

Music

Curriculum Map and Assessment Framework

Music– EYFS

ELG	Pupil outcomes / Year 1 readiness Musical knowledge and understanding	Other opportunities to develop Musical understanding
<p>Pre-School</p> <p>Children listen to sounds with increased attention.</p> <p>They respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children remember and sing entire songs.</p> <p>Children sing the pitch of a tone sung by another person and the melodic shape of familiar songs. They create their own songs or improvise a song around one they know.</p> <p>Children play instruments with increasing control to express their feelings and ideas.</p> <p>Reception</p> <p>Children listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Children sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Children explore and engage in music making, performing solo or in groups</p> <p>Children can sing a range of well-known nursery rhymes and songs.</p> <p>Children can perform songs and, when appropriate, try to move in time with music.</p>	<ul style="list-style-type: none"> • I can talk about how music makes me feel. • I can sing a wide range of songs and make up my own songs. • I can sing in a group or on my own. • I can match the pitch and follow the melody of a song. • I can play instruments with increasing control and change the sounds that they make. 	<p>A range of instruments readily available.</p> <p>Music stimulus</p> <p>Exposure to different types of music, composers and instruments.</p>

Key Stage 1

Pupils should be taught to 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 and experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music Curriculum Expectations – Year 1
Musicianship
Pulse/Beat <ul style="list-style-type: none">• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.• Respond to the pulse in recorded/live music through movement and dance,
Rhythm <ul style="list-style-type: none">• Perform short copycat rhythm patterns accurately, led by the teacher.• Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.• Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.
Pitch <ul style="list-style-type: none">• Listen to sounds in the local school environment, comparing high and low sounds.• Sing familiar songs in both low and high voices and talk about the difference in sound.• Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to replicate menacing footsteps.• Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.
Listening <ul style="list-style-type: none">• Listen to recorded performances complemented by opportunities to experience live music making in and out of school.• Listen to a range of age-appropriate music from different genres
Singing <ul style="list-style-type: none">• Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.• Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).• Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.
Composing <ul style="list-style-type: none">• Improvise simple vocal chants, using question and answer phrases.• Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).• Understand the difference between creating a rhythm pattern and a pitch pattern.• Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.• Use music technology, if available, to capture, change and combine sounds.• Recognise how graphic notation can represent created sounds. Explore and invent own symbols

	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 								
Curriculum Narrative	Children will have been exposed to nursery rhymes in Reception and at home. They will have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments.	Previous Learning	Songs	Instrumental Notes		Improvising	Composing		
			Part 1	Part 2	3 notes	3 notes	5 notes		
Twinkle, Twinkle, Little Star			N/A		N/A	N/A			
In The Orchestra			N/A		N/A	N/A			
Daisy Bell (Bicycle Built For Two)			N/A		N/A	N/A			
Dancing Dinosaurs (Glockenspiel) 4/4, C major, 132bpm			C,D,E (Crotchets)	C,D (Crotchets)	N/A	N/A			
Rock-a-bye Baby			N/A		N/A	N/A			
I'm A Little Teapot	N/A		N/A	N/A					

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 1 Spring Term 1	<ul style="list-style-type: none"> 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. 	Tempo: 98bpm Time Signature: 4/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G D	

Curriculum Narrative	Children will have been exposed to nursery rhymes in Reception and at home. They will have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments.						
		Songs	Instrumental Notes		Improvising	Composing	
Previous Learning			Part 1	Part 2	3 notes	3 notes	5 notes
		If You're Happy And You Know It	N/A		N/A	N/A	
		Sing Me A Song (Glockenspiel) 3/4, F major, 176bpm	F,G,A (Minims)	F,G (Minims)	F,G,A	F,G,A	F,G,A,C,D
		Sparkle	N/A		N/A	N/A	
		Rhythm In The Way We Walk	N/A		N/A	N/A	
		Big Bear Funk (Glockenspiel) 4/4, C major, 109bpm	C,D,A (Crotchets, quavers)	C,D (Minims, crotchets)	C,D,E	C,D,E	C,D,E,G,A
		Baby Elephant	N/A		N/A	N/A	

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 1 Spring Term 2	<ul style="list-style-type: none"> 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. 	Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A E	

Curriculum Narrative Previous Learning	Children will have been exposed to nursery rhymes in Reception and at home. They will have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments.		Songs	Instrumental Notes		Improvising	Composing	
				Part 1	Part 2	3 notes	3 notes	5 notes
			Days Of The Week (Glockenspiel) 4/4, F major 136bpm	F,G,A (Crotchets)	F,G (Minims)	F,G,A	F,G,A	F,G,A,C,D
			Name Song (Glockenspiel) 4/4, C major, 124bpm	C,D,E (Crotchets)	C,D (Crotchets)	C,D,E	C,D,E	C,D,E,F,G
			Cuckoo (Glockenspiel) - 3/4, C major, 176bpm	C,D,E (Crotchets)	C,D (Crotchets)	N/A	N/A	
			Upside Down	N/A		N/A	N/A	
			Hush Little Baby	N/A		N/A	N/A	
			Who Took The Cookie?	N/A		N/A	N/A	

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician about:	Pupil Outcomes Musical knowledge and understanding						
Year 1 Summer Term 1	<ul style="list-style-type: none"> 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. 	Tempo: 100bpm Time Signature: 3/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G	Songs	Instrumental Notes		Improvising	Composing		
				Part 1	Part 2	3 notes	3 notes	5 notes	
				Getting Dressed (Glockenspiel) 4/4, C major, 106bpm	C,D,E,F,G,A (Minims, crotchets, quavers)	C,D,E (Minims, crotchets)	N/A	N/A	
				Dress Up	N/A		N/A	N/A	
				Brush Our Teeth (Glockenspiel) 4/4, C major, 144bpm	C,D,E (Minims)	C,D (Minims)	C,D,E	C,D,E	C,D,E,F,G
				Get Ready (Glockenspiel) 4/4, C major, 88bpm	C,D,E (Crotchets)	C,D (Crotchets)	N/A	N/A	
				Up And Down	N/A		N/A	N/A	
				Star Light, Star Bright	N/A		N/A	N/A	
Curriculum Narrative	Children will have been exposed to nursery rhymes in Reception and at home. They will have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments.								

Previous Learning		
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Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding					
			Songs	Instrumental Notes		Improvising	Composing	
				Part 1	Part 2	3 notes	3 notes	5 notes
Year 1 Summer Term 2	<ul style="list-style-type: none"> 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. 	Tempo: 100bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns using: Crotchets and quavers Melodic patterns: G B D						
Curriculum Narrative	Children will have been exposed to nursery rhymes in Reception and at home. They will have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments.		The Bear Went Over The Mountain	N/A		N/A	N/A	
			In The Sea (Glockenspiel) 2/4, C major	C,D,E,F (Crotchets)	C,D (Crotchets)	N/A	N/A	
Previous Learning			Alice The Camel (Glockenspiel) 4/4, C major, 152bpm	C,D,E,G (Minims, crotchets)	C,D,E (Minims, crotchets)	C,D,E	C,D,E	C,D,E,F,G
			Ten Green Bottles (Glockenspiel) 2/4, D major, 116bpm	DE,F#,G (Crotchets)	D,E (Crotchets)	N/A	N/A	
			Zootime (Glockenspiel) - 4/4, C major, 122bpm	C,D (Crotchets, quavers)	C,D (Minims, crotchets)	C,D,E	C,D,E	
			She'll Be Coming 'Round The Mountain	N/A		N/A	N/A	

Music Curriculum Expectations – Year 2

Musicianship

Pulse/Beat

- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.
- Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns

Rhythm

- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
- Create and perform their own chanted rhythm patterns with the same stick notation.

Pitch

- Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.
- Sing short phrases independently within a singing game or short song.
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).
- Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:

Listening

- Listen to recorded performances complemented by opportunities to experience live music making in and out of school.
 - Listen to a range of age-appropriate music from different genres

Singing

- Sing songs regularly with a pitch range of do-so with increasing vocal control.
- Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)

Composing

- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding																																							
Year 2 Autumn Term 1	<ul style="list-style-type: none"> 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. 	Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G	<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="2">Instrumental Notes</th> <th>Improvising</th> <th colspan="2">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>3 notes</th> <th>3 notes</th> <th>5 notes</th> </tr> </thead> <tbody> <tr> <td>Music Is In My Soul (Glockenspiel) 4/4, C major, 132bpm</td> <td>C,D,E,G (Crotchets)</td> <td>C,D (Crotchets)</td> <td>C,D,E</td> <td>C,D,E</td> <td>C,D,E,F,G</td> </tr> <tr> <td>(Recorder)</td> <td>G,A (Crotchets)</td> <td>G (Crotchets)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hey Friends!</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Hello!</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> </tbody> </table>					Songs	Instrumental Notes		Improvising	Composing		Part 1	Part 2	3 notes	3 notes	5 notes	Music Is In My Soul (Glockenspiel) 4/4, C major, 132bpm	C,D,E,G (Crotchets)	C,D (Crotchets)	C,D,E	C,D,E	C,D,E,F,G	(Recorder)	G,A (Crotchets)	G (Crotchets)				Hey Friends!	N/A		N/A	N/A		Hello!	N/A		N/A	N/A	
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Curriculum Narrative Previous Learning	<u>Previous Learning:</u> Year 1 Unit 1 – How can we make friends when we sing together? Children will have experience in singing as an ensemble. They are developing their playing of instruments and improvisation.																																									

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding				
Year 2 Autumn Term 2	<ul style="list-style-type: none"> 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 	Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G					

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding						
Year 2 Spring Term 2	<ul style="list-style-type: none"> 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. 	Tempo: 114bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G		Songs Helping Each Other (Glockenspiel) 4/4, C major, 108bpm (Recorder)	Instrumental Notes Part 1 C,D,E,G (Crotchets) G,A,C (Crotchets)	Part 2 C,E,G (Crotchets) G,A (Crotchets)	Improvising 3 notes C,D,E N/A	Composing 3 notes N/A F,G,A N/A	5 notes F,G,A,C,D
Curriculum Narrative Previous Learning	Previous Learning: Year 1 Unit 4 – How does music help us to understand our neighbour? Children will have experience in singing as an ensemble. They are developing their playing of instruments and improvisation.								

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding				
Year 2 Summer Term 1	<ul style="list-style-type: none"> 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 	Tempo: 97bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G D					

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Curriculum Narrative	Previous Learning	<p><u>Previous Learning:</u> Year 1 Unit 5 – What songs can we sing to help us through the day? Children will have experience in singing as an ensemble. They are developing their playing of instruments and improvisation.</p>		<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="2">Instrumental Notes</th> <th>Improvising</th> <th colspan="2">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>3 notes</th> <th>3 notes</th> <th>5 notes</th> </tr> </thead> <tbody> <tr> <td>I Wanna Play In A Band (Glockenspiel) 4/4, F major, 116bpm</td> <td>F,C,D (Semibreves, crotchets, quavers)</td> <td>F,C,D (Semibreves, crotchets, quavers)</td> <td>F,G,A</td> <td>F,G,A</td> <td>F,G,A,C,D</td> </tr> <tr> <td>(Recorder)</td> <td>G,A,B ♭,C (Minims, crotchets, quavers)</td> <td>G,A,B ♭,C (Minims, crotchets)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Music Is All Around (Glockenspiel) 4/4, G major, 112bpm</td> <td>G,A,D,E (Crotchets, quavers)</td> <td>G,A,E (Crotchets)</td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>(Recorder)</td> <td>G,A,E (Crotchets, quavers)</td> <td>G,A,E (Crotchets)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Saying Sorry</td> <td>N/A</td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> </tbody> </table>	Songs	Instrumental Notes		Improvising	Composing		Part 1	Part 2	3 notes	3 notes	5 notes	I Wanna Play In A Band (Glockenspiel) 4/4, F major, 116bpm	F,C,D (Semibreves, crotchets, quavers)	F,C,D (Semibreves, crotchets, quavers)	F,G,A	F,G,A	F,G,A,C,D	(Recorder)	G,A,B ♭,C (Minims, crotchets, quavers)	G,A,B ♭,C (Minims, crotchets)				Music Is All Around (Glockenspiel) 4/4, G major, 112bpm	G,A,D,E (Crotchets, quavers)	G,A,E (Crotchets)	N/A	N/A		(Recorder)	G,A,E (Crotchets, quavers)	G,A,E (Crotchets)				Saying Sorry	N/A		N/A	N/A				
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The Sunshine Song (Glockenspiel) 4/4, C major, 124bpm	C,D,E,F (Crotchets, quavers)	C,D,E,F (Crotchets)	C,D,E	N/A																																											
(Recorder)	G,A,B,C (Crotchets, quavers)	G,A,B,C (Crotchets)																																													
Four White Horses (Glockenspiel) 4/4, G major, 138bpm	G,A,B,D,E,F# (Minims, crotchets, quavers)	G,A,D,E,F# (Minims, crotchets)	C,G,A																																												
(Recorder)	G,A,B (Crotchets)	G,A,B (Crotchets)																																													
Down By The Bay	N/A		N/A	N/A																																											
Curriculum Narrative	Previous Learning	Year 1 Unit 6 – How does music teach us about looking after our planet? Children will have experience in singing as an ensemble. They are developing their playing of																																													

Previous Learning	instruments and improvisation. Children can also sing songs used through United Learning's Green Love scheme to promote looking after our planet.	
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Key Stage Two

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. Pupils should be taught to 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.

Music Curriculum Expectations – Year 3
Singing
<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies.
Listening
<ul style="list-style-type: none"> • Listen to recorded performances complemented by opportunities to experience live music making in and out of school. • Listen to a range of age-appropriate music from different genres
Composing
<p>Improvise</p> <ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.
<p>Compose</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values.
Performing
<ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; <i>allegro</i> and <i>adagio</i>, fast and slow. Extend to question-and-answer phrases.
<p>Reading Notation</p> <ul style="list-style-type: none"> • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician about:	Pupil Outcomes Musical knowledge and understanding																																																																						
Year 3 Autumn Term 1	<ul style="list-style-type: none"> 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. 	Tempo: 100bpm Time Signature: 4/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: G A B	<table border="1"> <thead> <tr> <th data-bbox="1093 260 1323 308">Songs</th> <th colspan="4" data-bbox="1323 260 1738 308">Instrumental Notes</th> <th colspan="2" data-bbox="1738 260 1895 308">Improvising</th> <th colspan="2" data-bbox="1895 260 2051 308">Composing</th> </tr> <tr> <th data-bbox="1093 308 1323 347"></th> <th data-bbox="1323 308 1429 347">Part 1</th> <th data-bbox="1429 308 1534 347">Part 2</th> <th data-bbox="1534 308 1639 347">Part 3</th> <th data-bbox="1639 308 1738 347">Part 4</th> <th data-bbox="1738 308 1816 347">3 notes</th> <th data-bbox="1816 308 1895 347">5 notes</th> <th data-bbox="1895 308 1973 347">3 notes</th> <th data-bbox="1973 308 2051 347">5 notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1093 347 1323 451">Friendship Song (Glockenspiel parts 2 and 3) 4/4, C major, 120bpm</td> <td data-bbox="1323 347 1429 451">C,D,E,F,G,A,B (Crotchets, quavers)</td> <td data-bbox="1429 347 1534 451">C,D,E,F,G,A,B (Crotchets, quavers)</td> <td data-bbox="1534 347 1639 451">C,D,E,F,G,A,B (Minims, crotchets)</td> <td data-bbox="1639 347 1738 451">C (Semibreves)</td> <td data-bbox="1738 347 1816 451">C,D,E</td> <td data-bbox="1816 347 1895 451">C,D,E,G,A</td> <td data-bbox="1895 347 1973 451">N/A</td> <td data-bbox="1973 347 2051 451"></td> </tr> <tr> <td data-bbox="1093 451 1323 523">(Recorder parts 3 and 4)</td> <td data-bbox="1323 451 1429 523">C,D,E,F,G,A,B (Crotchets, quavers)</td> <td data-bbox="1429 451 1534 523">C,F,G,A,B (Crotchets, quavers)</td> <td data-bbox="1534 451 1639 523">C,F,G,A,B (Minims, crotchets)</td> <td data-bbox="1639 451 1738 523">C,G (Minims)</td> <td data-bbox="1738 451 1816 523"></td> <td data-bbox="1816 451 1895 523"></td> <td data-bbox="1895 451 1973 523"></td> <td data-bbox="1973 451 2051 523"></td> </tr> <tr> <td data-bbox="1093 523 1323 611">Let's Work It Out Together (Glockenspiel parts 2 and 3) 4/4, C major, 144bpm</td> <td data-bbox="1323 523 1429 611">C,D,E,F,G,A (Minims, crotchets, quavers)</td> <td data-bbox="1429 523 1534 611">C,D,E,F,G,A (Minims, crotchets, quavers)</td> <td data-bbox="1534 523 1639 611">C,E,F,G,A (Minims, crotchets)</td> <td data-bbox="1639 523 1738 611">C (Crotchets)</td> <td data-bbox="1738 523 1816 611">N/A</td> <td data-bbox="1816 523 1895 611"></td> <td data-bbox="1895 523 1973 611">C,D,E</td> <td data-bbox="1973 523 2051 611">C,D,E,G,A</td> </tr> <tr> <td data-bbox="1093 611 1323 699">(Recorder parts 3 and 4)</td> <td data-bbox="1323 611 1429 699">C,D,E,F,G,A (Minims, crotchets, quavers)</td> <td data-bbox="1429 611 1534 699">E,F,G,A,C (Minims, crotchets, quavers)</td> <td data-bbox="1534 611 1639 699">E,G,A,C (Minims, crotchets)</td> <td data-bbox="1639 611 1738 699">G (Crotchets)</td> <td data-bbox="1738 611 1816 699"></td> <td data-bbox="1816 611 1895 699"></td> <td data-bbox="1895 611 1973 699"></td> <td data-bbox="1973 611 2051 699"></td> </tr> <tr> <td data-bbox="1093 699 1323 738">Please Be Kind</td> <td data-bbox="1323 699 1429 738">N/A</td> <td data-bbox="1429 699 1534 738"></td> <td data-bbox="1534 699 1639 738">N/A</td> <td data-bbox="1639 699 1738 738">N/A</td> <td data-bbox="1738 699 1816 738"></td> <td data-bbox="1816 699 1895 738"></td> <td data-bbox="1895 699 1973 738"></td> <td data-bbox="1973 699 2051 738"></td> </tr> </tbody> </table>								Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	Friendship Song (Glockenspiel parts 2 and 3) 4/4, C major, 120bpm	C,D,E,F,G,A,B (Crotchets, quavers)	C,D,E,F,G,A,B (Crotchets, quavers)	C,D,E,F,G,A,B (Minims, crotchets)	C (Semibreves)	C,D,E	C,D,E,G,A	N/A		(Recorder parts 3 and 4)	C,D,E,F,G,A,B (Crotchets, quavers)	C,F,G,A,B (Crotchets, quavers)	C,F,G,A,B (Minims, crotchets)	C,G (Minims)					Let's Work It Out Together (Glockenspiel parts 2 and 3) 4/4, C major, 144bpm	C,D,E,F,G,A (Minims, crotchets, quavers)	C,D,E,F,G,A (Minims, crotchets, quavers)	C,E,F,G,A (Minims, crotchets)	C (Crotchets)	N/A		C,D,E	C,D,E,G,A	(Recorder parts 3 and 4)	C,D,E,F,G,A (Minims, crotchets, quavers)	E,F,G,A,C (Minims, crotchets, quavers)	E,G,A,C (Minims, crotchets)	G (Crotchets)					Please Be Kind	N/A		N/A	N/A				
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Curriculum Narrative Previous Learning	<u>Previous Learning:</u> Year 2 Unit 1 – How does music help us to make friends? Children have started developing their understanding of staff and other music notations. Children are used to performing for an audience for recordings, parents and other children.																																																																								

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding																																																																						
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Curriculum Narrative Previous Learning	<u>Previous Learning:</u> Year 2 Unit 2 – How does music teach us about the past? Children have started developing their understanding of staff and other music notations. Children are used to performing for an audience for recordings, parents and other children.																																																																								

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding							
Year 3 Spring Term 1	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing 	Tempo: 112bpm Time Signature: 3/4 Key Signature: F major								

	<p>musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> 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. 	<p>Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: F G A</p>	<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> </thead> <tbody> <tr> <td>Your Imagination (Glockenspiel parts 2 and 3) 4/4, C major, 108bpm</td> <td>C,E,G,A (Semibreves, crotchets, quavers)</td> <td>C,E,G (Semibreves, minims, crotchets, quavers)</td> <td>C,E,G (Semibreves, minims, crotchets)</td> <td>C (Semibreves)</td> <td>N/A</td> <td></td> <td>C,D,E</td> <td>C,D,E,G,A</td> <td>C,D,E,F,G, A,B</td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>C,E,G,A (Semibreves, dotted minims, crotchets, quavers)</td> <td>G,A,B (Semibreves, dotted minims, crotchets, quavers)</td> <td>G,A,B (Minims, crotchets)</td> <td>G,B (Minims, crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>You're A Shining Star (Glockenspiel parts 1 and 2) 4/4, G major, 72bpm</td> <td>G,A,B (Minims, crotchets, quavers)</td> <td>G,A,B (Minims, crotchets, quavers)</td> <td>G,A,B (Minims, crotchets)</td> <td>G (Minims)</td> <td>G,A,B</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 1 and 2)</td> <td>G,A,B (Minims, crotchets, quavers)</td> <td>G,A,B (Minims, crotchets, quavers)</td> <td>G,A,B (Minims, crotchets)</td> <td>G (Minims)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Music Makes The World Go Round (Glockenspiel parts 3 and 4)</td> <td>E,F#,G#,A,B (Crotchets, quavers)</td> <td>F#,G#,A,B (Crotchets, quavers)</td> <td>F#,G#,A,B (Crotchets)</td> <td>E (Crotchets)</td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>4/4, E major, 146bpm</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 3 and 4)</td> <td>E,F#,G#,A,B (Crotchets, quavers)</td> <td>F#,G#,A,B (Crotchets, quavers)</td> <td>F#,G#,A,B (Crotchets)</td> <td>B (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Your Imagination (Glockenspiel parts 2 and 3) 4/4, C major, 108bpm	C,E,G,A (Semibreves, crotchets, quavers)	C,E,G (Semibreves, minims, crotchets, quavers)	C,E,G (Semibreves, minims, crotchets)	C (Semibreves)	N/A		C,D,E	C,D,E,G,A	C,D,E,F,G, A,B	(Recorder parts 2 and 3)	C,E,G,A (Semibreves, dotted minims, crotchets, quavers)	G,A,B (Semibreves, dotted minims, crotchets, quavers)	G,A,B (Minims, crotchets)	G,B (Minims, crotchets)						You're A Shining Star (Glockenspiel parts 1 and 2) 4/4, G major, 72bpm	G,A,B (Minims, crotchets, quavers)	G,A,B (Minims, crotchets, quavers)	G,A,B (Minims, crotchets)	G (Minims)	G,A,B		N/A			(Recorder parts 1 and 2)	G,A,B (Minims, crotchets, quavers)	G,A,B (Minims, crotchets, quavers)	G,A,B (Minims, crotchets)	G (Minims)						Music Makes The World Go Round (Glockenspiel parts 3 and 4)	E,F#,G#,A,B (Crotchets, quavers)	F#,G#,A,B (Crotchets, quavers)	F#,G#,A,B (Crotchets)	E (Crotchets)	N/A		N/A			4/4, E major, 146bpm										(Recorder parts 3 and 4)	E,F#,G#,A,B (Crotchets, quavers)	F#,G#,A,B (Crotchets, quavers)	F#,G#,A,B (Crotchets)	B (Crotchets)					
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Curriculum Narrative	<p><u>Previous Learning:</u> Year 2 Unit 3 – How does music make the world a better place? Children have started developing their understanding of staff and other music notations. Children are used to performing for an audience for recordings, parents and other children.</p>																																																																																											
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Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 3 Spring Term 2	<ul style="list-style-type: none"> 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 	<p>Tempo: 92bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: A B C</p>	

	using the inter-related dimensions of music <ul style="list-style-type: none"> 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. 		<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th>Improvising</th> <th colspan="2">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>3 notes</th> <th>5 notes</th> </tr> </thead> <tbody> <tr> <td>Home Is Where The Heart Is (Glockenspiel parts 1 and 2) 4/4, C major, 140bpm</td> <td>C,D,E,F,G,A,B (Semibreves, crotchets, quavers)</td> <td>C,D,E,F,G,A,B (Semibreves, crotchets, quavers)</td> <td>C,D,E,F,G,A,B (Minims, crotchets,)</td> <td>C,D (Crotchets)</td> <td>C,D,E</td> <td>C,D,E</td> <td>C,D,E,F,G</td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>C,D,E,F,G,A,B (Semibreves, crotchets, quavers)</td> <td>C,F,G,A,B (Semibreves, crotchets, quavers)</td> <td>C,F,G,A,B (Minims, crotchets)</td> <td>F,G,A (Crotchets)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Family</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Come On Over</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td>N/A</td> <td></td> </tr> </tbody> </table>	Songs	Instrumental Notes				Improvising	Composing		Part 1	Part 2	Part 3	Part 4	3 notes	3 notes	5 notes	Home Is Where The Heart Is (Glockenspiel parts 1 and 2) 4/4, C major, 140bpm	C,D,E,F,G,A,B (Semibreves, crotchets, quavers)	C,D,E,F,G,A,B (Semibreves, crotchets, quavers)	C,D,E,F,G,A,B (Minims, crotchets,)	C,D (Crotchets)	C,D,E	C,D,E	C,D,E,F,G	(Recorder parts 2 and 3)	C,D,E,F,G,A,B (Semibreves, crotchets, quavers)	C,F,G,A,B (Semibreves, crotchets, quavers)	C,F,G,A,B (Minims, crotchets)	F,G,A (Crotchets)				Family	N/A				N/A	N/A		Come On Over	N/A				N/A	N/A	
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Curriculum Narrative Previous Learning	Previous Learning: Year 2 Unit 4 – How does music teach us about our neighbourhood? Children have started developing their understanding of staff and other music notations. Children are used to performing for an audience for recordings, parents and other children.																																																	

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 3 Summer Term 1	<ul style="list-style-type: none"> 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 	Tempo: 104bpm Time Signature: 3/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: C D E	

	<ul style="list-style-type: none"> 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. 		<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="2">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> </tr> </thead> <tbody> <tr> <td>He's Got The Whole World In His Hands (Glockenspiel parts 1 and 2) 4/4, F major, 120bpm</td> <td>F,G,A,B ♭,C (Minims, crotchets, quavers)</td> <td>F,G,A,B ♭,C (Minims, crotchets, quavers)</td> <td>F,G,A,B ♭,C (Minims, crotchets)</td> <td>F,G (Minims)</td> <td>N/A</td> <td></td> <td>F,G,A</td> <td>F,G,A,B ♭,C</td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>F,G,A,B ♭,C (Minims, crotchets, quavers)</td> <td>F,G,A,B ♭,C (Minims, crotchets, quavers)</td> <td>F,G,A,B ♭,C (Crotchets)</td> <td>F,G (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Why Does Music Make A Difference? (Glockenspiel parts 2 and 3) 4/4, F major, 135bpm</td> <td>C,D,F (Minims, crotchets, quavers)</td> <td>C,D,F (Minims, crotchets, quavers)</td> <td>C,D,F (Minims, crotchets)</td> <td>C,D,F (Crotchets)</td> <td>F,G,A</td> <td></td> <td>N/A</td> <td></td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>C,D,F (Minims, crotchets, quavers)</td> <td>F,G,A (Crotchets, quavers)</td> <td>F,G,A (Crotchets)</td> <td>F,G (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Panda Extravaganza</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> </tr> </tbody> </table>	Songs	Instrumental Notes				Improvising		Composing		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	He's Got The Whole World In His Hands (Glockenspiel parts 1 and 2) 4/4, F major, 120bpm	F,G,A,B ♭,C (Minims, crotchets, quavers)	F,G,A,B ♭,C (Minims, crotchets, quavers)	F,G,A,B ♭,C (Minims, crotchets)	F,G (Minims)	N/A		F,G,A	F,G,A,B ♭,C	(Recorder parts 2 and 3)	F,G,A,B ♭,C (Minims, crotchets, quavers)	F,G,A,B ♭,C (Minims, crotchets, quavers)	F,G,A,B ♭,C (Crotchets)	F,G (Crotchets)					Why Does Music Make A Difference? (Glockenspiel parts 2 and 3) 4/4, F major, 135bpm	C,D,F (Minims, crotchets, quavers)	C,D,F (Minims, crotchets, quavers)	C,D,F (Minims, crotchets)	C,D,F (Crotchets)	F,G,A		N/A		(Recorder parts 2 and 3)	C,D,F (Minims, crotchets, quavers)	F,G,A (Crotchets, quavers)	F,G,A (Crotchets)	F,G (Crotchets)					Panda Extravaganza	N/A				N/A		N/A	
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Why Does Music Make A Difference? (Glockenspiel parts 2 and 3) 4/4, F major, 135bpm	C,D,F (Minims, crotchets, quavers)	C,D,F (Minims, crotchets, quavers)	C,D,F (Minims, crotchets)	C,D,F (Crotchets)	F,G,A		N/A																																																										
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Curriculum Narrative	<u>Previous Learning:</u>																																																																
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Follow Me	N/A		N/A	N/A																																																																				

	<ul style="list-style-type: none"> • 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. 		
Curriculum Narrative	Previous Learning: Year 2 Unit 6 – How does music teach us about looking after our planet? Children have started developing their understanding of staff and other music notations. Children are used to performing for an audience for recordings, parents and other children.		

Music Curriculum Expectations – Year 4

Singing

- Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).
- Perform a range of songs in school assemblies.

Listening

- Listen to recorded performances complemented by opportunities to experience live music making in and out of school.
- Listen to a range of age-appropriate music from different genres

Composing

Improvise

- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.

Compose

- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
- Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
- Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
- Introduce major and minor chords.
- Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
- Capture and record creative ideas using any of: o graphic symbols o rhythm notation and time signatures o staff notation o technology.

Performing

<p>Instrumental Performance</p> <ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
<p>Reading Notation</p> <ul style="list-style-type: none"> • Introduce and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so) • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding															
			Songs				Instrumental Notes				Improvising		Composing					
				Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes						
Year 4 Autumn Term 1	<ul style="list-style-type: none"> • 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 	<p>Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: C D E</p>																
			Bringing Us Together (Glockenspiel parts 1 and 2) 4/4, C major, 112bpm	G,A,C (Minims, dotted crotchets, crotchets, quavers)	G,A,C (Crotchets, quavers)	G,A,C (Crotchets)	C (Crotchets)	C,D,E	C,D,E,G,A	C,D,E	C,D,E,G,A	C,D,E,F,G, A,B						
			(Recorder parts 1 and 2)	G,A,C (Minims, dotted crotchets, crotchets, quavers)	G,A,C (Crotchets, quavers)	G,A,C (Crotchets)	C (Crotchets)											
			I'm Always There	N/A				N/A		N/A								
			Martin Luther King	N/A				N/A		N/A								

	<ul style="list-style-type: none"> develop an understanding of the history of music. 	
Curriculum Narrative	<p>Previous Learning: Year 3 Unit 1 – How does music bring us closer together? Children have experience in performing for a range of audiences. They have listened to a wide range of musical styles in assemblies, including music throughout history.</p>	

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Year 4 Autumn Term 2	<ul style="list-style-type: none"> 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. 	<p>Tempo: 97bpm Time Signature: 2/4 Key Signature: F major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers. Melodic patterns: F G A</p>	<table border="1"> <thead> <tr> <th>Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <td></td> <td>Part 1</td> <td>Part 2</td> <td>Part 3</td> <td>Part 4</td> <td>3 notes</td> <td>5 notes</td> <td>3 notes</td> <td>5 notes</td> <td>7 notes</td> </tr> </thead> <tbody> <tr> <td>Looking In The Mirror (Glockenspiel parts 2 and 3) 4/4, C major, 80bpm</td> <td>C,D,E,G (Crotchets, quavers, semiquavers)</td> <td>C,D,E,G (Crotchets, quavers, semiquavers)</td> <td>C,D,E,G (Crotchets, quavers)</td> <td>C (Crotchets)</td> <td>C,D,E</td> <td>C,D,E,G,A</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>C,D,E,G (Crotchets, quavers, semiquavers)</td> <td>E,F,G (Crotchets, quavers, semiquavers)</td> <td>E,F,G (Crotchets, quavers)</td> <td>G (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Take Time In Life (Glockenspiel parts 1 and 2) 4/4, G major, 87bpm</td> <td>G,A,B,C,F# (Minims, crotchets, quavers)</td> <td>G,A,B,C,F# (Minims, dotted crotchets, crotchets, quavers)</td> <td>G,A,B,C,F# (Minims, crotchets, quavers)</td> <td>G (Minims)</td> <td>N/A</td> <td></td> <td>G,A,B</td> <td>G,A,B,D,E</td> <td>G,A,B,C,D,E,F#</td> </tr> <tr> <td>(Recorder parts 1 and 2)</td> <td>G,A,B,C,F# (Minims, crotchets, quavers)</td> <td>G,A,B,C,F# (Minims, dotted crotchets, crotchets, quavers)</td> <td>G,A,B,C (Minims, crotchets, quavers)</td> <td>G, A (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Scarborough Fair</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table>	Songs	Instrumental Notes				Improvising		Composing				Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Looking In The Mirror (Glockenspiel parts 2 and 3) 4/4, C major, 80bpm	C,D,E,G (Crotchets, quavers, semiquavers)	C,D,E,G (Crotchets, quavers, semiquavers)	C,D,E,G (Crotchets, quavers)	C (Crotchets)	C,D,E	C,D,E,G,A	N/A			(Recorder parts 2 and 3)	C,D,E,G (Crotchets, quavers, semiquavers)	E,F,G (Crotchets, quavers, semiquavers)	E,F,G (Crotchets, quavers)	G (Crotchets)						Take Time In Life (Glockenspiel parts 1 and 2) 4/4, G major, 87bpm	G,A,B,C,F# (Minims, crotchets, quavers)	G,A,B,C,F# (Minims, dotted crotchets, crotchets, quavers)	G,A,B,C,F# (Minims, crotchets, quavers)	G (Minims)	N/A		G,A,B	G,A,B,D,E	G,A,B,C,D,E,F#	(Recorder parts 1 and 2)	G,A,B,C,F# (Minims, crotchets, quavers)	G,A,B,C,F# (Minims, dotted crotchets, crotchets, quavers)	G,A,B,C (Minims, crotchets, quavers)	G, A (Crotchets)						Scarborough Fair	N/A				N/A		N/A											
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Previous Learning	Year 3 Unit 2 – What stories does music tell us about the past? Children have experience in performing for a range of audiences. They have listened to a wide range of musical styles in assemblies, including music throughout history.	
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Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding																																																																															
Year 4 Spring 1	<ul style="list-style-type: none"> 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. 	<p>Tempo: 150bpm Time Signature: 3/4 Key Signature: G major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: G A B</p>	<table border="1"> <thead> <tr> <th data-bbox="1095 336 1256 391">Songs</th> <th colspan="4" data-bbox="1256 336 1644 391">Instrumental Notes</th> <th colspan="2" data-bbox="1644 336 1805 391">Improvising</th> <th colspan="3" data-bbox="1805 336 2047 391">Composing</th> </tr> <tr> <td></td> <th data-bbox="1256 391 1370 430">Part 1</th> <th data-bbox="1370 391 1473 430">Part 2</th> <th data-bbox="1473 391 1576 430">Part 3</th> <th data-bbox="1576 391 1644 430">Part 4</th> <th data-bbox="1644 391 1724 430">3 notes</th> <th data-bbox="1724 391 1805 430">5 notes</th> <th data-bbox="1805 391 1886 430">3 notes</th> <th data-bbox="1886 391 1966 430">5 notes</th> <th data-bbox="1966 391 2047 430">7 notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1095 430 1256 534">Hoedown (Glockenspiel parts 1 and 2) 4/4, F major, 192bpm</td> <td data-bbox="1256 430 1370 534">F,G,A,B ♭,C (Minims, dotted crotchets, crotchets, quavers)</td> <td data-bbox="1370 430 1473 534">F,G,A,B ♭ (Minims, crotchets, quavers)</td> <td data-bbox="1473 430 1576 534">F,G,A,B ♭, C (Minims, crotchets)</td> <td data-bbox="1576 430 1644 534">F,G (Minims)</td> <td data-bbox="1644 430 1724 534">N/A</td> <td data-bbox="1724 430 1805 534"></td> <td data-bbox="1805 430 1886 534">N/A</td> <td data-bbox="1886 430 1966 534"></td> <td data-bbox="1966 430 2047 534"></td> </tr> <tr> <td data-bbox="1095 534 1256 638">(Recorder parts 1 and 2)</td> <td data-bbox="1256 534 1370 638">F,G,A,B ♭,C (Minims, dotted crotchets, crotchets, quavers)</td> <td data-bbox="1370 534 1473 638">F,G,A,B ♭ (Minims, crotchets)</td> <td data-bbox="1473 534 1576 638">F,G,A,B ♭, C (Crotchets)</td> <td data-bbox="1576 534 1644 638">F,G (Crotchets)</td> <td data-bbox="1644 534 1724 638"></td> <td data-bbox="1724 534 1805 638"></td> <td data-bbox="1805 534 1886 638"></td> <td data-bbox="1886 534 1966 638"></td> <td data-bbox="1966 534 2047 638"></td> </tr> <tr> <td data-bbox="1095 638 1256 742">Old Joe Clark (Glockenspiel parts 2 and 3) 4/4, D major, 180bpm</td> <td data-bbox="1256 638 1370 742">D,E,F♯,G,A,B,C (Minims, dotted crotchets, crotchets, quavers)</td> <td data-bbox="1370 638 1473 742">D,E,F♯,G,A,B, C (Minims, crotchets)</td> <td data-bbox="1473 638 1576 742">D,E,F♯,A,C (Minims)</td> <td data-bbox="1576 638 1644 742">D (Minims)</td> <td data-bbox="1644 638 1724 742">D,E,F♯</td> <td data-bbox="1724 638 1805 742">D,E,F♯,A,B</td> <td data-bbox="1805 638 1886 742">N/A</td> <td data-bbox="1886 638 1966 742"></td> <td data-bbox="1966 638 2047 742"></td> </tr> <tr> <td data-bbox="1095 742 1256 845">(Recorder parts 2 and 3)</td> <td data-bbox="1256 742 1370 845">D,E,F♯,G,A,B,C (Minims, dotted crotchets, crotchets, quavers)</td> <td data-bbox="1370 742 1473 845">F♯,G,A,B,C (Minims, crotchets)</td> <td data-bbox="1473 742 1576 845">F♯,G, A, B, C (Crotchets)</td> <td data-bbox="1576 742 1644 845">F♯,A, B, C (Crotchets)</td> <td data-bbox="1644 742 1724 845"></td> <td data-bbox="1724 742 1805 845"></td> <td data-bbox="1805 742 1886 845"></td> <td data-bbox="1886 742 1966 845"></td> <td data-bbox="1966 742 2047 845"></td> </tr> <tr> <td data-bbox="1095 845 1256 885">Dance With Me</td> <td data-bbox="1256 845 1370 885">N/A</td> <td data-bbox="1370 845 1473 885"></td> <td data-bbox="1473 845 1576 885"></td> <td data-bbox="1576 845 1644 885"></td> <td data-bbox="1644 845 1724 885">N/A</td> <td data-bbox="1724 845 1805 885"></td> <td data-bbox="1805 845 1886 885">N/A</td> <td data-bbox="1886 845 1966 885"></td> <td data-bbox="1966 845 2047 885"></td> </tr> </tbody> </table>										Songs	Instrumental Notes				Improvising		Composing				Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Hoedown (Glockenspiel parts 1 and 2) 4/4, F major, 192bpm	F,G,A,B ♭,C (Minims, dotted crotchets, crotchets, quavers)	F,G,A,B ♭ (Minims, crotchets, quavers)	F,G,A,B ♭, C (Minims, crotchets)	F,G (Minims)	N/A		N/A			(Recorder parts 1 and 2)	F,G,A,B ♭,C (Minims, dotted crotchets, crotchets, quavers)	F,G,A,B ♭ (Minims, crotchets)	F,G,A,B ♭, C (Crotchets)	F,G (Crotchets)						Old Joe Clark (Glockenspiel parts 2 and 3) 4/4, D major, 180bpm	D,E,F♯,G,A,B,C (Minims, dotted crotchets, crotchets, quavers)	D,E,F♯,G,A,B, C (Minims, crotchets)	D,E,F♯,A,C (Minims)	D (Minims)	D,E,F♯	D,E,F♯,A,B	N/A			(Recorder parts 2 and 3)	D,E,F♯,G,A,B,C (Minims, dotted crotchets, crotchets, quavers)	F♯,G,A,B,C (Minims, crotchets)	F♯,G, A, B, C (Crotchets)	F♯,A, B, C (Crotchets)						Dance With Me	N/A				N/A		N/A		
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Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding																																																																					
Year 4 Spring 2	<ul style="list-style-type: none"> 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. 	Tempo: 97bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers. Melodic patterns: G A B D E	<table border="1"> <thead> <tr> <th data-bbox="1099 201 1256 252">Songs</th> <th colspan="4" data-bbox="1256 201 1641 252">Instrumental Notes</th> <th colspan="2" data-bbox="1641 201 1803 252">Improvising</th> <th colspan="3" data-bbox="1803 201 2049 252">Composing</th> </tr> <tr> <td></td> <th data-bbox="1256 252 1364 288">Part 1</th> <th data-bbox="1364 252 1462 288">Part 2</th> <th data-bbox="1462 252 1554 288">Part 3</th> <th data-bbox="1554 252 1641 288">Part 4</th> <th data-bbox="1641 252 1722 288">3 notes</th> <th data-bbox="1722 252 1803 288">5 notes</th> <th data-bbox="1803 252 1883 288">3 notes</th> <th data-bbox="1883 252 1966 288">5 notes</th> <th data-bbox="1966 252 2049 288">7 notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1099 288 1256 395">Let Your Spirit Fly (Glockenspiel parts 2 and 3) 4/4, C major, 76bpm</td> <td data-bbox="1256 288 1364 395">C,D,E,F,G,A (Minims, crotchets, quavers, semiquavers)</td> <td data-bbox="1364 288 1462 395">C,D,E,F,G (Minims, crotchets, quavers)</td> <td data-bbox="1462 288 1554 395">C,D,E,F,G (Minims, crotchets, quavers)</td> <td data-bbox="1554 288 1641 395">C (Minims, crotchets)</td> <td data-bbox="1641 288 1722 395">C,D,E</td> <td data-bbox="1722 288 1803 395">C,D,E,F,G</td> <td data-bbox="1803 288 1883 395">C,D,E</td> <td data-bbox="1883 288 1966 395">C,D,E,F,G</td> <td data-bbox="1966 288 2049 395">C,D,E,F,G, AB</td> </tr> <tr> <td data-bbox="1099 395 1256 502">(Recorder parts 2 and 3)</td> <td data-bbox="1256 395 1364 502">C,D,E,F,G,A (Minims, crotchets, quavers, semiquavers)</td> <td data-bbox="1364 395 1462 502">C,D,G,A,B (Minims, crotchets, quavers)</td> <td data-bbox="1462 395 1554 502">G,A (Minims, crotchets, quavers)</td> <td data-bbox="1554 395 1641 502">G,A (Crotchets)</td> <td data-bbox="1641 395 1722 502"></td> <td data-bbox="1722 395 1803 502"></td> <td data-bbox="1803 395 1883 502"></td> <td data-bbox="1883 395 1966 502"></td> <td data-bbox="1966 395 2049 502"></td> </tr> <tr> <td data-bbox="1099 502 1256 544">Frère Jacques</td> <td data-bbox="1256 502 1364 544">N/A</td> <td data-bbox="1364 502 1462 544"></td> <td data-bbox="1462 502 1554 544"></td> <td data-bbox="1554 502 1641 544"></td> <td data-bbox="1641 502 1722 544">N/A</td> <td data-bbox="1722 502 1803 544"></td> <td data-bbox="1803 502 1883 544">N/A</td> <td data-bbox="1883 502 1966 544"></td> <td data-bbox="1966 502 2049 544"></td> </tr> <tr> <td data-bbox="1099 544 1256 601">The Other Side Of The Moon</td> <td data-bbox="1256 544 1364 601">N/A</td> <td data-bbox="1364 544 1462 601"></td> <td data-bbox="1462 544 1554 601"></td> <td data-bbox="1554 544 1641 601"></td> <td data-bbox="1641 544 1722 601">N/A</td> <td data-bbox="1722 544 1803 601"></td> <td data-bbox="1803 544 1883 601">N/A</td> <td data-bbox="1883 544 1966 601"></td> <td data-bbox="1966 544 2049 601"></td> </tr> </tbody> </table>										Songs	Instrumental Notes				Improvising		Composing				Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Let Your Spirit Fly (Glockenspiel parts 2 and 3) 4/4, C major, 76bpm	C,D,E,F,G,A (Minims, crotchets, quavers, semiquavers)	C,D,E,F,G (Minims, crotchets, quavers)	C,D,E,F,G (Minims, crotchets, quavers)	C (Minims, crotchets)	C,D,E	C,D,E,F,G	C,D,E	C,D,E,F,G	C,D,E,F,G, AB	(Recorder parts 2 and 3)	C,D,E,F,G,A (Minims, crotchets, quavers, semiquavers)	C,D,G,A,B (Minims, crotchets, quavers)	G,A (Minims, crotchets, quavers)	G,A (Crotchets)						Frère Jacques	N/A				N/A		N/A			The Other Side Of The Moon	N/A				N/A		N/A		
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Curriculum Narrative Previous Learning	<u>Previous Learning:</u> Year 3 Unit 4 – How does music help us to get to know our community? Children have experience in performing for a range of audiences. They have listened to a wide range of musical styles in assemblies, including music throughout history.																																																																							

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding									
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<p>Year 4 Summer Term 1</p>	<ul style="list-style-type: none"> 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. 	<p>Tempo: 68bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers. Melodic patterns: A B C D E F G</p>	<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> </thead> <tbody> <tr> <td>You Can See It Through (Glockenspiel parts 3 and 4) 4/4, D Minor, 130bpm</td> <td>D,E (Crotchets)</td> <td>D (Crotchets)</td> <td>N/A</td> <td>N/A</td> <td>D,E,F</td> <td>D,E,F,G,A</td> <td>D,E,F</td> <td>D,E,F,G,A</td> <td></td> </tr> <tr> <td>(Recorder part 4)</td> <td></td> <td></td> <td></td> <td>A (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Oh Happy Day</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>A World Full Of Sound</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table>	Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	You Can See It Through (Glockenspiel parts 3 and 4) 4/4, D Minor, 130bpm	D,E (Crotchets)	D (Crotchets)	N/A	N/A	D,E,F	D,E,F,G,A	D,E,F	D,E,F,G,A		(Recorder part 4)				A (Crotchets)						Oh Happy Day	N/A				N/A		N/A			A World Full Of Sound	N/A				N/A		N/A		
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<p>Curriculum Narrative</p>	<p><u>Previous Learning:</u> Year 3 Unit 5 – How does music make a difference to us every day? Children have experience in performing for a range of audiences. They have listened to a wide range of musical styles in assemblies, including music throughout history.</p>																																																													
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Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
<p>Year 4 Summer Term 2</p>	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>Tempo: 114bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: C D E G A</p>	

	<ul style="list-style-type: none"> 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. 		<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> </thead> <tbody> <tr> <td>Train Is A-Comin' (Glockenspiel parts 1 and 2) 4/4, C major, 134bpm</td> <td>C,D,E,G,A (Minims, crotchets, quavers)</td> <td>C,D,E,G,A (Minims, crotchets, quavers)</td> <td>C,D,E,G,A (Minims, crotchets, quavers)</td> <td>C (Minims)</td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 1 and 2)</td> <td>C,D,E,G,A (Minims, crotchets, quavers)</td> <td>C,D,G,A (Minims, crotchets, quavers)</td> <td>C,A,G (Crotchets)</td> <td>C (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The Octopus Slide</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>Connect</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table>	Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Train Is A-Comin' (Glockenspiel parts 1 and 2) 4/4, C major, 134bpm	C,D,E,G,A (Minims, crotchets, quavers)	C,D,E,G,A (Minims, crotchets, quavers)	C,D,E,G,A (Minims, crotchets, quavers)	C (Minims)	N/A		N/A			(Recorder parts 1 and 2)	C,D,E,G,A (Minims, crotchets, quavers)	C,D,G,A (Minims, crotchets, quavers)	C,A,G (Crotchets)	C (Crotchets)						The Octopus Slide	N/A				N/A		N/A			Connect	N/A				N/A		N/A		
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The Octopus Slide	N/A				N/A		N/A																																																							
Connect	N/A				N/A		N/A																																																							
Curriculum Narrative	Previous Learning: Year 3 Unit 6 – How does music connect us with the planet? Children have experience in performing for a range of audiences. They have listened to a wide range of musical styles in assemblies, including music throughout history. They can also sing music from United Learning’s ‘Green Love’ suite of songs.																																																													
Previous Learning																																																														

Music Curriculum Expectations – Year 5	
Singing	
<ul style="list-style-type: none"> Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities. 	
Listening	
<ul style="list-style-type: none"> Listen to recorded performances complemented by opportunities to experience live music making in and out of school. Listen to a range of age-appropriate music from different genres 	
Composing	
Improve <ul style="list-style-type: none"> Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below. 	
Compose	

- Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
- Working in pairs, compose a short ternary piece.
- Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
- Capture and record creative ideas using any of: o graphic symbols o rhythm notation and time signatures o staff notation o technology.

Performing

Instrumental Performance

- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.
- Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).
- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Reading Notation

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (e.g. C–C'/do–do).
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding													
			Songs				Instrumental Notes				Improvising		Composing			
			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes					
Year 5 Autumn Term 1	<ul style="list-style-type: none"> • 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 	Tempo: 128bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: A B C D E F# G	Ghost Parade (Glockenspiel parts 1 and 2) 6/8, C minor, 112bpm	C,G,A ♭,B ♭ (Dotted crotchets, quavers)	C,G,A ♭,B ♭ (Dotted crotchets, quavers)	C,G,A ♭,B ♭ (Dotted crotchets)	C (Dotted crotchets)	C,D,E ♭	C,D,E ♭,F, G	N/A						
			(Recorder parts 1 and 2)	C,G,A ♭,B ♭ (Dotted crotchets, quavers)	C,G,A ♭,B ♭ (Dotted crotchets, quavers)	G,B ♭,C (Dotted minims)	C (Dotted minims)									
			Words Can Hurt (Glockenspiel parts 1 and 2) 4/4, G major, 78bpm	G,A,B,C,D,E,F# (Minims, crotchets, quavers)	G,A,B,C,D,E,F# (Minims, crotchets, quavers)	G,A,B,C,D,E, F# (Minims, crotchets)	G (Minims)	N/A		G,A,B	G,A,B,C, D	G,A,B,C,D, E,F#				
			(Recorder parts 1 and 2)	G,A,B,C,F# (Minims, crotchets, quavers)	G,A,B,C,F# (Minims, crotchets, quavers)	G,A,B,C,F# (Minims, crotchets)	F#,G,A, B (Crotchets)									
			Joyful, Joyful	N/A					N/A		N/A					

	<p>range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> develop an understanding of the history of music. 	
Curriculum Narrative	<p>Previous Learning: Year 4 Unit 1 – How does music bring us together? Children are starting to embed knowledge of the history of music. They have listened to a wide range of music from a number of traditions and great composers and can say what they like or dislike about the music. Their knowledge of notation is starting to become more secure and they can play instruments with increasing accuracy.</p>	

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding																																																																					
Year 5 Autumn Term 2	<ul style="list-style-type: none"> 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 	<p>Tempo: 112bpm Time Signature: 2/4 Key Signature: F major Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: F G A Bb C D E</p>	<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> </thead> <tbody> <tr> <td>The Sparkle In My Life (Glockenspiel parts 1 and 2) 4/4, A \flat major, 140bpm</td> <td>C,D \flat,E \flat (Crotchets, quavers)</td> <td>C,E \flat,F (Crotchets, quavers)</td> <td>C,E \flat,F (Minims, crotchets)</td> <td>E \flat (Minims)</td> <td>N/A</td> <td></td> <td>A \flat,B \flat, C</td> <td>A \flat,B \flat,C, D \flat,Eb</td> <td>A \flat,B \flat, C,D \flat,E \flat,FG</td> </tr> <tr> <td>(Recorder parts 1 and 2)</td> <td>G,A \flat,B \flat (Crotchets, quavers)</td> <td>G,A \flat,B \flat (Crotchets, quavers)</td> <td>G,B \flat,C (Crotchets)</td> <td>C,B \flat (Minims)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dreaming Of Mars (Glockenspiel parts 2 and 3) 4/4, C major, 120bpm</td> <td>G,G\sharp,A,B \flat,C (Minims, dotted crotchets, crotchets, quavers, semiquavers)</td> <td>G,G\sharp,A,B \flat,C (Minims, crotchets, quavers)</td> <td>G\sharp,A,B \flat,C (Minims, crotchets)</td> <td>C (Minims, crotchets)</td> <td>C,D,E</td> <td>C,D,E,F,G</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>G,G\sharp,A,B \flat,C (Minims, dotted crotchets, crotchets, quavers, semiquavers)</td> <td>G,G\sharp,A,B \flat,C (Minims, crotchets, quavers)</td> <td>A,B \flat,C (Crotchets)</td> <td>B \flat,C (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Get On Board</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table>	Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	The Sparkle In My Life (Glockenspiel parts 1 and 2) 4/4, A \flat major, 140bpm	C,D \flat ,E \flat (Crotchets, quavers)	C,E \flat ,F (Crotchets, quavers)	C,E \flat ,F (Minims, crotchets)	E \flat (Minims)	N/A		A \flat ,B \flat , C	A \flat ,B \flat ,C, D \flat ,Eb	A \flat ,B \flat , C,D \flat ,E \flat ,FG	(Recorder parts 1 and 2)	G,A \flat ,B \flat (Crotchets, quavers)	G,A \flat ,B \flat (Crotchets, quavers)	G,B \flat ,C (Crotchets)	C,B \flat (Minims)						Dreaming Of Mars (Glockenspiel parts 2 and 3) 4/4, C major, 120bpm	G,G \sharp ,A,B \flat ,C (Minims, dotted crotchets, crotchets, quavers, semiquavers)	G,G \sharp ,A,B \flat ,C (Minims, crotchets, quavers)	G \sharp ,A,B \flat ,C (Minims, crotchets)	C (Minims, crotchets)	C,D,E	C,D,E,F,G	N/A			(Recorder parts 2 and 3)	G,G \sharp ,A,B \flat ,C (Minims, dotted crotchets, crotchets, quavers, semiquavers)	G,G \sharp ,A,B \flat ,C (Minims, crotchets, quavers)	A,B \flat ,C (Crotchets)	B \flat ,C (Crotchets)						Get On Board	N/A				N/A		N/A		
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	<ul style="list-style-type: none"> develop an understanding of the history of music. 	
Curriculum Narrative	Previous Learning: Year 4 Unit 2 – How does music connect us with our past? Children are starting to embed knowledge of the history of music. They have listened to a wide range of music from a number of traditions and great composers and can say what they like or dislike about the music. Their knowledge of notation is starting to become more secure and they can play instruments with increasing accuracy.	

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding																																																		
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Do You Ever Wonder?	N/A				N/A		N/A																																														
Curriculum Narrative	Previous Learning: Year 4 Unit 3 – How does music improve our world? Children are starting to embed knowledge of the history of music. They have listened to a wide range of music from a																																																				

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Curriculum Narrative	Previous Learning: Year 4 Unit 4 – How does music teach us about our community? Children are starting to embed knowledge of the history of music. They have listened to a wide range of music from a number of traditions and great composers and can say what they like or dislike about the music. Their knowledge of notation is starting to become more secure and they can play instruments with increasing accuracy.																																																																							

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Keeping Time	N/A				N/A		N/A																																																																	
Curriculum Narrative	<u>Previous Learning:</u> Year 4 Unit 5 – How does music shape our way of life? Children are starting to embed knowledge of the history of music. They have listened to a wide range of music from a number of traditions and great composers and can say what they like or dislike about the music. Their knowledge of notation is starting to become more secure and they can play instruments with increasing accuracy.																																																																							
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Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 5 Summer Term 2	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their 	Tempo: 120bpm Time Signature: 5/4 Key Signature: C major	

	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> 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. 	<p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers. Melodic patterns: C D E</p>	<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Instrumental Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> </thead> <tbody> <tr> <td>You And Me (Glockenspiel parts 2 and 3) 4/4, G major, 95bpm</td> <td>G,A,B ♭ ,B,C,D,E ♭ ,E (Crotchets, quavers)</td> <td>G,A,B ♭ ,B,C,D ,E ♭ ,E (Crotchets, quavers)</td> <td>G,A,B ♭ ,B,C, D,E ♭ ,E (Crotchets, quavers)</td> <td>G (Minims)</td> <td>N/A</td> <td></td> <td>G,A,B</td> <td>G,A,B,D,E</td> <td>G,A,B ♭ , B,C,D,F</td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>G,A,B ♭ ,B,C,D,E ♭ ,E (Crotchets, quavers)</td> <td>G,A,B ♭ ,B,C,F ♯ (Crotchets, quavers)</td> <td>F♯,G,A,B,B ♭ ,C (Crotchets, quavers)</td> <td>F♯,G,A,B (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A Bright Sunny Day (Glockenspiel parts 1 and 2) 4/4, C major, 128bpm</td> <td>C,G,A (Crotchets, quavers)</td> <td>C,G,A (Crotchets, quavers)</td> <td>C,G,A (Minims, crotchets)</td> <td>C (Minims, crotchets)</td> <td>C,D,E</td> <td>C,D,E,F,G</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 1 and 2)</td> <td>C,G,A (Crotchets, quavers)</td> <td>C,G,A (Crotchets, quavers)</td> <td>G,A,C (Crotchets)</td> <td>C (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>I'm Forever Blowing Bubbles</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table>	Songs	Instrumental Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	You And Me (Glockenspiel parts 2 and 3) 4/4, G major, 95bpm	G,A,B ♭ ,B,C,D,E ♭ ,E (Crotchets, quavers)	G,A,B ♭ ,B,C,D ,E ♭ ,E (Crotchets, quavers)	G,A,B ♭ ,B,C, D,E ♭ ,E (Crotchets, quavers)	G (Minims)	N/A		G,A,B	G,A,B,D,E	G,A,B ♭ , B,C,D,F	(Recorder parts 2 and 3)	G,A,B ♭ ,B,C,D,E ♭ ,E (Crotchets, quavers)	G,A,B ♭ ,B,C,F ♯ (Crotchets, quavers)	F♯,G,A,B,B ♭ ,C (Crotchets, quavers)	F♯,G,A,B (Crotchets)						A Bright Sunny Day (Glockenspiel parts 1 and 2) 4/4, C major, 128bpm	C,G,A (Crotchets, quavers)	C,G,A (Crotchets, quavers)	C,G,A (Minims, crotchets)	C (Minims, crotchets)	C,D,E	C,D,E,F,G	N/A			(Recorder parts 1 and 2)	C,G,A (Crotchets, quavers)	C,G,A (Crotchets, quavers)	G,A,C (Crotchets)	C (Crotchets)						I'm Forever Blowing Bubbles	N/A				N/A		N/A		
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p><u>Previous Learning:</u> Year 4 Unit 6 – How does music connect us with our environment? Children are starting to embed knowledge of the history of music. They have listened to a wide range of music from a number of traditions and great composers and can say what they like or dislike about the music. Their knowledge of notation is starting to become more secure and they can play instruments with increasing accuracy.</p>																																																																							

Music Curriculum Expectations – Year 6

Singing

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Listening

- Listen to recorded performances complemented by opportunities to experience live music making in and out of school.
- Listen to a range of age-appropriate music from different genres

Composing

Improvise

Extend improvisation skills through working in small groups to:

- Create music with multiple sections that include repetition and contrast.
- Use chord changes as part of an improvised sequence.
- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

Compose

- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
- Either of these melodies can be enhanced with rhythmic or chordal accompaniment.
- Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

Performing

Instrumental Performance

- Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet ().
- Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
- Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

Reading Notation

- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- Read and play from notation a four-bar phrase, confidently identifying note names and durations

Year 6 are taught the clarinet as a whole class. Charanga scheme is used to support their learning of the instrument.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 6 Autumn Term 1	<ul style="list-style-type: none"> • 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 	Tempo: 68bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets, quavers, and semiquavers. Melodic patterns: C D E F G A B	

	<p>sounds with increasing aural memory</p> <ul style="list-style-type: none"> • 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. 		<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Playing Instrument Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> </thead> <tbody> <tr> <td>My Best Friend (Glockenspiel parts 1 and 2) 4/4, C major, 117bpm</td> <td>C,D,E,A,B (Dotted crotchets, crotchets, quavers)</td> <td>C,D,E,A,B (Crotchets, quavers)</td> <td>C,D,E,A (Minims, crotchets)</td> <td>C (Minims)</td> <td>C,D,E</td> <td>C,D,E,F,G</td> <td>C,D,E</td> <td>C,D,E,F,G</td> <td>C,D,E,F,G, A,B</td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>C,D,E,A,B (Dotted crotchets, crotchets, quavers)</td> <td>C,G,A,B (Crotchets, quavers)</td> <td>C,G,A,B (Crotchets)</td> <td>C (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Singing Swinging Star (Glockenspiel parts 1 and 2) 4/4, G major, 180bpm</td> <td>G,A,B ♭ ,B,D,E ,F,F♯ (Minims, crotchets, quavers)</td> <td>G,A,B ♭ ,B,D, E,F,F♯ (Minims, crotchets)</td> <td>G,A,B,E,F♯ (Minims)</td> <td>G (Minims)</td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 1 and 2)</td> <td>G,A,B ♭ ,B,D,E ,F,F♯ (Minims, crotchets, quavers)</td> <td>G,A,B ♭ ,B,D, E,F (Minims, crotchets)</td> <td>G,A,B,F♯ (Minims)</td> <td>G (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Roll Alabama</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table>	Songs	Playing Instrument Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	My Best Friend (Glockenspiel parts 1 and 2) 4/4, C major, 117bpm	C,D,E,A,B (Dotted crotchets, crotchets, quavers)	C,D,E,A,B (Crotchets, quavers)	C,D,E,A (Minims, crotchets)	C (Minims)	C,D,E	C,D,E,F,G	C,D,E	C,D,E,F,G	C,D,E,F,G, A,B	(Recorder parts 2 and 3)	C,D,E,A,B (Dotted crotchets, crotchets, quavers)	C,G,A,B (Crotchets, quavers)	C,G,A,B (Crotchets)	C (Crotchets)						Singing Swinging Star (Glockenspiel parts 1 and 2) 4/4, G major, 180bpm	G,A,B ♭ ,B,D,E ,F,F♯ (Minims, crotchets, quavers)	G,A,B ♭ ,B,D, E,F,F♯ (Minims, crotchets)	G,A,B,E,F♯ (Minims)	G (Minims)	N/A		N/A			(Recorder parts 1 and 2)	G,A,B ♭ ,B,D,E ,F,F♯ (Minims, crotchets, quavers)	G,A,B ♭ ,B,D, E,F (Minims, crotchets)	G,A,B,F♯ (Minims)	G (Crotchets)						Roll Alabama	N/A				N/A		N/A		
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Curriculum Narrative	Children start learning the clarinet, using knowledge of staff notation. They are taught how to hold the instrument, how to play it and how to maintain it. They perform to others and record their playing so far.																																																																							
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Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 6 Spring Term 1	<ul style="list-style-type: none"> • 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 	<p>Tempo: 68bpm Time Signature: 4/4 Key Signature: D major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers, and semiquavers. Melodic patterns: D E F♯ G A B C♯</p>	

	<p>range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> develop an understanding of the history of music. 		<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Playing Instrument Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> </thead> <tbody> <tr> <td>Disco Fever (Glockenspiel parts 1 and 2) 4/4, D minor, 115bpm</td> <td>D,E,F,G,A (Crotchets, quavers)</td> <td>D,E,F,G,A (Minims, crotchets, quavers)</td> <td>D,E,F,G,A (Minims, crotchets)</td> <td>D (Minims)</td> <td>N/A</td> <td></td> <td>D,E,F</td> <td>D,E,F,G,A</td> <td>D,E,F,G,A ,B ♭,C</td> </tr> <tr> <td>(Recorder parts 3 and 4)</td> <td>D,E,F,G,A (Crotchets, quavers)</td> <td>D,E,F,G,A (Crotchets, quavers)</td> <td>D,E,F,G,A (Crotchets)</td> <td>F,G,A (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>La Bamba (Glockenspiel parts 1 and 2) 4/4, C major, 158bpm</td> <td>C,D,E,F,G,A,B (Minims, dotted crotchets, triplet crotchets, quavers)</td> <td>C,D,E,G,A,B (Minims, crotchets)</td> <td>C,D,G,A (Minims, crotchets)</td> <td>C (Minims, crotchets)</td> <td>C,D,E</td> <td>C,D,E,F,G</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>C,D,E,F,G,A,B (Minims, dotted crotchets, triplet crotchets, quavers)</td> <td>C,G,A,B (Minims, crotchets)</td> <td>G,A,B,C (Crotchets, quavers)</td> <td>G,A,B (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Change (Glockenspiel parts 2 and 3) 4/4, E ♭ major, 115bpm</td> <td>E ♭,F,G,A ♭,B ♭,C (Crotchets, quavers)</td> <td>E ♭,F,G,A ♭,B ♭,C (Crotchets, quavers)</td> <td>E ♭,F,G,B ♭,C (Minims, crotchets)</td> <td>E ♭ (Minims)</td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>E ♭,F,G,A ♭,B ♭,C (Crotchets, quavers)</td> <td>F,G,A ♭,B ♭,C (Crotchets, quavers)</td> <td>F,G,B ♭,C (Crotchets)</td> <td>B ♭,C (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Songs	Playing Instrument Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Disco Fever (Glockenspiel parts 1 and 2) 4/4, D minor, 115bpm	D,E,F,G,A (Crotchets, quavers)	D,E,F,G,A (Minims, crotchets, quavers)	D,E,F,G,A (Minims, crotchets)	D (Minims)	N/A		D,E,F	D,E,F,G,A	D,E,F,G,A ,B ♭,C	(Recorder parts 3 and 4)	D,E,F,G,A (Crotchets, quavers)	D,E,F,G,A (Crotchets, quavers)	D,E,F,G,A (Crotchets)	F,G,A (Crotchets)						La Bamba (Glockenspiel parts 1 and 2) 4/4, C major, 158bpm	C,D,E,F,G,A,B (Minims, dotted crotchets, triplet crotchets, quavers)	C,D,E,G,A,B (Minims, crotchets)	C,D,G,A (Minims, crotchets)	C (Minims, crotchets)	C,D,E	C,D,E,F,G	N/A			(Recorder parts 2 and 3)	C,D,E,F,G,A,B (Minims, dotted crotchets, triplet crotchets, quavers)	C,G,A,B (Minims, crotchets)	G,A,B,C (Crotchets, quavers)	G,A,B (Crotchets)						Change (Glockenspiel parts 2 and 3) 4/4, E ♭ major, 115bpm	E ♭,F,G,A ♭,B ♭,C (Crotchets, quavers)	E ♭,F,G,A ♭,B ♭,C (Crotchets, quavers)	E ♭,F,G,B ♭,C (Minims, crotchets)	E ♭ (Minims)	N/A		N/A			(Recorder parts 2 and 3)	E ♭,F,G,A ♭,B ♭,C (Crotchets, quavers)	F,G,A ♭,B ♭,C (Crotchets, quavers)	F,G,B ♭,C (Crotchets)	B ♭,C (Crotchets)					
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(Recorder parts 3 and 4)	D,E,F,G,A (Crotchets, quavers)	D,E,F,G,A (Crotchets, quavers)	D,E,F,G,A (Crotchets)	F,G,A (Crotchets)																																																																														
La Bamba (Glockenspiel parts 1 and 2) 4/4, C major, 158bpm	C,D,E,F,G,A,B (Minims, dotted crotchets, triplet crotchets, quavers)	C,D,E,G,A,B (Minims, crotchets)	C,D,G,A (Minims, crotchets)	C (Minims, crotchets)	C,D,E	C,D,E,F,G	N/A																																																																											
(Recorder parts 2 and 3)	C,D,E,F,G,A,B (Minims, dotted crotchets, triplet crotchets, quavers)	C,G,A,B (Minims, crotchets)	G,A,B,C (Crotchets, quavers)	G,A,B (Crotchets)																																																																														
Change (Glockenspiel parts 2 and 3) 4/4, E ♭ major, 115bpm	E ♭,F,G,A ♭,B ♭,C (Crotchets, quavers)	E ♭,F,G,A ♭,B ♭,C (Crotchets, quavers)	E ♭,F,G,B ♭,C (Minims, crotchets)	E ♭ (Minims)	N/A		N/A																																																																											
(Recorder parts 2 and 3)	E ♭,F,G,A ♭,B ♭,C (Crotchets, quavers)	F,G,A ♭,B ♭,C (Crotchets, quavers)	F,G,B ♭,C (Crotchets)	B ♭,C (Crotchets)																																																																														
Curriculum Narrative	Children embed knowledge of staff notation. They are more confident with playing the clarinet as an ensemble.																																																																																	
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Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 6 Spring Term 2	<ul style="list-style-type: none"> 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 	<p>Tempo: 116bpm Time Signature: 5/4 Key Signature: G major Rhythmic patterns using: Minims, dotted crotchets, crotchets, and quavers. Melodic patterns: G A B C D E F#</p>	

	<ul style="list-style-type: none"> 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. 																																																																																	
Curriculum Narrative	Children are able to read more complex rhythms using staff notation. They are able to improvise and start composing their own music.		<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Playing Instrument Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> </thead> <tbody> <tr> <td>Wake Up! (Glockenspiel parts 1 and 2) 4/4, F minor, 120bpm</td> <td>F, A ♭, E ♭ (Crotchets, quavers)</td> <td>F, A ♭, E ♭ (Crotchets, quavers)</td> <td>F, A ♭ (Minims, crotchets)</td> <td>F (Minims)</td> <td>N/A</td> <td></td> <td>F, G, A ♭</td> <td>F, G, A ♭, B ♭, C</td> <td>F, G, A ♭, B ♭, C, D ♭, E ♭</td> </tr> <tr> <td>(Recorder parts 1 and 2)</td> <td>F, A ♭, E ♭ (Crotchets, quavers)</td> <td>F, A ♭, E ♭ (Crotchets, quavers)</td> <td>F, A ♭, E ♭ (Crotchets, quavers)</td> <td>F, A ♭, E ♭ (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Down By The Riverside (Glockenspiel parts 2 and 3) 4/4, G major, 216bpm</td> <td>G, A, B, D, E, F♯ (Semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers)</td> <td>G, A, B, D, E, F♯ (Semibreve, minims, crotchets, quavers)</td> <td>G, A, B, D, E, F♯ (Semibreves, minims, crotchets)</td> <td>G (Minims)</td> <td>G, A, B</td> <td>G, A, B, C, D</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 2 and 3)</td> <td>G, A, B, D, E, F♯ (Semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers)</td> <td>G, A, B, D, E, F♯ (Semibreve, minims, crotchets, quavers)</td> <td>G, A, B (Minims, crotchets)</td> <td>G (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dance The Night Away (Glockenspiel parts 1 and 2) 4/4, F minor, 120bpm</td> <td>F, G, A ♭, B ♭, C, E ♭ (Minims, crotchets, dotted quavers, quavers, semiquavers)</td> <td>F, G, A ♭, B ♭, C, E ♭ (Minims, crotchets, quavers)</td> <td>F, G, A ♭, B ♭, C, E ♭ (Minims, crotchets, quavers)</td> <td>F (Minims)</td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>(Recorder parts 1 and 2)</td> <td>F, G, A ♭, B ♭, C (Minims, crotchets, dotted quavers, quavers, semiquavers)</td> <td>F, G, A ♭, B ♭, C (Minims, crotchets, quavers)</td> <td>F, G, A ♭, B ♭, C (Minims, crotchets, quavers)</td> <td>F (Crotchets)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Songs	Playing Instrument Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Wake Up! (Glockenspiel parts 1 and 2) 4/4, F minor, 120bpm	F, A ♭, E ♭ (Crotchets, quavers)	F, A ♭, E ♭ (Crotchets, quavers)	F, A ♭ (Minims, crotchets)	F (Minims)	N/A		F, G, A ♭	F, G, A ♭, B ♭, C	F, G, A ♭, B ♭, C, D ♭, E ♭	(Recorder parts 1 and 2)	F, A ♭, E ♭ (Crotchets, quavers)	F, A ♭, E ♭ (Crotchets, quavers)	F, A ♭, E ♭ (Crotchets, quavers)	F, A ♭, E ♭ (Crotchets)						Down By The Riverside (Glockenspiel parts 2 and 3) 4/4, G major, 216bpm	G, A, B, D, E, F♯ (Semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers)	G, A, B, D, E, F♯ (Semibreve, minims, crotchets, quavers)	G, A, B, D, E, F♯ (Semibreves, minims, crotchets)	G (Minims)	G, A, B	G, A, B, C, D	N/A			(Recorder parts 2 and 3)	G, A, B, D, E, F♯ (Semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers)	G, A, B, D, E, F♯ (Semibreve, minims, crotchets, quavers)	G, A, B (Minims, crotchets)	G (Crotchets)						Dance The Night Away (Glockenspiel parts 1 and 2) 4/4, F minor, 120bpm	F, G, A ♭, B ♭, C, E ♭ (Minims, crotchets, dotted quavers, quavers, semiquavers)	F, G, A ♭, B ♭, C, E ♭ (Minims, crotchets, quavers)	F, G, A ♭, B ♭, C, E ♭ (Minims, crotchets, quavers)	F (Minims)	N/A		N/A			(Recorder parts 1 and 2)	F, G, A ♭, B ♭, C (Minims, crotchets, dotted quavers, quavers, semiquavers)	F, G, A ♭, B ♭, C (Minims, crotchets, quavers)	F, G, A ♭, B ♭, C (Minims, crotchets, quavers)	F (Crotchets)					
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Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 6 Summer Term 2	<ul style="list-style-type: none"> 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 	Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets, and quavers Melodic patterns: C D E F G A B	

	<p>using the inter-related dimensions of music</p> <ul style="list-style-type: none"> 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. 		<table border="1"> <thead> <tr> <th rowspan="2">Songs</th> <th colspan="4">Playing Instrument Notes</th> <th colspan="2">Improvising</th> <th colspan="3">Composing</th> </tr> <tr> <th>Part 1</th> <th>Part 2</th> <th>Part 3</th> <th>Part 4</th> <th>3 notes</th> <th>5 notes</th> <th>3 notes</th> <th>5 notes</th> <th>7 notes</th> </tr> </thead> <tbody> <tr> <td>Heal The Earth (Glockenspiel parts 1 and 2) 4/4, F major, 147bpm</td> <td>F,G,A,B ♭,C,D (Semibreves, minims, crotchets, quavers)</td> <td>F,G,A,B ♭,C, D (Semibreves, minims, crotchets, quavers)</td> <td>F,G,A,B ♭,C,D (Semibreves, minims, crotchets)</td> <td>F (Minims)</td> <td>F,G,A</td> <td>F,G,A,C,D</td> <td>F,G,A</td> <td>F,G,A,C,D</td> <td>F,G,A,B ♭,C,D,E</td> </tr> <tr> <td>(Recorder parts 1 and 2)</td> <td>F,G,A,B ♭,C,D (Semibreves, minims, crotchets, quavers)</td> <td>F,G,A,B ♭,C (Semibreves, minims, crotchets, quavers)</td> <td>F,G,A,B ♭,C (Semibreves, minims, crotchets)</td> <td>F (Minims)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Let's Go Surfin'</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>So Amazing</td> <td>N/A</td> <td></td> <td></td> <td></td> <td>N/A</td> <td></td> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table>	Songs	Playing Instrument Notes				Improvising		Composing			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	Heal The Earth (Glockenspiel parts 1 and 2) 4/4, F major, 147bpm	F,G,A,B ♭,C,D (Semibreves, minims, crotchets, quavers)	F,G,A,B ♭,C, D (Semibreves, minims, crotchets, quavers)	F,G,A,B ♭,C,D (Semibreves, minims, crotchets)	F (Minims)	F,G,A	F,G,A,C,D	F,G,A	F,G,A,C,D	F,G,A,B ♭,C,D,E	(Recorder parts 1 and 2)	F,G,A,B ♭,C,D (Semibreves, minims, crotchets, quavers)	F,G,A,B ♭,C (Semibreves, minims, crotchets, quavers)	F,G,A,B ♭,C (Semibreves, minims, crotchets)	F (Minims)						Let's Go Surfin'	N/A				N/A		N/A			So Amazing	N/A				N/A		N/A		
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