



Chiltern Primary School: Music Plan and Sequence of Learning

	<u>Area of Learning</u>	<u>Characteristics of Effective Learning</u>	<u>ELG</u>	<u>Coverage</u>	<u>FS vocabulary</u>
FS	<p>In the Early Years Foundation Stage Profile 2021 Handbook (Early Adopter Version) (June 2020)</p> <p>Music is included in</p> <p>Expressive Arts and Design Being Imaginative and Expressive</p> <p>There is also specific guidance published in 2018</p> <p>Musical Development Matters in the Early Years</p>	<p>Playing and exploring</p> <p>Active Learning</p> <p>Creating and Thinking Critically</p>	<p>Being Imaginative and Expressive.</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. <p>There is no exceeding descriptor in the new framework.</p> <p>There are no ELG's in Musical Development Matters in the Early Years.</p> <p>The guidance is presented in the format of the non-statutory guidance document Development Matters because it is a familiar and popular format with practitioners. However, since it relates only to musical development, this guidance is not structured in terms of the EYFS areas of learning or the early learning goals.</p>	<p>Activities are developed following the interests of the children.</p> <p>The content will vary year on year.</p> <p>Specific learning and learning in the continuous provision is detailed in planning documents.</p> <p>Curriculum coverage is summarised by the continuous provision plans for each area and the one page curriculum summary.</p> <p>There are 4 aspects of musical Learning in Musical Development Matters in the Early Years.</p> <p style="text-align: center;">Hearing & Listening</p> <p style="text-align: center;">Vocalising & Singing</p> <p style="text-align: center;">Moving & Dancing</p> <p style="text-align: center;">Exploring & Playing</p>	<p>Fast</p> <p>Slow</p> <p>Loud</p> <p>Soft</p> <p>Stop</p> <p>Start</p> <p>Tempo</p> <p>Pulse</p> <p>Beat</p> <p>Rhythm</p> <p>Copy</p> <p>Repeat</p> <p>Lyrics</p> <p>Melody</p> <p>Solo</p> <p>Round</p> <p>Perform</p> <p>Chant</p> <p>Singing voice</p> <p>Instruments</p> <p>Rhyme</p> <p>Control</p> <p>Live</p> <p>Recorded</p>

Key Domains				
Appreciate	Experiment, Improve, Compose and Transcribe	Play, Perform and Appraise	Communicate (Tier 3)	
			Theme specific	Subject specific

Year	Theme	Key Elements				
Year 1	<p>Animals</p> <p>Expressions of our world</p> <p>Singing traditional children's songs as well as learning a song from the rhythm and blues genre</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Pulse, rhythm, beat, tempo, repeating pattern, pattern, sing, vocal, instruments, percussion instruments, ostinato, sequence, represent, story map, composer, minimalist, fanfare.</p>	<p>Pitch</p> <p>Duration</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Lyrics</p> <p>Melody</p> <p>Expressive</p> <p>Solo</p> <p>Round</p> <p>Perform</p> <p>Chant</p> <p>Rhyme</p> <p>Tuned</p> <p>Untuned</p> <p>Control</p> <p>Aural</p> <p>Live</p> <p>Recorded</p> <p>Notation</p> <p>musically</p> <p>Harmonies</p> <p>Accompaniments</p> <p>Drones</p> <p>Cyclic patterns</p> <p>culture</p> <p>Italian musical terms</p>

<p>Cars Expressions of our world Listen and appreciate the music by the classical composer John Adams</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Pulse, rhythm, beat, tempo, repeating pattern, pattern, sing, vocal, instruments, percussion instruments, ostinato, sequence, represent, story map, composer, minimalist, fanfare.</p>	<p>(such as allegro...)</p>
<p>Sunflowers Expressions of our world Compose a soundscape</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Pulse, rhythm, beat, vocals, pitch, sing, rap, unison, instruments, rhythmic phrases, ostinato, symbols, graphic score, sequence, represent, 'sound before symbol',</p>	

		<p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<ul style="list-style-type: none"> • representations • staff 		
Year 2	<p>The Great Fire of London</p> <p>Expressions of our British history</p> <p>Singing traditional children's songs as well as performing some using instruments</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual • representations • staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Pulse – the regular heartbeat of the music; its steady beat</p> <p>Rhythm – long and short sounds or patterns that happen over the pulse</p> <p>Pitch – high and low sounds, tempo – the speed of the music; fast or slow or in-between, Dynamics – how loud or quiet the music is</p> <p>Notation – the link between sound and symbol</p> <p>Round - a song where two or more voices sing exactly the same tune but each voice starts at different times</p> <p>Instruments: shakers (maracas, cabacas etc), scrapers, woodblocks, claves, drums and cymbals, glockenspiel</p>
	<p>Transport</p> <p>Expressions of our world</p> <p>Listen and appreciate the music by the classical composer Anna Clyde</p> <p>compose a soundscape</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the</p>	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p>	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p>	<p>beat, tempo Dynamics Texture, Expressive,, Perform, Tuned, Untuned, Live, mood, loud and soft, play, performance, evaluate and improve. soundscape,</p>

		<p>musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	
	<p>Seaside Expressions of our world Learn a traditional folk seaside song and then Compose a folk song</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>verse and chorus. Pitch, Duration, Dynamics, Tempo, Lyrics, Perform, Chant, Rhyme, Recorded, Harmonies,</p> <p>Sea shanty. traditional, sailing ships. repetition, repeat, forte (loud or strong)</p>
Year 3	<p>Stoneage Expressions of our British</p>	<p>Listen to and high-quality live and recorded music from a</p>	<p>Experiment with/create/combine sounds</p>	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician 	<p>Structure, introduction, verse, chorus, improvise,</p>

<p>history Compose a lullaby and a rock soundscape</p>	<p>range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<ul style="list-style-type: none"> • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody, bells, glockenspiel, electric keyboard, agogo, cabasas, maracas, triangle, soundscape.</p>
<p>Mountains Expressions of our world Listen and appreciate the music by the classical composer Edvard Greig</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p>	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, Accelerando, Coda, Crescendo, Pitched percussion, Unpitched percussion, Glissando, Next-door notes, Orchestrate.</p>

		<p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 			
	<p>Romans and Celts Expressions of our British history Singing and performing Classical songs</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>keyboard, drums, bass, imagination, improvise, compose, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody.</p>
Year 4	<p>African Music Expressions of our world Listen and appreciate the music by the African musician Fela Kuti (African/Soul) and compose a piece of African music</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p>	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p>	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned</p>	<p>Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>

	<ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, visual representations • staff 	<p>musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>		
<p>The Vikings</p> <p>Expressions of our British history</p> <p>Singing and performing Modern songs</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, visual representations • staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Smooth, controlled singing; word-rhythms; melodic pattern/up and down (waveshapes); building phrases; harmony (shifting chord-patterns).</p> <p>Soft/loud (dynamic contrast); up/down (melodic leaps); stepwise movement (melody); strict/flexible tempo; pauses; word-rhythms.</p> <p>Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, so</p>	
<p>Rainforests</p> <p>Expressions of our world</p> <p>Compose a jazz soundscape</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large 	<p>Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo,</p>	

		<ul style="list-style-type: none"> • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<ul style="list-style-type: none"> • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>ensemble</p> <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>	
Year 5	<p>Space</p> <p>Expressions of our world</p> <p>Listen and appreciate the music by the classical composer Gustav Holst-Mars.</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p>	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Piece</p> <p>Orchestra</p> <p>Suite</p> <p>Ostinato</p> <p>Rhythm</p> <p>Pulse</p> <p>Synchronised</p> <p>Crescendo</p> <p>Compose</p> <p>Coda</p>	

	<ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 			
<p>Volcanoes</p> <p>Expressions of our world</p> <p>Compose a soundscape</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Texture</p> <p>Pitch</p> <p>Pattern</p> <p>Soundscape</p> <p>Motif</p> <p>Conductor</p> <p>Ostinato</p> <p>Pulse</p>
<p>Ancient Egyptians</p> <p>Expressions of our world's history</p> <p>Singing and performing Children's, Blues & Jazz songs</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p>	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control &</p>	<p>Blues, Jazz, unison, vocals, solo, posture, tune, appraise, structure, pulse, rhythm, pitch, tempo, dynamics, chorus, verse, texture, melody, harmony</p>

		<ul style="list-style-type: none"> • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>expression</p> <p>Recall sounds with increasing aural memory</p>	
Year 6	<p>WW2</p> <p>Expressions of our British history</p> <p>Singing and performing pop, folk and rock songs</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods • Great composers • Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> • Verbally • Using writing • Using art • Using movement 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments • Untuned Instruments • Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> • graphic score, • visual representations • staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Style indicators</p> <p>Melody</p> <p>Compose</p> <p>Improvise</p> <p>Cover</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Dimensions of music</p>
	<p>Ancient Greece</p> <p>Expressions of our world's history</p> <p>Compose a soundscape</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> • Genres • Traditions • Historical periods 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> • Voice • Body • Tuned Instruments 	<p>Play and /perform as</p> <ul style="list-style-type: none"> • a solo musician • in ensembles • part of a large ensemble 	<p>Improvisation</p> <p>By ear</p> <p>Melody</p> <p>Compose</p> <p>Improvise</p> <p>Pulse</p>

		<ul style="list-style-type: none"> Great composers Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> Pitch Duration Dynamics Tempo Timbre Texture Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> Verbally Using writing Using art Using movement 	<ul style="list-style-type: none"> Untuned Instruments Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> graphic score, visual representations staff 	<p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Dimensions of music</p> <p>Hook</p> <p>Riff</p> <p>Solo</p>	
<p>The history of music</p> <p>Expressions of our world's history</p> <p>Listen and appreciate the music by the classical composers throughout history</p> <p>Listen and appreciate the reggae music from Jamaica</p>	<p>Listen to and high-quality live and recorded music from a range of</p> <ul style="list-style-type: none"> Genres Traditions Historical periods Great composers Musicians <p>Listen with attention to detail using the language of the musical elements to describe music</p> <ul style="list-style-type: none"> Pitch Duration Dynamics Tempo Timbre Texture Structure <p>Develop an understanding of the history of music</p> <p>Respond to music</p> <ul style="list-style-type: none"> Verbally Using writing 	<p>Experiment with/create/combine sounds using</p> <ul style="list-style-type: none"> Voice Body Tuned Instruments Untuned Instruments Digital technology <p>Organise & manipulate music</p> <p>Improvise music</p> <p>Compose music</p> <p>Use and understand written notation</p> <ul style="list-style-type: none"> graphic score, visual representations staff 	<p>Play and /perform as</p> <ul style="list-style-type: none"> a solo musician in ensembles part of a large ensemble <p>Use voices to express and sing songs, chants & rhymes</p> <p>Sing with accuracy, fluency, control & expression</p> <p>Play tuned and untuned musical instruments with accuracy, fluency, control & expression</p> <p>Recall sounds with increasing aural memory</p>	<p>Melody</p> <p>Compose</p> <p>Improvise</p> <p>Cover</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Dimensions of music</p> <p>Hook</p> <p>Riff</p> <p>Solo</p> <p>Civil rights</p> <p>Gender equality</p> <p>Unison</p> <p>Harmony</p>		

		<ul style="list-style-type: none">• Using art• Using movement				
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