u>Personal development</u> Build self-esteem and self-worth and experience performing.
Vocabulary	Chords, structure, sections, repetition, contrast, ensemble, rhythmic scores, timbre, instrument, tuned, R&B, style, genre, band, gender equality, cover.	Melodic phrase, chords, sequence, semibreaves, minims, crotchets, quavers, semiquavers and rests, lyrics, composition, tuning, tempo, beat, pulse, soloist, string instrument.	Structure, form, syncopated rhythms, ensemble, performance, melodies, fixed groove, notation, pitch, octave, structure, tempo, andante, presto, historical.	Notation, compose, beat melody, pentatonic scale, notation, note names, note durations, notate, perform, composition, treble clef staff, time signatures, rests, style indicators.	Composition, compose, melody, rhythmic, chordal accompaniment, staff notation, octave, dynamics, ensemble, rhythm, harmony, pitch, texture, improvisation, tradition.	Performance, bass line, chords, audience, dynamics, crescendo, diminuendo, musical shaping, balance of dynamics, unison, harmony, ostinato, riff,