



Year	Module	Focus: Beat, March, Jig
1	1	
Vocabulary:	Duration: rhythm. Pitch: melody. Structure: verse, chorus. Tempo: beat, time signature (2/2 and 6/8), time change. Other: march, jig.	
Objectives:	● Compose new words for the greeting section of the song. ● Sing a song that includes a time change from a march to a jig. ● Play untuned percussion instruments and use movement to show the beat changing. ● Perform a song and dance simultaneously. ● Listen to a jig and move in time to the music.	
Assessment criteria for the year:	● Begin to handle and play instruments in different ways and with some control ● Find their singing voice and use their voices confidently ● Sing songs expressively, recognising phrase lengths and know when to breathe ● Record their own ideas using their own symbols ● Contribute to a class composition ● Create an accompaniment to a chant or song by clapping or playing the pulse or rhythm ● Begin to recall and remember short songs and sequences and patterns of sounds ● Identify different sound sources ● Begin to identify well-defined music features	



Music Curriculum

Year 1

Year	Module	Focus: Question-and-answer, timbre, graphic score
1	2	
Vocabulary:	Structure: question-and-answer Timbre: percussion instruments (tuned, untuned) Other: improvise, compose, graphic symbol, graphic score	
Objectives:	• Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret, and perform simple graphic scores. • Recognise how graphic symbols can represent sound.	
Assessment criteria for the year:	• Begin to handle and play instruments in different ways and with some control • Find their singing voice and use their voices confidently • Sing songs expressively, recognising phrase lengths and know when to breathe • Record their own ideas using their own symbols • Contribute to a class composition • Create an accompaniment to a chant or song by clapping or playing the pulse or rhythm • Begin to recall and remember short songs and sequences and patterns of sounds • Identify different sound sources • Begin to identify well-defined music features	



Music Curriculum

Year 1

Year	Module	Focus: Timbre, pitch, structure, graphic symbols, classical music
1	3	
Vocabulary:	Dynamics: soft, loud Tempo: fast, slow Structure: ternary form (ABA) Timbre: untuned/tuned percussion instruments Other: compose, graphic symbol	
Objectives:	• Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively, representing the character of their composition. • Listen to 'Aquarium', reflecting the character of the music through movement.	
Assessment criteria for the year:	• Begin to handle and play instruments in different ways and with some control • Find their singing voice and use their voices confidently • Sing songs expressively, recognising phrase lengths and know when to breathe • Record their own ideas using their own symbols • Contribute to a class composition • Create an accompaniment to a chant or song by clapping or playing the pulse or rhythm • Begin to recall and remember short songs and sequences and patterns of sounds • Identify different sound sources • Begin to identify well-defined music features	



Year	Module	
1	4	Focus: Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music
Vocabulary:	Pitch: the highness or lowness of a note. Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart. Duration: the length of a sound, often counted in beats. For instance, a 4-beat note should be counted '1,2,3,4'.	
Objectives:	• Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music.	
Assessment criteria for the year:	• Begin to handle and play instruments in different ways and with some control • Find their singing voice and use their voices confidently • Sing songs expressively, recognising phrase lengths and know when to breathe • Record their own ideas using their own symbols • Contribute to a class composition • Create an accompaniment to a chant or song by clapping or playing the pulse or rhythm • Begin to recall and remember short songs and sequences and patterns of sounds • Identify different sound sources • Begin to identify well-defined music features	



Year	Module	Focus: Structure, timbre, pitch, dynamics, rhyme
1	5	
Vocabulary:	Duration: beat. Dynamics: louder/quieter. Pitch: lower/higher. Structure: repeated lines, verse. Timbre: hard, soft, smooth, scratchy, tinkly, dull, wood, metal, skin etc.	
Objectives:	• Explore using sound quality (timbre), dynamics, and pitch to tell a story. • Change voices to suit different characters while performing appropriate actions. • Play contrasting accompaniments to reinforce verse structure. • Identify a simple song structure and rhyme pattern.	
Assessment criteria for the year:	• Begin to handle and play instruments in different ways and with some control • Find their singing voice and use their voices confidently • Sing songs expressively, recognising phrase lengths and know when to breathe • Record their own ideas using their own symbols • Contribute to a class composition • Create an accompaniment to a chant or song by clapping or playing the pulse or rhythm • Begin to recall and remember short songs and sequences and patterns of sounds • Identify different sound sources • Begin to identify well-defined music features	



Year	Module	
1	6	Focus: Beat, march, timbre, film music.
Vocabulary:	Duration: march rhythm. Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre). Tempo: beat (pulse). Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band.	
Objectives:	• Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers ‘march’ to music, naming the instruments playing in the clips).	
Assessment criteria for the year:	• Begin to handle and play instruments in different ways and with some control • Find their singing voice and use their voices confidently • Sing songs expressively, recognising phrase lengths and know when to breathe • Record their own ideas using their own symbols • Contribute to a class composition • Create an accompaniment to a chant or song by clapping or playing the pulse or rhythm • Begin to recall and remember short songs and sequences and patterns of sounds • Identify different sound sources • Begin to identify well-defined music features	



Music Curriculum

Year 2

Year	Module	
2	1	Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns
Vocabulary:	Duration: beat, 4 beats per bar. Pitch: notes F, C, G, and A. Texture: accompaniment. Timbre: tuned percussion (chime bars, glockenspiel, xylophone), untuned percussion (claves, woodblocks, drums)	
Objectives:	• Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. • Begin to understand how music helps people share tradition and culture.	
Assessment criteria for the year:	• Play instruments in different ways and with control • Sing a melody accurately at their own pitch • Sing songs expressively and with a sense of awareness of pulse and control of rhythm • Contribute to the creation of a class composition • Record their own symbols for a class composition and for their own ideas • Begin to internalise and create rhythmic patterns and create a rhythm to a given pulse • Create and chose sounds in response to a given stimulus • Recall and remember short songs and sequences and patterns of sounds • Respond physically when composing and appraising music • Identify different sound sources and well-defined music features	



Year	Module	
2	2	Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.
Vocabulary:		Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart. Metre: beats are commonly grouped into regular patterns (usually in 2s, 3s, or 4s). The first beat of each pattern is often accented and is known as the ‘strong beat’. For example, a 3-time waltz will have a swinging ‘1,2,3, 1,2,3’ feel, while a march in 4-time will have you counting ‘1,2,3,4, 1,2,3,4’ as you walk along. Rhythm: is made up of patterns of different length notes. In this unit, the children will step several rhythmic patterns in their feet. These movements include ‘walk’ (crotchet), ‘jog-ging’ (two quavers) and ‘skip-ty’ (dotted quaver, semiquaver).
Objectives:		• Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns (‘walk’, ‘jogging’, ‘skipty’). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop.
Assessment criteria for the year:		• Play instruments in different ways and with control • Sing a melody accurately at their own pitch • Sing songs expressively and with a sense of awareness of pulse and control of rhythm • Contribute to the creation of a class composition • Record their own symbols for a class composition and for their own ideas • Begin to internalise and create rhythmic patterns and create a rhythm to a given pulse • Create and chose sounds in response to a given stimulus • Recall and remember short songs and sequences and patterns of sounds • Respond physically when composing and appraising music • Identify different sound sources and well-defined music features



Year	Module	
2	3	Focus: Beat, rhythm, repetition, structure, 20th century classical music
Vocabulary:	Tempo: beat, pulse. Timbre: chant. Structure: coda (Italian meaning 'tail' - a fancy ending), repetition, call-and-response. Other: transforming an idea.	
Objectives:	• Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances • Work with a partner to improvise question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point.	
Assessment criteria for the year:	• Play instruments in different ways and with control • Sing a melody accurately at their own pitch • Sing songs expressively and with a sense of awareness of pulse and control of rhythm • Contribute to the creation of a class composition • Record their own symbols for a class composition and for their own ideas • Begin to internalise and create rhythmic patterns and create a rhythm to a given pulse • Create and chose sounds in response to a given stimulus • Recall and remember short songs and sequences and patterns of sounds • Respond physically when composing and appraising music • Identify different sound sources and well-defined music features	



Year	Module	
2	4 & 5	Focus: Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.
Vocabulary:	Duration: crotchet, quavers, minims, beat/pulse, 4 beats in a bar, 4/4 time signature. Pitch: scale (C – C), solfa names (do, – do'), C and G major chords, melody, drone, tuned percussion. Structure: repetition, palindrome. Texture: building layers, taking layers away. Timbre: glissando, roll, bounce, stepping, tuned percussion, untuned percussion.	
Objectives:	• Hold beaters and instruments correctly, achieving a good tone from the instruments • Play the triangle, tambourine, and clave rhythms over a steady beat • Sing and play C major scales • Play parts 1 and 2 of <i>Time</i> (tuned percussion) • Participate in an ensemble performance	
Assessment criteria for the year:	• Play instruments in different ways and with control • Sing a melody accurately at their own pitch • Sing songs expressively and with a sense of awareness of pulse and control of rhythm • Contribute to the creation of a class composition • Record their own symbols for a class composition and for their own ideas • Begin to internalise and create rhythmic patterns and create a rhythm to a given pulse • Create and chose sounds in response to a given stimulus • Recall and remember short songs and sequences and patterns of sounds • Respond physically when composing and appraising music • Identify different sound sources and well-defined music features	



Year	Module	
2	6	Focus: Timbre, tempo, dynamics, pitch, classical music
Vocabulary:	Timbre: strings, piano, glockenspiel, xylophone, piano, clarinet, cello, double bass, flute Pitch: high, low Rhythm: long/short notes Tempo: fast, slow Articulation: sliding (glissando), smooth (legato), short/detached notes (staccato) Character: flowing, wavy, smooth, brittle, jerky, elegant, graceful, relaxing, heavy, plodding, resonant, twitchy, fluttering, swooping	
Objectives:	• Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary and/or movement.	
Assessment criteria for the year:	• Play instruments in different ways and with control • Sing a melody accurately at their own pitch • Sing songs expressively and with a sense of awareness of pulse and control of rhythm • Contribute to the creation of a class composition • Record their own symbols for a class composition and for their own ideas • Begin to internalise and create rhythmic patterns and create a rhythm to a given pulse • Create and chose sounds in response to a given stimulus • Recall and remember short songs and sequences and patterns of sounds • Respond physically when composing and appraising music • Identify different sound sources and well-defined music features	



Year	Module	
3	1 & 2	Focus: Holding the recorder correctly (focus on left hand position), making a good sound, learning to control the breath, using the sound 'doo' to start each note. Learning to play the notes B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests, and paired quavers. Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders and how the recorder has been used within folk, classical and jazz musical styles
Vocabulary:		Duration: crotchets, quavers, minims, semibreves, rests. Pitch: Notes B A G, moving in step, melody. Structure: Introduction, Verse, section, repeat, outro, chant. Tempo: Andante (walking speed). Texture: melody and accompaniment, 3 recorder parts. Timbre: descant recorder, voice, tuned and untuned percussion instruments. Other: soundscape, improvisation, mood, articulation 'doo'.
Objectives:		• Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. • Play notes B A and G clearly. • Start and stop playing at the same time. • Perform the chant, keeping a steady beat. • Play as part of an ensemble, in smaller and larger groups, including singing and playing. • Sing the Enchanted forest song from memory, expressing the lyrics. • Improvise on one or more notes using word rhythms. • Create owl sounds using the head joint of the recorder. • Play one of the recorder parts of Enchanted forest. • Listen with concentration and use descriptive words to talk about pieces of music. • Listen to, appreciate, and be inspired by different styles of music – folk, classical, and jazz – featuring the recorder.
Assessment criteria for the year:		• Use instruments to play simple accompaniments • Begin to sing expressively with some awareness and control of elements (timbre, pitch and dynamics) • Sing songs and create different vocal effects • Play and sing phrase from dot notation • Create music that describes contrasting mood and emotion • Create textures by combining sounds in different ways • Compose music in pairs using rhythmic and melodic patterns • Analyse and comment on how sounds are used to create different moods • Identify ways sounds are used to accompany a song • Explore phrases that could be used as introduction, interlude and ending, and consider how to make improvements to their work



Year	Module	
3	1 & 2	Focus: Holding the recorder correctly (focus on left hand position), making a good sound, learning to control the breath, using the sound 'doo' to start each note. Learning to play the notes B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests, and paired quavers. Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders and how the recorder has been used within folk, classical and jazz musical styles
Vocabulary:	Duration: crotchets, quavers, minims, semibreves, rests. Pitch: Notes B A G, moving in step, melody. Structure: Introduction, Verse, section, repeat, outro, chant. Tempo: Andante (walking speed). Texture: melody and accompaniment, 3 recorder parts. Timbre: descant recorder, voice, tuned and untuned percussion instruments. Other: soundscape, improvisation, mood, articulation 'doo'.	
Objectives:	• Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. • Play notes B A and G clearly. • Start and stop playing at the same time. • Perform the chant, keeping a steady beat. • Play as part of an ensemble, in smaller and larger groups, including singing and playing. • Sing the Enchanted forest song from memory, expressing the lyrics. • Improvise on one or more notes using word rhythms. • Create owl sounds using the head joint of the recorder. • Play one of the recorder parts of Enchanted forest. • Listen with concentration and use descriptive words to talk about pieces of music. • Listen to, appreciate, and be inspired by different styles of music – folk, classical, and jazz – featuring the recorder.	
Assessment criteria for the year:	• Use instruments to play simple accompaniments • Begin to sing expressively with some awareness and control of elements (timbre, pitch and dynamics) • Sing songs and create different vocal effects • Play and sing phrase from dot notation • Create music that describes contrasting mood and emotion • Create textures by combining sounds in different ways • Compose music in pairs using rhythmic and melodic patterns • Analyse and comment on how sounds are used to create different moods • Identify ways sounds are used to accompany a song • Explore phrases that could be used as introduction, interlude and ending, and consider how to make improvements to their work	



Year	Module	
3	3	Focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment
Vocabulary:	Duration: rhythm. Pitch/texture: melody, accompaniment. Structure: symmetry in a melody, pattern in a melody, phrase, ABA ternary form. Other: compose, audience, symmetry, 2- and 3-D shapes (rectangles, squares, circles, triangles, cuboids, pyramids, and spheres), line/plane symmetry, pattern.	
Objectives:	• Listen to a song, identifying symmetry in the melody and lyrics. • Compose a symmetrical warm-up. • Sing a song with a symmetrical melody. • Recognise a symmetrical structure in a song (ABA – ternary form). • Improvise a symmetrical melody and rhythm. • Sing, improvising melodies and rhythms. • Compose music using symmetry. • Perform to an audience.	
Assessment criteria for the year:	• Use instruments to play simple accompaniments • Begin to sing expressively with some awareness and control of elements (timbre, pitch and dynamics) • Sing songs and create different vocal effects • Play and sing phrase from dot notation • Create music that describes contrasting mood and emotion • Create textures by combining sounds in different ways • Compose music in pairs using rhythmic and melodic patterns • Analyse and comment on how sounds are used to create different moods • Identify ways sounds are used to accompany a song • Explore phrases that could be used as introduction, interlude and ending, and consider how to make improvements to their work	



Year	Module	
3	4	Focus: Recorder technique (holding, blowing 'doo', sweet recorder tone), articulation (slurs, staccato, semiquavers), notes (B A G - high C - high D - low E), playing fluency, duration (crotchets, quavers, semiquavers, dotted minim), soundscapes, extended techniques, graphic notation, the recorder family and related listening
Vocabulary:	Duration: minims, crotchets, quavers, semiquavers, dotted minims, semibreves, dotted rhythms, time signature (4/4 and 12/8). Pitch: step, skip, melody, glissando. Structure: call-and-response, phrase, repetition, bar, section, introduction/intro, outro, verse Timbre: extended techniques, exploring different types of percussive sounds on the recorder, articulation (staccato, legato, slur).	
Objectives:	• Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation. • Learn how to play the notes B A G C D and low E on the recorder. • Explore expression on the recorder by using two types of articulation (tonguing), smooth (legato) and short (staccato) sounds. • Learn to play at least two sections in Monsters, monsters! • Play as part of an ensemble, in smaller and larger groups, including singing and playing. • Sing the Monsters, monsters! song from memory, expressing the meaning of the words through actions and gestures. • Create and explore new sounds on the recorder (extended techniques) to represent different kinds of monster characters. • Use graphic notation to organise monster character sounds into a compositional structure.	
Assessment criteria for the year:	• Use instruments to play simple accompaniments • Begin to sing expressively with some awareness and control of elements (timbre, pitch and dynamics) • Sing songs and create different vocal effects • Play and sing phrase from dot notation • Create music that describes contrasting mood and emotion • Create textures by combining sounds in different ways • Compose music in pairs using rhythmic and melodic patterns • Analyse and comment on how sounds are used to create different moods • Identify ways sounds are used to accompany a song • Explore phrases that could be used as introduction, interlude and ending, and consider how to make improvements to their work	



Year	Module	
3	5	Focus: Calypso, call-and-response, clave rhythm, syncopation, C major scale with solfa, melody, chords, developing tuned percussion techniques (hand-to-hand sticking), history of steel pans from Trinidad and Tobago, improvising and composing using call-and-response.
Vocabulary:	Duration: clave rhythm, syncopation, beat. Pitch: C major scale, solfa (do to do'), arpeggio, chord, melody. Structure: call-and-response, phrase. Timbre: tuned and untuned percussion, body percussion, steel pans. Other: Trinidad and Tobago, calypso, technique, hand-to-hand sticking.	
Objectives:	• Improvise in a call-and-response format • Learn a range of tuned percussion techniques: right/left sticking, two-note chords • Clap and play a clave rhythm • Learn to play two parts from Mangrove Twilight • Take part in an ensemble performance of Mangrove Twilight	
Assessment criteria for the year:	• Use instruments to play simple accompaniments • Begin to sing expressively with some awareness and control of elements (timbre, pitch and dynamics) • Sing songs and create different vocal effects • Play and sing phrase from dot notation • Create music that describes contrasting mood and emotion • Create textures by combining sounds in different ways • Compose music in pairs using rhythmic and melodic patterns • Analyse and comment on how sounds are used to create different moods • Identify ways sounds are used to accompany a song • Explore phrases that could be used as introduction, interlude and ending, and consider how to make improvements to their work	



Year	Module	
3	6	Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre, beat, Classical music.
Vocabulary:	Duration: steady beat, repetition, rhythm. Structure: pattern, fugue, round. Texture: unison, layers, combining sounds. Timbre: exploring sounds for intended effect, using words and voices musically. Other: collaboration, rap, music NOT sound effects.	
Objectives:	• Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based patterns.	
Assessment criteria for the year:	• Use instruments to play simple accompaniments • Begin to sing expressively with some awareness and control of elements (timbre, pitch and dynamics) • Sing songs and create different vocal effects • Play and sing phrase from dot notation • Create music that describes contrasting mood and emotion • Create textures by combining sounds in different ways • Compose music in pairs using rhythmic and melodic patterns • Analyse and comment on how sounds are used to create different moods • Identify ways sounds are used to accompany a song • Explore phrases that could be used as introduction, interlude and ending, and consider how to make improvements to their work	



Year	Module	
4	1	Focus: Pentatonic scale, gospel music, off-beat, rhythm, call-and-response.
Vocabulary:	Pitch: pentatonic, 'blue' note. Structure: verse, chorus, call-and-response, echo, phrase. Tempo: off-beat. Timbre: articulation, legato (smooth), staccato (spiky, detached). Texture: melody and accompaniment, unison, solo, ensemble. Other: improvise.	
Objectives:	• Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat, if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythms ostinato along with This little light of mine. • Sing Part 1 of partner song rhythmically. • Listen and move in time to songs in a Gospel song.	
Assessment criteria for the year:	• Use instruments with increasing fluency, accuracy and control • Sing expressively with awareness and control of elements (timbre, pitch and dynamics) • Sing in tune using a wider vocal range • Create an accompaniment to a known song • Recognise and explore different combinations of pitch sounds • Explore and select different melodic patterns • Improvise simple tunes based on the pentatonic scale • Identify repeated patterns used in a variety of music • Identify and recall more complex rhythmic and melodic patterns • Describe the purpose of music and consider how to improve their work	



Year	Module	Focus: Creating music inspired by colour and art. Composing using a non-musical stimulus. Timbre, dynamics, rhythm, texture, suite, graphic score.
4	2	
Vocabulary:	Timbre: the specific quality of each sound (often described as the ‘colour’ of the sound). Dynamics: volume, loud and quiet. Rhythm: a pattern of notes with different durations. Texture: the way sounds are combined. Other: Suite (a collection of short musical pieces played one after the other), graphic score (a visual representation of music), motif (a short musical idea).	
Objectives:	• Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	
Assessment criteria for the year:	• Use instruments with increasing fluency, accuracy and control • Sing expressively with awareness and control of elements (timbre, pitch and dynamics) • Sing in tune using a wider vocal range • Create an accompaniment to a known song • Recognise and explore different combinations of pitch sounds • Explore and select different melodic patterns • Improvise simple tunes based on the pentatonic scale • Identify repeated patterns used in a variety of music • Identify and recall more complex rhythmic and melodic patterns • Describe the purpose of music and consider how to improve their work	



Year	Module	
4	3	Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation.
Vocabulary:	Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching. Timbre: electric and traditional instruments from a range of countries including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion. Texture: solo, accompaniment.	
Objectives:	• Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. • Create accompaniment patterns to a pentatonic song. • Use notation to represent musical ideas. • Compose a pentatonic melody.	
Assessment criteria for the year:	• Use instruments with increasing fluency, accuracy and control • Sing expressively with awareness and control of elements (timbre, pitch and dynamics) • Sing in tune using a wider vocal range • Create an accompaniment to a known song • Recognise and explore different combinations of pitch sounds • Explore and select different melodic patterns • Improvise simple tunes based on the pentatonic scale • Identify repeated patterns used in a variety of music • Identify and recall more complex rhythmic and melodic patterns • Describe the purpose of music and consider how to improve their work	



Year	Module	
4	4	Focus: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film
Vocabulary:	Duration: short notes/detached notes (staccato). Dynamics: quiet/loud, quieter/louder. Pitch: stepping notes/close together notes. Timbre: instruments in the piece (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc. Other: character, words to describe the character (e.g. creeping, sneaking, spooky, frightening), words to describe mood (e.g. scary, sad, happy, spooky, exciting etc.).	
Objectives:	• Improve and compose, creating atmospheric music for a scene with scene with a given set of instruments • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre).	
Assessment criteria for the year:	• Use instruments with increasing fluency, accuracy and control • Sing expressively with awareness and control of elements (timbre, pitch and dynamics) • Sing in tune using a wider vocal range • Create an accompaniment to a known song • Recognise and explore different combinations of pitch sounds • Explore and select different melodic patterns • Improvise simple tunes based on the pentatonic scale • Identify repeated patterns used in a variety of music • Identify and recall more complex rhythmic and melodic patterns • Describe the purpose of music and consider how to improve their work	



Year	Module	
4	5	Focus: To create music inspired by one of the first ever motion pictures that shows the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.
Vocabulary:	Structure: ostinato (a repeating – often rhythmic – pattern). Dynamics: volume, louds and softs. Other: orchestration (the art of choosing which instruments should play which ideas), graphic score (a visual representation of music).	
Objectives:	• Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context.	
Assessment criteria for the year:	• Use instruments with increasing fluency, accuracy and control • Sing expressively with awareness and control of elements (timbre, pitch and dynamics) • Sing in tune using a wider vocal range • Create an accompaniment to a known song • Recognise and explore different combinations of pitch sounds • Explore and select different melodic patterns • Improvise simple tunes based on the pentatonic scale • Identify repeated patterns used in a variety of music • Identify and recall more complex rhythmic and melodic patterns • Describe the purpose of music and consider how to improve their work	



Year	Module	
4	6	Focus: Fanfare, timbre, dynamics, texture, silence.
Vocabulary:	Duration: long and short sounds, repeated rhythm patterns. Dynamics: contrasts, sound and silence, the dramatic effect of silence. Pitch: melody, fanfare, phrase, harmony, chord. Texture: unison (one part), homophonic (several parts moving together). Timbre: brass instruments, percussion. Other: musical commission – writing a piece of music for a specific purpose or event.	
Objectives:	• Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. • Compose a fanfare using a small set of notes, and short, repeated rhythms. • Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	
Assessment criteria for the year:	• Use instruments with increasing fluency, accuracy and control • Sing expressively with awareness and control of elements (timbre, pitch and dynamics) • Sing in tune using a wider vocal range • Create an accompaniment to a known song • Recognise and explore different combinations of pitch sounds • Explore and select different melodic patterns • Improvise simple tunes based on the pentatonic scale • Identify repeated patterns used in a variety of music • Identify and recall more complex rhythmic and melodic patterns • Describe the purpose of music and consider how to improve their work	



Year	Module	
5	1 & 2	Focus: Sea shanties, beat, rhythm, chords, bass, dot notation
Vocabulary:	Duration: 4/4 time signature, crotchet, quavers, semiquavers. Pitch: melody, chords, bass note, major, minor. Tempo: beat, steady beat. Other: sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion.	
Objectives:	• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep a beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	
Assessment criteria for the year:	• Perform using notation as a support to play accompaniment with control • Sing with increasing control of breathing, posture and sound projection • Sing confidently and in tune with awareness of other parts • Explore, select and combine different sounds to compose • Use and understand staff and other musical notations to compose music in pairs • Explore and select different melodic patterns • Identify different moods and textures in music • Recognise how music can reflect intent, describing the purpose of music in history and cultures • Refine and improve their work through analysing, evaluating and comparing	



Year	Module	Focus: Sea shanties, beat, rhythm, chords, bass, dot notation
5	1 & 2	
Vocabulary:	Duration: 4/4 time signature, crotchet, quavers, semiquavers. Pitch: melody, chords, bass note, major, minor. Tempo: beat, steady beat. Other: sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion.	
Objectives:	• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep a beat playing a ‘cup’ game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	
Assessment criteria for the year:	• Perform using notation as a support to play accompaniment with control • Sing with increasing control of breathing, posture and sound projection • Sing confidently and in tune with awareness of other parts • Explore, select and combine different sounds to compose • Use and understand staff and other musical notations to compose music in pairs • Explore and select different melodic patterns • Identify different moods and textures in music • Recognise how music can reflect intent, describing the purpose of music in history and cultures • Refine and improve their work through analysing, evaluating and comparing	



Year	Module	Focus: Structure (verse/chorus), hook, lyric writing, melody.
5	3	
Vocabulary:	Duration: rhythm, beat. Pitch: melody, hook, chords, riff. Structure: verse, chorus, bridge/middle eight, introduction (intro), ending (outro). Texture: solo, echo, melody and accompaniment, homophonic (moving together). Other: lyrics, rhyme, phrase, metaphor.	
Objectives:	• Improvise and compose, ‘doodling’ with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can be developed into fully-fledged songs. • Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. • Understand techniques for creating a song and develop a greater understanding of the songwriting process.	
Assessment criteria for the year:	• Perform using notation as a support to play accompaniment with control • Sing with increasing control of breathing, posture and sound projection • Sing confidently and in tune with awareness of other parts • Explore, select and combine different sounds to compose • Use and understand staff and other musical notations to compose music in pairs • Explore and select different melodic patterns • Identify different moods and textures in music • Recognise how music can reflect intent, describing the purpose of music in history and cultures • Refine and improve their work through analysing, evaluating and comparing	



Year	Module	
5	4	Focus: Structure (Ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.
Vocabulary:	Pitch: pentatonic scale – a five note scale (most easily found by using just the black notes of the piano). Tempo: the speed of a piece. Dynamics: the volume of a piece. Structure: Ternary form – a musical shape also known as ABA where A = opening section, B = contrasting middle section, A = return to the opening, coda – a special ending. Other: score – a visual representation of music.	
Objectives:	• Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. • Notate ideas to form a simple score to play from. • Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. • Understand and recognise ternary form.	
Assessment criteria for the year:	• Perform using notation as a support to play accompaniment with control • Sing with increasing control of breathing, posture and sound projection • Sing confidently and in tune with awareness of other parts • Explore, select and combine different sounds to compose • Use and understand staff and other musical notations to compose music in pairs • Explore and select different melodic patterns • Identify different moods and textures in music • Recognise how music can reflect intent, describing the purpose of music in history and cultures • Refine and improve their work through analysing, evaluating and comparing	



Year	Module	
5	5	Focus: Texture, articulation, rhythm, tango.
Vocabulary:	Duration: beat. Pitch: semitone (a half step distance between two pitch levels), bass. Structure: ostinato. Style: tango, neotango, electronic music, fusion. Texture: the result of different musical parts or layers playing together. Like texture in artworks, texture in music can be dense, or intricate, busy and complex, or transparent, or sparse etc. Timbre: cello, accordion, singer, drum kit, staccato (short, detached notes to create a 'spiky' sound/articulation), legato (smooth articulation of notes, creating a seamless flow in the music).	
Objectives:	• Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (timbre) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine tango.	
Assessment criteria for the year:	• Perform using notation as a support to play accompaniment with control • Sing with increasing control of breathing, posture and sound projection • Sing confidently and in tune with awareness of other parts • Explore, select and combine different sounds to compose • Use and understand staff and other musical notations to compose music in pairs • Explore and select different melodic patterns • Identify different moods and textures in music • Recognise how music can reflect intent, describing the purpose of music in history and cultures • Refine and improve their work through analysing, evaluating and comparing	



Year	Module	Focus: Music from WWI, fanfare, triad, rhythm, dot notation
5	6	
Vocabulary:	Duration: crotchet, quavers, dotted quaver/semiquaver, minim, semiquavers, rhythm. Pitch: C major triad, arpeggio, notes C, E, and G, octave above, octave below. Structure: 2-bar phrases, verse/chorus. Tempo: steady beat, bpm (beats per minute). Timbre: trumpet, bugle, brass instruments. Texture: unison, harmony. Other: fanfare, symphony.	
Objectives:	• Use the notes C-E-G (C major triad) to compose a fanfare melody. • Sing with expression and an appreciation of the song’s history and purpose. • Perform for an audience as part of Remembrance services, or a class history topic. • Play the Home fires fanfare, as a class from the score. • Recognise and respond to crotchet, quaver, minim, semiquaver, and dotted quaver/semiquaver durations with actions. • Develop knowledge and understanding of the history and social context of music associated with the First World War.	
Assessment criteria for the year:	• Perform using notation as a support to play accompaniment with control • Sing with increasing control of breathing, posture and sound projection • Sing confidently and in tune with awareness of other parts • Explore, select and combine different sounds to compose • Use and understand staff and other musical notations to compose music in pairs • Explore and select different melodic patterns • Identify different moods and textures in music • Recognise how music can reflect intent, describing the purpose of music in history and cultures • Refine and improve their work through analysing, evaluating and comparing	



Year	Module	Focus: Composing using a non-musical stimulus
6	1	
Vocabulary:	Pulse: a steady beat (like a ticking clock). Tempo: the speed of a piece of music. Structure: ostinato (a repeating pattern), coda (a fancy ending). Other: protest song (a song written to help a social cause or to effect change), lyrics (the words or text of a song), chant (lyrics spoken to a pulse), melody (or tune – a series of notes arranged in a pattern).	
Objectives:	• Create song lyrics. • Fit lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure ideas into a complete song.	
Assessment criteria for the year:	• Perform using notation as a support • Perform effectively and expressively with awareness of audience, venue and occasion • Sing confidently and with expression as a class, small group and individual • Create different effects using a combination of pitch sounds? • Use and understand staff and other musical notations to compose music with complex tunes based on the pentatonic scale • Use a variety of different musical devices in their composition? (incl melody, rhythms and chords), seeing how they fit together • Identify how mood is created by the music and lyrics • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Refine and improve their work through analysing, evaluating and comparing • Develop an understanding of the history of music	



Year	Module	
6	2	Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).
Vocabulary:	Timbre: electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins. Other: genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical.	
Objectives:	• Explore the musical influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music.	
Assessment criteria for the year:	• Perform using notation as a support • Perform effectively and expressively with awareness of audience, venue and occasion • Sing confidently and with expression as a class, small group and individual • Create different effects using a combination of pitch sounds? • Use and understand staff and other musical notations to compose music with complex tunes based on the pentatonic scale • Use a variety of different musical devices in their composition? (incl melody, rhythms and chords), seeing how they fit together • Identify how mood is created by the music and lyrics • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Refine and improve their work through analysing, evaluating and comparing • Develop an understanding of the history of music	



Year	Module	
6	3	Focus: Indian music, bhairavi raga, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical).
Vocabulary:	Duration: chaal rhythm, bols. Pitch: bhairavi raga. Structure: asthayi (chorus), antara (verse), echo. Tempo: pulse, beat. Texture: solo, unison voices. Other: styles – bhangra, Bollywood, Indian classical music.	
Objectives:	• Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and keeping a steady beat by dancing to bhangra music.	
Assessment criteria for the year:	• Perform using notation as a support • Perform effectively and expressively with awareness of audience, venue and occasion • Sing confidently and with expression as a class, small group and individual • Create different effects using a combination of pitch sounds? • Use and understand staff and other musical notations to compose music with complex tunes based on the pentatonic scale • Use a variety of different musical devices in their composition? (incl melody, rhythms and chords), seeing how they fit together • Identify how mood is created by the music and lyrics • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Refine and improve their work through analysing, evaluating and comparing • Develop an understanding of the history of music	



Year	Module	
6	4	Focus: 1970s soul music, comparing cover versions
Vocabulary:	Duration: syncopation. Pitch: major scale, modulation/key change. Tempo: beats per minute (bpm), faster, slower. Timbre: bass guitar, electric guitar, violins, drum kit, lead and backing vocals/singers, keyboard (Fender Rhodes). Structure: verse, chorus, middle 8, hooks/riffs. Style: disco, funk, soul, jazz-fusion, latin-jazz. Texture: vocal harmonies (parts that are sung alongside the main melody to make the texture thicker). Other: cover (a version of a song by a singer or band who did not originally perform the song), summer anthem (a song that is released and peaks in its popularity during summer).	
Objectives:	• Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.	
Assessment criteria for the year:	• Perform using notation as a support • Perform effectively and expressively with awareness of audience, venue and occasion • Sing confidently and with expression as a class, small group and individual • Create different effects using a combination of pitch sounds? • Use and understand staff and other musical notations to compose music with complex tunes based on the pentatonic scale • Use a variety of different musical devices in their composition? (incl melody, rhythms and chords), seeing how they fit together • Identify how mood is created by the music and lyrics • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Refine and improve their work through analysing, evaluating and comparing • Develop an understanding of the history of music	



Year	Module	
6	5	Focus: Civil rights movement in the USA, compare musical styles (gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chords C minor and G7.
Vocabulary:	Pitch: chords C minor and G7, melody. Structure: phrase. Texture: melody and accompaniment, three-part harmony. Other: improvise, protest songs, civil rights movement.	
Objectives:	• Improvise over the chords C minor and G7. • Sing accurately in three parts. • Play chords on tuned percussion, ukulele, keyboard, or apps. • Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.	
Assessment criteria for the year:	• Perform using notation as a support • Perform effectively and expressively with awareness of audience, venue and occasion • Sing confidently and with expression as a class, small group and individual • Create different effects using a combination of pitch sounds? • Use and understand staff and other musical notations to compose music with complex tunes based on the pentatonic scale • Use a variety of different musical devices in their composition? (incl melody, rhythms and chords), seeing how they fit together • Identify how mood is created by the music and lyrics • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Refine and improve their work through analysing, evaluating and comparing • Develop an understanding of the history of music	



Year	Module	
6	6	Focus: Songwriting, melody, lyrics, chords, expression.
Vocabulary:	Duration: 4/4 and 3/4 time signatures. Pitch: melody, chords, C major, F major, G major, and A minor. Structure: hook, verse, chorus, introduction, ending, strophic. Texture: solo guitar, solo voice, two-part singing, musical layers. Timbre: drum kit, piano, guitar, cello, bass, voices, humming. Other: arrangement.	
Objectives:	• In groups, compose a short song on the theme of leavers. • Create an arrangement of a song considering the texture and structure. • Perform expressively as part of a group and make a recording of their songs.	
Assessment criteria for the year:	• Perform using notation as a support • Perform effectively and expressively with awareness of audience, venue and occasion • Sing confidently and with expression as a class, small group and individual • Create different effects using a combination of pitch sounds? • Use and understand staff and other musical notations to compose music with complex tunes based on the pentatonic scale • Use a variety of different musical devices in their composition? (incl melody, rhythms and chords), seeing how they fit together • Identify how mood is created by the music and lyrics • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Refine and improve their work through analysing, evaluating and comparing • Develop an understanding of the history of music	