



### What are the Knowledge, Skills and Understanding we want our pupils to gain?

EB, September 2023

#### Our Intent for Music at Pensford Primary School

At Pensford, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, performing and composing across a wide variety of historical periods, styles, traditions, and musical genres. We want children to develop a curiosity for the subject, recognise the ways in which music can support their well-being and appreciate the importance of all types of music within their own lives and the lives of others. By following the Sing Up Music scheme, we provide a broad and balanced music curriculum with the fundamental elements of music at the heart of all learning.

Our Music teaching supports the Four Pillars of the Pensford Curriculum as follows:

**Wellbeing** - Music is a powerful tool for improving mood and helping to regulate emotions. It helps to build confidence, self-esteem and resilience which enables us to cope better with challenges. Music also encourages self-expression and develops a range of social skills.

**Language** – Music is a language in its own right. It uses phrases, sentences, grammar and punctuation to communicate meaning. Our Music curriculum details the subject-specific vocabulary that will enable pupils to explore and discuss their knowledge in the subject. This vocabulary builds up as the children move through the school.

**Reasoning** – The ability to use logic, reasoning and creativity when problem solving are central skills in music. Our children will be encouraged to analyse and evaluate music, make deductions and use informed decisions to improve their composing and performing. They will also develop an appreciation of how cultures use music for personal expression.

**Technology** - Our curriculum includes opportunities to: use technology to listen to performances; compose, notate and edit music; record performances and explore more about this subject on the internet.

**Year A**

EYFS	Term 1: Me and my world	Term 2: Festivals and celebrations	Term 3: Walking with dinosaurs	Term 4: Outer space	Term 5: Grow grow grow	Term 6: Exploring the world
	<p><b>I've got a grumpy face</b></p> <p><i>Focus: Timbre, beat, pitch contour.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings.</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• Mark the beat of the song with actions.</li> </ul> <p><b>The sorcerer's apprentice</b></p> <p><i>Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>• Identify and describe contrasts in tempo and dynamics.</li> <li>• Begin to use musical terms (louder/quieter,</li> </ul>	<p><b>Witch, witch</b></p> <p><i>Focus: Call-and-response, pitch (la-so-mi-do), timbre.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Make up a simple accompaniment using percussion instruments.</li> <li>• Use the voice to adopt different roles and characters.</li> <li>• Match the pitch of a four-note (la-so-mi-do) call-and-response song.</li> </ul> <p><b>Row, row, row your boat</b></p> <p><i>Focus: Beat, pitch (step/leap), timbre.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Make up new lyrics and vocal sounds for different kinds of transport.</li> <li>• Sing a tune with 'stepping' and 'leaping' notes.</li> <li>• Play a steady beat on percussion instruments.</li> </ul>	<p><b>Bird spotting: Cuckoo polka</b></p> <p><i>Focus: Active listening, beat, pitch (so-mi), vocal play.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</li> <li>• Enjoy moving freely and expressively to music.</li> </ul> <p><b>Shake my sillies out</b></p> <p><i>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Create a sound story using instruments to represent different animal sounds/movements.</li> <li>• Sing an action song with changes in speed.</li> <li>• Play along with percussion instruments.</li> <li>• Perform the story as a class.</li> <li>• Listen to music and show the beat with actions.</li> </ul>	<p><b>Up and down</b></p> <p><i>Focus: Pitch contour rising and falling, classical music.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Make up new lyrics and accompanying actions.</li> <li>• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul> <p><b>Five fine bumble bees</b></p> <p><i>Focus: Timbre, tempo, structure (call-and-response), active listening.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise a vocal/physical soundscape about minibeasts.</li> <li>• Sing in call-and-response and change voices to make a buzzing sound.</li> <li>• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</li> <li>• Listen to a piece of classical music and respond through dance.</li> </ul>	<p><b>Down there under the sea</b></p> <p><i>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Develop a song by composing new words and adding movements and props.</li> <li>• Sing a song using a call-and-response structure.</li> <li>• Play sea sound effects on percussion instruments.</li> <li>• With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</li> <li>• Listen to a range of sea-related pieces of music and respond with movement.</li> </ul> <p><b>It's oh so quiet</b></p> <p><i>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise music with different instruments, following a conductor.</li> <li>• Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</li> </ul>	<p><b>Slap clap clap</b></p> <p><i>Focus: Music in 3-time, beat, composing and playing.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a three-beat body percussion pattern and perform it to a steady beat.</li> <li>• Sing a melody in waltz time and perform the actions.</li> <li>• Transfer actions to sounds played on percussion instruments.</li> <li>• Listen actively to music in 3/4 time.</li> <li>• Find the beat and perform a clapping game with a partner.</li> </ul> <p><b>Bow, bow, bow Belinda</b></p> <p><i>Focus: Beat, active listening, instrumental accompaniment.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Invent and perform actions for new verses.</li> <li>• Sing a song while performing a sequence of dance steps.</li> <li>• Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</li> </ul>

	faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing.				<ul style="list-style-type: none"> <li>• Play different instruments with control.</li> <li>• Explore dynamics with voices and instruments.</li> <li>• Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about folk songs from North America.</li> </ul>
<b>KS1</b>	<b>Term 1: Who's coming to tea?</b>	<b>Term 2: Topic – Fire!</b>	<b>Term 3: How do we get to..?</b>	<b>Term 4: Where are all the wild things?</b>	<b>Terms 5 and 6: Once upon a time...</b>	
	<p><b>Menu song</b></p> <p><i>Focus: Active listening (movement), beat, echo singing, showing pitch moving.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Participate in creating a dramatic group performance using kitchen-themed props.</li> <li>• Sing a cumulative song from memory, remembering the order of the verses.</li> <li>• Play classroom instruments on the beat.</li> <li>• Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</li> <li>• Listen and move in time to the song.</li> </ul>	<p><b>Colonel Hathi's march</b></p> <p><i>Focus: Beat, march, timbre, film music.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose music to march to using tuned and untuned percussion.</li> <li>• Respond to musical characteristics through movement.</li> <li>• 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).</li> </ul> <p><b>Magical musical aquarium</b></p> <p><i>Focus: Timbre, pitch, structure, graphic symbols, classical music.</i></p>	<p><b>Football</b></p> <p><i>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C).</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</li> <li>• Chant together rhythmically, marking rests accurately.</li> <li>• Play a simple ostinato on untuned percussion.</li> <li>• Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</li> <li>• Recognise the difference between a pattern with notes (pitched) and without (unpitched).</li> </ul>	<p><b>Musical conversations</b></p> <p><i>Focus: Question-and-answer, timbre, graphic score.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose musical sound effects and short sequences of sounds in response to a stimulus.</li> <li>• Improvise question-and-answer conversations using percussion instruments.</li> <li>• Create, interpret, and perform from simple graphic scores.</li> <li>• Recognise how graphic symbols can represent sound.</li> </ul> <p><b>Cat and mouse</b></p> <p><i>Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.</i></p>	<p><b>The king is in the castle</b></p> <p><i>Focus: Structure, timbre, pitch, dynamics, rhyme.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explore using sound quality (timbre), dynamics, and pitch to tell a story.</li> <li>• Change voices to suit difference characters while performing appropriate actions.</li> <li>• Play contrasting accompaniments to reinforce verse structure.</li> <li>• Identify a simple song structure and rhyme pattern.</li> </ul>	<p><b>Come dance with me</b></p> <p><i>Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Create musical phrases from new word rhythms that children invent.</li> <li>• Sing either part of a call-and-response song.</li> <li>• Play the response sections on tuned percussion using the correct beater hold.</li> <li>• Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</li> <li>• Copy call-and-response patterns with voices and instruments.</li> </ul>

		<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</li> <li>• Sing a unison song rhythmically and in tune.</li> <li>• Play percussion instruments expressively, representing the character of their composition.</li> <li>• Listen to 'Aquarium', reflecting the character of the music through movement.</li> </ul>		<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</li> <li>• Attempt to record compositions with stick and other notations.</li> <li>• Sing and chant songs and rhymes expressively.</li> <li>• Listen and copy rhythm patterns.</li> </ul>		
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Lower KS2	Term 1: North, East, South, West	Term 2: Rise of the Robots	Term 3: Extreme survival	Term 4: Dig For Victory	Terms 5 and 6: Escape from Pompeii	
	<p><b>I've been to Harlem</b></p> <p><i>Focus: Pitch shape, ostinato, round, pentatonic, call-and-response.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a pentatonic ostinato.</li> <li>• Sing a call-and-response song in groups, holding long notes confidently.</li> <li>• Play melodic and rhythmic accompaniments to a song.</li> <li>• Listen and identify where notes in the melody of the song go down and up.</li> </ul>	<p><b>Chilled-out clap rap</b></p> <p><i>Focus: Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers.</li> <li>• Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes.</li> <li>• Rap accurately and rhythmically with dynamic contrasts.</li> </ul>	<p><b>Latin dance</b></p> <p><i>Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a 4-beat rhythm pattern to play during instrumental sections.</li> <li>• Working in small groups, sing a call-and-response song with an invented drone accompaniment.</li> <li>• Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</li> </ul>	<p><b>'March' from The Nutcracker</b></p> <p><i>Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Develop active listening skills by responding to musical themes through movement.</li> <li>• Understand the structure of rondo form (A-B-A-C-A).</li> <li>• Develop a sense of beat and rhythmic pattern through movement.</li> </ul>	<p><b>Just three notes</b></p> <p><i>Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Invent simple patterns using rhythms and notes C-D-E.</li> <li>• Compose music, structuring short ideas into a bigger piece.</li> <li>• Notate, read, follow and create a 'score'.</li> <li>• Recognise and copy rhythms and pitches C-D-E.</li> </ul>	<p><b>Fly with the stars</b></p> <p><i>Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest).</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</li> <li>• Sing solo or in a pair in call-and-response style.</li> <li>• Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create</li> </ul>

		<ul style="list-style-type: none"> <li>• Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a one-note part contributing to the chords accompanying the verses.</li> <li>• Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience call-and-response patterns through moving with a partner.</li> </ul> <p><b>From a railway carriage</b></p> <p><i>Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explore ways to create word-based pieces of music.</li> <li>• Explore ways to communicate atmosphere and effect.</li> <li>• Listen and compare how different composers have approached creating word-based compositions.</li> </ul>	<p><b>Samba with Sérgio</b></p> <p><i>Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</li> <li>• Perform vocal percussion as part of a group.</li> <li>• Move in time with the beat of the music.</li> <li>• Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).</li> </ul>	accompaniment ideas for the song.
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<b>Upper KS2</b>	<b>Term 1: Mmm chocolate</b>	<b>Term 2: Why aorta keep fit</b>	<b>Term 3: Marvellous Mayans</b>	<b>Term 4: Were we a fish?</b>	<b>Terms 5 and 6: Dragon's Den</b>	
	<p><b>What shall we do with the drunken sailor?</b></p> <p><i>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation.</i></p> <p>Objectives:</p>	<p><b>Building a groove</b></p> <p><i>Focus: Beat, rhythm, basslines, riffs.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Show understanding of how a drum pattern,</li> </ul>	<p><b>Madina tun nabi</b></p> <p><i>Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones.</i></p>	<p><b>Balinese Gamelan</b></p> <p><i>Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).</i></p> <p>Objectives:</p>	<p><b>Kisne banaaya</b></p> <p><i>Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement.</i></p>	<p><b>Year 5/6 production</b></p> <p><i>Focus: Ensemble performance</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Perform in solo and ensemble contexts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</li> <li>• Sing a sea shanty expressively, with accurate pitch and a strong beat.</li> <li>• Play bass notes, chords, or rhythms to accompany singing.</li> <li>• Sing in unison while playing an instrumental beat (untuned).</li> <li>• Keep the beat playing a 'cup' game.</li> <li>• Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</li> </ul>	<p>bass line and riff fit together to create a memorable and catchy groove.</p> <ul style="list-style-type: none"> <li>• Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</li> </ul> <p><b>Época</b></p> <p><i>Focus: Texture, articulation, rhythm, tango.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</li> <li>• Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</li> <li>• Demonstrate an understanding of the history of Argentine Tango.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise freely over a drone.</li> <li>• Sing a song in two parts with expression and an understanding of its origins.</li> <li>• Sing a round and accompany themselves with a beat.</li> <li>• Play a drone and chords to accompany singing.</li> <li>• Listen and copy back simple rhythmic and melodic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a kecak piece as part of a group.</li> <li>• Sing/chant a part within a kecak performance.</li> <li>• Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</li> <li>• Listen and match vocal and instrumental sounds to each other, and to notation.</li> </ul> <p><b>Composing in ternary form</b></p> <p><i>Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</li> <li>• Notate ideas to form a simple score to play from.</li> <li>• Listen, appraise, and respond to music using drawings and words.</li> <li>• Recognise that music can describe feelings and tell a story.</li> <li>• Understand and recognise ternary form.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a simple accompaniment using tuned instruments.</li> <li>• Create and perform their own class arrangement.</li> <li>• Sing and play the melody of Kisne banaaya.</li> <li>• Sing in a 4-part round accompanied with a pitched ostinato.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with accuracy, fluency, control and expression.</li> </ul>
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Year B

EYFS	Term 1: Me and my world	Term 2: Festivals and celebrations	Term 3: Walking with dinosaurs	Term 4: Outer space	Term 5: Grow grow grow	Term 6: Exploring the world
	<p><b>I've got a grumpy face</b></p> <p><i>Focus: Timbre, beat, pitch contour.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings.</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• Mark the beat of the song with actions.</li> </ul> <p><b>The sorcerer's apprentice</b></p> <p><i>Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>• Identify and describe contrasts in tempo and dynamics.</li> <li>• Begin to use musical terms (louder/quieter,</li> </ul>	<p><b>Witch, witch</b></p> <p><i>Focus: Call-and-response, pitch (la-so-mi-do), timbre.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Make up a simple accompaniment using percussion instruments.</li> <li>• Use the voice to adopt different roles and characters.</li> <li>• Match the pitch of a four-note (la-so-mi-do) call-and-response song.</li> </ul> <p><b>Row, row, row your boat</b></p> <p><i>Focus: Beat, pitch (step/leap), timbre.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Make up new lyrics and vocal sounds for different kinds of transport.</li> <li>• Sing a tune with 'stepping' and 'leaping' notes.</li> <li>• Play a steady beat on percussion instruments.</li> </ul>	<p><b>Bird spotting: Cuckoo polka</b></p> <p><i>Focus: Active listening, beat, pitch (so-mi), vocal play.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</li> <li>• Enjoy moving freely and expressively to music.</li> </ul> <p><b>Shake my sillies out</b></p> <p><i>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Create a sound story using instruments to represent different animal sounds/movements.</li> <li>• Sing an action song with changes in speed.</li> <li>• Play along with percussion instruments.</li> <li>• Perform the story as a class.</li> <li>• Listen to music and show the beat with actions.</li> </ul>	<p><b>Up and down</b></p> <p><i>Focus: Pitch contour rising and falling, classical music.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Make up new lyrics and accompanying actions.</li> <li>• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul> <p><b>Five fine bumble bees</b></p> <p><i>Focus: Timbre, tempo, structure (call-and-response), active listening.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise a vocal/physical soundscape about minibeasts.</li> <li>• Sing in call-and-response and change voices to make a buzzing sound.</li> <li>• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</li> <li>• Listen to a piece of classical music and respond through dance.</li> </ul>	<p><b>Down there under the sea</b></p> <p><i>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Develop a song by composing new words and adding movements and props.</li> <li>• Sing a song using a call-and-response structure.</li> <li>• Play sea sound effects on percussion instruments.</li> <li>• With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</li> <li>• Listen to a range of sea-related pieces of music and respond with movement.</li> </ul> <p><b>It's oh so quiet</b></p> <p><i>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise music with different instruments, following a conductor.</li> </ul>	<p><b>Slap clap clap</b></p> <p><i>Focus: Music in 3-time, beat, composing and playing.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a three-beat body percussion pattern and perform it to a steady beat.</li> <li>• Sing a melody in waltz time and perform the actions.</li> <li>• Transfer actions to sounds played on percussion instruments.</li> <li>• Listen actively to music in 3/4 time.</li> <li>• Find the beat and perform a clapping game with a partner.</li> </ul> <p><b>Bow, bow, bow Belinda</b></p> <p><i>Focus: Beat, active listening, instrumental accompaniment.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Invent and perform actions for new verses.</li> <li>• Sing a song while performing a sequence of dance steps.</li> <li>• Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</li> </ul>

	faster/slower, higher/lower). <ul style="list-style-type: none"> <li>Respond to music in a range of ways e.g. movement, talking, writing.</li> </ul>				<ul style="list-style-type: none"> <li>Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</li> <li>Play different instruments with control.</li> <li>Explore dynamics with voices and instruments.</li> <li>Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about folk songs from North America.</li> </ul>
<b>KS1</b>	<b>Term 1: Our amazing world</b>	<b>Term 2: Toy story</b>	<b>Term 3: We are artists</b>	<b>Term 4: Buses, planes and trains</b>	<b>Terms 5 and 6: Sun, storms and seaside</b>	
	<p><b>Tony Chestnut</b></p> <p><i>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Improvise rhythms along to a backing track using the note C or G.</li> <li>Compose call-and-response music.</li> <li>Play the melody on a tuned percussion instrument.</li> <li>Sing with good diction.</li> <li>Recognise and play echoing phrases by ear.</li> </ul>	<p><b>Carnival of the animals</b></p> <p><i>Focus: Timbre, tempo, dynamics, pitch, classical music.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Select instruments and compose music to reflect an animal's character.</li> <li>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</li> <li>Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</li> </ul>	<p><b>Grandma rap</b></p> <p><i>Focus: Duration (crotchet, quavers, crotchet rest), unison, round.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</li> <li>Chant Grandma rap rhythmically, and perform to an accompaniment children create.</li> <li>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</li> </ul>	<p><b>Swing-a-long with Shostakovich</b></p> <p><i>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Create action patterns in 2- and 3-time.</li> <li>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</li> <li>Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').</li> <li>Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</li> <li>Move freely and creatively to music using a prop.</li> </ul>	<p><b>The rockpool rock</b></p> <p><i>Focus: 2-part singing, rock 'n' roll, structure, timbre.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Learn an interlocking spoken part.</li> <li>Sing a rock 'n' roll-style song confidently.</li> <li>Play an introduction on tuned percussion.</li> <li>Listen actively and learn about rock 'n' roll music.</li> </ul>	<p><b>Tanczymy labada</b></p> <p><i>Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Demonstrate an internalised sense of pulse through singing games.</li> <li>Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.</li> <li>Play an accompaniment on tuned percussion and</li> </ul>



		<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Charlie Chaplin</b></p> <p><i>Focus: Create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Compose a soundtrack to a clip of a silent film.</li> <li>Understand and use notes of different duration.</li> <li>Understand and use notes of different pitch.</li> <li>Understand and use dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Learn a clapping game to Hi lo chicka lo that shows the rhythm.</li> <li>Show the following durations with actions ‘walk’ (crotchet) and ‘jogging’ (quavers).</li> </ul>	<p><b>Trains</b></p> <p><i>Focus: Create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuto)</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Begin to understand duration and rhythm notation.</li> <li>Structure musical ideas into a whole-class composition.</li> <li>Learn a simple rhythm pattern and perform it with tempo and volume changes.</li> <li>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</li> <li>Follow signals from a conductor.</li> <li>Listen to and analyse four pieces of music inspired by travel/vehicles.</li> </ul>		<p>invent a 4-beat body percussion pattern.</p> <ul style="list-style-type: none"> <li>Listen and match the beat of others and recorded music, adapting speed accordingly.</li> <li>Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</li> </ul>
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<b>Lower KS2</b>	<b>Term 1: Going Global</b>	<b>Term 2: Raiders and Traders</b>	<b>Term 3: Walk like an Egyptian</b>	<b>Term 4: Who is roaming in the rainforest?</b>	<b>Terms 5 and 6: Down in the valley</b>	
	<p><b>This little light of mine</b></p> <p><i>Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response.</i></p>	<p><b>My fantasy football team</b></p> <p><i>Focus: Beat, rhythm, rondo, rhythm notation.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify, play from, and combine rhythm patterns</li> </ul>	<p><b>The doot doot song</b></p> <p><i>Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases</i></p>	<p><b>Fanfare for the common man</b></p> <p><i>Focus: Fanfare, timbre, dynamics, texture, silence.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Improvise and compose,</li> </ul>	<p><b>Global pentatonics</b></p> <p><i>Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation.</i></p> <p>Objectives:</p>	<p><b>Favourite song</b></p> <p><i>Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles.</i></p> <p>Objectives:</p>

	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Improvise with the voice.</li> <li>• Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</li> <li>• Sing in a Gospel style with expression and dynamics.</li> <li>• Play a bass part and rhythm ostinato along with This little light of mine.</li> <li>• Sing Part 1 of a partner song rhythmically.</li> <li>• Listen and move in time to songs in a Gospel style.</li> </ul>	<p>to make a sequence using crotchets, quavers, and crotchet rests.</p> <ul style="list-style-type: none"> <li>• Perform a whole-class 'rondo' made up of playing and singing.</li> <li>• Sing a stepping melody accurately, and with clear articulation and diction.</li> <li>• Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/semiquaver), and 'shh' (crotchet rest).</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• 'Doodle' with voices over the chords in the song.</li> <li>• Sing swung rhythms lightly and accurately.</li> <li>• Learn a part on tuned percussion and play as part of a whole-class performance.</li> <li>• Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</li> <li>• Listen and identify similarities and differences between acoustic guitar styles.</li> </ul>	<p>exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</p> <ul style="list-style-type: none"> <li>• Compose a fanfare using a small set of notes, and short, repeated rhythms.</li> <li>• Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</li> </ul> <p><b>Spain</b></p> <p><i>Focus: Create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Invent a melody.</li> <li>• Fit two patterns together.</li> <li>• Structure musical ideas into compositions.</li> <li>• Play repeating rhythmic patterns.</li> <li>• Count musically.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a pentatonic melody.</li> <li>• Improvise and create pentatonic patterns.</li> <li>• Use notation to represent musical ideas.</li> <li>• Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</li> </ul> <p><b>The horse in motion</b></p> <p><i>Focus: Create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Create ostinatos.</li> <li>• Layer up different rhythms.</li> <li>• Create and follow a score.</li> <li>• Watch a film and analyse it in a musical context.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with expression and a sense of the style of the music.</li> <li>• Understand triads and play C, F, G major, and A minor.</li> <li>• Play an instrumental part as part of a whole-class performance.</li> <li>• Sing a part in a partner song, rhythmically and from memory.</li> <li>• Identify similarities and differences between pieces of music in a folk/folk-rock style.</li> </ul>
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<b>Upper KS2</b>	<b>Term 1: What's out there?</b>	<b>Term 2: Who let the gods out?</b>	<b>Term 3: Is it me or is it hot in here?</b>	<b>Term 4: Victorious Victorians</b>	<b>Terms 5 and 6: How steady is your hand?</b>	
	<p><b>Hey, Mr Miller</b></p> <p><i>Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing,</i></p>	<p><b>You to me are everything</b></p> <p><i>Focus: 1970s soul music, comparing cover versions.</i></p> <p>Objectives:</p>	<p><b>Dona nobis pacem</b></p> <p><i>Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations</i></p>	<p><b>Shadows</b></p> <p><i>Focus: Artists and their influences, compare musical genres (country, electronic</i></p>	<p><b>Ame sau vala tara bal</b></p> <p><i>Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian</i></p>	<p><b>Year 5/6 production</b></p> <p><i>Focus: Ensemble performance</i></p> <p>Objectives:</p>

	<p><i>social and historical context.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose a syncopated melody using the notes of the C major scale.</li> <li>• Sing a syncopated melody accurately and in tune.</li> <li>• Sing and play a class arrangement of the song with a good sense of ensemble.</li> <li>• Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</li> <li>• Learn some simple choreography to accompany a disco song.</li> <li>• Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</li> </ul> <p><b>Twinkle variations</b></p> <p><i>Focus: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Create variations using a wide variety of composing techniques.</li> <li>• Improvise on top of a repeating bassline.</li> <li>• Decipher a graphic score.</li> <li>• Play Twinkle, twinkle, little star.</li> </ul>	<p><i>(crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.</li> <li>• Sing a round accurately and in a legato style.</li> <li>• Sing a chorus in two-part harmony with dancing on the beat.</li> <li>• Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</li> </ul>	<p><i>dance music, rock, classical, soul).</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explore the influences on an artist by comparing pieces of music from different genres.</li> <li>• Identify features of timbre, instrumentation, and expression in an extract of recorded music.</li> <li>• Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</li> <li>• Create a shadow movement piece in response to music.</li> </ul> <p><b>Composing for protest!</b></p> <p><i>Focus: Create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Create their own song lyrics.</li> <li>• Fit their lyrics to a pulse, creating a chant.</li> <li>• Write a melody and sing it.</li> <li>• Structure their ideas into a complete song.</li> </ul>	<p><i>musical styles comparison (bhangra, Bollywood, Indian classical).</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Create a rhythmic piece for drums and percussion instruments.</li> <li>• Sing the chorus of Throw, catch in three-part harmony with dancing.</li> <li>• Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</li> <li>• Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in solo and ensemble contexts.</li> <li>• Sing with accuracy, fluency, control and expression.</li> </ul>
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