



Music Curriculum

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato

National Curriculum Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1 Pupils should be taught:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught:

To sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Rationale

Using a curriculum based on the structure of online music platform Sing Up, which incorporates key aspects of the Model Music Curriculum, as well as sessions based on the LSO Discovery and LPO Schools programmes, lessons at Cherry Orchard follow an established, consistent structure that is practical, interactive and allows children to apply their knowledge and interpretation of all key musical skills: listening, appraising, improvising, composing and performing.

Music is inherently embedded into our culture at Cherry Orchard with...

- weekly whole school singing assemblies
- whole school introduced to 'Music Artist of the Month' during assemblies
- weekly choir opportunity for Key Stage 2
- opportunities to learn an instrument and perform in an in-school rock and pop band with Rocksteady
- professional music workshop providers sourced yearly
- performances throughout the year for the whole school and parent/carers (included within class assemblies, Winter, Spring and Summer Performances and Year 6 production)
- curated playground music playlists during lunch times



Cherry Orchard Primary School Music Yearly overview 2024-25 (Sing Up +)

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS Reception	Unit (Sing Up) (shorter 3 week units)	I've got a grumpy face	The sorcerer's apprentice	Witch Witch	Row, Row, Row your boat	Cuckoo Polka	Shake My Sillies Out	Up and Down	Five Fine bumble bees	Down There Under the Sea	It's Oh So Quiet	Slap, Clap, Clap	Bow, Bow, Bow, Belinda
	Focus & Objectives	<p>Focus: Timbre, beat, pitch contour</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. 	<p>Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower) • Respond to music in a range of ways e.g. movement, talking, writing. 	<p>Focus: Call-and-response, pitch (la-so-mi-do), timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song. 	<p>Focus: Beat, pitch (step/leap), timbre.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments. 	<p>Focus: Active listening, beat, pitch (so-mi), vocal play.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music. 	<p>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create a sound story using instruments to represent different animal sounds/movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions. 	<p>Focus: Pitch contour rising and falling, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch. 	<p>Focus: Timbre, tempo, structure (call-and-response), active listening.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance. 	<p>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with 	<p>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and 	<p>Focus: Music in 3-time, beat, composing and playing.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner. 	<p>Focus: Beat, active listening, instrumental accompaniment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.

									movement.	diminuendo) across a range of different musical styles.		
Year 1	Unit	Menu Song	Colonel Hathi's march	Magical musical aquarium	Football	'Dawn' from Sea interludes	Musical conversations	Dancing and drawing to Nautilus	Cat and mouse	Come dance with me		
	Focus & Objectives	<p>Musical focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Participate in creating a dramatic group performance using kitchen-themed props. Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. Listen and move in time to the song. 	<p>Musical focus: Beat, march, timbre, film music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Compose music to march to using tuned and untuned percussion. Respond to musical characteristics through movement. 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). 	<p>Musical focus: Timbre, pitch, structure, graphic symbols, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. Sing a unison song rhythmically and in tune. Play percussion instruments expressively, representing the character of their composition. Listen to 'Aquarium', reflecting the character of the music through movement. 	<p>Musical focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. Recognise the difference between a pattern with notes (pitched) and without (unpitched). 	<p>Musical focus: Beat, active listening (singing game, musical signals, movement), 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Sing a simple singing game, adding actions to show a developing sense of beat. Listen actively by responding to musical signals and musical themes using appropriate movement. Create a musical movement picture. 	<p>Musical focus: Question-and-answer, timbre, graphic score.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. Create, interpret, and perform from simple graphic scores. Recognise how 	<p>Musical focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing 	<p>Musical focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. 	<p>Musical focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Copy call-and-response patterns with voices and instruments. 		

							graphic symbols can represent sound	freely and imaginatively in response to a piece of music		
Year 2	Unit	Tony Chestnut	Carnival of the animals	Composing music inspired by birdsong	Grandma rap	Orawa	Trains	Swing-along with Shostakovich	Charlie Chaplin	Tanczemy labada
	Focus & Objectives	<p>Musical focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear 	<p>Musical focus: Timbre, tempo, dynamics, pitch, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and 	<p>Musical focus: Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments 	<p>Musical focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). 	<p>Musical focus: Beat, rhythm, repetition, structure, 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to detail, recalling sounds and patterns 	<p>Musical focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuo).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, 	<p>Musical focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. 	<p>Musical focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. 	<p>Musical focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.

			<p>how they are made.</p> <ul style="list-style-type: none"> 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. 				<p>accelerando, ritenuto.</p> <ul style="list-style-type: none"> Follow signals from a conductor. Listen to and analyse four pieces of music inspired by travel/vehicles 	<p>Move freely and creatively to music using a prop</p>		
Year 3	Unit	I've been to Harlem	Nao chariya de/Mingulay boat song	Sound symmetry	Latin Dance	'March' from The Nutcracker	From a railway carriage	Just three notes	Samba with Sérgio	Fly with the stars (Classroom percussion)
	Focus & Objectives	<p>Musical focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p>Objectives: • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up</p>	<p>Musical focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</p> <p>Objectives: • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that</p>	<p>Musical focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.</p> <p>Objectives: • Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. • Sing by</p>	<p>Musical focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p>Objectives: • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p>	<p>Musical focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p>Objectives: • Develop active listening skills by responding to musical themes through movement. • Understand</p>	<p>Musical focus: Structure (repetition, round, pattern), texture (layers, unison), timbre, beat, classical music.</p> <p>Objectives: • Explore ways to create word-based pieces of music. •</p>	<p>Musical focus: Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p>Objectives: • Invent simple patterns using rhythms and notes C-D-E.</p>	<p>Musical focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p>Objectives: • Perform call-and-response rhythms vocally, by ear, using word</p>	<p>Musical focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p> <p>Objectives: • Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</p>

			<p>the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.</p> <ul style="list-style-type: none"> Understand that a folk song is music that belongs to the people of a particular place 	<p>improvising simple melodies and rhythms.</p> <ul style="list-style-type: none"> Identify how the pitch and melody of a song has been developed using symmetry. 		<p>the structure of rondo form (A-B-A-C-A).</p> <ul style="list-style-type: none"> Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. 	<p>Explore ways to communicate atmosphere and effect.</p> <ul style="list-style-type: none"> Listen and compare how different composers have approached creating word-based compositions. 	<ul style="list-style-type: none"> Compose music, structuring short ideas into a bigger piece. Notate, read, follow and create a 'score'. Recognise and copy rhythms and pitches C-D-E. 	<p>rhythms, then transfer rhythms to body percussion/instruments.</p> <ul style="list-style-type: none"> Perform vocal percussion as part of a group. Move in time with the beat of the music. 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). 	
Year 4	Unit	This little light of mine	The Pink Panther theme	Composing with colour	The doot doot song (Classroom percussion)	Fanfare for the common man	Spain	Global pentatonics	The horse in motion	Favourite song (Classroom percussion)

	Focus & Objectives	Musical focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1. Objectives: • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with This little light of mine. • Sing Part 1 of a partner song rhythmically. • Listen and move in time to songs in a Gospel style.	Musical focus: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film. Objectives: • Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre).	Musical Focus: Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score. Objectives: • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	Musical focus: : Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2. Objectives: • 'Doodle' with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles	Musical focus: Fanfare, timbre, dynamics, texture, silence. Objectives: • Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. • Compose a fanfare using a small set of notes, and short, repeated rhythms. • Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	Musical focus: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas. Objectives: • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically	Musical focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation. Objectives: • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.	Musical focus: o 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. Objectives: • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context	Musical focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3. Objectives: • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style.
Year 5	Unit	What shall we do with the drunken sailor?	Why we sing	Introduction to songwriting	Madina tun nabi	Building a groove	Época	Balinese gamelan	Composing in ternary form	Kisne banaaya
	Focus & Objectives	Musical focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. Objectives: • Compose body percussion patterns	Musical focus: Gospel music, instruments, texture,	Musical focus: Structure (verse/chorus), hook, lyric writing, melody.	Musical focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.	Musical focus: Beat, rhythm, basslines, riffs.	Musical focus: Texture, articulation, rhythm, tango.	Musical focus: Gamelan from Bali, interlocking rhythms, vocal chant,	Musical focus: Structure (ternary form/ABA), pentatonic	Musical focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.

		to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	vocal decoration. Objectives: • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).	Objectives: • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can develop into fully fledged songs. • Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. • Understand techniques for creating a song and develop a greater understanding of the songwriting process.	Objectives: • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns	Objectives: • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices.	Objectives: • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine Tango.	structure (musical cycles). Objectives: • Compose a kecak piece as part of a group. • Sing/chant a part within a kecak performance. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation.	scale, tempo, dynamics, 20th-century orchestral music. Objectives: • Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. • Notate ideas to form a simple score to play from. • Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. • Understand and recognise ternary form.	Objectives: • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato
Year 6	Unit	Hey, Mr Miller	Shadows	Composing for protest!	Dona nobis pacem	You to me are everythin	Twinkle variations	Race!	Exploring identity through	Ame sau vala tara bal

						g			song	
	Focus & Objectives	<p>Musical focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1. Objectives: • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>	<p>Musical focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul). Objectives: • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music.</p>	<p>Musical Focus: To 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. Objectives: • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song</p>	<p>Musical focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2. Objectives: • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p>	<p>Musical focus: 1970s soul music, comparing cover versions. Objectives: • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments</p>	<p>Musical Focus: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation. Objectives: • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play Twinkle, twinkle, little star</p>	<p>Musical focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment. Objectives: • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack.</p>	<p>Musical Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems. Objectives: • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs.</p>	<p>Musical focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3. Objectives: • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>