



FOUR MARKS CE PRIMARY SCHOOL

MUSIC CURRICULUM MAP



Our music curriculum is based on the requirement of the National Curriculum. It is a skills based curriculum developing musical skills from Early Years to Year 6. Music is taught both in class through a cross curricular approach based on the terms topic as well specific skills taught through Hampshire Music Service and their Listen to me programme.

MUSIC: Early Years

Early Years pupils work on the following two Early Learning Goals within the Areas of Learning

Expressive Arts and Design:

Exploring and using media and materials:

- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative:

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
- The music activities which Early Years pupils carry out also help them to develop skills within other Areas of Learning:

Communication and Language

Listening and attention:

- Children listen attentively in a range of situations.

Physical Development

Moving and handling:

- Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively.

Personal, Social and Emotional Development

Self-confidence and self-awareness:

- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Early Years Foundation Stage

Please note that the Foundation Stage Curriculum is separate to the National Curriculum which starts in Year 1.
However, the Foundation Stage curriculum plays an important part in securing foundation skills in National Curriculum subjects.

Expressive art and design NC links: Music	Autumn	Spring	Summer
	<u>Creating with Materials</u> Children will: Use drawing to represent ideas like movement or loud noises.	<u>Creating with Materials</u> Children will: - Use drawing to represent ideas like movement or loud noises. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.	<u>ELG: Creating with Materials</u> Children will: - Share their creations, explaining the process they have used
	<u>Being Imaginative and Expressive</u> Children will: - Use drawing to represent ideas like movement or loud noises. - Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	<u>Being Imaginative and Expressive</u> Children will: - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.	<u>ELG: Being Imaginative and Expressive</u> Children will: - 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.

At Key Stage 1 the Programmes of study

Purpose of study Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage & inspire pupils to develop a love of music & their talent as musicians, & so increase their self-confidence, creativity & sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, & to listen with discrimination to the best in the musical canon.

Aims The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review & evaluate music across a range of historical periods, genres, styles & traditions, including the works of the great composers & musicians
- learn to sing & to use their voices, to create & compose music on their own & with others, have the opportunity to learn a musical instrument, use technology appropriately & have the opportunity to progress to the next level of musical excellence
- understand & explore how music is created, produced & communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure & appropriate musical notations

Subject content Key stage 1 Pupils should be taught to:

- use their voices expressively & creatively by singing songs & speaking chants & rhymes
- play tuned & untuned instruments musically
- listen with concentration & understanding to a range of high-quality live & recorded music
- experiment with, create, select & combine sounds using the inter-related dimensions of music.

KS1: Years 1 & 2 Essential Skills:

To perform: - Take part in singing, accurately following the melody. - Follow instructions on how & when to sing or play an instrument. - Make & control long & short sounds, using voice & instruments. - Imitate changes in pitch.		To transcribe: - Use symbols to represent a composition & use them to help with a performance.
To compose: - Clap rhythms.		To describe music: - Identify the beat of a tune. - Recognise changes in timbre, dynamics & pitch.
Year 1 - Create a sequence of long & short sounds. - Choose sounds to create an effect. - Create short, musical patterns.	Year 2 - Create a mixture of different sounds (long/short, loud/quiet, high/low). - Sequence sounds to create an overall effect. - Create short, rhythmic phrases.	

Children build on their understanding of the Fundamental Elements of Music (Duration, Timbre, Pitch, Dynamics, Tempo, Texture & Structure) from their foundations in Year 1, developing these further in Year 2. Children will have the opportunity to experience these elements of music whilst learning to play a range of tuned & untuned instruments, as well as using their voice during Key Stage 1. They will meet these instruments twice in the Key Stage. The order of instruments is subject to timetabling of borrowing by Hampshire Music service. However, the teaching of the fundamental elements is specific to the term/ year & are progressive, regardless of the instrument being learned.

Fundamental Elements of Music			Fundamental Elements of Music		
Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Duration: Explore, Recognise & respond to patterns of long & short sounds & to steady beats in music heard & performed. Timbre: Use & identify families of instruments, their sound properties & how they can be played.	Pitch: Explore, respond to, & recognise high, middle & low sounds. Dynamics: Explore, respond to, recognise & identify loud, moderate, quiet & silence. Tempo: Explore, respond to, recognise & identify fast, moderate & slow.	Texture: explore, respond to & recognise solo sounds & layers or sounds. Structure: Explore, respond to & recognise simple structures including opening & endings (AB) beginning, middle, end, echoes & responses.	Duration: Recognise, respond to & distinguish between steady beat & rhythm patter & how they fit together. Timbre: Identify & choose the way sounds are made & can be used.	Pitch: Respond to, recognise & identify higher & lower sounds & the general shape of melodies & begin to explore different scale patterns (e.g. pentatonic). Dynamics: Respond to, recognise & identify getting louder & quieter. Tempo: Respond to, recognise & identify getting faster & slower.	Texture: Respond to & begin to use different layers including accompaniments. Structure: Respond to, recognise & identify a range of repetition & contrast structures including Q & A, verse & chorus, ABA.

Cross curricular musical topics (Hampshire music service)			Cross curricular musical topics (Hampshire music service)		
Cycle A			Cycle B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Up, Up and Away 'Up, Up and away'. This term, children will explore body percussion. As part of this topic children will create their own compositional pieces using hand held percussion instruments with the theme	Doctor Doctor: 'Walking the Dog' The children will explore the music unit 'Walk the dog' which introduces the children to pitch, rhythm and structure in their compositions. It also promotes the importance of walking and exercise using a steady beat.	There's no place like home. Musical toys Music from different countries (compare to music from this country) 'Raindrops' Through our music topic 'Raindrops' the children will examine how pitch is used in music to create different effects on the listener. They will be able to use classroom instruments to construct their own compositions.	Fire, Fire! Where in the UK is Barnaby Bear? 'The Great Fire of London' The children will have the opportunity to explore the Fire of London through our music unit (The Great Fire of London). They will sing the traditional song London's Burning, first in unison and then as a round in two or three parts. They will also create their own Great Fire story music, deciding for example, how the fire will develop (will there be little flames/ larger flames/ strong winds/ pouring water/ people running) and how they can represent this musically.	Journeys into the Unknown 'Musical Toys' Children will listen to different music and decide which music best represents different toys, giving reasons. They will also explore percussion instruments to find sounds to represent their own toys, and toys from the past. 'Journey to the Moon' Children will listen to some music inspired by outer space, including 'Alpha' by Vangelis, choosing words to describe the moon. They will explore making different sounds to match their describing words then use them to play along to 'Alpha'.	All around us. Katie Morag These stories contain several references to songs, & traditional tunes including the Mingulay Boat Song & Katie Morag's own particular favourite, "Katie Beardie". We will select instruments to represent animals, & play steady beat rhythms patterns to accompany the songs. 'Tootin' Rootin'swingn' salad' Children will learn about an orchestra from Vienna that uses sounds made by vegetables. They will listen to music performed by the Vegetable Orchestra & spend time exploring & trying out different vegetables sounds thinking about all the different ways plants are amazing!

Listen 2 Me Hampshire music Service			
Tuned Percussion 1 Body Percussion (2020)Glockenspiel, xylophone, chime bar, metallophone,	Recorder 1	Tuned Percussion 2 Glockenspiel, xylophone, chime bar, metallophone,	Recorder 2
Develop instrument skills & techniques: Name at least 2 different instruments & understand why they make different sounds (metal bars/ wooden bars). Beater technique: Hold the beaters correctly, bounce the beaters onto the middle of the bars. Recognise that the notes have names & begin to understand the order of the notes. Encourage pupils to make decisions about their music & demonstrate their learning in a creative response. Rehearse & Practice Routines in preparation for performance: End of unit performance. Use Graphic rhythmic notation/ basic stave notation when appropriate Develop instrument skills & techniques:	Learn how to hold the instrument including the correct posture for standing or sitting. Establish a silent sign, e.g. recorder tucked under left arm, mouthpiece pointing behind right hand holding foot of recorder. Learn how to breathe into recorder (not blow). Ensure fingers are covering the correct holes. Always aim for a beautiful sound. Encourage pupils to make decision about their music & demonstrate their learning in a creative response. Rehearse & Practice Routines in preparation for performance: End of unit performance. Use Graphic rhythmic notation/ basic stave notation when appropriate Develop instrument skills & techniques:	Develop instrument skills & techniques: Name at least 3 different instruments and understand why they make different sounds (metal bars/ wooden bars). Beater technique: Use 2 beaters, hold the beaters correctly, bounce the beaters onto the middle of the bars. Recognise that the notes have names and their ascending/ descending order. Encourage pupils to make decisions about their music and demonstrate their learning in a creative response. Rehearse and Practice Routines in preparation for performance: End of unit performance. Use Graphic rhythmic notation/ basic stave notation when appropriate	Develop instrument skills & techniques: Learn how to hold the instrument including the correct posture for standing or sitting. Establish a silent sign, e.g. recorder tucked under left arm, mouthpiece pointing behind right hand holding foot of recorder. Learn how to breathe into recorder (not blow). Ensure fingers are covering the correct holes. Always aim for a beautiful sound. Encourage pupils to make decision about their music and demonstrate their learning in a creative response. Rehearse and Practice Routines in preparation for performance: End of unit performance. Use Graphic rhythmic notation/ basic stave notation when appropriate
Vocabulary: Glockenspiel, xylophone, chime bar, metallophone, note names, scale, melody, tune, rhythm, steady beat, pitch, step, leap, high, low, higher, lower, loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting quieter	Vocabulary: Descant, recorder, treble, rhythm, steady beat, pitch, step, leap, high, low, solo, tutti, beginning, middle, ending, introduction.	Vocabulary: Glockenspiel, xylophone, chime bar, metallophone, note names, scale, question, answer, melody, tune, rhythm, steady beat, pitch, step, leap, high, low, higher, lower, loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting slower, Solo, tutti, layers, accompaniment,	Vocabulary: Descant, recorder, treble, rhythm, steady beat, pitch, step, leap, high, low, solo, tutti, beginning, middle, ending, introduction
Assessment- instrument specific: Play with correct technique (1 beater), hold correctly, bouncing onto middle of bars.	Assessment- instrument specific: Able to play BAG with correct fingering & a clear sound Perform a variety of pieces using BAG to a backing track following teacher hand signs.	Assessment- instrument specific: Play with correct technique (use 2 beaters, hold correctly, bouncing onto middle of bars)	Assessment- instrument specific: Able to play BAG with correct fingering and a clear sound. Perform a variety of pieces using BAG to a backing track following teacher hand signs.
Assessment generic skills - Keep a steady beat & rhythm pattern. - Perform melodic patterns accurately from memory - Recognise changes of tempo & dynamic - Understand solo, unison, ensemble. - Sing & play matching pitch accurately - Recognise repeated section in music played, created & listened to.		Assessment generic skills - Keep a steady beat & rhythm pattern. - Perform melodic patterns accurately from memory - Recognise changes of tempo & dynamic - Understand solo, unison, ensemble. - Sing & play matching pitch accurately - Recognise repeated section in music played, created & listened to.	

Key Stage 2 the Programmes of study focus on

Subject content Key stage 2 Pupils should be taught to:

- sing & play musically with increasing confidence & control.
- they should develop an understanding of musical composition, organising & manipulating ideas within musical structures & reproducing sounds from aural memory.
- play & perform in solo & ensemble contexts, using their voices & playing musical instruments with increasing accuracy, fluency, control & expression
- improvise & compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail & recall sounds with increasing aural memory
- use & understand staff & other musical notations
- appreciate & understand a wide range of high-quality live & recorded music drawn from different traditions & from great composers & musicians
- develop an understanding of the history of music.

Lower Key Stage 2: Years 3&4 Essential skills

To perform: - Sing from memory with accurate pitch. - Sing in tune. - Maintain a simple part within a group. - Pronounce words within a song clearly. - Show control of voice. - Play notes on an instrument with care so that they are clear. - Perform with control & awareness of others.		To transcribe: - Devise non-standard symbols to indicate when to play & rest. Year 3 - Recognise the symbols for a minim, crotchet & semibreve & say how many beats they represent. Year 4 - Recognise the notes EGBDF & FACE on the musical stave.
To compose: - Compose & perform melodic songs. - Use digital technologies to compose pieces of music.		To describe music: Year 3 - Evaluate music using musical vocabulary to identify areas of likes & dislikes. - Understand layers of sounds & discuss their effect on mood & feelings. Year 4 - Use the terms: duration, timbre, pitch, beat, tempo, texture & use of silence to describe music.
Year 3 - Use sound to create abstract effects. - Create repeated patterns with a range of instruments.	Year 4 - Choose, order, combine & control sounds to create an effect. - Create accompaniments for tunes. - Use drones as accompaniments.	

Children build on their understanding of the Fundamental Elements of Music (Duration, Timbre, Pitch, Dynamics, Tempo, Texture & Structure) from their foundations in Year 3, developing these further in Year 4. Children will have the opportunity to experience these elements of music whilst learning to play a range of tuned & untuned instruments, as well as using their voice during Key Stage 2. They will meet these instruments twice over the **whole** of Key Stage2. The order of instruments is subject to timetabling of borrowing by Hampshire Music service. However, the teaching of the fundamental elements is specific to the term/ year & are progressive, regardless of the instrument being learned.

Fundamental Elements of Music			Fundamental Elements of Music		
Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Duration: Identify how rhythm patterns fit to a steady beat & begin to understand 2,3 & 4 metre. Timbre: Identify a range of related instruments by name.	Pitch: Identify steps, leaps & repeated notes in melodies & begin to explore different scale patterns. Dynamics: Identify, use & understand getting louder & quieter in finer gradations. Tempo: Identify, use & understand getting faster & slower in finer gradations.	Texture: Identify the use and purpose of different layers in music heard, created and performed. Structure: Develop understanding of conventional structures including binary and ternary, introductions and codas. Explore the use of simple ostinato.	Duration: Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre. Timbre: Identify a range of related instruments by family and name.	Pitch: Identify melodic shape and explore different scale patterns including pentatonic, major and minor. Dynamics: Explore how to use dynamics for expressive effect. Tempo: Explore how to use tempi for expressive effect.	Texture: Identify & use different types of texture including solo, unison, ostinato, parts & simple harmony (e.g. drone, melodic, ostinato parts). Structure: Develop understanding of extended conventional structures including rondo & identify the more subtle development of musical ideas (e.g. theme & variations). Further develop use of ostinato.

Cross curricular musical topics (Hampshire music service)			Cross curricular musical topics (Hampshire music service)		
CYCLE A			CYCLE B		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Full Steam Ahead Victorian music hall Fairground music- How does it make you feel? Children will have the opportunity to explore fairground music, exploring the timbre & texture of the music. They will create pictures as to how the music makes them feel & what picture it creates. ‘Christmas is Coming’ This unit focusses on timbre & texture in music.	Angry Earth Romans /Volcanos Children will be listening to the Firework Music by Handel as a stimulus for their compositional work. They will have the opportunity to create marches in our Roman unit & compose their own volcano pieces of work using classroom instruments. Phase production The children will take part in the performance of our phase production.	It’s Chocolate! The children will have the opportunity to explore the music of the Ancient Mayan civilizations. They will listen to a sample of their music discussing the instruments that were used and the effects the music had on the society. They will consider the importance and purpose of music within the civilization. Using classroom instruments they will be able to create their own compositions. They will also record their piece in graphic notation- in a way that the Mayans might have recorded it themselves!	Where do we come from? ‘Rock, paper, scissors’ The children will link back to their learning on ‘Rocks and Soils’. They will use the syllables of these words to make some clapping and chanting patterns and begin to use a grid to explore simple musical notation by putting the rhythms on a grid. Mystic Moments In this Unit, the children learn about the Solstice and its links to Stonehenge. They will learn to sing ‘Solstice Light’ & ‘Sun Arise’ in unison, add an accompaniment & then perform these as a round.	Temples, Tombs and Treasure - Egypt Carnival of the Animals We will listen to extracts from Carnival of the Animals, by Camille Saint-Saens. We will focus on sections of creatures that might be found in Egypt: Section 7 Fish; Section 8 – Donkey’s and Section 10- Birds. Children will consider how the different sections portray different animals, giving their reasons, and using and applying musical vocabulary they have learned. This term the children will also perform in our Phase play.	River Deep & Mountain High The Rivers’ Journey; Children will listen to the Mukhtar Lyall-puri version of the North American Indian folk song ‘The River is Flowing’. They will identify the mood & character of the song & how the tune is developed throughout the recording. The children will sing the River’s Journey song, exploring playing the notes of the D natural minor scale. They will create a short melodic theme using the D natural minor scale & notate on a grid and use Angela’s shape poem ‘The River’s Journey’ as a composing stimulus. “In the Hall of the Mountain King” (by Greig) children will explore duration & use of gradual increases of dynamics & tempo & the effect it has on the character & mood of music. Children will develop their own rhythms within a simple structure, performing them with gradual changes of dynamics & tempo & recording their ideas using traditional notation.

Listen 2 Me Hampshire music Service			
Guitar	African Percussion	Keyboards	Clarinet
Rehearse and Practice Routines in preparation for performance: End of unit performance. Use Graphic rhythmic notation/ basic stave notation when appropriate Develop instrument skills & techniques:	End of unit performance. Use Graphic rhythmic notation/ basic stave notation when appropriate Develop instrument skills & techniques:	Rehearse and Practice Routines in preparation for performance: End of unit performance. Use Graphic rhythmic notation/ basic stave notation when appropriate	Develop instrument skills & techniques: Learn how to hold the instrument including the correct posture for standing or sitting. Rehearse and Practice Routines in preparation for performance: End of unit performance. Use Graphic rhythmic notation/ basic stave notation when appropriate
Vocabulary: Glockenspiel, xylophone, chime bar, metallophone, note names, scale, melody, tune, rhythm, steady beat, pitch, step, leap, high, low, higher, lower, loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting quieter	Vocabulary: .	Vocabulary: Glockenspiel, xylophone, chime bar, metallophone, note names, scale, melody, tune, rhythm, steady beat, pitch, step, leap, high, low, higher, lower, loud, quiet, getting louder, getting quieter, fast, slow, getting faster, getting quieter Solo, tutti, layers, accompaniment, question, answer.	Vocabulary: Descant, recorder, treble, rhythm, steady beat, pitch, step, leap, high, low, solo, tutti, beginning, middle, ending, introduction
Assessment- instrument specific: - Play with correct technique (1 beater), hold correctly, bouncing onto middle of bars. .	Assessment- instrument specific: Able to play BAG with correct fingering and a clear sound Perform a variety of pieces using BAG to a backing track following teacher hand signs.	Assessment- instrument specific: - Play with correct technique (use 2 beaters, hold correctly, bouncing onto middle of bars) .	Assessment- instrument specific: Able to play BAG with correct fingering and a clear sound. Perform a variety of pieces using BAG to a backing track following teacher hand signs.
Assessment generic skills - Keep a steady beat and rhythm pattern. - Perform melodic patterns accurately from memory - Recognise changes of tempo and dynamic - Understand solo, unison, ensemble. - Sing and play matching pitch accurately - Recognise repeated section in music played, created and listened to.		Assessment generic skills - Keep a steady beat and rhythm pattern. - Perform melodic patterns accurately from memory - Recognise changes of tempo and dynamic - Understand solo, unison, ensemble. - Sing and play matching pitch accurately - Recognise repeated section in music played, created and listened to.	

Key Stage 2 the Programmes of study focus on National Curriculum – Opportunities – Key Stage 2 - Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. - Improvise and compose music using the inter-related dimensions of music separately and in combination	
Essential skills To perform: - Sing or play from memory with confidence. - Perform solos or as part of an ensemble. - Sing or play expressively and in tune. - Hold a part within a round. - Sing a harmony part confidently and accurately. - Sustain a drone or a melodic ostinato to accompany singing. - Perform with controlled breathing (voice) and skilful playing (instrument).	To transcribe: - Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. - Read and create notes on the musical stave. - Use and understand simple time signatures. Year 5 - Understand and use the sharp and flat symbols. Year 6 - Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
To compose: - Use digital technologies to compose, edit and refine pieces of music. Year 5 - Create songs with verses and a chorus. - Create rhythmic patterns with an awareness of timbre and duration. - Use drones and melodic ostinato (based on the pentatonic scale). Year 6 - Convey the relationship between the lyrics and the melody. - Combine a variety of musical devices, including melody, rhythm and chords. - Thoughtfully select elements for a piece in order to gain a defined effect.	To describe music: - Choose from a wide range of musical vocabulary to accurately describe and appraise music including pitch, dynamics, tempo, timbre, texture, lyrics & melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. - Describe how lyrics often reflect the cultural context of music and have social meaning.

Key Stage 2: Years 5&6

Essential Skills

Children build on their understanding of the Fundamental Elements of Music (Duration, Timbre, Pitch, Dynamics, Tempo, Texture and Structure) from their foundations in Year 5, developing these further in Year 6. Children will have the opportunity to experience these elements of music whilst learning to play a range of tuned and untuned instruments, as well as using their voice during Key Stage 2. They will meet these instruments twice over the **whole** of Key Stage2 . The order of instruments is subject to timetabling of borrowing by Hampshire Music service. However, the teaching of the fundamental elements is specific to the term/ year and are progressive, regardless of the instrument being learned.

Fundamental Elements of Music			Fundamental Elements of Music		
Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music Duration Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7	Dynamics Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect Tempo Understand how a wide range of tempi can be precisely used and manipulated for expressive effect	Timbre Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact Texture Use a range of harmonic devices with greater awareness and understanding in different musical contexts Structure Use a broader range of developmental structures and expressive structures (see year 5)	Pitch Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music Duration Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7	Dynamics Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect Tempo Understand how a wide range of tempi can be precisely used and manipulated for expressive effect	Timbre Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact Texture Use a range of harmonic devices with greater awareness and understanding in different musical contexts Structure Use a broader range of developmental structures and expressive structures (see year 5)
Assessment generic skills • Keep a steady beat and rhythm pattern. • Perform melodic patterns accurately from memory • Recognise changes of tempo and dynamic • Understand solo, unison, ensemble. • Sing and play matching pitch accurately • Recognise repeated section in music played, created and listened to.			Assessment generic skills • Keep a steady beat and rhythm pattern. • Perform melodic patterns accurately from memory • Recognise changes of tempo and dynamic • Understand solo, unison, ensemble. • Sing and play matching pitch accurately • Recognise repeated section in music played, created and listened to.		

Cross curricular musical topics (<i>Hampshire music service</i>)			Cross curricular musical topics (<i>Hampshire music service</i>)		
CYCLE A			CYCLE B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Survival Map Rappers As part of their topic work the children will be composing their own musical composition 'Survival' and building on their understanding of musical notation when recording it on paper.	Cluedo Children will have the opportunity to explore structure within music. Using different forms of musical notation, they will examine its 'code'. What do the different symbols mean? How can music be written down so that it can be performed? How does graphic musical notation differ from formal notation? Can they create their own pieces of music & create their own code? African Rhythms Children will learn to play the African drums & examine the importance of them in African culture & communication.	Who Goes There? The children will have the opportunity to listen to a variety of musical pieces including Holst's The Planets. They will explore how the music creates mood and effect and create their own compositions using classroom instruments.	The Final Frontier 'Music of the Planets' , children will continue with The Planets' by Holst, focussing on 'Mars' from 'identifying the metre & ostinato. The children will compose their own music, choosing to base this on Earth/ Moon, identifying the musical features to include e.g. ostinato, a row of notes to repeat (a tone row). Frozen lands Children will listen to Arctic Breath & identify, compare & contrast music with an awareness of the music's context & purpose. Children will learn to understand & identify why & how the composer has used key features / devices. The children will perform 'The Wind Blew Cold' song with icy accompaniment & create & perform 'Frozen Lands' compositions.	It's all Greek to me! Fantastical Beasts This unit is based on "A Bao A Qu", from the Anthology of Fantastic Zoology by Mason Bates, a contemporary American composer. A Bao A Qu is a mythical snake that slithers up & down the staircase of a famous tower in India. A Bao A Qu is a literal musical palindrome that sounds the same played forwards or backwards. We focus on the musical dimensions of structure & pitch & explore the composer's use of a literal musical palindrome to portray a mythical creature climbing up & down a tower. We will use the D harmonic minor scale to compose a palindromic melodies & record this using traditional staff notation.	The Battle of Britain: Bombs, Battles & Bravery. The Blitz The children will explore and learn to sing a range of songs from World War 2 explore the history and meaning behind them. They will explore the song 'When you're a Kid in World War 2', and also music by Glenn Miller and Vera Lynn. Create a sound picture of an air raid during the Blitz. They will then perform their graphically notated "Blitz" composition.
Listen 2 Me Hampshire music Service					
Guitar		African Drums		Key boards 2	

Listen 2 me						
	Autumn A	Spring A	SummerA	Autumn B	Spring B	Summer B
Year 1 2	Body Percussion	Recorder	Recorder	Tuned Percussion	Tuned Percussion	Voice
Year 3 4	Guitar	African Percussions	violins	Keyboard	African Percussion	Brass
Year 5/6	Guitars	African Percussions	Violins	Keyboard	African Percussion	Brass