



Hillcross Primary Music Curriculum

EYFS

Common themes taught in each year group

Interrelated dimension of music

pitch duration dynamics timbre texture structure tempo

Reception							
	Topic	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2: Whole School Topic
Music	Music EYFS Statutory Frame work Birth To five matters Development Matters	Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Focus on artist or piece of music from History <ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns 	Develop children's artistic and cultural awareness through music. Watch and talk about dance and performance art, expressing their feelings and responses. Experiments and creates movement in response to music, stories and idea Enjoys joining in with moving, dancing and ring games <ul style="list-style-type: none"> Sings familiar songs, e.g. pop songs, songs from TV programs, rhymes, songs from home 	Expose to a large frequency, repetition and depth of experiences which are fundamental to their progress in interpreting and appreciating what they hear Create their own songs or improvise a song around one they know. <ul style="list-style-type: none"> Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Sings to self and makes up simple songs Taps out simple repeated rhythms • Develops an understand	Explore and play with a wide range of media and materials. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Focus on artist or piece of music from History Chooses movements, instruments/ sounds, colours and materials for their own imaginative purposes Initiates new combinations of movements and gestures to express and respond to feelings, ideas and experiences	Develop their understanding, self-expression, vocabulary and ability to communicate through the arts Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody. Begins to build a collection of songs and dances Makes music in a range of ways, e.g. plays with Positive Relationships: what adults might do, plays along to the beat of the song they are singing or music they are listening to	- ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - Notation & composition
	Vocabulary	Start, stop, silence Dynamics, (loud quiet)	Tempo (slow, fast), Steady beat	Rhythm, beat Composer, Genre,	Musical Pattern	Pitch, dynamics (loud/quiet), tempo (fast/slow), timbre	rhythm, timbre
	Outcome	Music- introduce sounds- body percussion - quiet/ loud (linked to pre phonics skills) Start and Stop - linked to rules	<ul style="list-style-type: none"> Polka Theatre experience- evaluate and discuss Music- introduces speed/ tempo- fast and slow - music genres. Discuss preferences in music. recap on dynamics-	<ul style="list-style-type: none"> Patterns in music - creating own pattern and songs (links to maths) Music- introduce composer - possible link to story to music - Peter and the Wolf (links to Pie Corbett) Rhythm and beat - link to patterns	Music - Intro graphic score Explore music linked to cultures- recap on previous knowledge and then ch to create own dance and movement in small group	Patterns in music - creating own pattern Music- children explore musical instruments and learn about orchestra. Children begin to create own beat and pattern in small groups	Carpet focus (All to have follow up activity) Music
Progression of tools and materials	<ul style="list-style-type: none"> Focus sense - hearing - linked to phonics and music Walk around the school - sound investigation / sound walks Pre phonics activities- Baseline complete 	Introduce Music for effect- shows - Stage and acting out Musical instruments- Tap/ shake/ hit/ blow	Music area- link to composer- listening station				



Hillcross Primary Music Curriculum

KS1

	<u>Year 1</u>					
Topic	Autumn 1: A change over time	Autumn 2: Carnival of the animals	Spring 1: A Step in Time	Spring 2: Very Victorian Values	Summer 1: Fe Fi Fo Fum	Summer 2: Whole School Topic
NC singing	Use their voices creatively by singing songs and speaking chants and rhymes	N/A	Use their voices creatively by singing songs and speaking chants and rhymes	Use their voices creatively by singing songs and speaking chants and rhymes	N/A	Use their voices creatively by singing songs and speaking chants and rhymes
Hillcross Progression of singing	<ul style="list-style-type: none"> Singing simple songs and rhymes from memory singing collectively at the pulse. 		<ul style="list-style-type: none"> Using their voices expressively to make sounds. 	<ul style="list-style-type: none"> Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Using their voices expressively to sing and chant 		<ul style="list-style-type: none"> Singing short songs from memory. Using their voices expressively to sing and chant
NC Listen & appraise	Listen with concentration and understanding to high quality recorded music	Listen with concentration and understanding to high quality recorded music	Listen with concentration and understanding to high quality recorded music	Listen with concentration and understanding to high quality recorded music	Listen with concentration and understanding to high quality recorded music	Listen with concentration and understanding to high quality recorded music
Hillcross Progression of listen & appraise	<ul style="list-style-type: none"> Recognising basic elements of a song - when music starts and when it stops using auditory cues and thinking brain. 	<ul style="list-style-type: none"> Recognising basic tempo, (faster/slower) Describing the character from the music they listen to, both verbally & through movement. 	<ul style="list-style-type: none"> Understanding that different types of sounds are called timbres. 	<ul style="list-style-type: none"> Describing the similarities and differences between two pieces of music using appropriate vocabulary Recognising basic tempo and dynamic changes e.g. faster/slower, louder/quieter 	<ul style="list-style-type: none"> Recognising basic tempo and dynamic changes e.g. faster/slower, louder/quieter Describing the character, mood, or 'story' of music they listen to, both verbally & through movement. 	<ul style="list-style-type: none"> Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.
NC Play & perform	Perform in a group	Play untuned instruments	Perform in a group	Play untuned instruments musically	Play untuned instruments musically	Play untuned instruments musically
Hillcross Progression of play and perform	<ul style="list-style-type: none"> Maintaining the pulse (play on the beat) using hands and feet, and untuned instruments Responding to simple musical instructions such as when to start and stop. 	<ul style="list-style-type: none"> Responding to simple musical instructions such as tempo as part of a class performance. (Play instruments quickly and slowly) 	<ul style="list-style-type: none"> Responding to simple musical instructions such as when to start and stop when playing in part as a group. 	<ul style="list-style-type: none"> Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. (play fast and slow, loud and quiet) Maintaining the pulse (play on the beat) using hands 	<ul style="list-style-type: none"> Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. (play fast and slow, loud and quiet) Performing from graphic notation. 	<ul style="list-style-type: none"> Performing from graphic notation. Begin to make improvements to their work as suggested by their teacher.



Improvise & compose	Experiment with, create and select sounds using the inter-related dimensions of music.	Experiment with, create and select sounds using the inter-related dimensions of music.	Experiment with, create and select sounds using the inter-related dimensions of music.	Select sounds using the inter-related dimensions of music	Experiment with, create and select sounds using the inter-related dimensions of music.	Experiment with and create sounds using the inter-related dimensions of music.
Progression of improvise and compose	<ul style="list-style-type: none"> Choose instruments to play the pulse. 	<ul style="list-style-type: none"> Selecting instruments to represent an animal. Choose whether to play the instrument quickly or slowly. 	<ul style="list-style-type: none"> Recognise and explore how sounds can be made and changed using voices and body percussion. Selecting and creating short sequences of sound with voices or instruments to represent a given idea. 	<ul style="list-style-type: none"> Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music 	<ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a character Choosing dynamics, tempo and timbre for a piece of music. 	<ul style="list-style-type: none"> Copying back short rhythmic phrases on percussion instruments Creating a simple graphic score to represent a composition.
Composer & genre		Camille Saint-Saens <i>Carnival of the animals</i> Romantic period (19th century) 🎵 Camille Saint-Saëns # The Carnival of the Animals (complete) / Le Carnaval des Animaux # [HQ] - YouTube	Kerry Andrews NO PLACE LIKE Contemporary period https://www.bbc.co.uk/programmes/articles/5clQVzSPv8nPjvVQNDCW0rQ/no-place-like-by-kerry-andrew	Brahms Lullaby Romantic period https://www.youtube.com/watch?v=t894eGoymio Lullabies were believed to have emerged in the 19th century	Prokofiev. Peter and the Wolf 20th Century period https://www.youtube.com/watch?v=Va8Uz6MoKlg	Beethoven Classical and Romantic period Beethoven - Für Elise (Piano Version) - YouTube
Instruments	Voice, Egg shaker, tambourine, maracas, sleigh bells	Egg shakers, sleigh bells, jingle sticks, tambourines	Voice and body percussion (linked to science body parts and senses)	voice Choice from: Tambourine, sleigh bells, jingle sticks, maracas, egg shakers, djembe, tambour, woodblock	Tambourine, sleigh bells, jingle sticks, maracas, egg shakers, djembe, tambour, woodblock	A range of untuned percussion to include, Gansa, triangles, drums, tambours, metal agogos, Cabassa, guiro
Musical concept	Pulse	Tempo - fast and slow Timbre - (the sound of the instrument)	Timbre - (the sound quality) (Distinguish between whispering, speaking, humming and singing, clapping, stamping, humming)	Texture - Singing in Unison Dynamics Tempo	Dynamics - loud and soft Tempo - fast and slow Timbre - (the sound of the instrument)	Timbre Rhythm Structure (echo)
Musical Vocabulary	Start, stop, silence pulse, steady beat	Tempo (slow, fast), composer pulse, steady beat	Timbre Composer Graphic score	Dynamics, (loud quiet) Tempo (fast, slow), graphic score	texture unison , dynamics (loud quiet), tempo (fast, slow), accompany	rhythm, echo , timbre, percussion graphic score



Hillcross Primary Music Curriculum

KS1

	Year 2					
Topic	Autumn 1: London Landmarks	Autumn 2: Hearts and lanterns	Spring 1: Under the sea	Spring 2: Disaster strikes	Summer 1: A journey to discovery	Summer 2: Whole School Topic
NC singing	N/A	Use their voices creatively by singing songs and speaking chants and rhymes	N/A	Use their voices creatively by singing songs and speaking chants and rhymes	N/A	Use their voices creatively by singing songs and speaking chants and rhymes
Hillcross Progression of singing		<ul style="list-style-type: none"> Singing back short melodic patterns by ear. Listening to and repeating a short, simple melody by ear. 		<ul style="list-style-type: none"> Singing short songs from memory, with melodic and rhythmic accuracy and maintaining pulse Using their voices expressively when singing, including the use of basic dynamics (loud and soft). 		<ul style="list-style-type: none"> Playing short melodic patterns from letter notation.
NC Listen & appraise	Listen with concentration and understanding	Listen with concentration and understanding	listen with concentration and understanding to a range of high-quality recorded music.	listen with concentration and understanding	listen with concentration and understanding	listen with concentration and understanding to a range of high-quality recorded music.
Hillcross Progression of listen & appraise	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Clap simple rhythms they hear. 	<ul style="list-style-type: none"> Identify melodies which move in steps. (pitch) 	<ul style="list-style-type: none"> Listening to and recognising instrumentation. Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> Recognising structural features in music they listen to (rounds) Listening to and repeating a short, simple melody by ear. 	<ul style="list-style-type: none"> Beginning to use musical vocabulary to describe music. Recognising tempo and rhythm changes in music they listen to. 	<ul style="list-style-type: none"> Listening to and recognising instruments. Identifying melodies that move in steps. Describing the timbre of the instruments they hear.
NC Play & perform	Play untuned instruments musically	Play tuned instruments musically	play tuned instruments musically	Play untuned instruments musically	Play untuned instruments musically	Play untuned instruments musically
Hillcross Progression of play and perform	<ul style="list-style-type: none"> Copying rhythmic patterns on untuned percussion instruments, keeping to a steady pulse. 	<ul style="list-style-type: none"> Performing expressively using different pitches. 	<ul style="list-style-type: none"> Performing expressively using dynamics and timbre to alter sounds as appropriate. 	<ul style="list-style-type: none"> Play the opening to a well known tune using rhythmic accuracy and maintaining a pulse. 	<ul style="list-style-type: none"> Performing expressively using tempo and rhythm to alter sounds as appropriate 	<ul style="list-style-type: none"> Performing expressively using timbre and structure to alter sounds as appropriate Playing short melodic patterns from letter notation.
NC Improvise & compose	experiment with, create, select and combine sounds using the inter-related dimensions of music.	experiment with, create, select and combine sounds using the inter-related dimensions of music.	experiment with, create, select and combine sounds using the inter-related dimensions of music.	experiment with, create, select and combine sounds using the inter-related dimensions of music.	experiment with, create, select and combine sounds using the inter-related dimensions of music.	experiment with and combine sounds using the inter-related dimensions of music.



<p>Hillcross Progression of improvise and compose</p>	<ul style="list-style-type: none"> Choose rhythmic patterns which can be played with a pulse. 	<ul style="list-style-type: none"> Creating simple melodies from 5 notes moving in steps. (changes in pitch) Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> Choosing appropriate Instruments to represent the creatures based on timbre. Play instruments with different dynamics as appropriate for the creature. Structure a composition to represent the sea. Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> Successfully combining and layering several instrumental and vocal patterns within a given structure. Using letter name and graphic notation to represent the details of their composition. 	<ul style="list-style-type: none"> Choosing appropriate tempo changes for a piece of music. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea. Beginning to suggest improvements to their own work. Copying longer rhythmic patterns on untuned percussion instruments. 	<ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental patterns within a given structure. Using letter name and graphic notation to represent the details of their composition.
<p>Composer & genre</p>	<p>Strauss: Radetzky March Late Romantic - Early Modern period https://www.youtube.com/watch?v=uxi4L_XJ4GY</p> <p>Marching Band (trooping the colour) https://www.youtube.com/watch?v=DUYy-3x0mkk</p>	<p>Tchaikovsky - 1812 overture Finale. Romantic period Tchaikovsky - 1812 Overture Finale (Epic Choral Version With Napoleonic War Paintings) - YouTube</p>	<p>Grace Williams (Sea sketches) 20th Century period https://www.youtube.com/watch?v=MfO6SodPQWo</p> <p>Camille Saint-Saens <i>Carnival of the animals</i> Romantic era (19th century) Aquarium https://www.youtube.com/watch?v=XCBDIC0N8Rc</p>	<p>London's Burning London's burning Sing Up</p> <p>Nanuma Nanuma Sing Up</p>	<p>Kenyan traditional music KENYAN TRADITIONAL MUSIC - YouTube</p> <p>Heitor Villa-Lobos: The Little Train of Capria 20th Century period KS2: Heitor Villa-Lobos – Bachianas brasileiras No. 2, The Little Train of the Capria (finale) - BBC Teach</p>	<p>Britten: Young Person's guide to the orchestra 20th Century period https://www.youtube.com/watch?v=4vbvhU22uAM</p>
<p>Instruments</p>	<ul style="list-style-type: none"> Claves Voice 	<ul style="list-style-type: none"> Xylophone Glockenspiel 	<ul style="list-style-type: none"> Variety of untuned percussion instruments. 	<ul style="list-style-type: none"> Voice Xylophone Glockenspiel Claves/woodblock 	<ul style="list-style-type: none"> Variety of untuned percussion instruments. 	<ul style="list-style-type: none"> Variety of tuned and untuned instruments.
<p>Musical concept</p>	<p>Steady beat (pulse) Rhythm</p>	<p>Pitch</p>	<p>Dynamics Timbre</p>	<p>Structure (Round) Pitch</p>	<p>Tempo, Rhythm</p>	<p>Pitch, Timbre, Structure</p>
<p>Musical Vocabulary</p>	<p>Steady beat, pulse, march, rhythm, chant, accompaniment</p>	<p>Pitch (high and low), melody, notes, tuned</p>	<p>Dynamics (loud and quiet), timbre, composition</p>	<p>round, melody, pitch, structure.</p>	<p>Timbre, rhythm, tempo (fast, slow, faster, slower)</p>	<p>Timbre, dynamics, pitch, tempo Theme, instrument family</p>



Hillcross Primary Music Curriculum

LKS2

	Year 3					
Topic	Autumn 1: Supermarket Sweep	Autumn 2: Rotten Romans	Spring 1: Settle Down	Spring 2: Secret Garden	Summer 1: Dig Deep	Summer 2: Whole School Topic
NC singing	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>	N/A	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>	N/A	N/A	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>
Hillcross Progression of singing	<ul style="list-style-type: none"> Singing in time with peers, with accuracy and awareness of their part in the group performance (rounds) 		<ul style="list-style-type: none"> Singing in time with peers, with accuracy and awareness of their part in the group performance. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. 			<ul style="list-style-type: none"> Singing in time with peers, with accuracy and awareness of their part in the group performance. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
NC Listen & appraise	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>	<p>listen with attention to detail</p> <p>develop an understanding of the history of music.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>	N/A
Hillcross Progression of listen & appraise	<ul style="list-style-type: none"> Understand the history of a round. It's been an element in western music since 1100's Describing the timbre, dynamic, and textural details of a piece of music, both 	<ul style="list-style-type: none"> Understanding that music from different times has different features. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary 	<ul style="list-style-type: none"> Beginning to show an awareness of metre. 	<ul style="list-style-type: none"> Beginning to show an awareness of metre. Recognising and beginning to discuss changes within a piece of music Describing the timbre, dynamic and textural details 	<ul style="list-style-type: none"> Describing the timbre, dynamic, structure and textural details of a piece of music, both verbally, and through movement. Recognising and explaining the changes within a piece 	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).



	verbally, and through movement.			of a piece of music, both verbally, and through movement.	of music using musical vocabulary. <ul style="list-style-type: none"> Understanding that music from different times has different features. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary 	<ul style="list-style-type: none"> Understanding that music from different parts of the world, and different times, have different features.
NC Play & perform	<p>play and perform in solo and ensemble contexts</p> <p>perform in solo and ensemble contexts playing with increasing accuracy, fluency, control and expression</p>	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	N/A	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>
Progression of play and perform	<ul style="list-style-type: none"> Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. 	<ul style="list-style-type: none"> Playing in time with peers, with some degree of accuracy and awareness of their part in the group performance 	<ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm. 	<ul style="list-style-type: none"> Playing in time with peers, with some degree of accuracy and awareness of their part in the group performance Performing from basic staff notation (rhythm) and be able to identify these symbols using musical terminology. 	<ul style="list-style-type: none"> Beginning to use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work 	<ul style="list-style-type: none"> Beginning to use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work
Improvise & compose	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	N/A	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>
Progression of improvise and compose		<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). 	<ul style="list-style-type: none"> Using rhythmic notation (graphic and staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> Composing a piece of music in a given style with instruments Using rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> Combining melodies and rhythms to compose a multilayered composition in a given style. 	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments Suggesting and implementing improvements to their own work, using musical vocabulary.



				<ul style="list-style-type: none"> Combining rhythms to compose a multilayered composition. 		<ul style="list-style-type: none"> Using rhythmic notation (graphic or staff)
Composer & genre	<p>Pachelbel: Canon Baroque period Pachelbel Canon in D Major - the original and best version. - YouTube</p>	<p>Roman music About 500BC Ancient Roman Music – Roman Republic - YouTube</p>	<p>Edvard Grieg Romantic period https://www.bbc.co.uk/teach/ten-pieces/KS2-edvard-grieg-in-the-hall-of-the-mountain-king-from-peer-gynt/z7nf3k7</p>	<p>Tchaikovsky Romantic period https://www.bbc.co.uk/programmes/articles/1w11J8l4r6Gn8xl1ZlPchVd/the-nutcracker-waltz-of-the-flowers-and-russian-dance-by-tchaikovsky</p> <p>Strauss Blue Danube Romantic period https://www.youtube.com/watch?v=cKkDMiGUbUw</p> <p>NZ folk song https://www.youtube.com/watch?v=6Ws7fqkF1Mo http://folksong.org.nz/epapa/</p>	<p>Pete Curchill 'Dig Deep' Jazz (originated in 1920's and 30's) https://www.youtube.com/watch?v=OMiODAU26xM</p> <p>https://www.youtube.com/watch?v=T5wTqFteQVY (For teacher info from 4mins 30)</p>	<p>Florence Price Chicago Black Renaissance https://www.bbc.co.uk/teach/ten-pieces/classical-music-ks2-florence-price-symphony-no1/zr48gwx</p>
Instruments	<ul style="list-style-type: none"> Voice Percussion 	<ul style="list-style-type: none"> Tuned and untuned percussion 	<ul style="list-style-type: none"> Boom whackers Untuned percussion 	<ul style="list-style-type: none"> Claves Rhythm sticks Range of other percussion 	<ul style="list-style-type: none"> Variety of tuned and untuned percussion instruments. 	<ul style="list-style-type: none"> Drums
Musical concept	<p>Structure Rhythm</p>	<p>Structure Duration</p>	<p>Duration, Rhythm, steady beat (metre of 4), Pitch</p>	<p>Steady beat (metre of 3) Rhythm Structure</p>	<p>Timbre, dynamics, tempo texture</p>	<p>Tempo (meter of 4) Rhythm</p>
Musical Vocabulary	<p>Melody, accompaniment, solo, canon, partner song, rhythm, texture</p>	<p>Melody, notes, tune, timbre, tempo, texture, accompaniment</p>	<p>Crotchet, quaver, rhythm, meter, notation, dynamics, tempo, strong beat, weak beat</p>	<p>Metre, rhythm, notation, waltz, steady beat, strong beat, weak beat</p>	<p>Rhythm, pitch, dynamics, texture, motif, graphic score, jazz, improvisation</p>	<p>rhythm, dynamics, tempo, ostinato, Jumba</p>



Hillcross Primary Music Curriculum

LKS2

	Year 4					
Topic	Autumn 1: Walk like an Egyptian	Autumn 2: Journey Over Europe	Spring 1: Battle Station	Spring 2: Natural disasters	Summer 1: Playing cat and mouse	Summer 2: Whole School Topic
NC singing	N/A	using voices with increasing accuracy, fluency, control and expression perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression	using voices with increasing accuracy, fluency, control and expression perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression	N/A	using voices with increasing accuracy, fluency, control and expression perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression	N/A
Progression of singing		<ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing in time with peers, with accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing in time with peers, with accuracy and awareness of their part in the group performance. 		<ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing in time with peers, with accuracy and awareness of their part in the group performance. 	
NC Listen & appraise	develop an understanding of the history of music.	appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians	Listen to and understand a range of music	listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians	listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Progression of listen & appraise	<ul style="list-style-type: none"> Identifying common features between different genres, styles and traditions of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary 	<ul style="list-style-type: none"> Using musical vocabulary to discuss the purpose of a piece of music. Identifying common features between different genres, styles and traditions of music 	<ul style="list-style-type: none"> Using musical vocabulary to discuss the purpose of a piece of music. 	<ul style="list-style-type: none"> Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying gradual dynamic and tempo changes within a piece of music 	<ul style="list-style-type: none"> Using musical vocabulary to discuss the purpose of a piece of music. Recognising the use and development of motifs in music. 	<ul style="list-style-type: none"> Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.



	<ul style="list-style-type: none"> Identifying common features between different genres, styles and traditions of music. 	<ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Recognising the use and development of motifs in music. 		<ul style="list-style-type: none"> Identifying scaled dynamics (crescendo/decrescendo) within a piece of music 	<ul style="list-style-type: none"> Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	
NC Play & perform	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression	N/A	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations	N/A	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression
Progression of play and perform	<ul style="list-style-type: none"> Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique 	<ul style="list-style-type: none"> Playing syncopated rhythms with accuracy, control and fluency. 		<ul style="list-style-type: none"> Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique 		<ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm identifying these symbols using musical terminology
Improvise & compose	improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	improvise music for a range of purposes using the inter-related dimensions of music	N/A	Compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	Compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations
Progression of improvise and compose	<ul style="list-style-type: none"> Know how to use FACE and graphic notation. Creating a piece of music with at least three different layers 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies & instruments. Beginning to improvise musically within a given style 		<ul style="list-style-type: none"> Developing melodies using rhythmic variation and looping. 	<ul style="list-style-type: none"> Using rhythmic notation and key musical vocabulary to label and record their compositions. Composing a coherent piece of music in a given style with voices, bodies and instruments 	<ul style="list-style-type: none"> Creating a piece of music with at least four different layers
Composer & genre	Ancient Egyptian Music - Valley of the Kings - YouTube Ancient Egyptian Music – Pharaoh Ramses II - YouTube	Dave Brubeck Take Five Jazz period Dave Brubeck - Take Five (1 Hour Version) - YouTube	Selected UK Eurovision entries United Kingdom at the Eurovision Song Contest GB (2013 - 2022) - YouTube Katrina and the Waves Katrina & the Waves "Love shine a light" (Eurovision 1997 - UK) HD - YouTube Katrina & The Waves - Walking On Sunshine (Official Music	Benjamin Brittain 20th century period KS2: Benjamin Britten - 'Storm' Interlude from 'Peter Grimes' - BBC Teach	Ethel Smyth (1858-1944) composed March of the women Romantic Period https://www.youtube.com/watch?v=LcTgkCg7trY https://www.singup.org/song-bank?tags%5B%5D=song-14-280&keyword=&sort=newest&perPage=10&page=1&freeOnly=0	Leonard Bernstein: West Side Story- Mambo Baroque to 20th century period KS2: Leonard Bernstein - 'Mambo' from Symphonic Dances from 'West Side Story' - BBC Teach



			Video) - YouTube ABBA- Waterloo Winning performance - ABBA "Waterloo" • Eurovision 1974 - YouTube																												
Instruments	Be able to identify the sounds/pictures of: instruments used in Ancient Egypt.	<ul style="list-style-type: none"> • Xylophone • Glockenspiel • Untuned percussion 	<ul style="list-style-type: none"> • Voices 	Tuned percussion: <ul style="list-style-type: none"> • Xylophone • Glockenspiel • Hand bells • Boomwackers • Recorders etc 	<ul style="list-style-type: none"> • Voices 	<ul style="list-style-type: none"> • Untuned percussion instruments (both wooden and metal) 																									
Musical concept	Structure Texture Duration	Rhythm (syncopated) Improvisation	Duration rhythm Structure (e.g. verse chorus) Tempo (Metre of 4)	Musical notation (scale C-C) Dynamics	Singing Lyrics Staff Notation (C-C) Rhythm	Texture (Layering) Rhythm duration (crotchet, quavers, minims, bar lines) <table border="1" data-bbox="2356 747 2659 884"> <thead> <tr> <th>Instrument</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Surdo 1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Surdo 2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Caixa</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tambourim</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Instrument	1	2	3	4	Surdo 1					Surdo 2					Caixa					Tambourim				
Instrument	1	2	3	4																											
Surdo 1																															
Surdo 2																															
Caixa																															
Tambourim																															
Musical Vocabulary	Melody, tempo, rhythm, stave , rest	Syncopated rhythm, improvisation	Rhythm, dynamics, forte , piano . Rhythm grid, crotchet, quaver, minim.	Staff notation, looping , inversion , scale , dynamics (piano, forte crescendo , diminuendo)	Protest song , minim, crotchet, quaver, lyrics, rhythms,	chorus , verse , melody, lyrics , meter																									



Hillcross Primary Music Curriculum

UKS2

	Year 5					
Topic	Autumn 1: We're the Kids in America.	Autumn 2: Third Rock from the Sun	Spring 1: It's all greek to me	Spring 2: Oh I do like to be beside the seaside	Summer 1: Marvellous Mayas	Summer 2: Whole School Topic
NC singing	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>	N/A	N/A	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>	N/A	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>
Progression of singing	<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 			<ul style="list-style-type: none"> Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. 		<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.
NC Listen & appraise	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
Progression of listen & appraise	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (North America). 	<ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and 	<ul style="list-style-type: none"> Discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work Representing the features of 	<ul style="list-style-type: none"> Comparing, discussing and evaluating music using detailed musical vocabulary 	<ul style="list-style-type: none"> Comparing, discussing and evaluating music using detailed musical vocabulary Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time. (Romantic era). 	<ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.



		explaining how these have developed over time (TV themes).	a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.			
NC Play & perform	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>
Progression of play and perform	<ul style="list-style-type: none"> Performing with accuracy and fluency from graphic and simple staff notation. 	<ul style="list-style-type: none"> Performing with accuracy and fluency from graphic and simple staff notation. 	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. 	<ul style="list-style-type: none"> Playing a simple chord progression with accuracy and fluency. 	<ul style="list-style-type: none"> Performing with accuracy and fluency from simple staff notation. 	<ul style="list-style-type: none"> Playing a simple chord progression with accuracy and fluency. Performing with accuracy and fluency from simple staff notation.
Improvise & compose	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music
Progression of improvise and compose	<ul style="list-style-type: none"> Improvising coherently within a given style Combining rhythmic patterns (Ostinato) and call and response into a multi-layered composition using all the inter-related dimensions of music to add musical interest. 	<ul style="list-style-type: none"> Combining rhythmic patterns (ostinato) into a multi-layered composition using some inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Composing a detailed piece of music from a given stimulus with instruments 	<ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments. Selecting, discussing and refining musical choices alone, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work 	<ul style="list-style-type: none"> Selecting, discussing and refining musical choices with others, using musical vocabulary with confidence. 	<ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments. Selecting, discussing and refining musical choices alone, using musical vocabulary with confidence. Using staff notation to record rhythms and melodies. 	<ul style="list-style-type: none"> Improvising coherently within a given style. Composing a detailed piece of music from a given stimulus with voices, bodies & instruments Using staff notation to record rhythms and melodies. Suggesting and demonstrating improvements to own and others' work Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
Composer & genre	<p>Native North American music. Native American Music - Tribal Drums & Flute -Music for Deep Meditation. - YouTube</p> <p>Cowboy song Cowboy song Sing Up</p>	<p>Holst : The Planets Suite. 20th Century period Gustav Holst- The Planets, Full Suite - YouTube KS2: Gustav Holst - 'Mars' from 'The Planets' - BBC Teach</p> <p>John Williams (Star Wars) Modern Period Star Wars Theme Song By John Williams - YouTube</p>	<p>Stravinsky The Firebird suite 20th Century period https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-igor-stravinsky-firebird-ks2/zbsf3k7</p>	<p>Oh I do like to be beside the seaside I do like to be beside the seaside Sing Up</p> <p>The Rockpool Rock The rockpool rock Sing Up</p>	<p>Traditional Maya music Traditional Mayan Music of Guatemala with Musica Maya AJ - YouTube</p>	<p>Sons of pitches Acapella and beatbox Contemporary period https://www.youtube.com/watch?v=6GxzB84Vmsg&feature=emb_rel_pause</p>



		<p>Dr Who theme tune</p> <p>KS2: Delia Derbyshire – Doctor Who Theme (original theme by Ron Grainer) - BBC Teach</p>				
Instruments	<ul style="list-style-type: none"> Untuned and tuned percussion instruments. 	<ul style="list-style-type: none"> Variety of wooden untuned and tuned percussion. 	<ul style="list-style-type: none"> Variety of untuned and tuned percussion. 	<ul style="list-style-type: none"> Keyboard (on iPad) Guitar 	<ul style="list-style-type: none"> A variety of untuned and tuned percussion. 	<ul style="list-style-type: none"> Voices Keyboard (on Ipad) guitar
Musical concept	<p>Rhythms (Ostinato)</p> <p>Dynamics</p> <p>Tempo</p>	<p>Rhythm (ostinato)</p> <p>Pitch</p> <p>Dynamics (crescendo, diminuendo, forte and piano)</p> <p>Pitch</p>	<p>Dynamics (crescendo, diminuendo, forte, piano)</p> <p>Pitch</p> <p>Tempo (largo, andante, presto)</p> <p>Duration (crotchet, quaver, minim, rest)</p>	<p>Musical notation</p> <p>Chord progression</p> <p>singing</p>	<p>Structure</p> <p>Texture</p> <p>Dynamics (crescendo, diminuendo, forte and piano)</p> <p>Pitch</p>	<ul style="list-style-type: none"> Improvisation Chord progression Rhythm
Musical Vocabulary	<p>Ostinato, texture, rhythm, multi-layered composition.</p>	<p>Dynamics: forte and piano (f & p)</p> <p>crescendo and diminuendo (< >)</p> <p>inverting, looping,</p> <p>Ostinato</p> <p>rest</p> <p>largo (slow),</p> <p>andante (normal speed)</p> <p>presto (fast)</p>	<p>Dynamics (piano, forte, crescendo, diminuendo)</p> <p>Tempo (largo, andante, presto)</p> <p>Graphic score</p>	<p>Chord,</p> <p>Chord progression</p>	<p>Dynamics (piano, forte, crescendo, diminuendo)</p> <p>Tempo (largo, andante, presto)</p> <p>Stave/staff</p>	<p>Beatbox</p> <p>Chord progression</p> <p>Dynamics (piano, forte, crescendo, diminuendo)</p> <p>Tempo (largo, andante, presto)</p> <p>Staff</p> <p>inverting, looping,</p> <p>Ostinato</p> <p>rest</p>



Hillcross Primary Music Curriculum

UKS2

	<u>Year 6</u>					
Topic	Autumn 1: Everybody wants to rule the world	Autumn 2: A Class Act	Spring 1: War of the Worlds	Spring 2: Peace at Last	Summer 1: Game, Set and Match	Summer 2: Whole School Topic
NC singing	using their voices with increasing accuracy, fluency, control and expression	N/A	using their voices with increasing accuracy, fluency, control and expression	N/A	N/A	using their voices with increasing accuracy, fluency, control and expression
Progression of singing	<ul style="list-style-type: none"> Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. 		<ul style="list-style-type: none"> Identifying the way that features of a song can complement one another to create a coherent overall effect 			<ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Identifying the way that features of a song can complement one another to create a coherent overall effect
NC Listen & appraise	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
Progression of listen & appraise	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.



NC Play & perform	<p>play and perform in ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in ensemble contexts using their voices with increasing accuracy, fluency, control and expression</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p>
Progression of play and perform	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, communicating with the group 	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, beginning to keep in time with others and communicating with the group 	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group 	<ul style="list-style-type: none"> Performing a solo or taking a leadership role within a performance 	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group 	<ul style="list-style-type: none"> Performing a solo or taking a leadership role within a performance Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group
Improvise & compose	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>	N/A
Progression of improvise and compose	<ul style="list-style-type: none"> Composing the composition of accompanying features, within a given structure. 	<ul style="list-style-type: none"> Composing the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation. 	<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation. Composing an original song, incorporating lyric writing and the composition of accompanying features, within a given structure. 	<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation. 	<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation and technology. 	
Composer & genre	<p>Bach: Toccata and Fugue Baroque Period KS2: Johann Sebastian Bach - Toccata and Fugue in D minor - BBC Teach</p>	<p>South American pan pipe music https://www.youtube.com/watch?v=SpChEF2gJ1Y</p>	<p>Vera Lynn Vera Lynn - We'll Meet Again (1943) - YouTube Vera Lynn - (There'll Be Bluebirds Over) The White Cliffs Of Dover - YouTube</p>	<p>George Gershwin: American in Paris Tin Pan Alley period https://www.youtube.com/watch?v=0PBpOXn3Igg</p> <p>George Gershwin Rhapsody in Blue KS2: George Gershwin – Rhapsody in Blue (excerpt) - BBC Teach</p>	<p>Haydn Classical Period KS2: Joseph Haydn - Trumpet Concerto (3rd movement) - BBC Teach</p> <p>Vangelis: Chariots of Fire Contemporary https://www.youtube.com/watch?v=CSav51fVlKU</p>	<p>Tongo https://www.youtube.com/watch?v=u7mpDWU0XB8 Tongo Sing Up</p>
Instruments	<ul style="list-style-type: none"> Variety of untuned, tuned percussion 	<ul style="list-style-type: none"> Recorder Xylophone Glockenspiel 	<ul style="list-style-type: none"> Voice Keyboard (iPad) recorder 	<ul style="list-style-type: none"> Variety of untuned, tuned percussion Keyboards (iPad) Voice 	<ul style="list-style-type: none"> Variety of untuned, tuned percussion Keyboards (iPad) 	<ul style="list-style-type: none"> Voice



<u>Musical concept</u>	Structure Pitch (notation) Rhythm (fugue and toccata)	Pentatonic scale Structure (ABA, ABAC, ABAB)	Lyrics Pitch Standard notation (C-C scale) Structure	Structure (Solo/ensemble) Tempo (adagio and allegro) Dynamics (Pianissimo, fortissimo)	Structure (Solo/ensemble) Texture Tempo (adagio and allegro) Dynamics (Pianissimo, fortissimo)	Texture Tempo (adagio and allegro) Dynamics (Pianissimo, fortissimo)
Musical Vocabulary	Structure Fugue, Toccata	Pentatonic scale, ABA, ABAB, ABAC structure melody	Lyrics, structure, dynamics tempo	adagio and allegro (tempo) Pianissimo and fortissimo (dynamics)	Adagio allegro, pianissimo, fortissimo, crescendo, diminuendo	Harmony, texture, dynamics, tempo