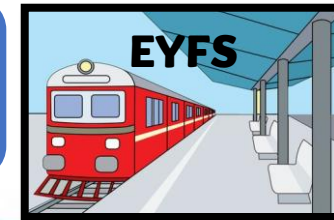


# Subject: Music

## Cycle: A



**Exploring Sound**  
Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment

**Music and Movement**  
Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music

**Musical Stories**  
A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.

**Big Band**  
Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience



**Pulse and rhythm Y1**  
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.

**Classical music, dynamics and tempo Y1**  
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.

**Composing and performing a leaver's song Y6**  
Children spend the topic creating their very own leavers' song personal to their experiences as a class.



**Songs of WWII Y6**  
Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.

**Theme and Variations Y6**  
Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.

**Musical Theatre Y5**  
Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.

**Composition Notation Y5**  
Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.

**Film Music Y6**  
Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.



**Jazz Y3**  
Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.

**Body and tuned percussion Y4**  
A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.

**Adapting and transposing motifs Y4**  
Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.

**Developing singing technique Y3**  
The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.

**Orchestral instruments Y2**  
Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.

**On this island: British songs and sounds Y2**  
Creating sounds to represent three contrasting landscapes: seaside, countryside and city.

**Musical Me Y2**  
Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.

**Pitch and Tempo Y1**  
Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.

**Celebration Music**  
Exploring music linked to seasonal events

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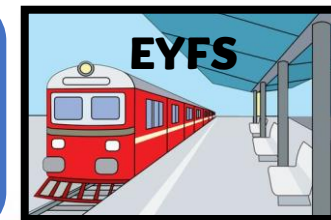
**Instrumental lessons – South Africa**  
Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.

**Instrumental lessons – Caribbean**  
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.



# Subject: Music

## Cycle: B



### Exploring Sound

Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment

### Music and Movement

Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music

### Musical Stories

A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.

### Big Band

Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience



### Musical Vocabulary Y1

Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.

### Timbre and rhythmic patterns Y1

Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.

### Composing and performing a leaver's song Y6

Children spend the topic creating their very own leavers' song personal to their experiences as a class.

### South and West Africa Y5

Children learn 'Shosholozo', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.

### Composition to represent the festival of colour Y5

Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.

### Dynamics, pitch and texture Y6

Appraising the work of Mendelssohn and further developing improvisation and composition skills.

### Blues Y5

Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.

### Looping and Remixing Y5

In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.

### Year 5/6



### Rock and Roll

Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.

### Ballads

Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.

### Haiku, music and performance

This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.

### Changes in pitch, tempo and dynamics

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.

### Samba and carnival sounds and instruments

Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.

### Celebration Music

Exploring music linked to seasonal events

### Celebration Music

Exploring music linked to seasonal events

### Dynamics, timbre, tempo and motifs Y2

Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.

### Myths and Legends Y2

Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.

### Vocal and Body Sounds Y1

Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.

### African Call and Response Song Y2

Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.