

Year R	Unit title and key focus	Celebration Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas	Big Band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience	Musical Stories Learning how music can influence our feelings and emotions through a series of lessons linked to familiar stories. Exploring pitch, tempo and instrumental sounds, along with composition. Culminates in a final performance.
	Key learning by the end of the unit (Development Matters 2021 statements, Early Learning Goals)	Listening carefully to rhymes and songs, paying attention to how they sound. Learning rhymes, poems and songs. (CL) Recognising that people have different beliefs and celebrate special times in different way (UW) Listening attentively, moving to and talking about music, expressing their feelings and responses. -Watching and talking about dance and performance art, expressing their feelings and responses. Singing in a group or on their own, increasingly matching the pitch and following the melody. Exploring and engaging in music making and dance, performing solo or in groups. ELG: Being Imaginative and Expressive> Singing a range of well-known nursery rhymes and songs. ELG: Being Imaginative and Expressive>Performing songs, rhymes, poems and stories with others, and- when appropriate - trying to move in time with music. (EAD)	Learning rhymes, poems and songs. (CL) Exploring, using and refining a variety of artistic effects to express their ideas and feelings. Returning to and building on their previous learning, refining ideas and developing their ability to represent them. Creating collaboratively sharing ideas, resources and skills. Listening attentively, moving to and talking about music, expressing their feelings and responses. Singing in a group or on their own, increasingly matching the pitch and following the melody. Exploring and engaging in music making and dance, performing solo or in groups. ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. (EAD)	Playing simple patterns on un-tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Playing instruments expressively. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest. Creating and selecting appropriate sounds to tell a story. Communication and language - understanding, listening & speaking. Being imaginative. CoEL - Playing and exploring. CoEL - Active learning. CoEL - Creating and thinking critically. ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. (EAD)
	Key vocabulary	<i>Diwali, celebration, music, dance, traditional, harp, flute, Jewish, drum, cymbals, tambourine, shofar, hora, kinnor, Hanukkah, Kwanzaa, African music, culture, Christmas, Christian, sleigh bells, actions, voice sounds, body percussion</i>	<i>music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, names of musical instruments, conductor, wind, strings, brass, percussion</i>	<i>Classical music, Pitch, High, Low, Tempo, Fast, Slow, Dynamic, Loud, Quiet, Musical story, Lyrics, Melody, Sergei Prokofiev, Peter and the Wolf, Character, Instrument, song, percussion, names of percussion instruments, compose</i>
Year 1	Unit title and key focus	Pulse and rhythm: All about me Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.	Timbre and Rhythmic Patterns (Fairytales) Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a fairy tale	Musical Vocabulary (Under the Sea) Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.

	Key learning by the end of the unit	Clapping and playing in time to the pulse Playing simple rhythms on an instrument Understanding the difference between pulse and rhythm Improvising vocally within a given structure	Performing short chants from memory, with expression. Responding to a sound by likening it to a character or mood. Creating and selecting sounds to match a character or mood.	Combining instrumental and vocal sounds within a given structure Creating simple melodies using a few notes Responding to simple musical instructions as part of a class performance Describing the differences between two pieces of music Understanding key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre
	Key vocabulary	<i>in time, pulse, rhythm</i>	<i>Timbre, rhythm, syllables, Strings, Timpani, Oboe, Clarinet, Bassoon, French horn, Flute, pulse</i>	<i>Pulse, dynamics, tempo, celeste, timbre, Pitch, rhythm, structure, texture, graphic score</i>
	Knowledge Organiser	Pulse and Rhythm: All About Me	Timbre and Rhythmic Patterns: Fairytales	Musical Vocabulary: Under the Sea
Year 2	Unit title and Core Knowledge	Musical Me: singing and playing a song Learning to sing and play the song 'Once a Man Fell in a Well' using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	Orchestral Instruments: Traditional Western Stories Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.	On this Island: British Songs and Sounds Creating sounds to represent three contrasting landscapes: seaside, countryside and city.
	Key learning by the end of the unit	Singing and playing untuned instruments at the same time. Playing a melody from letter notation. Repeating a melody by ear. Choosing appropriate dynamics and timbre for a piece of music.	Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character.	Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape.
	Key vocabulary	<i>Composition, pulse, melody, timbre, dynamics, rhythm, compose, composer, notation,</i>	<i>Strings, woodwind, brass, percussion, dynamics, sound effects, tempo, timbre, vocals</i>	<i>Composition, Duration, Dynamics, Inspiration, Pitch, Structure, Tempo, Texture, Timbre</i>
	Knowledge Organiser	Musical Me: Singing and Playing a Song	Orchestral Instruments: Traditional Western Stories	On this Island: British Songs and Sounds

Year 3	Unit title and key NC content	Recorder Song focus: Let your Spirit Fly Musical context and genre: RnB and Popular Music styles through the 20 th Century.	Recorder Song focus: Three Little Birds Musical context and genre: Reggae.	Recorder Song focus: Bringing Us Together Musical context and genre: Disco and Funk.
	Key learning by the end of the unit	<p><u>Pulse</u> Keep a steady pulse in a group without musical accompaniment. Demonstrate 4/4 in 3 different tempos.</p> <p><u>Rhythm</u> Perform extended (i.e. 4 bars) rhythms that use crotchets and minims.</p> <p><u>Melody and Notation</u> Perform from and compose using 2 pitched notes (B and A) and simple rhythms (crotchets and minims, and their rests).</p> <p><u>Active listening</u> Identify and describe musical features in popular music from 20th Century. Sing back simple melodies that are heard.</p> <p><u>Composing and Improvising</u> Create basic 2 note melodies and rhythms using crotchets and minims.</p> <p><u>Performing</u> Develop facility in playing the recorder, including correct placement of the mouthpiece, correct hand position, breath control, and sealing the tone holes and thumb hole with the left hand. Performing 2 note melodies using simple rhythms (crotchets and minims, and their rests).</p> <p><u>Singing</u> Develop facility in singing, including correct posture, breath control, and tone. Sing songs in unison, with at least a 5 note range.</p>	<p><u>Pulse</u> Keep a steady pulse in a duo or trio without musical accompaniment. Demonstrate 4/4 and 3/4 in 3 different tempos.</p> <p><u>Rhythm</u> Perform extended (i.e. 4 bars) rhythms that use crotchets, minims, and their rests.</p> <p><u>Melody and Notation</u> Perform from and compose using 3 pitched notes (B, A and G) and simple rhythms (crotchets and minims, and their rests).</p> <p><u>Active Listening</u> Identify and describe musical features in Reggae and compare with other popular music from 20th Century. Play back simple 2 note melodies that are heard.</p> <p><u>Composing and Improvising</u> Create basic 3 note melodies and rhythms using crotchets and minims, and their rests.</p> <p><u>Performing</u> Continue to develop facility in playing the recorder, including correct placement of the mouthpiece, correct hand position, breath control, and sealing the tone holes and thumb hole with the left hand. Performing 3 note melodies using simple rhythms (crotchets and minims, and their rests).</p> <p><u>Singing</u> Continue to develop facility in singing, including correct posture, breath control, and tone. Sing songs in unison and rounds, with at least a 5 note range.</p>	<p><u>Pulse</u> Keep a steady pulse individually without musical accompaniment. Demonstrate 4/4, 3/4 and 2/4 in 3 different tempos.</p> <p><u>Rhythm</u> Perform extended (i.e. 4 bars) rhythms that use crotchets, minims, paired quavers, and their rests.</p> <p><u>Melody and Notation</u> Perform from and compose using 3 pitched notes (B, A and G) and simple rhythms (crotchet, minims, paired quavers, and their rests).</p> <p><u>Active Listening</u> Identify and describe musical features in Disco and Funk, and compare with other popular music from 20th Century. Play back simple 3 note melodies that are heard.</p> <p><u>Composing and Improvising</u> Create basic 3 note melodies and rhythms using crotchets, minims, paired quavers, and their rests.</p> <p><u>Performing</u> Continue to develop facility in playing the recorder, including correct placement of the mouthpiece, correct hand position, breath control, and sealing the tone holes and thumb hole with the left hand. Performing 3 note melodies and simple rhythms (crotchet, minims, paired quavers, and their rests).</p> <p><u>Singing</u> Continue to develop facility in singing, including correct posture, breath control, and tone. Sing songs with in unison and rounds, with at least a 5 note range, and accompanied by a vocal ostinato.</p>

	<p>Key vocabulary</p>	<ul style="list-style-type: none"> rhythm, tempo, pulse, beat, downbeats, fast (allegro), slow (adagio) crotchets, paired quavers, minims, rests, time signatures pitch, melody, high, low, rising, falling, range structure, call and response, echo, ostinato harmony, drone texture, unison, layered, solo dynamics, loud forte), quiet (piano) rock and pop band instruments, instruments of the orchestra, instruments from global traditions 	<ul style="list-style-type: none"> rhythm, tempo, pulse, beat, downbeats, fast (allegro), slow (adagio) crotchets, paired quavers, minims, rests, time signatures pitch, melody, high, low, rising, falling, range structure, call and response, echo, ostinato harmony, drone texture, unison, layered, solo dynamics, loud forte), quiet (piano) rock and pop band instruments, instruments of the orchestra, instruments from global traditions 	<ul style="list-style-type: none"> rhythm, tempo, pulse, beat, downbeats, fast (allegro), slow (adagio) crotchets, paired quavers, minims, rests, time signatures pitch, melody, high, low, rising, falling, range structure, call and response, echo, ostinato harmony, drone texture, unison, layered, solo dynamics, loud forte), quiet (piano) rock and pop band instruments, instruments of the orchestra, instruments from global traditions
	<p>Knowledge Organiser</p>			
<p>Year 4</p>	<p>Unit title and key NC content</p>	<p>Recorder Song Focus: Mamma Mia Musical context and genre: the music of ABBA and Popular Music styles through the 20th Century.</p>	<p>Recorder Song Focus: Lean On Me Musical context and genre: Soul and Gospel music.</p>	<p>Recorder Song Focus: Blackbird Musical context and genre: the music of The Beatles and Popular Music styles through the 20th Century.</p>
	<p>Key learning by the end of the unit</p>	<p>Pulse On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4, and in 2 different tempos.</p> <p>Rhythm Perform rhythms with 2 rhythms happening together. Recognise and clap back rhythms using crotchets, minims, paired quavers, semibreves, and their rests.</p> <p>Melody and Notation Perform from and compose using 3 to 5 pitched notes (taken from B, A, G, C and F).</p> <p>Active listening Identify and describe musical features in the music of ABBA and other popular music from 20th Century, and comparing it with other musical traditions. Play back more complex 3 note melodies.</p> <p>Composing and Improvising</p>	<p>Pulse On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4, and in 3 different tempos.</p> <p>Rhythm Perform rhythms with at least 2 rhythms happening together. Recognise and clap back rhythms using crotchets, minims, paired quavers, semibreves, quadrupled semiquavers, and their rests.</p> <p>Melody and Notation Perform from and compose using 4 to 5 pitched notes (taken from B, A, G, C, F and Bb).</p> <p>Active Listening Identify and describe musical features in Soul and Gospel music, and comparing it with other musical traditions. Play back an ostinato head aurally and played at the same time as a 3 note melody.</p> <p>Composing and Improvising</p>	<p>Pulse On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4, and in 3 different tempos with other pupils playing another ostinato to accompany.</p> <p>Rhythm Perform rhythms with at least 2 rhythms happening together. Recognise and clap back rhythms using crotchets, minims, paired quavers, single quavers, semibreves, quadrupled semiquavers, and their rests.</p> <p>Melody and Notation Perform from and compose using 5 pitched notes (taken from B, A, G, C, F and Bb).</p> <p>Active Listening Identify and describe musical features in the music of the Beatles and other popular music from 20th Century, and comparing it with other musical traditions. Play back a 3 note melody head aurally and played at the same time as an ostinato.</p> <p>Composing and Improvising</p>

	<p>Improvise and compose melodies using 3 notes, and a more developed 4 bar rhythmic pattern, using crotchets, minims, paired quavers, and their rests.</p> <p><u>Performing</u> Continue to develop facility in playing the recorder, including correct placement of the mouthpiece, correct hand position, breath control, and sealing the tone holes and thumb hole with the left and right hands. Performing 3 to 5 note melodies (taken from B, A, G, C and F) using simple rhythms (crotchets, minims, paired quavers, and their rests).</p> <p><u>Singing</u> Continue to develop facility in singing, including correct posture, breath control, and tone. Sing songs in unison, with an octave range.</p>	<p>Improvise and compose melodies using 4 notes, and a more developed 4 bar rhythmic pattern, using crotchets, minims, paired quavers, and their rests.</p> <p><u>Performing</u> Continue to develop facility in playing the recorder, including correct placement of the mouthpiece, correct hand position, breath control, and sealing the tone holes and thumb hole with the left and right hands. Performing 4 to 5 note melodies (taken from B, A, G, C, F and Bb) using simple rhythms (crotchets, minims, paired quavers, and their rests).</p> <p><u>Singing</u> Continue to develop facility in singing, including correct posture, breath control, and tone. Sing songs in unison and rounds, with an octave range.</p>	<p>Improvise and compose melodies using 5 notes, and a more developed 4 bar rhythmic pattern, using crotchets, minims, paired quavers, and their rests.</p> <p><u>Performing</u> Continue to develop facility in playing the recorder, including correct placement of the mouthpiece, correct hand position, breath control, and sealing the tone holes and thumb hole with the left and right hands. Performing melodies with 5 or more pitched notes (taken from B, A, G, C, F and Bb) using simple rhythms (crotchets, minims, paired quavers, and their rests).</p> <p><u>Singing</u> Continue to develop facility in singing, including correct posture, breath control, and tone. Sing songs in rounds and 2 parts, including counter-melody, with an octave range.</p>
Key vocabulary	<ul style="list-style-type: none"> • rhythm, tempo, getting faster (accelerando), getting slower (rallentando), fast (allegro), slow (adagio) • crotchets, paired quavers, minims, rests, time signatures • pitch, melody, range, pentatonic scale, major and minor tonality, counter-melody • structure, rounds and partner songs, repetition, contrast • harmony, static, moving • texture, duet, melody, accompaniment • dynamics, articulation, getting louder (crescendo), getting softer (decrescendo), loud forte, quiet (piano), smooth (legato), detached (staccato) • rock and pop band instruments, instruments of the orchestra, instruments from global traditions, different playing techniques of these instruments 	<ul style="list-style-type: none"> • rhythm, tempo, getting faster (accelerando), getting slower (rallentando), fast (allegro), slow (adagio) • crotchets, paired quavers, minims, rests, time signatures • pitch, melody, range, pentatonic scale, major and minor tonality, counter-melody • structure, rounds and partner songs, repetition, contrast • harmony, static, moving • texture, duet, melody, accompaniment • dynamics, articulation, getting louder (crescendo), getting softer (decrescendo), loud forte, quiet (piano), smooth (legato), detached (staccato) • rock and pop band instruments, instruments of the orchestra, instruments from global traditions, different playing techniques of these instruments 	<ul style="list-style-type: none"> • rhythm, tempo, getting faster (accelerando), getting slower (rallentando), fast (allegro), slow (adagio) • crotchets, paired quavers, minims, rests, time signatures • pitch, melody, range, pentatonic scale, major and minor tonality, counter-melody • structure, rounds and partner songs, repetition, contrast • harmony, static, moving • texture, duet, melody, accompaniment • dynamics, articulation, getting louder (crescendo), getting softer (decrescendo), loud forte, quiet (piano), smooth (legato), detached (staccato) • rock and pop band instruments, instruments of the orchestra, instruments from global traditions, different playing techniques of these instruments
Knowledge Organiser			

Year 5	Unit title and key NC content	Composing Notation: Egyptians Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation	Musical Theatre Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.	Guitar Whole-class guitar lessons to develop pupils' rhythmic, performing and notation skills.
	Key learning by the end of the unit	Performing accurately from graphic notation using voices and instruments. Identifying how the key features of music are written down, by following a score whilst listening. Creating a sound story using voices and instruments, and notate it using hieroglyphs	Participating in a group performance to tell a story. Performing a vocal ostinato as part of a layered ensemble. Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story. Understanding what musical theatre looked and sounded like across decades.	Learning how to handle a guitar and naming the parts. Developing music theory – notes Introduction to chords, crotchets and quavers, 4/4 time Music appreciation – listening to examples of guitar music Sight reading, playing from memory
	Key vocabulary	<i>Melody, improvising, notation, motif, call and response, unison, verse, structure, major, minor, tempo, ensemble, notation</i>	<i>Action song, Backdrop, Book musical, Character song, Choreographer, Composer, Comic opera, Costumes, Designer, Dialogue, Director, Duet, Ensemble, Hip-hop musical, Jukebox musical, Librettist, Libretto, Lyricist, Musical director, Musical theatre, Opera, Operetta, Performers, Props, Rock musical, Scene, Solo, Tempo, Timbre, Transitions</i>	<i>head, neck, bridge, tuning pegs, note, fret board, tablature, melody, motif, riff, time signature</i>
	Knowledge Organiser	Composing Notation: The Egyptians	Musical Theatre	
Year 6	Unit title and key NC content	Guitar Whole-class guitar lessons to develop pupils' rhythmic, performing and notation skills.	Songs of WW2 Developing pitch and control. Learning how to identify pitches and notate a melody using pitches.	Film Music Exploring and appraising film music. Using graphic scores to interpret film music before composing a soundtrack play alongside film clips
	Key learning by the end of the unit	Learning how to handle a guitar and naming the parts. Looking after a guitar – changing strings Developing music theory – notes, scales, chords, crotchets and quavers, 4/4 time Music appreciation – listening to examples of guitar music Sight reading, playing from memory Developing composition skills including improvisation Experimenting with 6/8 and 3/4 time signatures Identifying major and minor keys	Singing a war-time favourite with expression and dynamics. Improving accuracy in pitch using the Solfa Scale. Singing different parts to create a harmony. Performing a melody from a notated score. Recognising the stylistic features of the music of WW2. Identifying pitch changes in music. Understanding what war-time music sounded like in WW1 and WW2.	Performing a soundtrack to a film scene as a group. Discussing the features of film music. Identifying different instruments and composing techniques. Interpreting emotions in film music using graphic scores. Creating and notating a composition which uses sounds to represent a given theme



		Practising strumming patterns Introduction to scales		
	Key vocabulary	<i>head, neck, bridge, tuning pegs, note, fret board, tablature, melody, motif, riff, time signature, scale, syncopation</i>	<i>Music, morale, Britain, troops, frontline, Vera Lynn, Contrast, tempo, higher and lower, diaphragm, melody, Phrase, graphic score, pitch, Do Re Mi Fa So La Ti, counter-melody, harmony, Solfa</i>	<i>chromatics, composition, evoke, graphic score, imagery, improvise, major key, minor key, modulates, notate, pitch, sound effects, sound track, tremolo, unison</i>
	Knowledge Organiser		Songs of World War 2	Film Music