



Kentmere Academy and Nursery- Knowledge and Skills- Music

Early Years

| Year Group | Learning Objective | Knowledge | Skills |
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| <p>Early Years</p> | <p>To join in singing favourite songs.</p> <p>To create sounds by banging, shaking, tapping or blowing.</p> <p>To shows an interest in the way musical instruments sound.</p> <p>To sing a few familiar songs.</p> <p>To beginning to move rhythmically.</p> <p>To imitate movement in response to music.</p> <p>To taps out simple repeated rhythms.</p> <p>To explore and learn how sounds can be changed.</p> <p>To begin to build a repertoire of songs and dances.</p> <p>To explore the different sounds of instruments.</p> | <p>I know some popular nursery rhymes.</p> <p>I know that sounds can be created in many ways.</p> <p>I know that there are many different musical instruments.</p> <p>I know that music has a beat.</p> <p>I know that a series of beats is called a rhythm.</p> <p>I know that sounds can be changed.</p> <p>I know a variety of different songs.</p> | <p>I can identify my favourite songs.</p> <p>I can join in with my favourite songs.</p> <p>I can create sounds by banging, shaking, tapping or blowing.</p> <p>I can name some musical instruments.</p> <p>I am interested in the different sounds you can make with musical instruments.</p> <p>I can sing some familiar songs.</p> <p>I can move to the beat of a piece of music.</p> <p>I can repeat a rhythm.</p> <p>I can clap out a repeated rhythm.</p> <p>I can explore sound and learn how to change it.</p> <p>I can explore how instruments sound different to each other.</p> <p>I can sing a variety of songs.</p> |



Cycle A- Year 1/2

| Year Group | Topic | Week | Learning Objective | Knowledge | Skills |
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| <u>Year 1/2</u> | Dinosaur Planet! | Autumn 1 Week 1 | To learn and perform a song. | I understand what a beat is. I can use percussion instruments to create a beat. I know what a performance is. | I can copy a simple rhythm by clapping or using percussion. I can perform with awareness of others (e.g. take turns in a performance and sing/play with peers.) I can identify the difference between rhythm and pulse. |
| | Dinosaur Planet! | Autumn 1 Week 2 | To create new lyrics to a well-known song. To select percussion instruments to accompany their song. | I know that sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. I know that rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. | I can carefully choose instruments to combine layers of sound. I can make sounds in different ways including hitting and shaking. I can use my own voice in different ways including speaking, singing, and chanting. |
| | Dinosaur Planet! | Autumn 1 Week 3 | To create a soundtrack for a dinosaur movie. | I know that sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. I know that rhythm is a group of quick | I can carefully choose instruments to combine layers of sound. I can make sounds in different ways including hitting and shaking. I can use my own voice in different |



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| | | | | and slow beats that is usually repeated in a song or piece of music. | ways including speaking, singing, and chanting. |
| <u>Year 1/2</u> | Muck, Mess and Mixtures | Autumn 2 Week 1 | To use my voice and hands to make music. | I know what the pulse is. | I can say and clap a rhythm. I can clap in time to the music. I can sing my favourite food. |
| | Muck, Mess and Mixtures | Autumn 2 Week 2 | To clap and play in time to the music. | I know what the pulse is. | I can say and clap my name. I can clap in time to the music. I can sing my friend's name. |
| | Muck, Mess and Mixtures | Autumn 2 Week 3 | To play simple rhythms on an instrument. To listen to and repeat short rhythmic patterns. | I know what a pulse is. | I can play the rhythm of my own name and my friend's name. I can play in time to the music. I can hold the pulse. I can hear rhythmic patterns. I can repeat short rhythmic patterns. I can play in time to the music. I can create a rhythm. |
| | Muck, Mess and Mixtures | Autumn 2 Week 4 | To understand the difference between pulse and rhythm. | I know what the pulse is. I know what a rhythm is. | I can play the pulse I can play the rhythm I can create a rhythm. |



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| <u>Year 1/2</u> | Bright Lights, Big City | Spring 1 Week 1 | To use voices expressively to speak and chant. | I know what a repeated phrase is. I know what a pattern is. I understand what timbre means | I can join in with repeated phrases and patterns. I can change my voice to represent different characters. |
| | Bright Lights, Big City | Spring 1 Week 2 | To select suitable instrumental sounds to represent a character. | I know what hand signals mean. I know that instruments can be used to create sound. | I can respond to hand signals. I can use one instrument to create different sounds. I can choose one sound for a character from the 'Three Little Pigs'. I can explain why I have chosen that sound. |
| | Bright Lights, Big City | Spring 1 Week 3 | To compose and play a rhythm | I know what a syllable is. I know what a rhythmic pattern is. | I can clap syllables in words. I can clap the rhythmic patterns of spoken phrases. I can think of my own phrases and clap the rhythm of these. I can work as a group to come up with a phrase for part of the story of 'The Three Little Pigs'. I can perform my rhythm whilst the story is being told using my voice and instruments. |
| <u>Year 1/2</u> | Bright Lights, Big City | Spring 2 Week 1 | To recognise how timbre is used to represent characters in a piece of music. | I understand what timbre means. | I can listen with concentration to a piece of music. I can notice when different timbres are used. |



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| | Bright Lights, Big City | Spring 2 Week 2 | I keep the pulse using untuned instruments. | I know what the pulse is. I know that my voice can be used in different ways. | I can use my voice expressively to join in with repeated phrases. I can use my instrument to represent a character from the story. I can clap/play untuned percussion to the rhythm of the story. |
| | Bright Lights, Big City | Spring 2 Week 3 | To play my part in a class performance and evaluate the performance using musical vocabulary. | I know what the pulse is. I know that my voice can be used in different ways. | I can listen and responding to other performers I can play my part in a class performance of the 'Three Little Pigs'. |
| <u>Year 1/2</u> | The Scented Garden | Summer 1 Week 1 | To describe the basic elements of a piece of music - The Four Seasons by Vivaldi. | I understand the vocabulary: pace, emotion and volume. | I can identify fast/slow music. I can identify happy/sad music. I can talk about pieces of music I enjoy. |
| | The Scented Garden | Summer 1 Week 2 | To sing the action rhyme 'Here we go round the Mulberry Bush' using expression and dynamics. | I know that the melody of a piece of music is the main tune, which is usually part of a larger piece of music. I know that the shape of the music is the pattern created by the changing pitches of notes in a melody. | I can sing with a sense of shape and melody. I can use own voice in different ways including using a loud or soft voice. |
| | The Scented Garden | Summer 1 Week 3 | To re-write the lyrics to the theme of gardening. To perform a new version of an action rhyme. | I know the melody of a piece of music is the main tune, which is usually part of a larger piece of music. I know the shape of the music is the pattern created by the changing | I can use my own voice in different ways including using a loud or soft voice. I can re-write lyrics to a tune. I can perform a new version with awareness of others. |



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| | | | | <p>pitches of notes in a melody.</p> <p>I know various ways to do the gardening.</p> | |
| <u>Year 1/2</u> | Bounce | Summer 2 Week 1 | To sing simple sports songs and chants with a sense of melody and shape. | <p>I know the melody of a piece of music is the main tune, which is usually part of a larger piece of music.</p> <p>I know the shape of the music is the pattern created by the changing pitches of notes in a melody.</p> | <p>I can use own voice in different ways including using a loud or soft voice.</p> <p>I can sing with a sense of shape and melody.</p> <p>I can perform with awareness of others.</p> |
| | Bounce | Summer 2 Week 2 | To play a range of rhythms and pulses and identify the differences between them. | <p>I know that rhythm and pulse are different.</p> <p>I know that the beats in a rhythm can be of different lengths and the beats in a pulse are all the same length.</p> <p>I know that there are different styles of music: rock, pop, reggae, opera and hip hop, and that they developed at different times.</p> <p>I know and understand musical vocabulary such as tempo and rhythm, loudness or quietness, long or short notes, high or low pitch.</p> | <p>I can talk about any similarities and differences between the different types of music.</p> <p>I can think about different activities that are suited to the tempo and style of a piece of music.</p> <p>I can help to make a class playlist of appropriate music for use during the school day such as music for tidying up, lining up or playtime.</p> |
| | Bounce | Summer 2 Week 3 | <p>To choose and play appropriate dynamics and timbres for a piece of music.</p> <p>To use musical notation to play melodies.</p> | <p>I know what a rhythm is.</p> <p>I know that dynamics means volume. I understand that all instruments have their own timbre (unique sound).</p> <p>I know that melodies (tunes) can be</p> | <p>I can copy back a rhythm (pattern) at the right dynamic (volume).</p> <p>I can use my instrument to play the rhythm of a song without singing</p> <p>I can change the dynamics and timbre in</p> |



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| | | | <p>To use letter notation to write my own melody.</p> | <p>written down using letters</p> | <p>my performance to alter the emotion of the song. I can use my instrument to keep the pulse when I perform. I can play a melody (tune) from letter notation (letter names). I can create a melody. I can write my melody down using letter names. I know that writing a melody is called 'letter notation'. I can play my melody back from the letter names I have written.</p> |
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Cycle B- Year 1/2

| Year Group | Topic | Week | Learning Objective | Knowledge | Skills |
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| <u>Year 1/2</u> | Moon Zoom | Autumn 1 Week 1 | To sing space themed traditional songs, nursery rhymes and chants clearly. | I know that traditional songs, nursery rhymes and chants have been passed + different generations using the oral tradition. I know that traditional songs usually contain repeated rhythms or melodies, a strong pulse and rhyming words. | I can perform space songs with awareness of others. I can sing with a sense of shape and melody. I can state what they like or dislike about a piece of music. |
| | Moon Zoom | Autumn 1 Week 2 | To comment on 'The Planets' by Gustav Holst, using musical terminology. | I understand the basic elements of a piece of music: pace, volume, emotion. | I can listen to a piece of music identifying if it's fast or slow. I can identify whether a piece of music is happy or sad. I can describe the volume of a piece of music. I can talk about the pieces of music which I have enjoyed. I can state what I like/dislike about a piece of music. |
| | Moon Zoom | Autumn 1 Week 3 | To experiment with voices, instruments and materials to create space sounds. | I know that sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. I know that a rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. | I can make sounds in different ways, including hitting, blowing and shaking. I can begin to represent sounds with drawings. I can describe basic elements of their piece - quick/slow and loud/quiet. |



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| <u>Year 1/2</u> | Memory Box | Autumn 2 Week 1 | To understand the concept of pitch. | I know what pitch means. | I can explain what pitch means. I can recognise high and low notes. I can perform high and low notes. |
| | Memory Box | Autumn 2 Week 2 | To create a pattern using two pitches. | I know what a pattern is. I know what pitch means. | I can create a pattern using two pitches. I can play or sing my pattern. |
| | Memory Box | Autumn 2 Week 3 | To understand the concept of tempo. | I know what tempo means. | I can explain what tempo means. I can recognise fast and slow music. I can perform fast and slow music. |
| | Memory Box | Autumn 2 Week 4 | To create a superhero theme tune. To perform my theme tune. To evaluate my theme tune. | I know what it means to compose. I know what a pattern is. I know what a pitch is. | I can compose as part of a group. I can use a pattern in my composition. I can use two pitches in my composition. I can perform as part of a group. |
| <u>Year 1/2</u> | Towers, Tunnels and Turrets | Spring 1 Week 1 | To listen to and analyse an orchestral version of a traditional story. | I know that the orchestra is a group of musicians who play instruments together. I know that each section has a number of different instruments | I can name the four sections or families of the orchestra: strings, woodwinds, brass and percussion. I am beginning to identify specific musical instruments I can hear when listening to a piece of music. |



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| | Towers, Tunnels and Turrets | Spring 1 Week 2 | To listen to and analyse a film musical version of a traditional story. | I know the musical vocabulary: louder, quieter, texture, happy, sad. I know the names of some orchestral instruments. | I can explain how music is used to support the story. I can use musical and instrumental vocabulary to describe a piece of music. I can recognise different orchestral instruments. |
| | Towers, Tunnels and Turrets | Spring 1 Week 3 | To select appropriate sounds to match events, characters and feelings in a story. | I know what timbre is. I know what tempo means. I know what dynamics are. | I can select appropriate timbres to represent characters. I can select appropriate tempo changes to represent actions. I can select appropriate dynamics to represent emotions. |
| <u>Year 1/2</u> | Towers, Tunnels and Turrets | Spring 2 Week 1 | To write a play script and select appropriate musical sounds to accompany it. | I know what a script is. I know a variety of musical sounds. | I can write a script for the story of 'Jack and the Beanstalk' I can suggest suitable musical sounds to go with my script. |
| | Towers, Tunnels and Turrets | Spring 2 Week 2 | To rehearse a story script with accompanying music. | I know what a script is. I know a variety of musical sounds. | I can edit and improve my script. I can edit and improve the musical sounds to go with my script. I can rehearse my story script. |
| | Towers, Tunnels and | Spring 2 Week 3 | To perform a story script with accompanying music. | I know what a performance is. I know how to choose instruments to enhance a story. | I can perform confidently. I can work as part of a group to perform a story. I can add the right music to my story at the right time. |



| | Turrets | | | | |
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| Year 1/2 | Splendid Skies | Summer 1 Week 1 | To listen and respond to weather themed music. | I know how to respond to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music. | I can identify fast or slow music. I can talk about the songs/pieces I have enjoyed. I can describe basic elements of a piece of music (pace, volume and emotion). |
| | Splendid Skies | Summer 1 Week 2 | To sing songs about the wind clearly. | I know that traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. I know that traditional songs usually contain repeated rhythms or melodies, a strong pulse and rhyming words. | I can use own voice in different ways including speaking, singing and chanting for different effects. I can use my own voice in different ways including using a loud/soft voice and sing simple repeated phrases. |
| | Splendid Skies | Summer 1 Week 3 | To use percussion instruments to create sound effects as a backing track for weather songs. | I know that a piece of music played by a group of musicians should be played at the same time. I know that musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. I know listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other. | I can create the sounds of different types of weather or levels of rain, from drizzle to downpour. I can describe how an instrument has been used to represent a sound or object. I can carefully choose instruments to combine layers of sound showing awareness of the combined effect. |



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| <u>Year 1/2</u> | Coastline | Summer 2 Week 1 | To learn about the music of the British Isles. | I know some musical vocabulary to describe music I can hear. I know what a soundscape is. | I can sing a song confidently. I can create a musical soundscape. I can use musical vocabulary to talk about the music I hear. |
| | Coastline | Summer 2 Week 2 | To compose a piece as part of a group. | I know some musical vocabulary to describe music I can hear. I know what a soundscape is. | I can work in a group to create a musical soundscape. I can add structure to a piece of music. I can use musical vocabulary to talk about the music I hear. |
| | Coastline | Summer 2 Week 3 | To improve a group composition. | I know some musical vocabulary to describe music I can hear. I know what a soundscape is. | I can work in a group to compose a piece of music. I can evaluate my composition. I can perform my piece confidently and accurately. |



Cycle A- Year 3/4

| Year Group | Topic | Week | Learning Objective | Knowledge | Skills |
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| <u>Year 3/4</u> | Tremors | Autumn 1 Week 1 | To use musical vocabulary to describe sounds and changes in a piece of music. To use instruments to develop an atmospheric soundscape. | I know that specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed). | I can recognise changes in the music using words like 'pitch', 'timbre', 'dynamics' and 'tempo'. I can use relevant musical vocabulary: 'pitch', 'timbre', 'dynamics' and 'tempo', when talking about the elements of music within a piece. |
| | Tremors | Autumn 1 Week 2 | To improvise and compose sequences of sounds and vocals to Pompeii poetry and record the using notes of pictures. | I know that sequences of sounds combine pitch, rhythm, dynamics and pulse. I know that sequences can be written down using informal pictures of symbols in a graphic score or using standard musical notation. | I can use standard and invented symbols to represent sounds. I can choose appropriate instruments to create the right effects, perhaps adding emphasis to particular words or phrases. I can create a simple graphic score to record my compositions. |
| | Tremors | Autumn 1 Week 3 | To perform their compositions with control, fluency, expression and accuracy on tuned and untuned instruments. | I know that control in music can include breath control, where singers ensure they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. I know that to sing or play accurately, the pitch, rhythm and volume of notes should match the intent of the | I can perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments. I can maintain a simple part within an ensemble. |



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| | | | | musician, composer or conductor and the playing of other musicians. | |
| Year 3/4 | Potions | Autumn 2 Week 1 | To tell a story from a piece of music through movement. To create a soundscape using percussion instruments. | I know that specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed). I know what a repeated rhythm is. I know that letter names represent different sounds. | I can picture a story from a piece of music. I can use musical vocabulary to describe music. I can express my opinion about music. I can recognise and describe changes in music. I can create layers within my composition. I can play in time with my group. I can play a repeated rhythm. I can play a melodic pattern from simple notation with letter names. |
| | Potions | Autumn 2 Week 2 | To create a range of sounds to accompany a story. | I know key musical vocabulary to describe texture, dynamics, and mood. | I can create a composition based on a story. I can use key musical vocabulary to label my composition. I can adjust the dynamics of my piece. |
| | Potions | Autumn 2 Week 3 | To compose and perform a rhythm to accompany a story. | I know what a rhythm is. I know key musical vocabulary to describe texture, dynamics, and mood. | I can create rhythms to tell a story. I can use key musical vocabulary to explain my composition. |



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| | Potions | Autumn 2 Week 4 | To perform a group composition. | I know what a melody is. I know key musical vocabulary to describe texture, dynamics, and mood. I know how to play in time. | I can create a melody to accompany an animation. I can use key musical vocabulary to label my composition. I can create layers within my composition. I can play in time with my group. |
| <u>Year 3/4</u> | Gods and Mortals | Spring 1 Week 1 | To learn about triple time and create music which has a clear three-beat feel. | I understand that a rhythm is a group of quick and slow beats that's usually repeated in a song or piece of music. I understand the musical vocabulary: tempo, accent. To know what triple time is. | I can recognise and perform, as part of a group, rhythms and music in triple metre. I can follow a graphic score as part of a group when clapping in triple time. I can create and improvise rhythm patterns in triple time performing these during solo sections of a class piece. I can recognise that triple time has a strong or accented first beat. I can create and improvise more complex rhythm patterns in triple time recording ideas using single line rhythm notation. |
| | Gods and Mortals | Spring 1 Week 2 | To compose rhythmic patterns along to names of Gods and Goddesses. | I know what a rhythmic pattern is. I know what the beat is. I know the musical terminology: rest, crochet and quaver and how to use them in notation. | I can create and improvise more complex rhythm patterns in triple time recording ideas using single line rhythm notation. I can use written symbols to represent sounds. |



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| | Gods and Mortals | <p>Spring 1</p> <p>Week 3</p> | To learn about the pentatonic scale and use this to compose and perform rhythms in triple time from a graphic score. | <p>I know what a pentatonic scale is.</p> <p>I understand triple time.</p> <p>I understand that notes names represent different sounds.</p> | <p>I can compose and perform as part of a group simple Pentatonic melodies in triple time.</p> <p>I can compose and perform more complex Pentatonic melodies as part of a group piece in triple time following the structure of the piece using a graphic score.</p> <p>I can compose, perform and notate using appropriate notation, Pentatonic melodies using half notes and longer notes taking on a lead role in a group performance following a graphic score accurately and leading the group to play in time.</p> |
| <u>Year 3/4</u> | Gods and Mortals | <p>Spring 2</p> <p>Week 1</p> | <p>To learn about the leitmotif as a short rhythmic or melodic pattern used to represent a character.</p> <p>To compose a leitmotif of a specific god/goddess.</p> | <p>I understand that a leitmotif is a short musical idea used to represent a certain character.</p> <p>I understand that a leitmotif can be rhythmic, melodic or a combination of both and it often memorable or "catchy" when used to represent a certain character</p> <p>I know what a pentatonic scale is.</p> <p>I know what triple time is.</p> <p>I understand and be able to use the musical terminology: dynamics, timbre and tempo.</p> | <p>I can create a simple leitmotif as part of a group to describe a hero from a Greek myth with some sense of effect and purpose.</p> <p>I can create a more complex leitmotif using the Pentatonic Scale and in Triple Time to represent a hero from a Greek myth.</p> <p>I can take on a leading role in organising and creating an effective leitmotif to describe a hero from a Greek myth, carefully selecting appropriate sounds and sound sources and recording ideas using appropriate notation.</p> |



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| | <p>Gods and Mortals</p> | <p>Spring 2 Week 2</p> | <p>To create a leitmotif for a hero in a Greek myth responding to some of his characteristics using the Pentatonic Scale and Triple Time.</p> | <p>I understand that a leitmotif is a short musical idea used to represent a certain character. I understand that a leitmotif can be rhythmic, melodic or a combination of both and it often memorable or "catchy" when used to represent a certain character. I know what a pentatonic scale is. I know what triple time is. I understand and be able to use the musical terminology: dynamics, timbre and tempo.</p> | <p>I can create a simple leitmotif as part of a group to describe a hero from a Greek myth with some sense of effect and purpose. I can create a more complex leitmotif using the Pentatonic Scale and in Triple Time to represent a hero from a Greek myth I can take on a leading role in organising and creating an effective leitmotif to describe a hero from a Greek myth, carefully selecting appropriate sounds and sound sources and recording ideas using appropriate notation.</p> |
| | <p>Gods and Mortals</p> | <p>Spring 2 Week 3</p> | <p>To perform a leitmotif and sound effects for a character within a Greek myth responding to some of the characteristics of the person or place and using the Pentatonic Scale and Triple Time as part of a class performance To explore "Greek-inspired" music from different times and places listening for how composers have used the elements of music</p> | <p>I understand that a leitmotif is a short musical idea used to represent a certain character. I understand that a leitmotif can be rhythmic, melodic or a combination of both and it often memorable or "catchy" when used to represent a certain character. I know what a pentatonic scale is. I know what triple time is. I understand and be able to use the musical terminology: dynamics, timbre and tempo.</p> | <p>I can perform a simple leitmotif with suitable sound effects as part of a group to describe a character or situation from a Greek myth with some sense of effect and purpose as part of a class performance I can identify some of the ways in which composers have used the elements of music when listening to Greek-inspired music from different times and places I can perform a more complex leitmotif using the Pentatonic Scale and in Triple Time to represent a character of situation from a Greek myth combining suitable sound effects and performing</p> |



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| | | | | | <p>this in different ways to respond to different situations as part of a class performance</p> <p>I can take on a leading role in organising and performing an effective leitmotif to describe a character or situation within a Greek myth, adapting and refining this by manipulating the elements of music to show the character in different situations as part of a class performance</p> <p>I can use a full range of musical vocabulary when Identifying ways in which composers have manipulated the elements of music when listening to Greek-inspired music from different times and places.</p> |
| <u>Year 3/4</u> | Tribal Tales | Summer 1 Week 1 | <p>To sing a ballad and explain what it is.</p> <p>To be able to perform a Ballad with an understanding of style.</p> | <p>I understand what a Ballad is and can sing in that style.</p> <p>I know the key features of a Ballad.</p> | <p>I can name the key features of a ballad.</p> <p>I can learn the lyrics of a song and use actions to help me remember it.</p> <p>I can follow the tune of a ballad.</p> <p>I can remember the lyrics and tune of a new song.</p> <p>I can perform the song with actions.</p> |
| | Tribal Tales | Summer 1 Week 2 | To write the lyrics for a ballad. | <p>I know what a ballad is.</p> <p>I know what lyrics are.</p> <p>I understand how to create a rhyme.</p> | <p>I can write short sentences to create a story.</p> <p>I can contribute to lyrics written by the class.</p> |



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| | | | | | <p>I can write lyrics which rhyme. I can summarise a story.</p> |
| | Tribal Tales | <p>Summer 1 Week 3</p> | <p>To complete my lyrics to a ballad. To perform my ballad with confidence.</p> | <p>I know what a ballad is. I know what lyrics are. I understand how to create a rhyme.</p> | <p>I can write nonsense words to fill time in my ballad. I can accurately perform my lyrics with confidence.</p> |
| <u>Year 3/4</u> | Burps, Bottoms and Bile | <p>Summer 2 Week 1</p> | <p>To identify structure and texture in music. To use body percussion.</p> | <p>I know what body percussion is. I know that structure means the organisation of the music into sections. I know that texture means how many different layers of music there are playing at a time. I know the musical vocabulary:</p> <ul style="list-style-type: none"> • tempo (speed) • dynamics (volume) • texture (different layers) • structure (organisation of the piece) | <p>I can identify the different sections in a piece of music. I can identify how many layers there are in a piece of music. I can describe a piece of music, referring to:</p> <ul style="list-style-type: none"> • tempo (speed) • dynamics (volume) • texture (different layers) • structure (organisation of the piece) <p>I can use body percussion to perform a boom clap click sequence and play in time with my partner. I can create one line of my own sequence using a 'stamp'. I can record my rhythm using symbols or words.</p> |



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| | <p>Burps, Bottoms and Bile</p> | <p>Summer 2 Week 2</p> | <p>To create musical rhythms using body percussion</p> | <p>I know that there are four layers of the rainforest. I know how to use my body to create sounds.</p> | <p>I can use body percussion to make two different rhythms to represent the 'forest floor' and 'understory' layers of the rainforest. I can ensure that both rhythms consist of three or four sounds made by using my body. I consider the movement of the animals that live in each layer when making my rhythms. In my group we can consider the overall structure and texture of the rhythms when they are put together. I can record my rhythm using symbols or words.</p> |
| | <p>Burps, Bottoms and Bile</p> | <p>Summer 2 Week 3</p> | <p>To create simple tunes To build and improve a composition.</p> | <p>I know that a 'repeated melody' or a 'loop' is something which keeps repeating. I know the musical vocabulary: tempo (speed) dynamics (volume) texture (different layers) structure (organisation of the piece)</p> | <p>I can make two simple melodies to represent the 'canopy' and 'emergent' layers of the rainforest. I can work with a partner and use tuned percussion instruments to create a short melody line. I consider the movement of the different animals within the layers of the Rainforest and how this affects the pitch and tempo of my melodies In our groups we can decide which melodies are most appropriate for each layer and record them. I can work as part of a group to build the</p> |



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| | | | | | <p>structure of our rainforest inspired composition by considering:</p> <ul style="list-style-type: none">the best way to start and endtempo (speed)dynamics (volume)texture (different layers)structure (organisation of the piece) <p>I can play in time with my group. I can play my part of the composition accurately. I can offer suggestions for improvements considering rhythm and melody.</p> |
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Cycle B- Year 3/4

| Year Group | Topic | Week | Learning Objective | Knowledge | Skills |
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| <u>Year 3/4</u> | Scrumdiddlyumptious | Autumn 1 Week 1 | To sing and clap a syncopated rhythm for a ragtime style song. | I know what ragtime music is. I understand what 'off the beat' is. | I can play on the offbeat. I can clap a short-syncopated rhythm. I can sing a syncopated rhythm. |
| | Scrumdiddlyumptious | Autumn 1 Week 2 | To create a jazz motif. | I know the features of swing music. I know what a motif is. | I can create a short jazz motif. I know the instrumentation of a swing band. |
| | Scrumdiddlyumptious | Autumn 1 Week 3 | To create a jazz version of a nursery rhyme. | I know some popular nursery rhymes. I understand what a swung rhythm is. | I can play a nursery rhyme. I can add a swing rhythm to my nursery rhyme. I can play a swing rhythm. |
| <u>Year 3/4</u> | I am Warrior | Autumn 2 Week 1 | To be able to stay in time to a piece of rock and roll music To understand the history of rock and roll music. | I know where rock and roll music came from. | I can list the main instruments used in rock and roll. I can move in time to the music. |



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| | I am Warrior | Autumn 2 Week 2 | To be able to sing a rock and roll song. | To be able to perform with a sense of style. I know how to keep time with others. | I can accurately sing in a small group. I can sing in time. I can sing in tune. |
| | I am Warrior | Autumn 2 Week 3 | To be able to play a rock and roll bass line. | I know what a walking bass is. | I can play a walking bass line accurately. I can play a bass line in time. |
| | I am Warrior | Autumn 2 Week 4 | To be able to play a Rock and Roll base line. To be able to play a rock and roll piece of music. | I understand different musical notation. | I can play a walking bass line accurately. I can play a bass line in time. I can play as part of a group. I can keep in time. I can perform my own part with accuracy. I can listen with attention to detail and recall sounds with increasing aural memory. |
| <u>Year 3/4</u> | Traders and Raiders | Spring 1 Week 1 | To sing in time with others. | I know that melody goes up and down. | I can move and sing at the same time as my classmates. I can learn new lyrics and follow a tune. |



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| | | | | | I can say what we need to do better next time. |
| | Traders and Raiders | Spring 1 Week 2 | To sing in tune and in time. | I understand relevant musical vocabulary. I know that a melody goes up and down. | I can sing in time with the music. I can follow the tune. I can move in time to the music. I can identify how to improve my performance. |
| | Traders and Raiders | Spring 1 Week 3 | To recognise simple rhythmic notation by ear and by sight. | I know what a rhythm is. I know the names of some lengths of notes (minim, crotchet, and quaver). | I can recognise and name note rhythms when I hear them. I can recognise and name note rhythms when I see them. |
| <u>Year 3/4</u> | Traders and Raiders | Spring 2 Week 1 | To use simple rhythmic notation to compose a Viking Battle Song. | I know what a rhythm is. I know the names of some lengths of notes (minim, crotchet and quaver). | I can perform rhythms accurately from notation. I can layer rhythms to create a piece of music. I can add instrumental sound effects to a piece of music. |
| | Traders and Raiders | Spring 2 Week 2 | To use simple rhythmic notation to compose a Viking Battle Song. | I know what a rhythm is. I know the names of some lengths of notes (minim, crotchet and quaver). | I can perform rhythms accurately from notation. I can layer rhythms to create a piece of music. I can add instrumental sound effects to a piece of music. |



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| | Traders and Raiders | Spring 2 Week 3 | I can perform music with confidence and discipline. | I know what a rhythm is. I know the names of some lengths of notes (minim, crotchet and quaver). I know how to sing in tune. | I can perform with confidence. I can perform in time and in tune with others. |
| <u>Year 3/4</u> | Flow | Summer 1 Week 1 | To learn how music can be inspired by a variety of stimuli To create a short piece of music using images and word descriptions on the theme of "water". To listen and respond to pieces matching sound to the most appropriate image | I know technical language related to water: Tributary, waterfall, stormy sea, water droplets, lake. I know musical terminology: timbre, dynamics, pitch. | I can respond to the stimuli of different images of water through working together in a group towards a descriptive composition selecting suitable sounds and sound sources. I can respond to other group's pieces by matching to an appropriate image. I can sing a water-inspired song melody line as part of the class. I can respond more effectively to the stimuli of different images of water through working effectively in a group towards a descriptive composition combining sounds and sound sources and showing some awareness of timbre, dynamics and pitch. I can respond more fully to own and other's group's pieces including the use of timbre, dynamics and pitch. I can sing a part of a water-inspired song as a group. |
| | Flow | Summer 1 | To learn about melodic shape and how some melodies are | I understand what a melody is. I understand that music can be | I am able to indicate using appropriate signals whether a melody |



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| | | Week 2 | smooth, moving mainly by step, while others are spiky and jagged and move with large leaps. | represented in many ways. I understand and know how to use the vocabulary: pitch, tempo, rhythm, pulse, dynamics, mood and timbre. I can identify orchestral musical instruments. | has stepwise or leaping movement. I can perform a basic stepwise melody with assistance or perform the chord part to a stepwise melody. I can identify some musical features in a piece of music describing a river's course. I am able to indicate using shapes and words whether a melody has stepwise or leaping movement. I can perform a basic stepwise melody individually. I can identify stepwise and leaping melodies in a piece of music describing a river's course. |
| | Flow | Summer 1 Week 3 | To respond to music describing the sea in different ways including improvising a sea sound picture. To use dynamics when performing, improvising and singing different songs and pieces describing the sea through sound. | I know and understand how to use the musical terminology: Dynamics, crescendo, diminuendo, forte, piano. I know that music can be represented by standard notation and invented marks. I know the sounds of various instruments. | I can describe how a piece of music makes them feel, making an attempt to explain why. I can recall sounds with increasing aural memory. I can appreciate and listen to music drawn from different traditions, cultures and composers. I can use written symbols, both standard and invented to represent sounds. I can choose instruments suitable to the genre of music. I can maintain a simple part within an |



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| | | | | | <p>ensemble.</p> <p>I can shape a composition considering dynamics, timbre and tempo.</p> <p>I can sing songs confidently both solo and in groups.</p> <p>I can follow a basic melody line, using standard notation.</p> |
| <u>Year 3/4</u> | Mighty Metals | <p>Summer 2</p> <p>Week 1</p> | <p>To learn about the sounds made by steam engines and trains and how these differ in terms of rhythm, tempo and duration.</p> <p>To explore the use of texture when creating vocal sounds that resemble steam engines and trains.</p> | <p>I know the musical vocabulary: Duration, Graphic Score, Melody, Rhythm, Sound, Sound Effect, Tempo, Texture</p> | <p>I can identify different sounds created by steam engines and trains and recreate these using vocal sounds performed as part of a group.</p> <p>I can follow a graphic score when listening to a train-inspired piece of music.</p> <p>I can follow a graphic score when performing vocal steam engine and train sounds as part of a group.</p> <p>I can identify regular and irregular rhythms and describe how composers have used instruments to recreate sounds made by steam engines and trains.</p> |
| | Mighty Metals | <p>Summer 2</p> <p>Week 2</p> | <p>To learn how the sounds made by steam engines and trains have been recreated in songs and music.</p> <p>To sing and perform pieces which use short repeated,</p> | <p>I understand the musical vocabulary Dynamics, Tempo and Texture.</p> <p>I understand what cyclic and repeated patterns are.</p> | <p>I can sing a train-inspired song as part of the class.</p> <p>I can perform "Part 2" of "Inter-City" in pairs with some awareness of how repeated cyclic patterns describe the motion of a train.</p> |



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| | | | cyclic patterns to describe the motion of a train. | | <p>I can sing a train-inspired song with good diction.</p> <p>I can perform "Part 1" of "Inter-City" in pairs, with Part 2, with accuracy of pitch showing good awareness of how repeated cyclic patterns describe the motion of a train.</p> <p>I can use the musical terms tempo, texture and dynamics to describe train sounds.</p> |
| | Mighty Metals | Summer 2 Week 3 | To learn about the cyclic sounds created by factory machinery recreating these using a variety of body percussion and vocal sounds. | <p>I know that various sounds can be produced using your body.</p> <p>I understand the terminology 'Cyclic pattern'.</p> <p>I understand how texture is referred to in music.</p> | <p>I can identify some cyclic sounds created by factory machinery and recreate these using some body percussion and vocal sounds as part of a group soundscape.</p> <p>I can recreate effective sounds representing factory machinery using a range of body percussion and vocal sounds contributing ideas towards an effective group soundscape.</p> |



Cycle A- Year 5/6

| Year Group | Topic | Week | Learning Objective | Knowledge | Skills |
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| <u>Year 5/6</u> | Tomorrow's World | Autumn 1 Week 1 | To be able to play a simple looped rhythm from notation. To create a piece of music using pre-written loops. | I know what a looped rhythm is. I know how to read music notation. | I can hold my own part. I can play accurately and in time I can help to layer a looped rhythm. I can use loops to create a piece of music. I can ensure my piece fits together. I understand how different aspects of music piece together. |
| | Tomorrow's World | Autumn 1 Week 2 | To be able to play a melody line accurately and fluently. To select a section of a tune and perform it as a loop. | I know what a melody is. I know what a loop is. I understand what a backbeat is. | I can accurately play the melody line of a piece of music. I can play the melody in time. I can play a melody confidently and fluently. I can fragment my tune into appropriate sections. I can loop a section of my tune with accuracy. I can play in time to the backbeat. |
| | Tomorrow's World | Autumn 1 Week 3 | To combine loops to create a remix. | I understand how to structure music. I know how to keep in time. | I can create a suitable structure for my piece of music. I can perform my piece accurately. I can play my piece in time. |



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| Year 5/6 | Stargazers | Autumn 2 Week 1 | To learn how different moods can be achieved through music. To learn about ostinato and crescendo. | To understand the terminology ostinato, dynamics and crescendo. I know some basic facts about the composer Holst and The Planets. I know that music can be represented by staff notation and pictorial notation. | I can express moods created by music through visual art, identifying basic orchestral instruments perform an ostinato as part of a group. I can take on the role of a conductor in leading a group performance of a repeated ostinato pattern including contrasting dynamics. I can give musical opinions on Holst's use of instrumentation and may take this further to comment on orchestration. I can confidently perform in 5/4 time with flair and accuracy. |
| | Stargazers | Autumn 2 Week 2 | To compose, perform and evaluate a group "Mars" piece, creating a suitable mood and emotion, using an ostinato and other musical features as used by Holst in his movement "Mars, the Bringer of War" from 'The Planets' To identify tempo, dynamics and instrumentation in two contrasting pieces of music | I know the names of orchestral instruments. I understand the vocabulary relating to tempo and dynamics. I know that music can be represented using standard notation to depict rhythm and pitch. | I can contribute ideas as part of a group, perform and evaluate "Mars" compositions using some features used by Holst I can identify basic orchestral instruments when listening to contrasting pieces of music I can adapt and refine own and others ideas to form a musically balanced composition incorporating most of the compositional features required by the composing brief. I can identify correctly words relating to tempo, dynamics and instrumentation when listening to different pieces of |



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| | | | | | music. I can take on a lead role in the organisation and refinement of musical ideas to produce a composition that contains all of the required compositional features used by Holst. I can give musical opinions on Holst's use of instrumentation using the word "orchestration" |
| | Stargazers | Autumn 2 Week 3 | To learn about music used to describe a "rocket lift off" sequence, listening for its musical features and performing this as part of a group piece with an awareness of dynamics. | <p>I understand and be able to comment on the use of dynamics.</p> <p>I know about space travel.</p> <p>I know and can explain the musical vocabulary. Brass, Crescendo, Drums, Dynamics, Loud, Percussion, Pitch, Timbre</p> <p>I understand that music can be performed on tuned and untuned instruments.</p> | <p>I can identify different dynamic levels and basic musical features when listening to programmatic music describing space and a "rocket lift off" sequence.</p> <p>I can perform a simple percussion part as part of a group performance of "Also Sprach Zarathustra" with some awareness of dynamics.</p> <p>I can identify pitch and timbres when listening to programmatic music describing space and a "rocket lift off" sequence.</p> <p>I can perform a melodic part as part of a group performance of "Also Sprach Zarathustra" with good awareness of dynamics and how the different parts fit together.</p> <p>I can describe, using appropriate musical vocabulary, how a piece of</p> |



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| | | | | | music "fits" or "describes" a "rocket lift off" sequence correctly identifying instruments, use of pitch and dynamics. I can take on a leading role in the organisation and direction of a group performance of "Also Sprach Zarathustra". |
| | Stargazers | Autumn 2 Week 4 | To create a musical soundscape describing one of the Planets using features which Holst uses in his music, selecting, refining and combining sounds and sound sources towards an effective descriptive piece following a composing brief. To perform musical soundscapes as part of a group and evaluate own and others work. | I know what improvisation is. I know what a soundscape is. I know how to recreate sounds using musical instruments. I know how to evaluate a performance using musical vocabulary such as 'tempo, dynamics, timbre' and use of instrumentation. | I can contribute some ideas towards a group "Planet" soundscape. I can carefully select sounds and sound sources. I can perform as part of a group with awareness of dynamics, other instruments and parts and a sense of the music being descriptive. I can take on a leading role in manipulating and combining sounds effectively to produce an effective programmatic "Planet" piece. I can evaluate my performance using musical vocabulary. |
| <u>Year 5/6</u> | A Child's War | Spring 1 Week 1 | To learn about the changes in musical styles in Britain from the 1930's To learn about music in Britain during the Second World War To learn a traditional Second World War song and move to a | I know that both songs and instrumental music, often used for dancing, was popular in Britain during the Second World War. I understand the "sentimental" nature of some of the songs popular in Britain during the Second World | I can correctly identify some of the different types and styles of popular music from the 1930's onwards. I can sing a traditional WWII song and dance/move to a piece of swing music as part of the class. I can create an ostinato or |



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| | | | piece of Swing music | War and how this encouraged troops and people at home. | accompaniment to use when singing a traditional WWII song and dance/move to a piece of swing in time and with an awareness of pulse and metre. I can identify musical instruments within a "big band", picking out features of swing which make it a popular style for dancing. I can identify the structure of a traditional WWII song, showing a form of musical contrast when performing or singing. |
| Y5/6 | A Child's War | Spring 1 Week 2 | To learn about the shape of melodies in World War II songs and how melodies can move by steps and leaps To learn some traditional Second World War songs and move to a piece of Swing music | I know the difference and can aurally identify the differences between short melodies moving by step and those by leap. I understand the musical terminology 'step, pitch, ascending, descending, ostinato, melody'. | I can sing traditional WWII songs and dance/move to a piece of swing music as part of the class I can perform short melodies from a WWII song analysing the melody in terms of its use of steps and leaps. I can create an ostinato or accompaniment to use when singing traditional WWII songs and dance/move to a piece of swing in time and with an awareness of pulse and metre. I can correctly identify all step and leap analysis tasks and comment on how steps and leaps are used separately and in combination in a melody from a WWII song. |



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| | | | | | I can identify the structures used in traditional WWII songs, showing a form of musical contrast when performing or singing. |
| Y5/6 | A Child's War | Spring 1 Week 3 | To learn about the sounds of WWII sirens and how their "sliding sound" can be produced by using the Chromatic Scale which moves entirely by stepwise pitches. To learn how the sounds of WWII can be shown and performed in a graphic score | I know that the Chromatic Scale uses all of the white and black notes and moves entirely by stepwise movement. I know the musical vocabulary 'Ascending Pitch, Chromatic Scale, Descending Pitch, Dynamics, Getting Higher, Getting Lower, Glissando, Graphic Score, High, Improvise, Leap, Low, Melodic Shape, Melody, Pitch, Scale, Shape, Slide, Soundscape, Step, Texture' | I can perform the chromatic scale ascending as part of the class. I can perform the Chromatic Scale both ascending and descending smoothly. I can use the chromatic scale to represent different WWII sirens, selecting an appropriate timbre to recreate the sound. I can make suggestions for appropriate sounds or sound sources when realising a WWII graphic score soundscape. |
| <u>Year 5/6</u> | A Child's War | Spring 2 Week 1 | To learn about the sounds of WWII sirens and how their "sliding sound" can be produced by using the Chromatic Scale which moves entirely by stepwise pitches. To explore how the sounds of WWII can be used and combined with Chromatic Scale Siren Calls in a WWII | I know that the Chromatic Scale uses all of the white and black notes and moves entirely by stepwise movement. I know the musical vocabulary: Ascending Pitch, Chromatic Scale, Descending Pitch, Dynamics, Getting Higher, Getting Lower, Glissando, Graphic Score, High, Improvise, Leap, Low, Melodic Shape, Melody, | I can perform the Chromatic Scale both ascending and descending smoothly and use this to perform different WWII sirens, selecting an appropriate timbre to recreate the sound. I can select and combine appropriate sounds and sound sources to create an effective "WWII Soundscape" composition recording ideas using |



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| | | | <p>Soundscape using a graphic score.</p> | <p>Pitch, Scale, Shape, Slide, Soundscape, Step, Texture.</p> | <p>graphic notation and performing this as part of a group.</p> <p>I can perform the Chromatic Scale both ascending and descending starting on a range of different notes and understanding how the Chromatic Scale has been used to replicate the sounds of WWII sirens with its small stepwise melodic movements, performing a Siren Call accurately and fluently as part of a group composition.</p> <p>I can take on a leading role in organising a group "WWII Soundscape" composition showing leadership in the selection of sounds and sound sources and accurately recording ideas in graphic notation.</p> |
| | <p>A Child's War</p> | <p>Spring 2 Week 2</p> | <p>To learn about Big Bands and Swing Music during the 1930's and 1940's</p> <p>To learn about Theme and Variations in Big Band and Swing Music</p> <p>To learn to sing and perform the melody of a famous song .</p> | <p>I know and understand the musical vocabulary: Alto Saxophone, Big Band, Clarinet, Conductor, Duration, Melody, Mute, Pitch, Rhythm, Rhythm Section, Round, Swing, Swing Band, Tenor Saxophone, Texture, Theme, Theme and Variations, Timbre, Trombone, Trumpet</p> | <p>I can identify some basic ways in which an existing theme or melody can be varied such as instrumental timbre, adding and subtracting notes from the melody, changes in rhythm, accompaniment and texture.</p> <p>I can identify the "frontline" instruments which make up a Big/Swing Band.</p> <p>I can sing as a class and perform part of the melody line of "Little Brown Jug."</p> |



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| | | | | | <p>I can sing and perform fluently the melody line of "Little Brown Jug."</p> <p>I can add an accompaniment of chords or create an ostinato to use when performing "Little Brown Jug."</p> <p>I can improvise and demonstrate a musical variation technique based on a short-given theme.</p> |
| | <p>A Child's War</p> | <p>Spring 2 Week 3</p> | <p>To learn about Theme and Variations by exploring how a Theme can be altered, changed and varied by using musical techniques to create a set of Variations</p> | <p>I know and understand the vocabulary: Accompaniment, Chord, Duration, Dynamics, Melody, Ostinato, Pitch, Rhythm, Round, Texture, Theme, Theme and Variations, Timbre</p> | <p>I can identify some basic ways in which an existing theme or melody can be varied such as changes in instruments, dynamics, tempo and pitch.</p> <p>I can demonstrate these in a group "Theme and Variation" composition.</p> <p>I can identify more complex ways in which an existing theme or melody can be varied including changes in instrumental timbre, adding and subtracting notes from the melody, changes in rhythm, accompaniment and texture and demonstrate these in a group "Theme and Variation" composition.</p> <p>I can add an accompaniment of chords or create an ostinato, perform as a round or play a theme backwards when creating a "Theme and Variations" group composition.</p> |



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| <p><u>Year 5/6</u></p> | <p>Hola Mexico</p> | <p>Summer 1 Week 1</p> | <p>To listen to and comment on traditional Mexican music using a broad musical vocabulary.</p> | <p>I know that genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. I know and understand vocabulary such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.</p> | <p>I can explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. I can feel the beat and move to the music. I can identify and explore the relationship between sounds and how different meanings can be expressed through sound and music. I can appreciate and understand high quality music, both live and recorded. I can recognise and describe music and musical instruments from different periods in history.</p> |
| | <p>Hola Mexico</p> | <p>Summer 1 Week 2</p> | <p>To identify different instruments in a 'El Jarabe', a piece of Mexican music. To create a graphic score based on what they can hear.</p> | <p>I know that genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. I know words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.</p> | <p>I can identify instruments from a recording. I can identify the beat. I can use tuned or untuned instruments and keep in time with the beat. I can maintain my own part in a performance. I can take the lead in a performance, giving suggestions when needed. I can identify and explore the relationship between sounds and instruments.</p> |



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| <u>Year 5/6</u> | Hola Mexico | Summer 1 Week 3 | <p>To listen to different examples of Maya music and comment on it with a broad musical vocabulary.</p> <p>To use glyphs to represent its instruments and sounds.</p> | <p>I know that genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul.</p> <p>I know and understand words such as tempo, rhythm, dynamics, pulse and timbre and can use them to comment on the genre of music.</p> | <p>I can listen to and compare different examples of Maya music.</p> <p>I can comment on the music using vocabulary such as: pitch, tempo, melody, rhythm, and dynamics.</p> <p>I can choose a favourite piece and describe the emotions it provokes.</p> <p>I can create glyphs to symbolise its instruments and sounds.</p> <p>I can use my glyphs to map the piece of music and try to recreate it with instruments and my voice.</p> |
| | Sow, grow and farm | Summer 2 Week 1 | <p>To understand the history of musical theatre.</p> <p>To identify character songs and action songs.</p> | <p>I know how musical theatre is created.</p> <p>I know what musical theatre is</p> <p>I understand what a character song is.</p> | <p>I can explain how musical theatre is created.</p> <p>I can put the different types of musicals in date order.</p> <p>I can identify a character song.</p> <p>I can identify an action song.</p> <p>I can justify my opinions by giving examples.</p> |
| | Sow, grow and farm | Summer 2 Week 2 | <p>To create a musical theatre scene.</p> <p>To rehearse a musical theatre scene.</p> | <p>I know what musical theatre is.</p> <p>I understand what a character song is.</p> <p>I know how to keep in time.</p> | <p>I can work as part of a group.</p> <p>I can plan a musical scene to tell the story of a journey.</p> <p>I can think of or write a song which tells the story.</p> <p>I can perform in time with my group</p> <p>I can ensure that there are smooth transitions between spoken dialogue, singing and dancing.</p> |



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| | <p>Sow, grow and farm</p> | <p>Summer 2 Week 3</p> | <p>To perform a musical theatre scene.</p> | <p>I know what musical theatre is I understand what a character song is. I know how to keep in time.</p> | <p>I can perform in time with others in my group. I can sing in tune and make sure my voice is loud and clear. I can perform with expression to help convey emotion. I can work as part of a group to make our scene a success. I can ensure that there are smooth transitions between each element (speech, dance, song).</p> |
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Cycle B- Year 5/6

| Year Group | Topic | Week | Learning Objective | Knowledge | Skills |
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| <u>Year 5/6</u> | Off with her head | Autumn 1 Week 1 | To learn about the different places and ways the Tudors made music. To learn about Tudor Dance Music. To learn how a Pavan was a popular Tudor Dance and about its musical features including its characteristic ostinato rhythm and repeated sections. | I know the musical vocabulary: 4 beats in a bar, Dance, Ostinato, Pavan(e), Pulse, Repeat, Repeat Marks, Rhythm, Structure I know that dancing was a popular accompaniment for Tudor music making. | I can name the Pavan as a popular Tudor dance. I can clap the Pavan's characteristic ostinato rhythm. I can follow a score of a Pavan with attention to the repeat marks and clapping the rhythm of a section of "King Henry VIII's Pavan" I can distinguish between Pavan's and other types of Tudor dance music in terms of musical features, I can improvise a melody to the Pavan's characteristic ostinato rhythm. I can perform all rhythm sections of "King Henry VIII's Pavan" in small groups or individually. |
| | Off with her head | Autumn 1 Week 2 | To learn about Fanfares as a type of music which announces someone or something important To listen to and compose and perform own fanfare for the arrival of King Henry VIII | I know the musical vocabulary: Beat, Brass, Chord, Chord of C, Fanfare, Pulse, Repeated Pattern, Rest, Silence, Trumpet. I know that a fanfare is a short, loud piece of music often played on brass instruments and percussion used to | I can compose my own fanfare using a given set of notes. I can add some chords and some rests/silences. I can add a percussion part which creates some sense of effect I can use repeated patterns with a |



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| | | | | announce someone or something important. | percussion part for 2 or more instruments. |
| | Off with her head | Autumn 1 Week 3 | To take part in a class performance of a Tudor Banquet-Concert exploring how music and dance were used as a form of social entertainment. | I know the musical vocabulary: Chord, Drone, Dynamics, Fanfare, Madrigal, Ostinato, Pavane, Repeated Pattern, Rest, Rhythm, Silence, Structure, Tempo I understand how music was often used as a form of social entertainment in Tudor times. | I can take part in some paired or small group performances of Tudor music. I can perform my own compositions as part of a Tudor Banquet-Concert. I can take on a leading role, such as performing solos, or organising group performances as part of a Tudor Banquet-Concert performing in time and with accuracy of pitch. |
| <u>Year 5/6</u> | Frozen Kingdom | Autumn 2 Week 1 | To compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs. | I know that a score contains all the information musicians need to rehearse and perform a piece of music. I know that there are separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as <i>mp</i> and <i>mf</i> . | I can create a soundtrack that captures the beauty of the Northern Lights. I can use a range of everyday and found objects from around the classroom. I can consider which sounds would best paint the picture of the light's luminescence and movement. I can layer sounds for effect. I can record their compositions in a simple musical score. |
| | Frozen Kingdom | Autumn 2 Week 2 | To learn how sounds can be used descriptively. To learn how sounds can describe different weather conditions and climates. | I know the musical vocabulary: Sound, Sound Effect, Soundscape, Structure, Timbre. | I can internally recognise sounds I can analyse and compare sounds, begin to develop musical vocabulary when describing sounds. I can select appropriate instruments and choose and combine sound sources |



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| | | | | | carefully. I can contribute ideas and control sounds as part of a group composition and class performance. |
| Frozen Kingdom | Autumn 2 Week 3 | To learn how music can represent different types of weather. To learn about foreground and background textures in music. | I know the musical vocabulary: Background Texture, Foreground Texture, Sound, Sound Effect, Texture, Timbre. | | I can correctly match descriptive music to pictures. I can contribute towards a group composition with words and sounds. I can explain using musical vocabulary why music matches certain pictures I can compose effective sounds to accompany autumn poem. I can use a variety of words to describe and differentiate the timbres of different pieces of music describing the weather. I can distinguish between foreground and background textures in composing and performing a poem with effective sound sources. |
| Frozen Kingdom | Autumn 2 Week 4 | To follow a graphic score To perform the opening of "Winter" from 'The Four Seasons' as part of a group with awareness of harmony To revise key words from unit | I know the musical vocabulary: Concerto, Graphic Score, Harmony, Solo, Texture, Tutti, Violin | | I can follow a graphic score with help. I can perform own part as part of a group performance of "Winter". I can evaluate own and others work. I can follow a graphic score with accuracy. I can perform my own part putting together a group performance of "Winter." I can follow a graphic score relating sound to symbol and identifying solo and tutti |



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| | | | | | <p>passages in a concerto. I can perform one of the parts from "Winter" within a group texture showing awareness of harmony and the interplay of each part and how these effects the overall harmony of the piece. I can put together a group performance with awareness of how the different parts fit together to create an intended effect.</p> |
| <p><u>Year 5/6</u></p> | <p>Revolution</p> | <p>Spring 1 Week 1</p> | <p>To learn about Victorian musical inventions and gadgets and listen (and watch) music being performed on traditional Victorian instruments and inventions. To sing and perform sound effects to a song about Victorian inventions.</p> | <p>I know the musical vocabulary: Music Box, Street Piano, Phonograph, Player Piano, Penny-in-the-Slot, Sound, Sound Effect. I know the names of some Victorian inventions including being able to name one or two Victorian musical gadgets.</p> | <p>I can follow the lyrics to a Victorian invention song. I can sing, as part of the class, a unison song about Victorian inventions. I can add suitable sound effects to a song about Victorian inventions.</p> |
| | <p>Revolution</p> | <p>Spring 1 Week 2</p> | <p>To learn about Victorian Street Cries and how these were used to advertise and promote Victorian street sellers' goods. To sing, perform and listen to different Victorian Street Cries.</p> | <p>I know the musical vocabulary: Melody, Overlapping, Pitch Street Cry, Texture I understand how Victorian sellers used street cries to promote their goods and services</p> | <p>I can sing and perform street cries with accuracy of pitch and rhythm I can identify, when listening, most Victorian street cries I can sing and perform all Victorian street cries exploring the effect of overlapping street cries on the texture of the sounds</p> |
| | <p>Revolution</p> | <p>Spring 1</p> | <p>To learn about how Victorian street cries, use different pitches,</p> | <p>I know the musical vocabulary:</p> | <p>I can identify the correct sequence of rhythms when listening and identify some</p> |



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| | | Week 3 | melodic shapes and pitch ranges. To learn about overlapping textures combining Victorian street cries together. | Falling/Getting Lower, High, Highest Note, Low, Lowest Note, Melodic shape, Melody, Pitch, Range, Rhythm, Rising/Getting Higher, Street Cry | <p>pitches and melodic shapes of Victorian street cries.</p> <p>I can sing, as part of a group, one of the Victorian street cries when led by a conductor.</p> <p>I can identify the correct sequence of rhythms, most of the differences in pitch when listening and most pitches and melodic shapes of Victorian street cries.</p> <p>I can perform suitable background sounds, appropriate to a Victorian market scene and play these in response to a conductor</p> <p>I can take on a leading role, such as the conductor, in a class performance of a Victorian market scene.</p> |
| <u>Year 5/6</u> | Revolution | Spring 2 Week 1 | To create and perform own street cry with an awareness of pitch, melodic shape and range recording ideas using appropriate notation. To continue to explore overlapping textures combining class street cries together. | I know the musical vocabulary: Rhythm, Melody, Street Cry, Pitch, Melodic shape, Rising/Getting Higher, Falling/Getting Lower, Highest Note, Lowest Note, Range, High, Low, Scale, Major, Minor, Pentatonic, Dorian Mode. | <p>I can create and perform a simple street cry using pitches from the Pentatonic Scale with some awareness of melodic shape</p> <p>I can create and perform an effective street cry using pitches from the C Major scale with a good awareness of melodic shape and range recording ideas to show differences and movement in pitch.</p> <p>I can create and perform a stylistic street cry using pitches from either the C minor scale or Dorian Mode recording ideas using staff notation.</p> |



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| | | | | | I can take on a leading role, such as the conductor, in a class performance of a Victorian market scene. |
| Revolution | Spring 2 Week 2 | To learn about Victorian Music Hall as a popular form of Victorian entertainment and about the different performers and types of music which were popular in Victorian Music Halls | I know the musical vocabulary: Beat, Folk Song, Metre, Music Hall, Ostinato, Rhythm. I know the origins of Victorian Music Hall and how the genre reflected changes in social and economic times of the day. I know that Victorian Music Hall used a variety of music from classical, opera and comic songs, often based on folk tunes. | I can keep a steady beat to Victorian Music Hall songs. I can identify the metre in Victorian Music Hall songs. I can show and demonstrate different metres in Victorian Music Hall songs. | |
| Revolution | Spring 2 Week 3 | To take part in a class performance of a Victorian Music Hall song with an awareness of occasion, venue and audience | I know the musical vocabulary: Bass Line, Chord, Melody, Music Hall, Ostinato, Rhythm | I can sing, as part of a group, or perform simple rhythmic ostinati as part of a class Victorian Music Hall performance with some sense of occasion, venue and audience. I can sing or perform chords or bass line patterns or compose own rhythmic ostinati, combining different patterns at different times as part of a class Victorian Music Hall performance with a good sense of occasion, venue and audience. I can take on a leading role in organising responsibilities or perform a more advanced part such as the melody line as part of a class Victorian Music Hall performance with a stylistic awareness of | |



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| | | | | | occasion, venue and audience. |
| <u>Year 5/6</u> | Pharaohs | Summer 1 Week 1 | To learn about, understand and identify dynamics, getting louder/quieter through the exploration of Egyptian pyramid graphic scores | I know the musical vocabulary: Dynamics, Getting Louder, Getting Quieter, Getting Softer, Graphic Scores, Loud, Louder, Loudest, Quiet, Quieter, Quietest, Soft, Softer, Softest. | I can demonstrate accuracy and control on a full range of untuned percussion instruments playing LOUD and QUIET sounds in response to basic shapes and symbols from a graphic score. I can use an increased range of classroom instruments with the correct technique playing a gradation of sounds from LOUD to QUIET in response to different sized shapes and symbols from a graphic score, recording own ideas using appropriate symbols. I can use own instrument or pitched/tuned percussion instruments to combine elements of PITCH and DYNAMICS in response to symbols from a graphic score when performing and creating and recording own ideas using appropriate symbols. |
| | Pharaohs | Summer 1 Week 2 | To learn about, understand and identify changes in dynamics and the musical symbols used to show dynamics and dynamic changes through the exploration of Egyptian pyramid graphic scores. | I know the musical vocabulary: Crescendo, Diminuendo, Dynamics, Forte, Fortissimo, Getting Louder, Getting Quieter, Getting Softer, Getting Thicker, Getting Thinner, Graphic Scores, Loud, Louder, Loudest, Mezzo, Mezzo Forte, Mezzo Piano, Pianissimo, Piano, Quiet, Quieter, Quietest, Rhythm, | I can perform rhythms and both dynamic levels (p and f) individually and as part of a group. I can perform rhythms and both dynamic levels (ff, pp, <, >) individually and as part of a group. I can perform rhythms and both dynamic levels (mf and mp) individually and as part |



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| | | | <p>Soft, Softer, Softest, Texture, Thick, Thin.</p> <p>I understand the words and musical symbols for "loud" (<i>forte f</i>) and "soft" (<i>piano p</i>).</p> <p>I understand the words and musical symbols for "very loud" (<i>fortissimo ff</i>), "very soft" (<i>pianissimo pp</i>), gradually getting louder ("<i>crescendo</i>" \lt) and gradually getting softer ("<i>diminuendo</i>" \gt).</p> <p>I understand the subtle difference between "moderately loud" (<i>mf</i>) and "moderately soft" (<i>mp</i>) using the word "mezzo" (<i>m</i>) and appropriate symbols when performing rhythm patterns made of a series of individual rhythms individually and as part of a group.</p> | <p>of a group.</p> <p>I can show an awareness of musical texture, the role of other parts and their contribution as a whole towards a complete musical piece using different dynamics and changes in dynamic levels.</p> | |
| | <p>Pharaohs</p> | <p>Summer 1</p> <p>Week 3</p> | <p>To learn about the harmonic minor scale and how this sounds "Egyptian", singing a song based on this scale and performing parts in a class performance</p> <p>To explore "Egyptian-inspired" music from different times and places listening for how dynamics, texture and timbres are used.</p> | <p>I know the musical vocabulary: Chord of B seven, Chord of E minor, Chords, Dynamics, Harmonic Minor Scale, Ostinato, Pitch, Round, Scale, Timbre.</p> <p>I know that a scale is a series of notes (pitches).</p> | <p>I can sing as part of the class and in groups, part of a song based on a harmonic minor scale with an awareness of pitch and balance.</p> <p>I can create and perform simple ostinato percussion rhythms in time to accompany a class performance</p> <p>I can identify some musical features relating to dynamics and texture when listening to a range of Egyptian-inspired</p> |



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| | | | | | <p>music from different times and places.</p> <p>I can perform instrumental or chordal parts using the notes of a scale as part of a class performance.</p> <p>I can take on a leading role when preparing towards a class performance with a clear awareness of how other parts fit together.</p> <p>I can correctly identify venue and occasion with reference to the elements of music when listening to Egyptian-inspired music from different times and places.</p> |
| Year 5/6 | Scream Machine | Summer 2 Week 1 | <p>To learn about graphic scores as a way of recording sounds, following and performing from a graphic score.</p> <p>To learn about the sounds created by space machines and turn graphics from a graphic score into "space sounds".</p> | <p>I understand the connection between shape and symbol and sound following a simple graphic score when listening.</p> <p>I understand what ternary (ABA) form is.</p> | <p>I can create and perform sounds in response to simple graphic scores</p> <p>I can follow a graphic score with different parts and in different sections such as ternary form (ABA).</p> <p>I can create and perform effective "space-like" sounds as part of a group, performing from a graphic score.</p> |
| | Scream Machine | Summer 2 Week 2 | <p>To learn about graphic scores as a way of recording sounds using shapes and symbols, identifying and recording ideas using graphic notation.</p> <p>To learn about electronic sounds created by video games exploring and creating sound effects suitable for a "video game".</p> | <p>I know the musical vocabulary: Graphic Notation, Sound Effect, Sound Source, Staff Notation.</p> <p>I understand the connection between shape and symbol and sound identifying simple graphics from a graphic score when listening.</p> | <p>I can create sounds which could be used in a video game selecting appropriate sound sources.</p> <p>I can correctly identify all graphics used from a graphic score when listening.</p> <p>I can create effective sounds which could be used in a video game, recording ideas using suitable graphic notation.</p> <p>I can create a number of refined and</p> |



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| | | | | | highly effective sounds which could be used in a video game recording context, instrumentation and notate these using effective graphic notation. |
| | Scream Machine | Summer 2 Week 3 | <p>To learn about graphic scores as a way of recording sounds using shapes and symbols, identifying and recording ideas using graphic notation.</p> <p>To learn about electronic sounds created by video games exploring, creating and recording sound effects suitable for a "video game"</p> | <p>I know the musical vocabulary: Graphic Notation, Sequence, Sound Effect, Sound Source, Staff Notation, Structure, Texture.</p> <p>I understand the connection between shape and symbol and sound identifying simple graphics from a graphic score when listening.</p> | <p>I can create and perform sounds which could be used in a video game selecting appropriate sound sources.</p> <p>I can correctly identify all graphics used from a graphic score when listening.</p> <p>I can create, perform and sequence effective sounds which could be used in a video game, recording ideas using suitable graphic notation.</p> <p>I can create, perform and structure into an effective performance, a number of refined and highly effective sounds which could be used in a video game recording context, instrumentation and notate these using effective graphic notation</p> |