

Progression through the Music curriculum in our school

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
SINGING	<p>Unit 4 Pitch What is pitch? Learning what pitch is and how we can recognise high, middle and low sounds.</p> <p>High Sounds Learning about what types of instruments make high pitched sounds. Identify high pitched sounds, name some high pitched instruments and then sing at a high pitch.</p> <p>Low sounds Learning about what types of instruments make low pitched sounds. Identify low pitched sounds, name some low pitched instruments and then sing at a low pitch.</p> <p>Following the pitch Learning about how we can follow the pitch of a piece of music.</p> <p>Changing the pitch Learning how to change the pitch of our singing voices. Practise singing at different pitches and we will follow the</p>	<p>Unit 4 Pitch What is pitch? Learning what pitch is and how we can recognise high, middle and low sounds.</p> <p>High Sounds Learning about what types of instruments make high pitched sounds. Identify high pitched sounds, name some high pitched instruments and then sing at a high pitch.</p> <p>Low sounds Learning about what types of instruments make low pitched sounds. Identify low pitched sounds, name some low pitched instruments and then sing at a low pitch.</p> <p>Following the pitch Learning about how we can follow the pitch of a piece of music.</p> <p>Changing the pitch Learning how to change the pitch of our singing voices. Practise singing at different pitches and we will follow the pitch of a song with our hands.</p> <p>Creating high and low sounds</p>	<p>Unit 8 Tempo, Dynamics, Timbre Identifying tempo Learning about tempo (speed). Learning the different Italian terms for fast and slow and identify changes in tempo.</p> <p>High and low sounds Learning about pitch. Learn to identify when the pitch rises and falls and how to use our voice to make different sounds.</p> <p>Loud and soft sounds Learning about dynamics. Learning the Italian terms for loud and quiet and use them to help us add expression to our singing.</p> <p>Different ways to use the voice Learning lots of different ways to use your voice and decide which way is best for a particular song. Different ways to use instruments Learning how to make music out of objects around the house and how to manipulate objects to create different sounds.</p>	<p>Unit 1 Pulse and Metre 1 Exploring 6 beats in a bar</p> <p>Unit 2 Timbre 1 Developing body percussion (Part 2)</p> <p>Composing a body percussion piece</p> <p>Compose and perform your body percussion piece</p> <p>Unit 4 Pitch What is pitch?</p> <p>Following the pitch</p> <p>Unit 5 Texture Monophonic texture</p> <p>Homophonic texture</p> <p>Polyphonic texture</p> <p>Melody and Accompaniment</p> <p>Unit 6 Musical processes Vocal ostinati - repeating patterns using our voices</p> <p>Introducing musical drones</p>	<p>Unit 9 Rhythm 2 Pulse and rhythm Learning about pulse and rhythm. Learning some new songs and keeping a steady pulse. Using musical symbols to perform rhythms.</p> <p>Improvising rhythmic patterns Beginning to clap rhythmic patterns in a call and response pattern. Learning what improvising means and how to create a rhythmic improvisation pattern. Revisiting our song and making up some body percussion patterns to fit the pulse.</p> <p>Improvising in a piece of music Reviewing the term 'improvise' and returning to the song 'Step Back Baby' to improvise and create a rhythmic backing. Learning a new 'call and response' song from Ghana and completing a quiz.</p> <p>Using call and response in Samba music Looking at Samba music and layering different rhythms over</p>	<p>Unit 13 Tonality Recognising melody Introduction to melody; how it is made, why it is used and where we often hear it. Singing together and listening to a musical extract.</p> <p>Constructing and playing a melody using a scale Learning how to play a melody on a xylophone (or an interactive xylophone).</p> <p>Magical stories and tone poems Learning how composers use melody within music to tell a story or express an emotion.</p> <p>Melody and tonality Exploring the effect of moving between major and minor keys on emotional response.</p> <p>Spreading the news and telling a tale - the passing down of tunes in folk song Exploring how folk tunes have been learned throughout time and how subjects for song tales were invented.</p> <p>Renaissance and Baroque variations,</p>	<p>Unit 17 Harmony To sing in canon Exploring our vocal range with a stretching warm up. Learning two songs to sing in canon.</p> <p>To explore chords Using our vocal chords with a fun warm-up. Exploring everything about chords and harmony. Learning how to form a triad using our voice, and apply our knowledge to create a chordal accompaniment to the song 'Sunrise'.</p> <p>To explore bass lines Warming up our bodies and voices with a song called 'Shabuya!' Exploring Holst's 'Mars: Bringer of War' from The Planets Suite and discovering why his music for this movement really did sound so ominous and menacing. Learning some of the ostinato patterns from this movement followed by doing some composition of our own</p> <p>To explore singing in thirds Learning a new four part song as a warm-up. Exploring the</p>	<ul style="list-style-type: none"> • Singing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. • Singing three- and four-part rounds, transposing music according to the needs of the class. • Creating opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms.

	<p>pitch of a song with our hands.</p> <p>Creating high and low sounds Learning about how we can use both our voices and everyday objects to create high and low sounds.</p> <p>Unit 2 Timbre</p>	<p>Learning about how we can use both our voices and everyday objects to create high and low sounds.</p> <p>Unit 2 Timbre</p>	<p>Instruments of the orchestra Learning about the families and instruments of the orchestra. Listening to examples of what they sound like and finding out how all the instruments are played.</p> <p>Unit 7 Pulse and metre</p> <p>Unit 9 Rhythm</p>		<p>the top of each other. Learning a new 'call and response' song and carrying on improvising in different ways; learning tips and tricks; with songs and pieces of music.</p> <p>Improvising in a Samba style Continuing to learn about different call and response sections and learn a new song 'Halima Pakasholo'. Using instruments to create Samba breaks and improvised sections and finish with a quiz.</p> <p>Summarising your learning on improvising Recapping our learning in the unit. Finishing the song Halima Pakasholo and performing it with improvised responses. Playing a new 'switch game' and finishing with a quiz to consolidate learning from this unit.</p>	<p>opera arias and jazz scat - show off that melody! Exploring the limitations of our voices as we explore different ways to show off melodies and improvise tunes.</p> <p>Unit 11 Timbre 3</p> <p>Unit 12 Rhythm 3</p>	<p>importance of the 'third' interval, and apply it to create a new part of our Zulu song.</p> <p>Learning how to harmonise Singing one of four parts in 'Do your Dooty', listening to the harmonies as we sing. Reviewing understanding of thirds and how they can help us harmonise. Learning a new song based on the triad.</p> <p>To develop a song through the use of harmony Learning two key parts of a new warm-up song. Learning a new spiritual - Ain't Gonna Let Nobody - a protest song about power and freedom, and taking inspiration from the likes of Pachelbel to structure our own performance.</p> <p>Unit 16 Metre</p> <p>Unit 18 Rhythm 4</p>	
LISTENING	<p>Unit 6 Musical devices Conjunct melodies Disjunct melodies Imitation Sequence Riffs</p> <p>Unit 2</p>	<p>Unit 6 Musical devices Conjunct melodies Disjunct melodies Imitation Sequence Riffs</p> <p>Unit 2</p>	<p>Unit 7 Pulse and metre</p> <p>Unit 8 Tempo, Dynamics, Timbre</p> <p>Unit 9 Rhythm</p>	<p>Unit 1 Pulse and Metre 1</p> <p>Unit 2 Timbre 1</p> <p>Unit 3 Rhythm 1</p> <p>Unit 4</p>	<p>Unit 7 Pulse and Metre 2</p> <p>Unit 8 Timbre 2</p> <p>Unit 9 Rhythm 2</p>	<p>Unit 14 Structure Binary form Exploring the binary form music structure, which led to the development of more styles like pop, soul and rock.</p>	<p>Unit 16 Metre</p> <p>Unit 18 Rhythm 4</p>	<p>Developing the technical ability to identify the use of musical elements Tonality Major, minor, modal or atonal Texture/Instrumentation Instruments of the orchestra Typical</p>

	Timbre	Timbre		Pitch Unit 5 Texture Unit 6 Musical processes		<p>Ternary form Exploring the characteristics of ternary form, and how to identify a piece of ternary form music.</p> <p>Sonata form Learning about Sonata form – the culmination of binary and ternary form.</p> <p>Sonata and rondo form Deepening our understanding of sonata structure and learning about a new structure: rondo form.</p> <p>Rondo form Looking at two rondos that have different sections, and learning how the same form can be varied.</p> <p>Musical structures recap</p> <p>Unit 11 Timbre 3</p> <p>Unit 12 Rhythm 3</p> <p>Unit 13 Tonality</p> <p>Unit 15 Beat, pulse, rhythm, structure</p>	band/ensemble set-up Traditional instruments Metre/Rhythm/Tempo Beats in a bar Duration of notes Use of syncopation Speed Pitch High/Low Harmony Primary chords Consonant, dissonant and extended harmony Dynamics Volume, articulated using English or Italian words	
COMPOSING G Improve KS2	Unit 5 Contrasts Rhythm Learning how to recognise, perform	Unit 5 Contrasts Rhythm Learning how to recognise, perform and	Unit 7 Pulse and metre Unit 9	Unit 2 Timbre 1 Body percussion basics	Unit 9 Rhythm 2 Pulse and rhythm	Unit 15 Beat, pulse, rhythm, structure	Unit 16 Metre	Developing understanding of composition through

<p>Compose KS2</p>	<p>and compose rhythmic contrasts in our music making.</p> <p>Pitch Learning how to recognise, perform and compose music that has contrasts in its pitch.</p> <p>Dynamics Learning how to recognise, perform and compose music that uses dynamic contrasts.</p> <p>Articulation Learning how to recognise, perform and compose music that has contrasts in its articulation.</p> <p>Melody Learning how to recognise, perform and compose music that has melodic contrasts.</p> <p>Timbre Learning how to recognise, perform and compose music that has contrasts</p> <p>Unit 6 Musical devices Conjunct melodies Disjunct melodies Imitation Sequence Riffs</p> <p>Unit 3 Rhythm</p>	<p>compose rhythmic contrasts in our music making.</p> <p>Pitch Learning how to recognise, perform and compose music that has contrasts in its pitch.</p> <p>Dynamics Learning how to recognise, perform and compose music that uses dynamic contrasts.</p> <p>Articulation Learning how to recognise, perform and compose music that has contrasts in its articulation.</p> <p>Melody Learning how to recognise, perform and compose music that has melodic contrasts.</p> <p>Timbre Learning how to recognise, perform and compose music that has contrasts</p> <p>Unit 6 Musical devices Conjunct melodies Disjunct melodies Imitation Sequence Riffs</p> <p>Unit 3 Rhythm</p>	<p>Rhythm</p>	<p>Getting to know the basics of body percussion such as clapping and stomping rhythms.</p> <p>Exploring different sounds Exploring different rhythms in percussive music.</p> <p>Developing body percussion (Part 1) Developing our body percussion skills and reading music notation.</p> <p>Developing body percussion (Part 2) Improving our body percussion skills even further by combining sounds into longer phrases.</p> <p>Composing a body percussion piece Using body percussion to create a piece of music.</p> <p>Compose and perform your body percussion piece Completing our composition and perform our body percussion piece.</p> <p>Unit 6 Musical processes Ostinati - repeating patterns In this lesson, we will have an introduction to musical ostinati -</p>	<p>Learning about pulse and rhythm. Learning some new songs and keeping a steady pulse. Using musical symbols to perform rhythms. To finish there is a quiz to test your knowledge!</p> <p>Improvising rhythmic patterns Beginning to clap rhythmic patterns in a call and response pattern. Learning what improvising means and how to create a rhythmic improvisation pattern. Revisiting our song and making up some body percussion patterns to fit the pulse.</p> <p>Improvising in a piece of music Reviewing the term 'improvise' and returning to the song 'Step Back Baby' to improvise and create a rhythmic backing. Learning a new 'call and response' song from Ghana and completing a quiz.</p> <p>Using call and response in Samba music Looking at Samba music and layering different rhythms over the top of each other. Learning a new 'call and response' song and carrying on</p>	<p>Exploring recitative and arias Revisiting tonality in song (major and minor) and exploring the different sung forms in opera.</p> <p>Introducing Gamelan - a review of polyrhythms Introduction to music from Indonesia and learning to play and compose a polyrhythm for a gamelan ensemble.</p> <p>Gamelan - interlocking melodies Looking deeper at the gamelan ensemble and beginning to compose interlocking melodies for the pitched instruments.</p> <p>Composing a gamelan ensemble piece Putting together everything we know about gamelan ensembles and composing own piece for the full ensemble.</p> <p>Graphical notation and Djembe rhythms Learning to read rhythms from graphical notation and performing some Djembe polyrhythms from West Africa.</p> <p>Putting it all together - interlocking</p>	<p>To understand the difference between three and four time Warming-up by moving to the pulse, and identifying different beats of the bar. Learning two songs which can be performed with a cup pattern as an accompaniment. Exploring simple musical notation and composing own three beat pattern.</p> <p>To explore changes in metre Moving to music in different metres, reviewing rhythm notation and understanding the purpose of bar lines.</p> <p>To explore compound time Learning a song from Zimbabwe. Moving to the metre, using a hand clapping pattern, to the tunes of Alicia Keys and Queen. Exploring rhythm notation and grouping in simple and compound time, and learning a song to help remember the concept.</p> <p>To develop our understanding of compound time Moving to music in both simple and compound time. Learning more about</p>	<p>one of/a combination of: 'Song' Writing (with or without lyrics)</p> <ul style="list-style-type: none"> • Playing chord sequences from a range of familiar songs as compositional models. • Composing chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Composing bass lines using the root note of each chord. • Creating melodic song-lines shaped by lyrics and/or harmonic intention.
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				<p>repeating patterns of notes.</p> <p>Vocal ostinati - repeating patterns using our voices In this lesson, we will continue our learning about ostinati and create melodic repeating patterns.</p> <p>Instrumental ostinati - ground bass In this lesson, we will play our own melodic ostinati.</p> <p>Introducing musical drones In this lesson, we will introduce a new musical process -the drone.</p> <p>Drones and pedal notes In this lesson, we will continue to learn about how to use drones as an accompaniment.</p> <p>Unit 3 Rhythm 1</p> <p>Unit 4 Pitch</p>	<p>improvising in different ways; learning tips and tricks; with songs and pieces of music.</p> <p>Improvising in a Samba style Continuing to learn about different call and response sections and learn a new song 'Halima Pakasholo'. Using instruments to create Samba breaks and improvised sections and finish with a quiz.</p> <p>Summarising your learning on improvising Recapping our learning in the unit. Finishing the song Halima Pakasholo and performing it with improvised responses. Playing a new 'switch game' and finishing with a quiz to consolidate learning from this unit.</p>	<p>melodies, polyrhythms and structuring scores. Structuring our piece for the performance of Ghanaian song and West African drumming ensemble.</p> <p>Unit 11 Timbre 3</p> <p>Unit 13 Tonality</p>	<p>compound time signatures before applying knowledge of compound time signatures in the challenge.</p> <p>To explore irregular metre Exploring Holst's 'Mars: Bringer of War' from The Planets Suite and discovering why his music for this movement really did sound so ominous and menacing. Learning some of the ostinato patterns from this movement followed by doing own composition.</p> <p>To develop our understanding of irregular metre Exploring irregular time signatures further (including 7 beats per bar), understanding how to notate these time signatures, and learning an ostinato pattern in irregular metre and improvising over the top.</p> <p>Unit 18 Rhythm 4</p>	
MUSICIAN SHIP KS1								
Pulse/Beat	Unit 1 Pulse	Unit 1 Pulse	Unit 7	Unit 1	Unit 7	Unit 15	Unit 16	

	<p>To understand pulse Learning about pulse, how to find it and how to move our body in time to the beat.</p> <p>Creating simple patterns Learning how to use our body to show pulse in different ways and how to match the rhythm pattern to the pulse.</p> <p>Understanding how sound is represented by symbols Learning how sounds can be represented using symbols or pictures and the relationship between pulse and rhythm.</p> <p>Physicalising pulse in different ways Learning how sound patterns fit into a pulse, the difference between a ta and ti-ti pulse and how to change the way we represent pulse in a song</p> <p>Maintaining pulse and identifying strong beats Learning to maintain a steady pulse, to find the strong beat in the bar and how to</p>	<p>To understand pulse Learning about pulse, how to find it and how to move our body in time to the beat.</p> <p>Creating simple patterns Learning how to use our body to show pulse in different ways and how to match the rhythm pattern to the pulse.</p> <p>Understanding how sound is represented by symbols Learning how sounds can be represented using symbols or pictures and the relationship between pulse and rhythm.</p> <p>Physicalising pulse in different ways Learning how sound patterns fit into a pulse, the difference between a ta and ti-ti pulse and how to change the way we represent pulse in a song</p> <p>Maintaining pulse and identifying strong beats Learning to maintain a steady pulse, to find the strong beat in the bar and how to move to the pulse of the music.</p> <p>Identifying tempo Learning the musical terminology for tempo</p>	<p>Pulse and metre Understanding pulse Learning about pulse, how to find the pulse and how to move in time to the pulse.</p> <p>Creating simple patterns Learning to create a simple pulse pattern while we are singing and to understand how a pulse can be subdivided.</p> <p>Understanding how sound is represented by symbols Learning how sounds can be represented by symbols and how to read the symbols to create our own sound patterns.</p> <p>Physicalising pulse in different ways Learning to use our bodies to show pulse in lots of different ways including a crotchet pulse and a quaver pulse.</p> <p>Maintaining pulse and identifying strong beats Learning all about the strongest beat of the bar and how we can show it when we are performing the pulse.</p> <p>How many beats in a bar? Learning that not all music has 4 beats in a</p>	<p>Pulse and Metre 1 Understanding pulse and rhythm Exploring steady beats known as 'pulse', and exploring rhythm.</p> <p>Exploring 4 beats in a bar Exploring how music is organised and look at music with 4 beats in a bar.</p> <p>Exploring 2 beats in a bar Exploring music structured with 2 beats in a bar.</p> <p>Exploring 3 beats in a bar Exploring music structured with 3 beats in a bar.</p> <p>Exploring 6 beats in a bar Exploring music structured with 6 beats in a bar.</p> <p>Recognising time signatures Recognising and identifying how many beats are in each bar for different pieces of music.</p> <p>Unit 2 Timbre 1</p> <p>Unit 3 Rhythm 1</p>	<p>Pulse and Metre 2 Understanding pulse and rhythm In this lesson, we will find the pulse and explore rhythm of a piece of music.</p> <p>Exploring 4 beats and 2 beats in a bar In this lesson, we will explore how music is organised and look at music with 4 beats and 2 beats in a bar.</p> <p>Exploring 3 beats in a bar In this lesson, we will explore music with 3 beats in a bar, using body percussion to keep in time.</p> <p>Exploring 6 beats in a bar In this lesson, we will explore music with 6 beats in a bar, using body percussion to keep in time.</p> <p>Exploring 5 beats in a bar In this lesson, we will explore music with 5 beats in a bar, using body percussion to keep in time.</p> <p>Recognising time signatures In this lesson, we will identify how many beats are in each bar for different pieces of music.</p>	<p>Beat, pulse, rhythm, structure Exploring recitative and arias Revisiting tonality in song (major and minor) and exploring the different sung forms in opera.</p> <p>Introducing Gamelan - a review of polyrhythms Introduction to music from Indonesia and learning to play and compose a polyrhythm for a gamelan ensemble.</p> <p>Gamelan - interlocking melodies Looking deeper at the gamelan ensemble and beginning to compose interlocking melodies for the pitched instruments.</p> <p>Composing a gamelan ensemble piece Putting together everything we know about gamelan ensembles and composing own piece for the full ensemble.</p> <p>Graphical notation and Djembe rhythms Learning to read rhythms from graphical notation and performing some Djembe polyrhythms from West Africa.</p>	<p>Metre To understand the difference between three and four time Warming-up by moving to the pulse, and identifying different beats of the bar. Learning two songs which can be performed with a cup pattern as an accompaniment. Exploring simple musical notation and composing own three beat pattern.</p> <p>To explore changes in metre Moving to music in different metres, reviewing rhythm notation and understanding the purpose of bar lines.</p> <p>To explore compound time Learning a song from Zimbabwe. Moving to the metre, using a hand clapping pattern, to the tunes of Alicia Keys and Queen. Exploring rhythm notation and grouping in simple and compound time, and learning a song to help remember the concept.</p> <p>To develop our understanding of compound time Moving to music in both simple and compound time.</p>	
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	<p>move to the pulse of the music. Identifying tempo Learning the musical terminology for tempo and how to identify fast and slow music</p> <p>Unit 3 Rhythm</p>	<p>and how to identify fast and slow music</p> <p>Unit 3 Rhythm</p>	<p>bar. Learn how to physicalise 3 beat and 5 beat patterns.</p> <p>Unit 8 Tempo, Dynamics, Timbre</p> <p>Unit 9 Rhythm</p>		<p>Unit 9 Rhythm 2</p>	<p>Putting it all together - interlocking melodies, polyrhythms and structuring scores. Structuring our piece for the performance of Ghanaian song and West African drumming ensemble.</p> <p>Unit 10 Duration To understand how to maintain the pulse using the voice and body Learning a song from Brazil through performing rhythm and pulse simultaneously, with an added challenge at the end!</p> <p>To understand the difference between on and off beats Learning a body percussion pattern; exploring graphic notation to help us perform on and off beat rhythms; and completing a challenge at the end!</p> <p>To explore on and off beats in different musical styles Consolidating some of the learning from previous lesson. Exploring how off beats can be found in different musical styles.</p>	<p>Learning more about compound time signatures before applying knowledge of compound time signatures in the challenge.</p> <p>To explore irregular metre Exploring Holst's 'Mars: Bringer of War' from The Planets Suite and discovering why his music for this movement really did sound so ominous and menacing. Learning some of the ostinato patterns from this movement followed by doing own composition.</p> <p>To develop our understanding of irregular metre Exploring irregular time signatures further (including 7 beats per bar), understanding how to notate these time signatures, and learning an ostinato pattern in irregular metre and improvising over the top.</p>	
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Rhythm	<p>Unit 3 Rhythm Rhythm vs. pulse Learning the difference between pulse and rhythm and how to learn to and repeat short rhythmic patterns.</p> <p>Rhythms Learning to read and write our songs using rhythmic notation.</p> <p>Rhythm symbols and patterns Continue learning to read and write our songs using rhythmic notation.</p>	<p>Unit 3 Rhythm Rhythm vs. pulse Learning the difference between pulse and rhythm and how to learn to and repeat short rhythmic patterns.</p> <p>Rhythms Learning to read and write our songs using rhythmic notation.</p> <p>Rhythm symbols and patterns Continue learning to read and write our songs using rhythmic notation.</p> <p>Rhythm notation</p>	<p>Unit 9 Rhythm Finding the pulse Learning about pulse and how to find it in a piece of music. Practise tapping the pulse along to a piece of music and composing own body percussion pulse pattern.</p> <p>Finding the pulse in a song Finding the pulse in a piece of music. Using symbols and recognising patterns between words and sounds.</p>	<p>Unit 3 Rhythm 1 Understanding pulse and rhythm Finding the pulse in songs and explore rhythm.</p> <p>Basic notation Exploring some basic notation and reading some rhythms.</p> <p>Reading simple rhythms Exploring the semi-quaver and reading more simple rhythms.</p> <p>Developing rhythm reading Learning the symbol for silence (a rest) and</p>	<p>Unit 9 Rhythm 2 Pulse and rhythm Learning about pulse and rhythm. Learning some new songs and keeping a steady pulse. Using musical symbols to perform rhythms.</p> <p>Improvising rhythmic patterns Beginning to clap rhythmic patterns in a call and response pattern. Learning what improvising means and how to create a rhythmic improvisation pattern. Revisiting our song and making up some body percussion</p>	<p>Unit 12 Rhythm 3 To learn ostinato patterns inspired by West African drumming Introduction to West African drumming traditions, and the opportunity to practise and perform ostinatos and signals.</p> <p>To structure and perform a piece inspired by West African drumming Call and response warm-up. Reviewing the ostinatos and signals learnt in the previous lesson. Developing</p>	<p>Unit 18 Rhythm 4 Understanding syncopation Learning about syncopation. Learning a new song and performing syncopated rhythms. The lesson finishes with a quiz to test knowledge.</p> <p>To layer syncopated rhythms Reviewing syncopation. Learning some syncopated rhythms and layering them to create a three part texture. Reviewing the song learnt in lesson one.</p>

<p>Rhythm notation Learning to write songs in rhythm notation and play games to help our understanding of rhythm.</p> <p>Reading and writing rhythmic notation Learning to read and write rhythms, recognising rhythms from our favourite songs and playing rhythm games.</p> <p>Improvising rhythms Learning to improvise and compose a rhythm within a 4 beat pattern.</p> <p>Unit 1 Pulse</p> <p>Unit 5 Contrasts</p>	<p>Learning to write songs in rhythm notation and play games to help our understanding of rhythm.</p> <p>Reading and writing rhythmic notation Learning to read and write rhythms, recognising rhythms from our favourite songs and playing rhythm games.</p> <p>Improvising rhythms Learning to improvise and compose a rhythm within a 4 beat pattern.</p> <p>Unit 1 Pulse</p> <p>Unit 5 Contrasts</p>	<p>Exploring the difference between pulse and rhythm Learning about rhythm and learning to match words with rhythms. Reviewing pulse and practising moving between pulse and rhythm.</p> <p>Using symbols to represent sounds Reviewing what pulse and rhythm are. Learning to use musical notation symbols to represent different rhythms and learning some new songs.</p> <p>Recognising musical symbols Reviewing pulse and rhythm. Using musical notation symbols to recognise different songs and playing rhythm games. Layering rhythms on top of each other.</p> <p>Composing a rhythm Reviewing pulse and rhythm. Using musical notation symbols to recognise different songs and playing rhythm games. Consolidating learning in this unit by composing four bar rhythm and completing an end of unit quiz.</p>	<p>continuing to develop our rhythm reading skills.</p> <p>Composing rhythms Learning another new note (the semibreve) and composing a rhythmic piece.</p> <p>Performing rhythms Completing and performing our composition.</p> <p>Unit 1 Pulse and Metre 1</p> <p>Unit 2 Timbre 1</p>	<p>patterns to fit the pulse.</p> <p>Improvising in a piece of music Reviewing the term 'improvise' and returning to the song 'Step Back Baby' to improvise and create a rhythmic backing. Learning a new 'call and response' song from Ghana and completing a quiz.</p> <p>Using call and response in Samba music Looking at Samba music and layering different rhythms over the top of each other. Learning a new 'call and response' song and carrying on improvising in different ways; learning tips and tricks; with songs and pieces of music.</p> <p>Improvising in a Samba style Continuing to learn about different call and response sections and learn a new song 'Halima Pakasholo'. Using instruments to create Samba breaks and improvised sections and finish with a quiz.</p> <p>Summarising your learning on improvising Recapping our learning in the unit.</p>	<p>understanding of cross-rhythms, culminating in planning a performance.</p> <p>To understand how rhythmic cycles feature in Indian classical music Learning a traditional Indian lullaby, followed by learning the key features of Indian classical music, and how to clap the Tala cycles. Composing a Tala cycle.</p> <p>To perform a tũkdũ in a rhythmic cycle Indian lullaby from the previous lesson sung in canon, followed by a review of Tin Tal. Learning to speak a composition, and performing it within the Tin Tal cycle.</p> <p>To explore key characteristics of Samba Performing a Brazilian call and response song. Introduction to Samba and its origins, an exploration of its key characteristics and a performance of a four-part polyrhythm.</p> <p>To understand the different elements of a Samba performance Practising typical Samba call and response patterns,</p>	<p>To read syncopated rhythms Learning to read syncopated rhythms using grid and musical notation. Creating 3 body percussion patterns. Finishing by performing them together.</p> <p>To compose a syncopated rhythm Composing a body percussion sequence. Composing own syncopated rhythm. Performing the rhythm through in a performance.</p> <p>To perform using syncopated rhythms Learning to layer syncopated rhythms. Looking at Samba music and how syncopated rhythms feature in this style of music and even learning some Samba grooves!</p> <p>To summarise our learning of syncopation Revisiting the songs we have learnt in this unit. Composing own syncopated Samba break to add to the Samba performance. The lesson will finish with a final unit quiz to see what we have learnt.</p> <p>Unit 16</p>	
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					<p>Finishing the song Halima Pakasholo and performing it with improvised responses. Playing a new 'switch game' and finishing with a quiz to consolidate learning from this unit.</p> <p>Unit 7 Pulse and Metre 2</p> <p>Unit 8 Timbre 2</p>	<p>revisit our 'Samba Groove' and putting together a performance.</p> <p>Unit 11 Timbre 3</p> <p>Unit 15 Beat, pulse, rhythm, structure</p>	Metre	
Pitch	<p>Unit 4 Pitch What is pitch? Learning what pitch is and how we can recognise high, middle and low sounds.</p> <p>High Sounds Learning about what types of instruments make high pitched sounds. Identify high pitched sounds, name some high pitched instruments and then sing at a high pitch.</p> <p>Low sounds Learning about what types of instruments make low pitched sounds. Identify low pitched sounds, name some low pitched instruments and then sing at a low pitch.</p> <p>Following the pitch Learning about how we can follow the</p>	<p>Unit 4 Pitch What is pitch? Learning what pitch is and how we can recognise high, middle and low sounds.</p> <p>High Sounds Learning about what types of instruments make high pitched sounds. Identify high pitched sounds, name some high pitched instruments and then sing at a high pitch.</p> <p>Low sounds Learning about what types of instruments make low pitched sounds. Identify low pitched sounds, name some low pitched instruments and then sing at a low pitch.</p> <p>Following the pitch Learning about how we can follow the pitch of a piece of music.</p> <p>Changing the pitch</p>	<p>Unit 8 Tempo, Dynamics, Timbre Identifying tempo Learning about tempo (speed). Learning the different Italian terms for fast and slow and identify changes in tempo.</p> <p>High and low sounds Learning about pitch. Learn to identify when the pitch rises and falls and how to use our voice to make different sounds.</p> <p>Loud and soft sounds Learning about dynamics. Learning the Italian terms for loud and quiet and use them to help us add expression to our singing.</p> <p>Different ways to use the voice Learning lots of different ways to use</p>	<p>Unit 4 Pitch What is pitch? Recapping our learning on pitch. Looking at what pitch is and how we can recognize high, middle and low sounds.</p> <p>High sounds Exploring what types of instruments make high pitched sounds and how these can be used in a musical story.</p> <p>Low sounds Exploring what types of instruments make low pitched sounds and how this can be used in a musical story.</p> <p>Low and high sounds Exploring how high and low pitches can work together to create a musical story.</p> <p>Following the pitch</p>	<p>Unit 8 Timbre 2</p>			

	<p>pitch of a piece of music.</p> <p>Changing the pitch Learning how to change the pitch of our singing voices. Practise singing at different pitches and we will follow the pitch of a song with our hands.</p> <p>Creating high and low sounds Learning about how we can use both our voices and everyday objects to create high and low sounds.</p> <p>Unit 5 Contrasts</p>	<p>Learning how to change the pitch of our singing voices. Practise singing at different pitches and we will follow the pitch of a song with our hands.</p> <p>Creating high and low sounds Learning about how we can use both our voices and everyday objects to create high and low sounds.</p> <p>Unit 5 Contrasts</p>	<p>your voice and decide which way is best for a particular song.</p> <p>Different ways to use instruments Learning how to make music out of objects around the house and how to manipulate objects to create different sounds.</p> <p>Instruments of the orchestra Learning about the families and instruments of the orchestra. Listening to examples of what they sound like and finding out how all the instruments are played.</p>	<p>Learning and practising how to follow the pitch of a piece of music.</p> <p>Creating high and low sounds Creating low and high pitched sounds using objects.</p>				
PERFORMING	<p>Unit 5 Contrasts Rhythm Learning how to recognise, perform and compose rhythmic contrasts in our music making.</p> <p>Pitch Learning how to recognise, perform and compose music that has contrasts in its pitch.</p> <p>Dynamics Learning how to recognise, perform and compose music that uses dynamic contrasts.</p>	<p>Unit 5 Contrasts Rhythm Learning how to recognise, perform and compose rhythmic contrasts in our music making.</p> <p>Pitch Learning how to recognise, perform and compose music that has contrasts in its pitch.</p> <p>Dynamics Learning how to recognise, perform and compose music that uses dynamic contrasts.</p>	<p>Unit 7 Pulse and metre Understanding pulse Learning about pulse, how to find the pulse and how to move in time to the pulse.</p> <p>Creating simple patterns Learning to create a simple pulse pattern while we are singing and to understand how a pulse can be subdivided.</p> <p>Understanding how sound is represented by symbols Learning how sounds can be represented by symbols and how to</p>	<p>Unit 5 Texture Thin or rich textures Learning about what texture is and exploring how to recognise thin or rich textures.</p> <p>Monophonic texture Learning about how we can recognise, perform and create monophonic textures in our music.</p> <p>Homophonic texture Learning about how we can recognise, perform and create homophonic textures in our music.</p>	<p>Unit 9 Rhythm 2 Pulse and rhythm Learning about pulse and rhythm. Learning some new songs and keeping a steady pulse. Using musical symbols to perform rhythms. To finish there is a quiz to test your knowledge!</p> <p>Improvising rhythmic patterns Beginning to clap rhythmic patterns in a call and response pattern. Learning what improvising means and how to create a rhythmic improvisation pattern. Revisiting our</p>	<p>Unit 12 Rhythm 3 To learn ostinato patterns inspired by West African drumming Introduction to West African drumming traditions, and the opportunity to practise and perform ostinatos and signals.</p> <p>To structure and perform a piece inspired by West African drumming Call and response warm-up. Reviewing the ostinatos and signals learnt in the previous lesson. Developing understanding of</p>	<p>Unit 18 Rhythm 4 Understanding syncopation Learning about syncopation. Learning a new song and perform syncopated rhythms. The lesson finishes with a quiz to test our knowledge.</p> <p>To layer syncopated rhythms Reviewing syncopation. We will learn some syncopated rhythms and layer them to create a three part texture. We will also review the song we learnt in lesson one.</p>	<p>Instrumental Performance The Model Music Curriculum (MMC) DfE 2021 sets out two models of progression in instrumental performance as examples of how pupils may develop their skills and understanding over the Key Stage. These should be followed alongside a clear emphasis on expressive quality. Some pupils will already have some facility on their instruments and these lessons should be used to broaden their</p>

<p>Articulation Learning how to recognise, perform and compose music that has contrasts in its articulation.</p> <p>Melody Learning how to recognise, perform and compose music that has melodic contrasts.</p> <p>Timbre Learning how to recognise, perform and compose music that has contrasts</p> <p>Unit 6 Musical devices Conjunct melodies Disjunct melodies Imitation Sequence Riffs</p>	<p>Articulation Learning how to recognise, perform and compose music that has contrasts in its articulation.</p> <p>Melody Learning how to recognise, perform and compose music that has melodic contrasts.</p> <p>Timbre Learning how to recognise, perform and compose music that has contrasts</p> <p>Unit 6 Musical devices Conjunct melodies Disjunct melodies Imitation Sequence Riffs</p>	<p>read the symbols to create our own sound patterns.</p> <p>Physicalising pulse in different ways Learning to use our bodies to show pulse in lots of different ways including a crotchet pulse and a quaver pulse.</p> <p>Maintaining pulse and identifying strong beats Learning all about the strongest beat of the bar and how we can show it when we are performing the pulse.</p> <p>How many beats in a bar? Learning that not all music has 4 beats in a bar. Learn how to physicalise 3 beat and 5 beat patterns.</p>	<p>Polyphonic texture Learning about how we can recognise, perform and create polyphonic textures in our music.</p> <p>Melody and Accompaniment Learning about how we can recognise, perform and describe what melody and accompaniment is.</p> <p>Mixing textures Learning about how musicians create different layers of sounds so that their music has different textures.</p> <p>Unit 2 Timbre 1</p> <p>Unit 3 Rhythm 1</p>	<p>song and making up some body percussion patterns to fit the pulse.</p> <p>Improvising in a piece of music Reviewing the term 'improvise' and returning to the song 'Step Back Baby' to improvise and create a rhythmic backing. Learning a new 'call and response' song from Ghana and completing a quiz.</p> <p>Using call and response in Samba music Looking at Samba music and layering different rhythms over the top of each other. Learning a new 'call and response' song and carrying on improvising in different ways; learning tips and tricks; with songs and pieces of music.</p> <p>Improvising in a Samba style Continuing to learn about different call and response sections and learn a new song 'Halima Pakasholo'. Using instruments to create Samba breaks and improvised sections and finish with a quiz.</p>	<p>cross-rhythms, culminating in planning a performance.</p> <p>To understand how rhythmic cycles feature in Indian classical music Learning a traditional Indian lullaby, followed by learning the key features of Indian classical music, and how to clap the Tala cycles. Composing a Tala cycle.</p> <p>To perform a tũkdā in a rhythmic cycle Indian lullaby from the previous lesson sung in canon, followed by a review of Tin Tal. Learning to speak a composition, and performing it within the Tin Tal cycle.</p> <p>To explore key characteristics of Samba Performing a Brazilian call and response song. Introduction to Samba and its origins, an exploration of its key characteristics and a performance of a four-part polyrhythm.</p> <p>To understand the different elements of a Samba performance Practising typical Samba call and response patterns, revisit our 'Samba</p>	<p>To read syncopated rhythms Learning to read syncopated rhythms using grid and musical notation. Creating 3 body percussion patterns. Performing them together.</p> <p>To compose a syncopated rhythm Composing a body percussion sequence. Composing our own syncopated rhythm. We will finish by performing the rhythm through in a performance.</p> <p>Performing using syncopated rhythms Learning to layer syncopated rhythms. We will also look at Samba music and how syncopated rhythms feature in this style of music and even learn some Samba grooves!</p> <p>To summarise our learning of syncopation Revisiting the songs we have learnt in this unit. Composing our own syncopated Samba break to add to the Samba performance. The lesson will finish with a final unit quiz to see what we have learnt</p> <p>Unit 17</p>	<p>skills at sight-reading, transposition, composing, improvisation or harmonisation. The inclusion of riffs, bass lines and arrangement of parts will allow all learners to take part and to make meaningful progress.</p> <p>Keyboard</p> <ul style="list-style-type: none"> • Learn to find notes on the keyboards. • Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave. • Use notes within a range of a 5th transposed into C major or A minor. <p>Reading Notation</p> <ul style="list-style-type: none"> • Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations. • Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step.
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					<p>Summarising your learning on improvising Recapping our learning in the unit. Finishing the song Halima Pakasholo and performing it with improvised responses. Playing a new 'switch game' and finishing with a quiz to consolidate learning from this unit.</p> <p>Unit 8 Timbre 2</p>	<p>Groove' and putting together a performance.</p> <p>Unit 15 Beat, pulse, rhythm, structure Exploring recitative and arias Revisiting tonality in song (major and minor) and exploring the different sung forms in opera.</p> <p>Introducing Gamelan - a review of polyrhythms Introduction to music from Indonesia and learning to play and compose a polyrhythm for a gamelan ensemble.</p> <p>Gamelan - interlocking melodies Looking deeper at the gamelan ensemble and beginning to compose interlocking melodies for the pitched instruments.</p> <p>Composing a gamelan ensemble piece Putting together everything we know about gamelan ensembles and composing own piece for the full ensemble.</p> <p>Pulse and rhythm - Ghanaian rock game Reviewing what we know about the</p>	<p>Harmony To sing in canon Learning two songs to sing in canon.</p> <p>To explore chords Exploring everything about chords and harmony. Learning how to form a triad using voice, and applying knowledge to create a chordal accompaniment to the song 'Sunrise'.</p> <p>To explore bass lines Exploring Holst's 'Mars: Bringer of War' from The Planets Suite and discovering why his music for this movement really did sound so ominous and menacing. Learn some of the ostinato patterns from this movement followed by doing some of own composition.</p> <p>To explore singing in thirds Learning a new four part song. Then exploring the importance of the 'third' interval, and applying it to create a new part of Zulu song.</p> <p>Learning how to harmonise Singing one of four parts in 'Do your Dooty', listening to the harmonies as we sing. Reviewing</p>	
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					<p>difference between pulse and rhythm, playing a rock game and performing a Ghanaian call and response song.</p> <p>Graphical notation and Djembe rhythms Learning to read rhythms from graphical notation and performing some Djembe polyrhythms from West Africa.</p> <p>Putting it all together - interlocking melodies, polyrhythms and structuring scores. Structuring our piece for the performance of Ghanaian song and West African drumming ensemble.</p> <p>Unit 11 Timbre 3</p> <p>Unit 13 Tonality</p>	<p>understanding of thirds and how they can help harmonise. In order to understand harmony further, learning a new song based on the triad.</p> <p>To develop a song through the use of harmony Learning two key parts of a new warm-up song. Learning a new spiritual - Ain't Gonna Let Nobody - a protest song about power and freedom, and take inspiration from the likes of Pachelbel to structure our own performance</p>	
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