



Music Progression Grid

Each half term has a specific musical focus that progresses across each year group. This knowledge will be supported within the school music assemblies.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Musical Focus	Rhythms	Pentatonic Scale	Texture	Chords and Performance	Structure, timbre, pitch, dynamics, rhyme	Developing beat skills, Pulse, Notation.
Year 1 Scheme Title	Colonel Hathi	Christmas Focus Mrs Kimber to lead	Musical Conversations	Who Stole my Chickens	Cat and Mouse	Come Dance With Me

<p>Key Words</p>	<p>Duration: march rhythm.</p> <p>Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre).</p> <p>Tempo: beat (pulse).</p> <p>Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band.</p>	<p>Rhythms: Recognising ta ti-ti</p> <p>Pitch: Performing and recognising Me, So and La.</p> <p>Pulse/Beat</p>	<p>Structure: question-and-answer</p> <p>Timbre: percussion instruments (tuned, untuned)</p> <p>Other: improvise, compose, graphic symbol, graphic score</p>	<p>Duration: 4-beat rhythm pattern, dotted quaver-semiquaver rhythm (‘skipty’ rhythm), rests, repeating pattern.</p> <p>Pitch: Higher, lower.</p> <p>Tempo: steady beat, getting faster.</p> <p>Timbre: body percussion sounds, whispering, sad voice etc.</p>	<p>Duration: rhythm, beat.</p> <p>Dynamics: loud and quiet, gradual, and sudden changes.</p> <p>Pitch: high and low sounds and the notes in a tune.</p> <p>Timbre: the quality of a vocal or instrument sound.</p> <p>Other: Improvising – experimenting within a structure.</p>	<p>Duration: beat, rhythm.</p> <p>Pitch: stepping notes A-G-F, tuned and untuned percussion.</p> <p>Structure: call-and-response, verse, chorus.</p> <p>Texture: solo.</p>
<p>Learning Progress</p>	<p>Lesson 1: Keep in time with ‘Colonel Hathi’s march’ and listen to it played on brass instruments.</p> <p>Lesson 2: Explore instruments found in marching bands. Compose and play simple marching music.</p> <p>Lesson 3: Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it</p>	<p>Lesson 1: Get to know the first 3 songs.</p> <p>Lesson 2: Get to know the next 3 songs.</p> <p>Lesson 3: Progression snapshot 1. Perform the pieces with actions inclusive.</p> <p>Lesson 4: Improvise a body percussion section for some of the songs.</p> <p>Lesson 5: Prepare for a dramatic performance</p> <p>Lesson 6: Performance day.</p>	<p>Lesson 1: Improvise question-and-answer conversations using percussion instruments.</p> <p>Lesson 2: Create a piece of music called <i>The phone call</i>.</p> <p>Lesson 3: Create, interpret, and perform from graphic scores.</p>	<p>Lesson 1: Sing a song accurately and copy 4-beat rhythm patterns.</p> <p>Lesson 2: Mark rests with body percussion and play a partner clapping game.</p> <p>Lesson 3: Use instruments to mark rests.</p> <p>Lesson 4: Compose new lyrics.</p> <p>Lesson 5: Create body percussion rhythms.</p>	<p>Lesson 1: Play a singing game, experiencing how music creates a mood.</p> <p>Lesson 2: Focus on rhythm – copying, inventing and reading notation.</p> <p>Lesson 3: Create rhythm compositions and attempt to record them on paper</p>	<p>Lesson 1: Find the beat and learn to sing the ‘response’ lines.</p> <p>Lesson 2: Practise finding the beat, join in singing the chorus, and play call-and-response rhythms.</p> <p>Lesson 3: Progression snapshot 3. Make a video recording of children singing.</p> <p>Lesson 4: Sing the song confidently and play the response phrase on tuned percussion.</p>

				Lesson 6: Create a performance.	and play them on instruments.	Lesson 5: Sing and play in call-and-response. Lesson 6: Sing the song in call-and-response, invent new song lyrics, and turn new lyrics into musical phrases.
Most children will be able to;	<p>#Compose music to march to, using tuned and untuned percussion.</p> <p>#Respond to musical characteristics through movement.</p> <p>#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>	<p>#Perform songs to an audience within a piece of drama.</p> <p>#Sing some unison Christmas song rhythmically and in tune.</p> <p>#Play percussion instruments expressively, representing the character of their composition.</p>	<p>#Improvise question-and-answer conversations using percussion instruments.</p> <p>#Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>#Recognise how graphic symbols can represent sound.</p> <p>#Create, interpret, and perform simple graphic scores.</p>	<p>#Listen to and copy short rhythm patterns by ear.</p> <p>#Mark rests in the song with actions, their voices, and instruments.</p> <p>#Sing the rhythm of the melody accurately.</p> <p>#Compose new lyrics and create short body percussion patterns to accompany the song.</p>	<p>#Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</p> <p>#Attempt to record compositions with stick and other notations.</p>	<p>#Copy call-and-response patterns with voices and instruments.</p> <p>#Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p> <p>#Create musical phrases from new word rhythms that children invent.</p> <p>#Sing either part of a call-and-response song.</p>

		#Listen to music depicting snow and Christmas festival.		#Play a partner clapping game while singing a song.	#Sing and chant songs and rhymes expressively. #Listen and copy rhythm patterns.	#Play the response sections on tuned percussion using the correct beater hold.
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Year 2

Scheme Title	Tony Chestnut	Birdsong/Carnival of the Animals	Ocarina Focus Mrs Kimber to lead	Grandma Rap	Play Percussion 1-6	Play Percussion 7-12
Key Words	<p>Pitch: ‘cuckoo call’ interval (minor 3rd), melody.</p> <p>Structure: echo, call-and-response.</p> <p>Tempo: beat, steady beat.</p> <p>Timbre: tuned (has notes) and untuned percussion instruments (doesn’t have notes).</p> <p>Other: diction, improvise.</p>	<p>VII. ‘Aquarium’</p> <p>Timbre: strings, piano, glockenspiel.</p> <p>Pitch: high.</p> <p>Rhythm: long/short notes.</p> <p>Articulation: sliding (glissando), smooth (legato).</p> <p>Character: flowing, wavy, smooth.</p> <p>XII. ‘Fossils’</p> <p>Timbre: xylophone, strings, piano, clarinet.</p> <p>Pitch: high.</p> <p>Rhythm: long/short notes.</p> <p>Tempo: fast.</p> <p>Articulation: short/detached notes (staccato).</p> <p>Character: brittle, jerky.</p>	<p>Octave Ocarina Woodwind Ta Ti-ti Ti-ka-ti-ka Scale Pitch Rhythms Do,Re,Me,So,La</p>	<p>Duration: beat, duration actions ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest), rhythm.</p> <p>Pitch: pitch shape.</p> <p>Structure: 4-beat rhythm.</p> <p>Tempo: steady beat.</p> <p>Texture: round.</p>	<p>Duration: crotchet, quavers, minims, beat/pulse, 4 beats in a bar, 4/4 time signature.</p> <p>Pitch: scale (C – C), solfa names (do, – do’), C and G major chords, melody, drone, tuned percussion</p>	<p>Structure: repetition, palindrome.</p> <p>Texture: building layers, taking layers away.</p> <p>Timbre: glissando, roll, bounce, stepping, tuned percussion, untuned percussion.</p>

		<p>XII. 'The swan'</p> <p>Timbre: cello, strings, glockenspiel. Pitch: low and high. Rhythm: long/short notes. Tempo: slow. Articulation: smooth (legato). Character: elegant, graceful, relaxing.</p> <p>V. 'The elephant'</p> <p>Timbre: piano, double bass. Pitch: low. Rhythm: long/short notes. Tempo: slow. Articulation: short notes (staccato), smooth (legato). Character: heavy, plodding, resonant.</p> <p>X. 'Aviary'</p> <p>Timbre: flute, piano. Pitch: high. Rhythm: long/short notes. Tempo: fast. Articulation: short notes (staccato), smooth (legato). Character: twitchy, fluttering, swooping.</p>				
<p>Learnin g</p>	<p>Lesson 1: Get to know the song – learn the melody and add actions on the beat. Lesson 2: Get to know the song – improving phrasing and tuning. Track the shape of the melody with gesture.</p>	<p>Lesson 1: Birds, names, and body percussion. Lesson 2: Exploring birdsong using instruments. Lesson 3: Flight!</p>	<p>Lesson 1: Introduction to the ocarina and how to hold it.</p>	<p>Lesson 1: Introduce the song – mark the pulse, learn the actions, and recap <i>Hi lo</i></p>	<p>Lesson 1: Introduction to the structure and rhythms of <i>TIME</i>. Lesson 2: Untuned percussion –</p>	<p>Lesson 7: Tuned percussion – recap Part 1, learn Part 2 and Part 4 (the melody). Lesson 8: Tuned percussion – recap Parts 1, 2, and 4. Lesson 9: Tuned percussion – learn Part 3. Practise the melody.</p>

<p>Progress</p> <p>S</p>	<p>Lesson 3: Progression snapshot 1. Make a video recording of children singing.</p> <p>Lesson 4: Play the songs melody on a tuned percussion instrument.</p> <p>Lesson 5: Improvise rhythms along to a backing track.</p> <p>Lesson 6: Compose call-and-response music.</p>	<p>CARNIVAL OF THE ANIMALS</p> <p>Lesson 1: Learn about <i>Carnival of the animals</i> and listen to 'Aquarium'.</p> <p>Lesson 2: How a composer uses timbre to create character and responding to the music through art.</p> <p>Lesson 3: How a composer uses rhythm and articulation to create character and responding to the music through movement.</p>	<p>Lesson 2: Learn the first notes on the ocarina. Practice breath control</p> <p>Lesson 3: Perform a piece with the ocarina including singing and performing using solfege to develop pitch knowledge.</p> <p>Lesson 4: Increase the note range further</p> <p>Lesson 5: Practice pieces for the performance</p> <p>Lesson 6: Perform</p>	<p><i>chicka lo</i> from Term 1.</p> <p>Lesson 2: Learn <i>Grandma rap</i> words and actions, practise pitch pencils, discover the 'walk' duration (action and notation).</p> <p>Lesson 3: Progression snapshot activity 2. Make a video recording of children singing.</p> <p>Lesson 4: Rehearse the rap, introduce the 'jogging' duration and practise 'walk' duration with notation.</p> <p>Lesson 5: Create 4-beat rhythms featuring 'walk' and 'jogging' durations using a rhythm grid.</p> <p>Lesson 6: Create a looped backing (or body percussion accompaniment) to perform <i>Grandma rap</i> to.</p>	<p>different note lengths (longer, shorter).</p> <p>Lesson 3: Untuned percussion – let's learn to play <i>TIME!</i></p> <p>Lesson 4: Untuned percussion – perform and record.</p> <p>Lesson 5: Tuned percussion – sticks and playing techniques.</p> <p>Lesson 6: Tuned percussion – learn Part 1. Begin to learn Part 4 (the melody).</p>	<p>Lesson 10: Recap a selection of parts and practise, practise, practise! (1)</p> <p>Lesson 11: Recap a selection of parts and practise, practise, practise! (2)</p> <p>Lesson 12: Create a class arrangement and perform.</p>
<p>Most children will be able to;</p>	<p>Most children will be able to:</p> <p># Improvise rhythms along to a backing track using the note C or G.</p> <p># Compose call-and-response music.</p>	<p># Select instruments and compose music to reflect an animal's character.</p> <p># Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance.</p>	<p># Play two notes on the ocarina</p> <p># Play with control</p> <p># Demonstrate their knowledge of pitch and rhythm through performance</p>	<p># Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).</p> <p># Chant and play rhythms using the durations of 'walk'</p>	<p># Hold beaters and instruments correctly, achieving a good tone from the instruments.</p> <p># Play the triangle, tambourine, and clave rhythms</p>	<p># Sing and play a C major scale.</p> <p># Play Parts 1 and 2 of <i>TIME</i> (tuned percussion).</p> <p># Participate in an ensemble performance.</p>

	<p># Play the melody on a tuned percussion instrument.</p> <p># Sing with good diction.</p> <p># Recognise and play echoing phrases by ear.</p>	<p># Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</p> <p># 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>		<p>(crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest) from stick notation.</p> <p># Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.</p> <p># Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p># Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.</p>	<p>over a steady beat.</p>	
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Year 3

Scheme Title	Chilled Out Clap	I’ve Been to Harlem	Latin Dance	Violin Focus Mrs Kimber to lead	Just Three Notes	Samba with Sérgio
Key Words	<p>Duration: beat, rhythm, offbeat, crotchet, quavers, crotchet rest.</p> <p>Dynamics: <i>piano</i> (p), <i>forte</i> (f), <i>fortissimo</i> (f) <i>subito</i>.</p> <p>Structure: verse, chorus, ostinato.</p> <p>Other: ‘walk’ – word and action for crotchet, ‘jogging’ – word and action for a pair of quavers, ‘shh’ – sound for a crotchet rest, rhythm grid</p>	<p>Pitch: pentatonic scale, note clusters, chords.</p> <p>Structure: ostinato, echo, phrase, call-and-response.</p> <p>Tempo: beat.</p> <p>Texture: unison, round, accompaniment.</p> <p>Other: improvise, compose, ensemble.</p>	<p>Duration: beat, syncopation, 4 beats in a bar, rhythm pattern.</p> <p>Pitch: melody, chords.</p> <p>Structure: song (verse, chorus, instrumental), call-and-response.</p> <p>Texture: accompaniment.</p> <p>Timbre: piano, drums, bass, guitar,</p>	<p>Pitch E,A,D,G</p> <p>Pizzicato</p> <p>Arco</p> <p>Col legno</p> <p>Tremolo</p> <p>String family</p> <p>Rhythm</p> <p>Ta</p> <p>Ti-ti</p> <p>Ti-ka-ti-ka</p> <p>Ta-i-ki</p> <p>Various rests</p> <p>Staff</p>	<p>Duration: the length of a note.</p> <p>Rhythm: an arrangement of notes of different durations.</p>	<p>Duration: beat, rhythm.</p> <p>Structure: call-and-response.</p> <p>Timbre: repinique (a high pitched Brazilian drum), drums, percussion.</p> <p>Other: samba, carnival, ‘fanfarra’ (fanfare), Escolas de samba (Samba schools).</p>

			<p>claves, timbale, trumpet, conga, bongos. Style: Latin, salsa. Other: Latin America</p>	Treble Clef	<p>Pitch: how high or low a note sounds.</p> <p>Structure: ostinato – a repeating pattern.</p> <p>Other: score – a visual representation of music, minimalism – a genre of music made up from simple ostinatos that repeat a lot with little change over time.</p>	
<p>Learnin g Progres s</p>	<p>Lesson 1: Learn a rap, observing changes in dynamics.</p> <p>Lesson 2: Clap a range of different patterns and perform in groups.</p> <p>Lesson 3: Explore notation in relation to three durations – crotchets ('walk'), paired quavers ('jogging'), and crotchet rest ('shh').</p> <p>Lesson 4: Create rhythm patterns in pairs.</p> <p>Lesson 5: Create rhythm patterns and translate them onto tuned percussion instruments.</p> <p>Lesson 6: Play a part in a group performance.</p>	<p>Lesson 1: Get to know the song.</p> <p>Lesson 2: Sing <i>I've been to Harlem</i> showing the shape of the tune with voices and add an accompaniment using notes from the pentatonic scale.</p> <p>Lesson 3: Progression snapshot 1. Make a video recording of children singing.</p> <p>Lesson 4: Invent 3-note melodies to accompany <i>I've been to Harlem</i>.</p> <p>Lesson 5: Learn cup rhythms to <i>I've been to Harlem</i>.</p>	<p>Lesson 1: Feel the rhythm.</p> <p>Lesson 2: Learn to play the chords A minor and F major.</p> <p>Lesson 3: Progression snapshot. Make a video recording of children singing.</p> <p>Lesson 4: Practise the song and learn about Cuban music.</p> <p>Lesson 5: Compose a rhythm pattern.</p> <p>Lesson 6: Putting it all together.</p>	<p>Lesson 1: Intro to the Violin and the four string pitches</p> <p>Lesson 2: How to hold and pizz the strings performing with the backing tracks</p> <p>Lesson 3: The use of the bow holding and controlling across the strings.</p> <p>Lesson 4: Performing with both pizz and arco, Introducing col legno and tremolo</p>	<p>Lesson 1: Rhythm patterns.</p> <p>Lesson 2: Just three notes.</p> <p>Lesson 3: Keep it minimalist.</p>	<p>Lesson 1: Introduction to Brazilian carnival, samba, and Sérgio Mendes.</p> <p>Lesson 2: Exploring beat with <i>Magalenha</i>.</p> <p>Lesson 3: Learning more about Afro-Brazilian music by exploring vocal percussion.</p>

		<p>Lesson 6: Create and perform a class arrangement of I've been to Harlem.</p>		<p>Lesson 5: Rehearse the pieces for the final concert</p> <p>Lesson 6: Perform the pieces with sings and violinist and include any soloists that are able to play.</p>		
<p>Most children will be able to;</p>	<p>#Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers.</p> <p>#Transfer clapping patterns to tuned instruments and as a group create a layered piece of music.</p> <p>#Rap accurately and rhythmically with dynamic contrasts.</p> <p>#Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.</p>	<p>#Compose a pentatonic ostinato.</p> <p>#Sing a call-and-response song in groups, holding long notes confidently.</p> <p>#Play melodic and rhythmic accompaniments to a song.</p> <p>#Listen and identify where notes in the melody of the song go down and up.</p>	<p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p>Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.</p> <p>Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p> <p>Play a one-note part contributing to the chords accompanying the verses.</p> <p>Compose a 4-beat rhythm pattern to play during the instrumental sections.</p>	<p>1. Pieces ~listen – as pupils are getting their instruments out ~move – find the pulse or reflect the character of the music using movement ~create copy back or answering rhythm patterns – clapping, using body percussion or instruments ~sing – to improve intonation and tone production ~sing and mime – break the learning down eg by focusing on finger patterns ~play with the backing ~play without the backing ~improvise over the backing track ~explore the interrelated dimensions of music eg add dynamics,</p>	<p># Invent simple patterns using rhythms and notes C-D-E.</p> <p># Compose music, structuring short ideas into a bigger piece.</p> <p># Notate, read, and follow a 'score'.</p> <p># Recognise and copy rhythms and pitches C-D-E.</p>	<p># Move in time with the beat of the music.</p> <p># Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p> <p># Perform vocal percussion as part of a group.</p> <p># 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, word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at carnival).</p>

				<p>different rhythm patterns, different articulations, play them with echoes, or solo and tutti lines</p> <p>~compare – find other examples to listen to and discuss</p> <p>Use improvisation to consolidate learning and to support a connection with the music. Playing other people's music, whether from notation or from memory, is only one half of the musical experience. Adapting and creating their own music completes the picture. Introduce a creative approach to making music right from the start, perhaps by singing or playing a single note in a variety of patterns over the backing track or adapting words in one of the pieces to link to a relevant theme or topic.</p>		
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				Performing, or sharing our music with others,		
Year 4						
Scheme Title	Entrust Brass focus for the year: Trombone and Cornet led by Mrs Walters					
Year 5						
Scheme Title	Drunken Sailor	Keep the Home Fires Burning	Epoca	Three Little Birds	Recorder focus Led by Mrs Kimber	Building a Groove
Key Words	<ul style="list-style-type: none"> Duration: 4/4 time signature, crotchet, quavers, semiquavers. Pitch: melody, chords, bass note, major, minor. Tempo: beat, steady beat. Other: sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion 	<ul style="list-style-type: none"> Duration: crotchet, quavers, dotted quaver/semiquaver, minim, semiquavers, rhythm. Pitch: C major triad, arpeggio, notes C, E, and G, octave above, octave below. Structure: 2-bar phrases, verse/chorus. Tempo: steady beat, bpm (beats per minute). Timbre: trumpet, bugle, brass instruments. 	<p>Duration: beat.</p> <p>Pitch: semitone (a half step distance between two pitch levels), bass.</p> <p>Structure: ostinato.</p> <p>Style: tango, neotango, electronic music, fusion.</p> <p>Texture: the result of different musical parts or layers playing together. Like texture in artworks, texture in music can be dense, or intricate, busy and complex, or transparent, or sparse etc.</p> <p>Timbre: cello, accordion, singer,</p>	<p>Duration: offbeat, 4-beats per bar.</p> <p>Pitch: chord, triad, D major, G major, melody, riff, bassline.</p> <p>Structure: repeating riff, verse, chorus, chord pattern.</p> <p>Timbre: electric guitar, bass guitar, drum kit, keyboard.</p> <p>Texture: melody and accompaniment, bassline, chords.</p> <p>Other: Reggae, playing by ear, playing from a score</p>	<p>Duration: Pulse, Time Signature, Simple and compound time.</p> <p>Pitch: Major and minor scales, B, a, g, e, d on the recorder. Treble clef matching the violin</p> <p>Structure: Round, canon</p> <p>Timbre: Woodwind family and it's traits</p> <p>Texture: Harmony, Unison, unaccompanied</p>	<p>Pitch: pentatonic scale (5-note scale), bass line (the lowest melodic part of an ensemble, often played by a bass guitar or a double bass).</p> <p>Rhythm: backbeat (typically falls on beats 2 and 4, and often played by the snare drum).</p> <p>Structure: riff (a repeated musical pattern that forms the basis of a song).</p> <p>Timbre: <i>legato</i> (smooth), <i>staccato</i> (detached).</p> <p>Other: head (the main melody of a song, specifically used in jazz/groove music)</p>

		<ul style="list-style-type: none"> • Texture: unison, harmony. • Other: fanfare, symphony. 	drum kit, <i>staccato</i> (short, detached notes to create a 'spiky' sound/articulation), <i>legato</i> (smooth articulation of notes, creating a seamless flow in the music).			
Learning Progress	<p>Lesson 1: Sing a sea shanty expressively and with a strong beat.</p> <p>Lesson 2: Learn a cup rhythm game, keeping to the beat of the song.</p> <p>Lesson 3: Progression snapshot 1. Make a video recording of children singing.</p> <p>Lesson 4: Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid.</p> <p>Lesson 5: Create accompaniments with bass notes and chords.</p> <p>Lesson 6: Rehearse and perform <i>What shall we do with the drunken sailor?</i></p>	<p>Lesson 1: Learn Verse 1 and chorus of <i>Keep the home fires burning</i>. Practise moving to and recognising note durations.</p> <p>Lesson 2: Compare musical pieces and learn Verse 2 of <i>Keep the home fires burning</i>.</p> <p>Lesson 3: Sing with expression and an appreciation of the song's history and purpose.</p> <p>Lesson 4: Compose a fanfare. Learn Part 1 of <i>Home fires fanfare</i>.</p> <p>Lesson 5: Learn Part 2 of <i>Home fires fanfare</i> and practise <i>Keep the home fires burning</i>.</p> <p>Lesson 6: Combine the song, composition ideas, and <i>Home fires fanfare</i> to create a performance.</p>	<p>Lesson 1: Getting to know <i>Época</i>.</p> <p>Lesson 2: Exploring the history of Argentine tango.</p> <p>Lesson 3: Exploring the accordion, bass, and drum kit.</p>	<p>Lesson 1: Develop a knowledge and understanding of the origins, history, and social context of Reggae music. Learn the song.</p> <p>Lesson 2: Making connections.</p> <p>Lesson 3: Singing in harmony.</p> <p>Lesson 4: Working with chords.</p> <p>Lesson 5: Organise and rehearse.</p> <p>Lesson 6: Final performance</p>	<p>Lesson 1: Get to know the recorder and how it sounds, difference to a string instrument.</p> <p>Lesson 2: Introduce B. Reading Strictly B using previous knowledge of staff notation</p> <p>Lesson 3: Moving onto B A and G to perform Hot Cross Buns</p> <p>Lesson 4: Learning more pieces using the three notes</p> <p>Lesson 5: Adding D and E</p> <p>Lesson 6: Practice for our performance</p> <p>Lesson 7: Perform</p>	<p>Lesson 1: Create a drum groove.</p> <p>Lesson 2: Create a bassline.</p> <p>Lesson 3: Create a riff-based melody.</p>
Most children	#Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	#Use the notes C-E-G (C major triad) to compose a short fanfare melody.	#Engage the imagination, work creatively in movement in small groups, learning to	Sing the verse in unison and the Chorus in harmony.	Play the recorder using B A and G Perform with control	Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.

<p>will be able to;</p>	<p>#Keep the beat playing a 'cup' game.</p> <p>#Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>#Sing in unison while playing an instrumental beat (untuned).</p> <p>#Play bass notes, chords, or rhythms to accompany singing.</p> <p>#Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>	<p>#Sing with expression and an appreciation of the song's history and purpose. Perform for an audience as part of Remembrance services, or a class history topic assembly.</p> <p>#Play a part in the <i>Home fires fanfare</i> from the score.</p> <p>#Recognise and respond to crotchet, quaver, minim, semiquaver, and dotted quaver/semiquaver durations with actions.</p> <p>#Develop knowledge and understanding of the history, and social context of music associated with WWI.</p>	<p>share and develop ideas.</p> <p>#Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>#Demonstrate an understanding of the history of Argentine tango</p>	<p>Know what a triad is and how to play one.</p> <p>Play the chords D and G major, following a score of the chorus.</p> <p>Play a melodic riff (or melody of the Chorus) by ear.</p> <p>Organise and rehearse for a performance.</p> <p>Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.</p>	<p>Use one hand to change the pitch</p> <p>Tongue using T as a note starter</p> <p>Perform at least one piece all the way through with control.</p>	<p>Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> <p>Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p>
<h2>Year 6</h2>						
<p>Scheme Title</p>	<p>Hey Mr Miller</p>	<p>Touch the Sky</p>	<p>Dona Nobis</p>	<p>Ain't Gonna Let Nobody</p>	<p>Race!</p>	<p>Performance Focus Mrs Kimber to lead</p>

<p>Key Words</p>	<p>Duration: beat, pulse, count-in, swing/swung rhythm, syncopation.</p> <p>Pitch: arpeggio, chromatic, C major scale.</p> <p>Structure: question-and-answer.</p> <p>Texture: layers.</p> <p>Timbre: rhythm section, brass section, woodwind section, scat singing (scatting).</p> <p>Other: improvisation, big band, swing music.</p>	<p>Duration: 3/4, 'oom pah pah' rhythm, waltz, three beats in a bar, crotchet, quaver.</p> <p>Pitch: pentatonic scale, melody, harmony.</p> <p>Structure: verse, chorus, intro and outro.</p> <p>Tempo: very fast (<i>Touch the sky</i>), slow (<i>Skye boat song</i>).</p> <p>Timbre: Scottish folk instruments: piano accordion, guitar, harp, whistle, fiddle (violin), bodhran (drum), voice.</p> <p>Texture: melody and accompaniment, harmony.</p> <p>Other: folk music.</p>	<p>Duration: 3 beats per bar, 3/4 time signature, 3-time, dotted crotchet, dotted minim, crotchet, quavers, crotchet rest.</p> <p>Pitch: thinking voice, F major, C major.</p> <p>Structure: round, 3 sections, phrase.</p> <p>Texture: polyphonic, homophonic, monophonic.</p> <p>Timbre: a cappella (unaccompanied).</p> <p>Other: sacred vocal music, Latin.</p>	<p>Pitch: chords C minor and G7, melody.</p> <p>Structure: phrase.</p> <p>Texture: melody and accompaniment, three-part harmony.</p> <p>Other: improvise, protest songs, civil rights movement.</p>	<p>Duration: steady beat (like a ticking clock), rhythm.</p> <p>Pitch: motif, harmony (two or more notes sounded at the same time).</p> <p>Structure: ostinato (a repeating pattern).</p> <p>Texture: melody (or tune), accompaniment: the musical part which provides support for the melody.</p>	<p>This unit allows application of the key word knowledge children have gained. If children have not remembered the correct terminology but can apply it to the music with understanding of what the terminology means in a live setting, at this level that shows an understanding that is fit for this stage.</p> <p>In listening children will begin to use their musical terminology well and develop their content when answering questions.</p>
<p>Learning Progress</p>	<p>Lesson 1: Introduction and begin learning <i>Hey, Mr Miller</i>.</p> <p>Lesson 2: Learn Section 3 <i>Hey, Mr Miller</i> and find out about swing music.</p> <p>Lesson 3: Progression snapshot 1. Make a video recording of children singing.</p> <p>Lesson 4: Learn about scat singing and swing rhythms with Ella Fitzgerald and Duke Ellington.</p> <p>Lesson 5: Improvise syncopated melodies using notes of the C major scale.</p>	<p>Lesson 1: Introducing traditional Scottish folk music and its instruments.</p> <p>Lesson 2: Getting to know the <i>Touch the sky</i> melody.</p> <p>Lesson 3: Performing <i>Touch the sky</i> with dynamics and expression.</p> <p>Lesson 4: Improvising around a pentatonic scale.</p> <p>Lesson 5: Playing an accompaniment for the chorus of <i>Skye boat song</i>.</p>	<p>Lesson 1: Find out about texture, sing scales and arpeggios, and learn Section 3 of <i>Dona nobis pacem</i>.</p> <p>Lesson 2: Practise Section 3 and learn Section 2 of the round. Compare music with different textures.</p> <p>Lesson 3: Progression snapshot 2. Make a</p>	<p>Lesson 1: Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.</p> <p>Lesson 2: Play chords to accompany a song.</p> <p>Lesson 3: Improvise conversations.</p>	<p>Lesson 1: Accompaniment.</p> <p>Lesson 2: Extended melody.</p> <p>Lesson 3: Full soundtrack.</p>	<p>Lesson 1: Introduce the songs for the musical</p> <p>Lesson 2: Practice the songs and look at their context within the musical performance.</p> <p>Lesson 3: Audition for soloists if needed and begin to stage the songs</p> <p>Lesson 4: Watch some performances to compare and contrast musical theatre settings and styles</p> <p>Lesson 5: Introduce instruments where appropriate and look at instrumental solos where needed.</p> <p>Lesson 6: Rehearse the show through as a performance</p> <p>Lesson 7: Perform to a live audience.</p>

	<p>Lesson 6: Sing and play a class arrangement with a good sense of ensemble.</p>	<p>Lesson 6: Creating a musical arrangement of <i>Skye boat song</i>.</p>	<p>video recording of children singing.</p> <p>Lesson 4: Learn Section 1 of the round, play a notation game, find out about sacred music in Latin.</p> <p>Lesson 5: Practise singing different sections of the music together. Compose Part 1.</p> <p>Lesson 6: Put the round together. Compose Part 2.</p>	<p>Lesson 4: Create a rhythmic backing.</p> <p>Lesson 5: Organise and rehearse for a final performance.</p> <p>Lesson 6: Final performance.</p>		
<p>Most children will be able to;</p>	<p>#Compose a syncopated melody using the notes of the C major scale.</p> <p>#Sing a syncopated melody accurately and in tune.</p> <p>#Sing and play a class arrangement of the song with a good sense of ensemble.</p> <p>#Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>	<p>#Identify some of the features of traditional Scottish music that have influenced the composition of the song <i>Touch the sky</i>.</p> <p>#Sing accurately in two parts, with dynamic contrast and expression.</p> <p>#Improvise extended melodies using the pentatonic scale.</p> <p>#Play the drone, bass note, or chord for a chorus of <i>Skye</i></p>	<p>#Compose an 8-bar piece using percussion, in 3-time and using chords F major and C major.</p> <p>#Sing a round accurately and in a <i>legato</i> style.</p> <p>#Identify changes in texture between parts moving together (homophonic texture) and parts moving</p>	<p>#Improvise over the chords C minor and G7.</p> <p>#Sing in accurately in three parts.</p> <p>#Play chords on tuned percussion, ukulele, keyboard, or apps.</p> <p>#Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.</p>	<p>Create an accompaniment.</p> <p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony.</p> <p>Structure their ideas into a full soundtrack.</p>	<p>Perform holding their part within a group</p> <p>Sing accurately in 2 or 3 parts.</p> <p>Be able to identify the structure of the songs being sung.</p> <p>Perform in front of a live audience.</p>

		<i>boat song.</i>	independently (polyphonic texture). #Sing a chorus in two-part harmony with dancing on the beat.			
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