



<b>Cross-year links</b>	<b>Preparing</b>	<b>Preparing</b>	<b>Preparing</b>	<b>Preparing</b>	<b>Preparing</b>	<b>Preparing</b>
	rest, graphic, symbols, dot notation, stick notation, crotchets, quavers, crotchet, rests, percussion	dynamics, tempo, crescendo, pause, coordination, left and right, beat, pulse/ beat interval, melody			beat, dynamics, (crescendo) texture, baroque, classical jazz, instruments (flute clarinet bassoon cor anglais trumpet, saxophone), body percussion	timbre, pitch, rhythm, articulation, character
<b>Year 3</b>	<b>Sing Up unit 1: I've been to Harlem</b> Musical focus: pitch shape, ostinato, round, pentatonic, call-and-response	<b>Sing a range of Christmas songs in unison, pitching the voice accurately and following directions for getting louder.</b>	<b>Singing competition (term 3)</b>	<b>Sing Up unit – Just 3 Notes and Samba with Sergio</b> Musical focus: composition, listening, instrumental performance, reading notation.	<b>Term 5 – Sing Up unit – Fly with the Stars</b> Musical focus: composition	<b>N/A</b>
<b>Cross-year links</b>	<b>Anchoring</b> Y1 – using pitch to tell a story	<b>Anchoring</b> Y2 - Continue to build on previous vocal skills	<b>Anchoring</b> Y2 - Continue to build on previous vocal skills	<b>Anchoring</b> Y1 – composing, use of graphic notation	<b>Anchoring</b> Y2 - play tuned and untuned instruments musically	<b>Anchoring</b>
	<b>Preparing</b> Y4 – pentatonic five-note scale	<b>Preparing</b> Y4 – singing in unison	<b>Preparing</b> Y4 – singing in unison	<b>Preparing</b> Y4 – compose own piece and standard notation to record	<b>Preparing</b> Y5 - improvise and compose music for a range of purposes using the inter-related dimensions of music.	<b>Preparing</b>
<b>Subject specific vocabulary</b>	pitch, compose, structure, pentatonic scale, chords, note clusters, ostinato, echo, call and response, tempo, texture, unison, improvise, ensemble	n/a	n/a	pitch (cde), rhythm patterns, structure, minimalism, dot-notation, compose, call-and-response, samba batucada, beat, rhythm, music and community, rhythm notation.	rhythm, crotchet, quavers, semi-quavers, pitch (c-d-e), dot-notation, progression snapshot 3.	N/A

<b>Year 4</b>	<p><b>Sing Up unit – Global Pentatonic</b> Listening unit based around the pentatonic scale – a five-note musical scale. Children will experience a range of pieces, with opportunities for improvisation and composing using classroom percussion instruments.</p>	<p><b>Playing and performing</b> <i>Carol Service</i> Sing in unison, pitching the voice accurately and following directions for getting louder.</p>	<p><b>Instrument tuition – clarinets (10 weeks x 45mins)</b> Develop facility in the basic skills of clarinet playing. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. <b>Singing and performing</b> Singing competition <b>Composition</b> Use technology to compose a piece of music to accompany environmental images (link to Geography)</p>		<p><b>Case study: Take the ‘A’ Train – Billy Strayhorn</b> Listen to, understand and compose their own piece in AABA form. Consider tempo and use standard notation to record their ideas.</p>	<p><b>Sing Up: The Pink Panther</b> Children will explore the film’s theme and create their own sound effects. They will compose new sound effect sequences for The Pink Panther, before composing a short storyboard of events and the accompanying music.</p>
<b>Cross year links</b>	<p><b>Anchoring</b> Y3 – composition</p>	<p><b>Anchoring</b> Continue to build on previous vocal skills from YR-3</p>	<p><b>Anchoring</b> Y1- graphic notation Y3 – basic standard notation</p>	<p><b>Anchoring</b></p>	<p><b>Anchoring</b> YR-3 – continue to build on understanding of musical structures and identifying musical elements</p>	<p><b>Anchoring</b> Y1- telling a story through music</p>
	<p><b>Preparing</b> Y5 – use of tuned percussion Y6 – melodies including pentatonic phrases</p>	<p><b>Preparing</b> Y5 – singing in 3-part rounds</p>	<p><b>Preparing</b> Y5- use of tuned percussion Y5&amp;6 – standard notation</p>	<p><b>Preparing</b> Y6 – use of technology to improvise and compose</p>	<p><b>Preparing</b></p>	<p><b>Preparing</b></p>
<b>Subject specific vocabulary</b>	listen, compare, pentatonic, improvise, scale, compose, graphic notation, staff notation	unison, pitch, crescendo, decrescendo, pentatonic, improvise, compose, legato, staccato	note, duration, crotchet, minim, quaver, rest,		form, structure, AABA form, jazz, swing, orchestra, big band tempo (accelerando, rallentando), rhythm	timbre, tempo, rhythm, dynamics, atmosphere
<b>Year 5</b>	<p><b>Music Express - Space</b> Evaluate music across a range of historical periods, including the works of the great composers. Use and understand staff and other musical notations. Sing with expression. Develop an understanding of musical composition</p>	<p><b>Playing and performing</b> <i>Carol Service</i></p>	<p><b>Sing Up: Drunken Sailor</b> Talk about the purpose of sea shanties and describe some of the features. Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Sing a sea shanty with accurate pitch and a strong beat.</p>	<p><b>Sing Up: Songwriting</b> ‘Doodle’ with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that could be developed. Identify the structure of songs and analyse songs to appreciate the role of metaphor. Develop</p>	<p><b>Case study: Vaughan Williams’s English Folk Song Suite</b> Listen to and appraise different moods and characteristics of the English Folk Song Suite. Analyse instrumentation of each song. Perform folk compositions in small groups in the style of a ceilidh band. Use tuned</p>	<p><b>Analysing and music appreciation</b> Analyse musical styles of several songs in different genres.</p>

				understanding of song writing techniques.	instruments as backing instruments.	
<b>Cross year links</b>	<b>Anchoring</b> Year 4 – singing in unison Year 4 – simple notations	<b>Anchoring</b> Year 4 – singing in unison	<b>Anchoring</b> Year 4 – singing in unison Year 4 – composition Year 4 – rhythm notation	<b>Anchoring</b> Year 4 – composition	<b>Anchoring</b> Year 4 – composition Year 4 – use of tuned percussion	<b>Anchoring</b>
	<b>Preparing</b> Year 6 – staff notations Year 6 – singing with confidence, expression and in tune	<b>Preparing</b> Year 6 – singing with confidence, expression and in tune	<b>Preparing</b> Year 6 – body percussion Year 6 – composition Year 6 – singing with confidence, expression and in tune	<b>Preparing</b> Year 6 – rhythmic variety Year 6 - composition	<b>Preparing</b>	<b>Preparing</b> Year 6 – listening and analysing Year 6 – analysing tempo, dynamics, effect etc., plus identifying instruments,
<b>Subject specific vocabulary</b>	dynamics, timbre, tempo, and texture, expression, musical notation (staff, crotchet, minim, quaver, semiquaver, rests)	unison, pitch, crescendo, decrescendo, rest, beat, rhythm	sea shanties, beat (metre), body Percussion, pitch, strong beat, rhythm, chords, dot notation	structure (verse / chorus), hook, lyric writing, melody, metaphor	folk, song, jig, circle, dance, ceilidh, pulse, rhythm	timbre, instrumentation, genre, version (original / cover), period
<b>Year 6</b>	<b>Music Express: World Unite</b> Performing (Exploring beat and syncopation through body percussion. Relating pitch and shape to movement)	<b>Music Express: Journeys</b> Listening & Analysing (Tempo, dynamics) - <b>Say My Name</b>  <b>Playing and performing</b> <i>Remembrance assembly</i> <i>Carol Service</i>	<b>Sing Up: The Lumineers Nobody Knows (Sing Up)</b> Playing and performing  <b>Playing and performing</b> <i>Singing competition</i>	<b>Case Study: ‘Connect it’ by Anna Meredith as starting point then ‘Street Dance’ on Music Express</b> Applying skills, knowledge and understanding / Plan, compose and notate an 8- or 16-beat melodic phrase	<b>Garageband</b> Improvising and composing, including the use of staff notation  <b>Analysing Rock Music</b> Explain the tempo, dynamics, etc./recognise instruments and describe their effect in a piece of music <i>Legends of Rock project</i>	<b>Year 6 Play</b> Sing or play in a group and solo context with confidence, expression and in tune – Y6 play  Playing and performing, reading staff notation – Small group pop performances with instruments – Y6 play
<b>Cross year links</b>	<b>Anchoring</b> Body percussion (Y5 T3)	<b>Anchoring</b> Music appreciation (Y5 T6)	<b>Anchoring</b> Playing and performing folk music (Y5 T5)	<b>Anchoring</b> Case Study (Y5 T4) Case Study (Y4 T5)	<b>Anchoring</b> Analysing and music appreciation (Y5 T6)	<b>Anchoring</b> Singing competition (Y6 T3)
<b>Subject specific vocabulary</b>	Tempo, dynamics, metre, timbre, duration, texture. compare, contrast, forte, fortissimo, adagio, moderato, allegro	Solo, expression, rhythm, orchestra, improvise, compose, layers	Solo, expression, rhythm, orchestra, improvise, compose, layers	Notation, crotchet, minim, semibreve, quaver, semiquaver, dotted crotchet, rests, compose, notate, plodic phrase, pentotonic scale	Tempo, dynamics, metre, timbre, duration, texture. compare, contrast, forte, fortissimo, adagio, moderato, allegro	Solo, expression, rhythm, orchestra, improvise, compose, layers