

Music							
	Year 1				Year 2		
Come Fly with Me Arctic Circle	Skill Development <ul style="list-style-type: none"> To explore the element of pitch To increase control of vocal pitch To use pitched instruments and accurately match their voices to the different notes they can hear 	Skills Mu1 Use their voices confidently in different ways Mu2 explore how sounds can be made and changed Mu3 Recognise how sounds can be made and changed Mu4 Identify the beat in different pieces of music Mu6 Respond appropriately to musical instruments	Concepts NC - Use their voices expressively and creatively by singing songs and speaking chants and rhymes <ul style="list-style-type: none"> To understand what beat is To know what lyrics are in a song To know the importance of posture and vocal warm-ups when singing To know what Inuit throat singing is, its history and purpose 	Inter-Nation Media Station	Skills Development <ul style="list-style-type: none"> To learn what 'structure' means in the context of music To order sounds to create a structured piece of music 	Skills Mu11 Select and order sounds within simple structures and sounds in response to given starting points Mu13 Represent sounds with symbols Mu15 Identify the beat and join in getting faster and slower together Mu16 Recognise and explore how sounds can be organised Mu17 Begin to sing in tune with expression and control	Concepts NC - Experiment with, create, select and combine sounds using the inter-related dimensions of music <ul style="list-style-type: none"> To know the meaning of timbre To know what lyrics are in a song To know what a jingle is and understand its purpose To know what sound effects are and how they are used
Happily Ever After	Skills Development <ul style="list-style-type: none"> To learn the meaning of 'timbre' and recognise that voices have their own unique timbre To recognise that different instruments have their own unique timbres and be able to identify some instruments by listening to their sound 	Skills Mu1 Use their voices confidently in different ways Mu3 Recognise how sounds can be made and changed Mu6 Respond appropriately to musical instruments Mu7 Respond verbally and physically to different musical moods Mu8 Create and choose sounds in response to given starting points Mu9 Follow pitch movements with their hands and use high, low and middle voices	Concepts NC - Experiment with, create, select and combine sounds using the inter-related dimensions of music <ul style="list-style-type: none"> To understand the meaning of pitch To know the meaning of tempo To know that dynamics relates to volume To know what sound effects are and how they are used To know how to create and follow a graphic score 	Zero to Hero	Skills Development <ul style="list-style-type: none"> To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo To identify the beat groupings in familiar music that they listen to 	Skills Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory Mu37 Perform with awareness of different parts that others are playing or singing	Concepts NC - Use their voices expressively and creatively by singing songs and speaking chants and rhymes <ul style="list-style-type: none"> To know what cheerleading is and learn about the history of cheerleading To understand the importance of listening to others when performing in a group
Unity in the Community	Skills Development <ul style="list-style-type: none"> To learn the meaning of 'texture' To be able to recognise the different between a thin and thicker texture 	Skills Mu1 Use their voices confidently in different ways Mu3 Recognise how sounds can be made and changed Mu5 Identify long and short sounds in music Mu6 Respond appropriately to musical instruments Mu8 Create and choose sounds in response to given starting points	Concepts NC - Play tuned and untuned instruments musically <ul style="list-style-type: none"> To know how symbols are used in composition To know that the dynamic symbol <i>f</i> means 'loud' and <i>p</i> means 'quiet' To know what is meant by musical texture To name and know how to play a range of musical instruments 	Land Ahoy!	Skills Development <ul style="list-style-type: none"> To identify the difference between loud and quiet sounds To play copycat rhythms, copying a leader, and invent rhythms for others to copy with an awareness of dynamics, on tuned percussion 	Skills Mu11 Select and order sounds within simple structures and sounds in response to given starting points Mu12 Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch Mu13 Represent sounds with symbols Mu14 Play musical instruments with expression and control, listening and observing carefully Mu15 Identify the beat and join in getting faster and slower together Mu16 Recognise and explore how sounds can be organised Mu17 Begin to sing in tune with expression and control	Concepts NC - Play tuned and untuned instruments musically <ul style="list-style-type: none"> To know what lyrics are in a song To name and know how to play a range of musical instruments To understand the role of a conductor To understand what beat is and the importance of keeping the beat
Going Wild	Skills Development <ul style="list-style-type: none"> To learn that the speed (tempo) of the beat can change, creating a faster or slower pace To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo To walk in time to the beat of a piece of music 	Skills Mu1 Use their voices confidently in different ways Mu3 Recognise how sounds can be made and changed Mu4 Identify the beat in different pieces of music Mu6 Respond appropriately to musical instruments Mu8 Create and choose sounds in response to given starting points	Concepts NC - Play tuned and untuned instruments musically <ul style="list-style-type: none"> To know what beat is To name and know how to play a range of musical instruments To know what is meant by tempo To know the meaning of dynamics To know what sound effects are and how they can be used to enhance a performance 	Light Up the World	Skills Development <ul style="list-style-type: none"> To know and understand the meaning of structure To order sounds to create a structured piece of music 	Skills Mu11 Select and order sounds within simple structures and sounds in response to given starting points Mu13 Represent sounds with symbols Mu14 Play musical instruments with expression and control, listening and observing carefully Mu15 Identify the beat and join in getting faster and slower together Mu16 Recognise and explore how sounds can be organised	Concepts NC - Listen with concentration and understanding to a range of high-quality live and recorded music <ul style="list-style-type: none"> To know how to create and follow a graphic score To understand the meaning of timbre To know the importance of structure in a piece of music

	Year 3				Year 4		
Come fly with me Africa	Skills Development <ul style="list-style-type: none"> To learn about repetition as a compositional tool and to understand the term 'ostinato' To structure musical ideas, creating music that has a beginning, middle and end 	Skills Mu21 Explore the way sounds can be combined and used expressively Mu22 Improvise repeated patterns Mu23 Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music Mu25 Begin to recognise, recall and perform simple rhythmic patterns Mu27 Listen carefully and recognise patterns and increase aural memory	Concepts NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <ul style="list-style-type: none"> To know what call and response is in a piece of music To know that call and response is a feature of African music To know that the drum is integral to African music To know how to play hand drums and other percussion to create different sounds To know how important tempo, dynamics and pitch are in call and response singing 	A World of Difference	Skills Development <ul style="list-style-type: none"> To learn about the pentatonic scale and combine known rhythmic notation with letter names to create short pentatonic phrases 	Skills Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory Mu36 Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear Mu37 Perform with awareness of different parts that others are playing or singing	Concepts NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <ul style="list-style-type: none"> To know the purpose of notation To know how to write basic musical notation To know some songs associated with Festivals of Light e.g. Hanukkah To know how to choose and play a variety of tuned and untuned instruments
Under the Canopy	Skills Development <ul style="list-style-type: none"> To improvise using tuned and untuned instruments To learn about instrument families and how they can be recognised by their timbre To use listening skills to correctly identify different instrument voices 	Skills Mu21 Explore the way sounds can be combined and used expressively Mu23 Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music Mu26 Recognise and explore different combinations of pitch sounds Mu29 Perform with control and awareness of audience	Concepts NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music <ul style="list-style-type: none"> To understand and explain what texture is To know how to identify low and high pitched sounds To know the importance of listening to each other when performing in groups 	Lightning Speed	Skills Development <ul style="list-style-type: none"> To copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow 	Skills Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music Mu33 Explore, recall and plan sounds using symbols and ICT Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory Mu37 Perform with awareness of different parts that others are playing or singing	Concepts NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music <ul style="list-style-type: none"> To know that music can affect mood and emotions To know how to use tempo and pitch to create drama and evoke different moods To know the features of major and minor tonality To understand and explain their own personal likes and dislikes in music, related back to the elements of music
Law and Order	Skills Development <ul style="list-style-type: none"> To use listening skills to correctly identify how many sounds they can hear and to name the individual instrument voices To create and play a group piece which shows understanding of texture and notation 	Skills Mu34 Combine several layers of sound, observing the combined effect Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory	Concepts NC - Develop an understanding of the history of music <ul style="list-style-type: none"> To know what the ancient instruments, the carnyx and the crwth, are To know the origins of Celtic music To know that the bodhran is a Celtic drum To understand what improvisation means To know what a rhythmic pattern is	Cry Freedom	Skills Development <ul style="list-style-type: none"> To practice breathing techniques in order to improve vocal control To improve diction when singing To understand the importance of posture when signing 	Skills Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory Mu36 Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear Mu37 Perform with awareness of different parts that others are playing or singing	Concepts NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC - Develop an understanding of the history of music.

	Year 5				Year 6		
Come Fly with Me	Skills Development <ul style="list-style-type: none"> To understand the importance of diaphragmatic breathing when singing To understand what a round is and learn to sing a round in two parts 	Skills Mu38 Improvise melodic and rhythmic phrases Mu39 Compose from different starting points by developing ideas within musical structures Mu43 Describe and compare different kinds of music using key musical vocabulary Mu44 Listen carefully, developing and demonstrating musical understanding Mu46 Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect Mu49 Compose their own instrumental and vocal music and perform their own and others' compositions	Concepts NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <ul style="list-style-type: none"> To know what a national anthem is and its purpose To know the meaning of 'crescendo' To know that music can affect mood and emotions To know which orchestral families some instruments belong to To be able to play a range of percussion instruments 	I Have a Dream	Skills Development <ul style="list-style-type: none"> To understand ternary form and compose a piece of music using this structure 	Skills Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Mu52 Perform significant parts from memory, with awareness of their own contributions Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory Mu58 Perform their own and others' compositions in a way that reflects their meaning and intentions	Concepts NC - Develop an understanding of the history of music <ul style="list-style-type: none"> To know what folk music is To know some English folk music To know about the origins of spiritual folk / slave songs To understand what a musical phrase is
Mission Control	Skills Development <ul style="list-style-type: none"> To understand what metre is and its relationship to beat To know how to identify metre within a piece of music To know what a polyrhythm is 	Skills Mu38 Improvise melodic and rhythmic phrases Mu39 Compose from different starting points by developing ideas within musical structures Mu40 Explore the use of notation and ICT to support creative work Mu41 Suggest improvements to their own and others' work Mu42 Identify the relationship between sounds and how music reflects different intentions Mu45 Perform by ear Mu47 Sing songs with increasing control of breathing, posture and sound projection Mu48 Use ICT to change and manipulate sounds Mu49 Compose their own instrumental and vocal music and perform their own and others' compositions	Concepts NC - Use and understand staff and other musical notations <ul style="list-style-type: none"> To understand what a cyclic pattern is To understand the difference between strong and weak beats in a piece of music To know what metre means To know how to notate a simple melody, using letter names or on a staff To know what a musical is and the features of this genre 	A World of Bright Ideas	Skills Development <ul style="list-style-type: none"> To use listening skills to identify instruments playing both individually and in small groups To distinguish between similar timbres to correctly identify and name instruments To learn what a chord is a how a chord is played To develop notation reading skills 	Skills Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory	Concepts NC - Develop an understanding of the history of music <ul style="list-style-type: none"> To know about the history and evolution of the guitar To know how to recognise the instruments heard in a piece of music To know about the history and evolution of the flute To understand the importance and impact of timbre in music To know which instruments belong to the flute and guitar families
You're Not Invited	Skills Development <ul style="list-style-type: none"> To use listening skills to identify and distinguish between a wider range of dynamics To create sounds with a range of dynamics, with accuracy 	Concepts NC - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC - Develop an understanding of the history of music.	Concepts NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music <ul style="list-style-type: none"> To know that music is used for different purposes, including keeping spirits up in battle To understand how pitch and dynamics have an impact on the overall effect of a piece of music To know the impact that tempo and beat have on a piece of music To know about the origins of the Haka and its meaning 	Global Warming	?	Skills Mu50 Explore the use of notation and ICT to support creative work Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved Mu52 Perform significant parts from memory, with awareness of their own contributions Mu55 Perform solo and lead others from notation Mu58 Perform their own and others' compositions in a way that reflects their meaning and intentions	Concepts NC - Listen with attention to detail and recall sounds with increasing aural memory <ul style="list-style-type: none"> To know what a 'verse' is in a piece of music To know what an echo is To know what a call and response song is To know how to record a composition using digital technology
				Wars of the Worlds	Skills Development <ul style="list-style-type: none"> To practice breathing techniques in order to improve vocal control To learn how to perform music without having to read from a score 	Skills Mu52 Perform significant parts from memory, with awareness of their own contributions Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory	Concepts NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <ul style="list-style-type: none"> To know that music is used for a variety of purposes To know how to use dynamics in singing To know the importance of listening to each other when singing and performing

