

	Autumn	Spring	Summer
Y1/2 (A)	<p>Keeping the pulse Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> • Notation is read from left to right. • Pictorial representations of rhythm show sounds and rests. <p>+ Y1/2 nativity</p>	<p>Pitch (Superheroes) Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> • Sounds within music can be described as high or low sounds and the meaning of these terms. • In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. 	<p>Singing (On this island) Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> • Sections of music can be described as fast or slow and the meaning of these terms. • Sections of music can be described as loud, quiet or silent and the meaning of these terms. • Sounds within music can be described as high or low sounds and the meaning of these terms. • Notation is read from left to right.
Y1/2 (B)	<p>Dynamics (Seaside) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> • Sections of music can be described as loud, quiet or silent and the meaning of these terms. • Notation is read from left to right. <p>+ Y1/2 nativity</p>	<p>Sound patterns (Fairy Tales) Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> • Sections of music can be described as loud, quiet or silent and the meaning of these terms. 	<p>Musical symbols (Under the sea) Children combine musical elements to create an underwater-themed performance incorporating instruments, vocal and body sounds.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> • Notation is read from left to right.

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Y3/4 (A)	<p>Adapting and transposing (Romans) Drawing on their understanding of repeating patterns in music, pupils are introduced to the concept of motifs</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. <p>27-28: Changes in pitch, tempo and dynamics (Rivers)</p>	<p>Y3/4 Production Through participation in the musical production, children develop the following performance and musical skills:</p> <ul style="list-style-type: none"> Performance: Gain confidence, learn to memorize lines and songs, develop stage presence, and improve vocal technique. Musicality: Improve listening skills, aural memory, and the ability to follow rhythm and pitch. Creativity: Use creativity and imagination to develop characters and express emotions. <p>Children also have the opportunity to learn other elements of stagecraft, including set design, scenery and costume production and back-stage support.</p>	<p>Body and tuned percussion (Rainforests) Pupils will explore the rainforest through tuned and body percussion, learn simple tunes and improvise, and be introduced to new musical terms.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.
Y3/4 (B)	<p>Creating compositions in response to animation (Mountains) Pupils learn to tell stories through music, and listen to music consider the narrative each piece could represent.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. 	<p>Y3/4 Production Through participation in the musical production, children develop the following performance and musical skills:</p> <ul style="list-style-type: none"> Performance: Gain confidence, learn to memorize lines and songs, develop stage presence, and improve vocal technique. Musicality: Improve listening skills, aural memory, and the ability to follow rhythm and pitch. Creativity: Use creativity and imagination to develop characters and express emotions. <p>Children also have the opportunity to learn other elements of stagecraft, including set design, scenery and costume production and back-stage support.</p>	<p>Developing singing techniques (Vikings) The children develop their singing technique, learning to keep in time and work on musical notation and rhythm</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. Different notes have different durations and crotchets are worth one whole beat. That 'reading' music means using how the written note symbols look and their position to know what notes to play. That written music tells you how long to play a note for.

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Y5/6 (A)	<p>Baroque Music Pupils will learn about key features of Baroque music, listen to key pieces of repertoire and will learn to play a three-part fugue on tuned percussion.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that ground bass is a repeating melody played on a bass instrument in Baroque music. <p>+ YV songs</p> <p>27-28: WW2 Songs</p>	<p>Musical theatre This unit focuses on teaching musical theatre, where children learn how singing, acting and dancing combine to create an overall performance.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. 	<p>Y5/6 Production + Y6 leavers' songs Through participation in the musical production, children develop the following performance and musical skills:</p> <ul style="list-style-type: none"> Performance: Gain confidence, learn to memorize lines and songs, develop stage presence, and improve vocal technique. Musicality: Improve listening skills, aural memory, and the ability to follow rhythm and pitch. Creativity: Use creativity and imagination to develop characters and express emotions. <p>Children also have the opportunity to learn other elements of stagecraft, including set design, scenery and costume production and back-stage support.</p>
Y5/6 (B)	<p>South & West Africa Children learn 'Shosholozza', a traditional South African song, play the accompanying chords using tuned percussion and learn to create an eight-bar break to play within a performance.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. 	<p>Dynamics (Theme: Coast) Pupils explore Fingal's Cave by Felix Mendelssohn and develop their improvisation and composition skills.</p> <p>Key knowledge: To know that</p> <ul style="list-style-type: none"> To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. 	<p>Y5/6 Production + Y6 leavers' songs Through participation in the musical production, children develop the following performance and musical skills:</p> <ul style="list-style-type: none"> Performance: Gain confidence, learn to memorize lines and songs, develop stage presence, and improve vocal technique. Musicality: Improve listening skills, aural memory, and the ability to follow rhythm and pitch.

	<ul style="list-style-type: none">• To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.• To understand that major chords create a bright, happy sound.• To know that poly-rhythms means many rhythms played at once.	<ul style="list-style-type: none">• To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.• To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.	<ul style="list-style-type: none">• Creativity: Use creativity and imagination to develop characters and express emotions. <p>Children also have the opportunity to learn other elements of stagecraft, including set design, scenery and costume production and back-stage support.</p>
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