

Music-Why here, why now?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Year A	Hello/Weather	Midnight Wood/Animals	Seasons/Our School	Machines/Travel	Our Bodies/Storytime	Patterns/water
	Content	1.3b Hello, hi ((Performance) Using voices expressively and creatively by singing songs and speaking chants and rhymes. 1.4 Weather (Exploring sounds) Using voices expressively and creatively.	1.6b Midnight Wood (exploring sounds) identifying character themes 1.3a Animals (pitch) Experiment with, create, select and combine sounds.	1.6a Seasons (Pitch) Select and combine sounds. 1.7 Our School (Exploring sounds) Play tuned and untuned instruments.	1.5 Machines (beat) Experiment with, create, select and combine sounds. 1.11Travel (Performance) Using voices expressively and creatively by singing songs and speaking chants and rhymes.	1.10 Our Bodies (beat) Experiment with sounds 1.9 Storytime (Exploring sounds) Combine sounds.	1.8 Patterns (Beat) Experiment with, create, select and combine sounds. 1.12 Water (pitch) Play tuned and untuned instruments musically.
	Why here, why now	Links to Hello and Weather topics this term To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.	Links to After Dark topic To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.	To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.	Links to Journeys topic To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.	Links to science topic on human bodies To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.	Links to Around the world topic To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.
	Key Vocabulary	Beat, temper, dynamics come up duration, timbre rhythm	Direction, Pitch, dynamics, tempo, high, low	dynamics, pitch, beat, duration, texture, timbre	dynamics, pitch, tempo, rhythm	beat, tempo, rhythm, timbre, dynamics	Beat, metre, pitch, dynamics, Tempo, glissando, pitch, rhythm, descending
	Year B	Ourselves/Our Bodies	Seasons/Our School	Weather/seasons	Patterns/Travel	Number/Machines	Animals/Water
	Content	1.1Ourselves (exploring sounds) 1.10 Our Bodies (beat) Experiment with sounds	1.6 Seasons (Pitch) Select and combine sounds. 1.7 Our School (Exploring sounds) Play tuned and untuned instruments.	1.4 Weather (Exploring sounds) Using voices expressively and creatively. 1.9 Storytime (Exploring sounds) Combine sounds.	1.8 Patterns (Beat) Experiment with, create, select and combine sounds. 1.11 Travel (Performance) Using voices expressively and creatively by singing songs and speaking chants and rhymes.	1.2 Number (Beat) Play tuned and untuned instruments musically. 1.5 Machines (beat) Experiment with, create, select and combine sounds.	1.3 Animals (pitch) Experiment with, create, select and combine sounds. 1.12 Water (pitch) Play tuned and untuned instruments musically.
	Why here, why now	To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.	To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.	To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.	To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.	To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.	To build on skills taught in EYFS and begin using rich musical vocabulary to ensure the children become familiar using this.
	Key Vocabulary	Pitch, dynamics, tempo, feat, timbre, rhythm	dynamics, pitch, beat, timbre, duration, texture	duration, dynamics, timbre, rhythm, tempo,	Beat, metre, pitch, dynamics, duration, tempo, rhythm	beat, tempo, dynamics, rhythm	hi, low, pitch, dynamics, timbre, tempo, glissando, pitch, rhythm, descending

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.		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Year A	Weather/Seasons	Animals/Machines	Our School/Storytime	We/Our land	Our Bodies/Numbers	Water/Travel
	Content	1.4 Weather (Exploring sounds) Using voices expressively and creatively. 1.6 Seasons (Pitch) Select and combine sounds. (see links below to extend yr 2 if needed)	1.3 Animals (pitch) Experiment with, create, select and combine sounds. 1.5 Machines (Beat) Experiment with, create, select and combine sounds.	1.7 Our School (Exploring sounds) Play tuned and untuned instruments. 1.9 Storytime (Exploring sounds) Combine sounds. (see links below to extend yr 2 if needed)	2.1 We (Exploring sounds) Using voices expressively and creatively by singing songs and speaking chants and rhymes. 2.3 Our Land (Exploring sounds) Experiment with, create, select and combine sounds.	2.4 Our Bodies (Beat) Play tuned and untuned instruments musically. 2.6 Numbers (Beat) Play tuned and untuned instruments musically.	2.11 Water (Pitch) Using voices expressively and creatively by singing songs and speaking chants and rhymes. 2.12 Travel (Performance) Using voices expressively and creatively by singing songs and speaking chants and rhymes.
	Why here, why now	Links to topic work on weather and seasons Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one	Links to science topic on habitats Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one	Links to fairy stories and castles topic Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one	Links to seascape topic Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one	Links to science topic about humans Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one	Links to geography topic on Britain and the World Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one
	Key Vocabulary	Duration, dynamics, timbre, rhythm, tempo Combat bait	High, low, pitch, rhythm, tempo	Timbre, dynamics, duration, text yeah, tempo, dynamics	pitch, solar, duet, duration, texture, score, call and response, rhythm, tempo, dynamics, beat, drone,	Dynamics, beat, rhythm, ostinato, tempo, score, internalising, rhythm pattern, notation	pitch, melody, score. Timbre, duration, glissando, beat, rhythm, accompaniment, improvisation
	Year B	Ourselves/Our Bodies	Our School/Patterns	Weather/Storytime	Our Land/Seasons	Machines/Animals	Water/Travel
	Content	1.1 Ourselves (exploring sounds) Experiment with, create, select and combine sounds. 1.10 Our Bodies (beat) Experiment with sounds	1.7 Our School (Exploring sounds) Play tuned and untuned instruments. 1.8 Pattern (Beat) Experiment with sounds	1.4 Weather (Exploring sounds) Using voices expressively and creatively. 1.9 Storytime (Exploring sounds) Combine sounds. .	2.3 Our Land (Exploring sounds) Experiment with, create, select and combine sounds. 2.8 Seasons (Pitch) Experiment with, create, select and combine sounds.	1.5 Machines (Beat) Experiment with, create, select and combine sounds. 2.5 Animals (Pitch) Using Voices expressively and creatively by singing songs and speaking chants and rhymes.	2.11 Water (Pitch) Using voices expressively and creatively by singing songs and speaking chants and rhymes. 2.12 Travel (Performance) Using voices expressively and creatively by singing songs and speaking chants and rhymes.
	Why here, why now	Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one	Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one	Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one	Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one	Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one	Continuing to build on previous learning and understand a little more to each element of music, developing their skills progressively from year one
	Key Vocabulary	Pitch, dynamics, tempo, dimensions Beat, rhythm, conductor	timbre, dynamics, duration, texture, feet, metre, pitch, dynamics,	Duration, dynamics, timbre, rhythm, tempo	temple, dynamics, beat, rhythm, drone, melody, duration, texture, timbre, ostinato, accompaniment, arrangement, melody	Beat, rhythm combat tempo, pitch, notation, accompaniment	pitch, melody, scar, timbre, duration, glissando, conductor, rhythm, accompaniment, tempo, dynamics, ostinato, score, improvisation

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Year A	Environment/Buildings	Sounds/in the Past	Singing French/up and away	Around the World/Ancient Worlds	Sounds/Buildings	In the Past/food and Drink
	Content	3.1 Environment (Composition) Improvise and compose music for a range of purpose using interrelated dimensions of music. 3.2 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.	3.3 Sounds (Exploring Sounds) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 3.7 In the Past (Pitch) Develop an understanding of the history of music.	3.10 Singing French (Pitch) Use and understand staff and other musical notations. 4, Up and Away (Listening) Respond to musical pieces	4.6 Around the world (Pitch) Use and understand staff and other musical notations. 4.7 Ancient Worlds (Structure) Listen with attention to detail and recall sounds with increasing aural memory.	4.3 Sounds (Exploring sounds) Listen with attention to detail and recall sounds with increasing aural memory. 4.5 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.	4.11 In the Past (Notation) Develop an understanding of the history of music. Use and understand staff and other musical notations. 4.12 Food and Drink (Performance)improvise and compose music for a range of purposes using the interrelated dimensions of music.
	Why here, why now	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Links to French subject Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills
	Key Vocabulary	Timbre, ostinato, pitch from a drone, temple, dynamics, expression, tertiary, Rondo,	chorus, verse, rhythm, phrase, soundscape, feet, sequence, layer, score	Feet, pitch, melody come at phrase, drone, tempo, dynamics, expression, metre, hocket,, echo, sequence, round	round, pentatonic, spiritual, gospel, harmony, graphic notation, pitch, rhythm, tempo, improvisation, offbeat	aerophone, chordophone, membranophone, idiophone, beatbox break, spiritual, unison, round first, chorus, ostinato, dynamics, riff, texture, drone, Rondo, fanfare, crescendo, circular score	ternary form, fanfare, rhythm ostinato, coda,, tempo, chord, riff, break, instrumental link
	Year B	Environment/Building	Poetry/time	In the Past/Communication	Sounds/Buildings	Ancient worlds/Composition	Time/In the Past
	Content	3.1 Environment (Composition) Improvise and compose music for a range of purpose using interrelated dimensions of music.	3.4 Poetry (Performance) Improvise and compose music for a range of purpose using	3.7 In the Past (Pitch) Develop an understanding of the history of music. 3.8 Communication (Composition) Use and	4.3 Sounds (Exploring sounds) Listen with attention to detail and recall sounds with increasing aural memory.	4.7 Ancient Worlds (Structure) Listen with attention to detail and recall sounds with increasing aural memory.	4.10 Time (Beat)Play and perform in solo contexts using their voices. 4.11 In the Past (Notation) Develop an understanding of the history of music.

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		3.2 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.	interrelated dimensions of music. 3.6 Time (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.	understand staff and other musical notations.	4.5 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.	4.9 Communication (Composition) Improvise and compose music for a range of purpose using interrelated dimensions of music.	
Why here, why now	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills
Key Vocabulary	Timbre, ostinato, pitch, drone, tempo, dynamics, expression, ternary Rondo, chorus, verse, rhythm, phrase, soundscape, Sequence, layer, score	text Jeff, tempo, pitch, dynamics, interlude, coda, rhythm, beat, duration, column response, metre, Carillion, dynamics, Austin auto	Page, Joan, notation, stayed, crotchet, quaver, dynamics, beat, rhythm, timbre, duration, tempo, glissando	Add the phone, chordophone, membranophone, idiophone, beatbox, brake, spiritual, unison, round, vibration, verse, chorus, dynamics, riff, texture, drone, Rondo, fanfare, crescendo, circular score	Structure, verse, chorus, coda, dynamics, phrase, crescendo, diminuendo, outro ostinato, minimalism, graphic score, texture	Beat, metre, rhythm, syncopation, cord, riff, break, waltz ternary form, fanfare, rhythm ostinato, coda, beat, tempo, chord, riff, break, instrumental link	

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Year A	Poetry/Environment	Around the World/Singing Spanish	Building/Ancient worlds	Life Cycles	Keeping Healthy	At the Movies
	Content	4.1 Poetry (performance) Play and perform in solo and ensemble contexts, using voices and playing instruments. 4.2 Environment (Composition) Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians. .	4.6 Around the world (Pitch) Use and understand staff and other musical notations. 4.8 Singing Spanish (Pitch) Play and perform in solo and ensemble contexts, using voices and playing instruments.	4.5 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments. 4.7 Ancient Worlds (Structure) Listen with attention to detail and recall sounds with increasing aural memory.	5.3 Life Cycles (Structure) Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.	5.4 Keeping Healthy (Beat)Plan perform in solo and then ensemble context using their voices and play musical instruments with increasing accuracy, fluency, control and expression. ?	5.5 At the movies (Composition) Improvise and compose music for a range of purposes using interrelated dimensions of music.
	Why here, why now	Links to geography work on river pollution Ensuring the children have all the key elements expected from key stage 1, and year 3, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Links to geography topic based on Europe Ensuring the children have all the key elements expected from key stage and year 3, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1 and year 3, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1 and year 3, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1 and Year 3, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills	Ensuring the children have all the key elements expected from key stage 1 and year 3 continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills
	Key Vocabulary	Beat,, dynamics, ostinato, canon, tempo, timbre, texture, pitch, dynamics, duration, structure, drone, introduction, coda	Pentatonic, spiritual, gospel, harmony, graphic notation, pitch, rhythm, tempo, improvisation, offbeat	Verse, chorus, ostinato, dynamics, risk, texture, drone, Rondo, fanfare, crescendo, circular score	Structure, metre, melody come at lead vocal, backing vocal, cumulative, beat, pulse, tempo, dynamics, pitch, clusters, symmetrical, rhythm, chord, trill minor, timbre	Skull, structure, syncopation, drone, chromatic, unison, pitch, scale, rhythm	temple, dynamics, chamber, pitch, text you, melody, rhythm, cue scores
		Environment/Recycling	Ancient Worlds/In the Past	Around the World/Food and Drink	Sounds	Communication	Time
	Content	4.2 Environment (Composition)	4.7 Ancient Worlds (Structure)	4.6 Around the world (Pitch)	4.3 Sounds (Structure) Appreciate and understand a wide range	4.9 Communication (Beat)Plan perform in solo and then ensemble	4.10 Time (Performance) Plan perform in solo and then ensemble context

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		<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>4.4 Recycling (Structure) improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>4.11 In the Past (Notation) Use and understand staff and other musical notations.</p>	<p>Use and understand staff and other musical notations.</p> <p>4.12 Food and Drink (Performance)improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>of high- quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>context using their voices and play musical instruments with increasing accuracy, fluency, control and expression</p>	<p>using their voices and play musical instruments with increasing accuracy, fluency, control and expression</p>
	Why here, why now	<p>Ensuring the children have all the key elements expected from key stage 1, and year 3, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills</p>	<p>Ensuring the children have all the key elements expected from key stage 1 and year 3, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills</p>	<p>Ensuring the children have all the key elements expected from key stage 1 and year 3, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills</p>	<p>Ensuring the children have all the key elements expected from key stage 1 and year 3, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills</p>	<p>Ensuring the children have all the key elements expected from key stage 1 and Year 3, continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills</p>	<p>Ensuring the children have all the key elements expected from key stage 1 and year 3 continuing to build on basic skills and developing them, continuing to appraise, listen, improvised, sing and learn new skills</p>
	Key Vocabulary	<p>Chamber, text you, pitch, dynamics, generation, temple, structure, drone, introduction, codec, finally, rhythm, groove, verse, chorus, improvisation, Rondo</p>	<p>Structure, verse, chorus, coda, dynamics, phrase, crescendo, diminuendo, ostinato, graphic score, texture, fanfare, rhythm, beat, risk, break, instrumental link</p>	<p>Round, pentatonic, spiritual, gospel, harmony, graphic notation, pitch, rhythm, tempo, improvisation, offbeat,</p>	<p>aerophone, chordophone, membranophone, idiophone, beatbox, break, spiritual, unison, round, vibration</p>	<p>Rhythmic, melodic, ostinato, harmony, chord, chordal</p>	<p>beat, metre, rhythm, syncopation, called, riff, break, waltz</p>

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		build on previous skills in key stage 1 and lower key stage 2, all elements are progressive, and the children gain greater understanding of each element of music through each unit	build on previous skills in key stage 1 and lower key stage 2, all elements are progressive, and the children gain greater understanding of each element of music through each unit	build on previous skills in key stage 1 and lower key stage 2, all elements are progressive, and the children gain greater understanding of each element of music through each unit	build on previous skills in key stage 1 and lower key stage 2, all elements are progressive, and the children gain greater understanding of each element of music through each unit	build on previous skills in key stage 1 and lower key stage 2, all elements are progressive, and the children gain greater understanding of each element of music through each unit	build on previous skills in key stage 1 and lower key stage 2, all elements are progressive, and the children gain greater understanding of each element of music through each unit
	Key Vocabulary	Metre, melodic ostinato, lyrics, improvisation, dynamics	structure, round, metre, melody, lead vocal, backing vocal, cumulative, beat, pulse, tempo, dynamics, pitch, clusters, symmetrical, rhythm, minor	chorus bridge, dynamics, melodic ostinato, diminuendo, crescendo, texture, tempo, duration, pitch, structure	Dynamics, adapt, finale, percussion, texture, tempo, pitch, structure	Rap, fanfare, melody, phrase, structure, verse, chorus, dynamics, pitch, tremolo, timbre, tempo, rhythm, texture	verse, chorus, harmony, structure, dynamics, pitch, called, coder, a compliment, modulation, major key, bridge