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| Class | **Musical Movement**  Pitch, Rhythm\*, Tempo | | **Musical Expression**  Dynamics, Timbre, Texture | | **Musical Organisation**  Structure, Notation | |
|  | **Autumn** | | **Spring** | | **Summer** | |
| F/1 | **Songs of Yorkshire** | **Samba** | **Programme Music** | **Movie Musicals** | **One World Songs** | **Inside the Music** |
| **Skills** | FS: Join in with singing well-known nursery rhymes & songs  Y1: Take part in singing a variety of songs, using their voices expressively within a group | FS: Use voice & instruments to create different sounds  Y1: Use untuned instruments to reproduce short rhythmic patterns | FS: Listen to music & express an opinion (like/dislike)  Y1: Listen to music and describe the ‘story’ or character of the piece’ | FS: Use voice & instruments to create different sounds  Y1: Use voice & instruments to create different sounds to represent a given expressive idea | FS: Move in time to a piece of music  Y1: Perform with others, starting and stopping together, with some awareness of the pulse | FS: Use voice & instruments to create different sounds  Y1: Create short rhythmic patterns |
| **Activities** | * Learn and perform [songs](https://www.yorkshirefolksong.net/song.cfm), adding actions and moving to the beat. * Keep the pulse on untuned percussion | * Listen to music and move to the beat * Learn and perform rhythms on instruments, adding vocal sounds & melodies | * Listen to and respond to music verbally, and through art and movement * Compose and perform own programmatic piece | * Listen to and respond to music verbally, and through art and movement * Compose and perform music to accompany a short film clip | * Learn and perform [songs](https://www.portsmouthmusichub.org/one-world/songs), adding actions and moving to the beat. * Keep the pulse on untuned percussion | * Listen to and respond to [music](https://www.asmf.org/learning-posts/the-beacon-project/) verbally, and through art and movement * Compose and perform own ‘soundscape’ using different sounds & rhythms |
| 2/3 | **Salsa** | **Rock & Roll** | **Calypso** | **Bollywood** | **Gamelan** | **The Concerto** |
| **Skills** | Y2: Create & combine short rhythmic patterns & combine 2 or more sounds together to create texture within a group composition  Y3: Combine 3 or more sounds together to create texture within a group composition & create music with an obvious beginning and ending | Y2: Perform together in a group or ensemble, responding to simple musical cues from the teacher  Y3: Perform a piece of music responding to simple musical cues from the teacher or a pupil leader, taking responsibility for their own contribution to the performance. | Y2: Sing more or less in tune with others, keeping a steady pulse and using their voice expressively within an age-appropriate range.  Y3: Sing with others in tune, with some expression and using dynamics, within an age-appropriate range. | Y2: Use tempo, dynamics and timbre to create a particular effect  Y3: Use one or more of the interrelated dimensions of music as a feature of the piece. | Y2: Play tuned and untuned instruments playing back simple patterns by ear.  Y2: Create short melodic patterns  Y3: Create longer melodic patterns & play notes accurately on a tuned instrument, demonstrating increasing technical control in simple rhythmic and melodic patterns | Y2 Express and justify an opinion about a piece of music using basic musical vocabulary  Y3 Express and justify an opinion about a piece of music using detailed musical vocabulary & draw comparisons between pieces of music |
| **Activities** | * Listen to and respond to music through movement * Compose and perform a piece made from layered rhythms and different timbres (instruments) | * Learn and perform songs, adding actions and moving to the beat * Perform a repeating melodic pattern on an instrument (walking bass) | * Listen and respond to music verbally * Compose and perform own song with expression | * Listen to and respond to music through movement * Compose and perform music to accompany a short film clip, using tempo, dynamics and timbre as key features | * Listen to and respond to music verbally * Compose and perform own layered melodic and rhythmic piece on tuned percussion | * Listen to and respond to music verbally * Compose and perform own piece with contrasting sections (concerto) |
| 4/5/6 | **Indian Classical** | **EDM** | **John Williams** | **Polyphony** | **Blues** | **Verse Chorus** |
| **Skills** | Y4: Create and combine melodic and rhythmic patterns within a group composition  Y5: Create and combine several melodic and rhythmic ideas  Y6: Create and combine several melodic and rhythmic ideas, using some of the interrelated dimensions of music to add interest to compositions and improvisations, refining and improving their work in response to teacher & peer feedback. | Y4: Create music within a given simple structure (beginning / middle / end).  Y5: Create music which shows an understanding of simple structure  Y6: Successfully combine several melodic and rhythmic ideas within a simple musical structure. | Y4: Use when prompted some of the interrelated dimensions of music to add interest to compositions and improvisations  Y5: Use some of the interrelated dimensions of music to add interest to compositions and improvisations  Y6: Use all the interrelated dimensions of music to add interest to compositions and improvisations | Y4: Play melodic patterns of increasing range and complexity on tuned instruments & Maintain a simple independent part in a group performance showing an increasing awareness of how the part fits in to the overall performance.  Y5: Play a more complex independent part in a group performance with accuracy.  Y6: Maintain a more challenging independent part in a group performance, playing with accuracy, fluency and sensitivity within the ensemble. | Y4: Play short and simple rhythmic patterns (minims, crotchets, quavers) from staff notation.  Y5:Play simple rhythmic patterns (semibreves, minims, crotchets, quavers, semiquavers) accurately from staff notation.  Y6:Play stepwise melodic phrases within an octave range from staff notation | Y4: Sing with a group or ensemble in tune, using expression, with an increasing awareness of diction and phrasing  Y5: Sing in an ensemble, holding a melody or harmony line with correct phrasing and an increasing awareness of dynamic blend and balance.  Y6: Sing a melody or harmony line in an ensemble with a consistent and projected sound, clear diction, and control of dynamics, maintaining the pulse. |
|  | **Y4:** Compose music for a range of purposes **Y5:** Compose music for a range of purposes showing some awareness of the style **Y6:** Notate and record compositions  **Y4:** Recognise the sound of certain instruments, and place these in their historical / cultural context. Show developing awareness of character and mood, and discuss their feelings about a piece of music, using musical vocabulary confidently **Y5:** Show secure awareness of character and mood, and identify and describe the intended effect on the listener, by using appropriate musical vocabulary **Y6:** Identify all of the interrelated dimensions of music when listening to a piece, and show awareness of how these affect the character and mood of the piece. Confidently use detailed and sophisticated musical language to describe music and express their feelings about it. Show some awareness of the influence and place music has had in society over time. Identify different musical devices in a variety of musical genres. Identify different styles and genres and place them within their historical context. Identify unusual features of a piece of music, with reference to the interrelated dimensions of music  **Y4:** Evaluate their own and others’ performances and compositions. **Y5:** Critically evaluate their own and others’ performances and compositions & refine and improve their work in response to feedback **Y6:** Reflect on their own and others’ performances and suggest improvements at a high level of detail. | | | | | |
| **Activities** | * Listen & respond to examples & learn about the history and key features of the style * Compose and perform a piece which uses layers of melody and rhythm, and makes a feature of some of the IDM’s. | * Listen & respond to examples & learn about the history and key features of the style * Compose a piece within a given, or self-created, musical structure | * Listen & respond to examples & learn about the history and key features of the style * Compose and perform music to accompany a short film clip, using the IDMs to create appropriate character and mood | * Explore polyphonic textures through a range of listening examples * Learn to sing and play a polyphonic piece * Compose and perform a piece which uses polyphonic texture | * Listen & respond to examples & learn about the history and key features of the style * Learn to play a 12-bar blues, using notation * Improvise over a 12-bar blues using an instrument or voice | * Explore pop song (verse chorus) structure, through listening examples and looking at notation * Learn to sing and play pop songs * Compose own verse-chorus structured piece |

Musical Categories Key:

Global Folk & Traditional Music

Western Classical Music

Global Film Music

Global Dance Music

Western Popular Music