



### Key stage 1 – Music skills (National Curriculum)

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
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Unit: Menu Song</b> <i>Musical Focus:</i> Active listening (movement), Beat, <a href="#">Progression snapshot 1.</a>	<b>Unit: Colonel Hathi's march</b> <i>Musical Focus:</i> Beat, March, Timbre, Music from a film.  <b>Unit: Magical musical aquarium</b> <i>Musical Focus:</i> Timbre, Pitch, Structure, Graphic symbols, Classical music.	<b>Unit: Football</b> <i>Musical Focus:</i> Beat, Ostinato, Pitched/unpitched patterns, Mi-ri-do, <a href="#">Progression snapshot 2</a>	<b>Unit: 'Dawn' from Sea Interludes</b> <i>Musical Focus:</i> Beat, Active listening (singing game, musical signals, movement), 20th century classical music.  <b>Unit: Musical conversations</b> <i>Musical Focus:</i> Question and answer, Timbre, Graphic score.	<b>Unit: Dancing and drawing to Nautilus</b> <i>Musical Focus:</i> Active listening (musical signals, internalising beat, draw to music, movement/ actions), Electronic music.  <b>Unit: Cat and mouse</b> <i>Musical Focus:</i> Mood, Tempo, Dynamics, Rhythm, Dot notation.	<b>Unit: Come dance with me</b> <i>Musical Focus:</i> Call-and-response, Tuned percussion skills, Rhythm and syllables, Pitch, <a href="#">Progression snapshot 3</a>
<b>Year 2</b>	<b>Unit: Tony Chestnut</b> <i>Musical Focus:</i> Beat, Rhythm, Pitch, Echo, <a href="#">Progression snapshot 1.</a>	<b>Unit: Creepy castle</b> <i>Musical Focus:</i> Timbre, Tempo, Dynamics, Graphic score.	<b>Unit: Grandma rap</b> <i>Musical Focus:</i> Duration (crotchet, quavers, crotchet rest), Unison, Round, <a href="#">Progression snapshot 2</a>	<b>Unit: Minibeasts</b> <i>Musical Focus:</i> Timbre, Pitch (chord), Internalising beat and phrase.	<b>Unit: Swing-along with Shostakovich</b> <i>Musical Focus:</i> 2- and 3-time, Beat, Beat groupings, 20th century classical music.	<b>Unit: Tanczyny labada</b> <i>Musical Focus:</i> Duration (crotchet, quavers, crotchet rest), Chords, <a href="#">Progression snapshot 3</a>

### Key Stage 2 – Music skills (National Curriculum)

Pupils should be taught to:

- Sing and play musically with increasing confidence and control.
- They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.



<p><b>Year 3</b></p>	<p><b>Unit: I've Been to Harlem</b> <i>Musical Focus:</i> Pitch shape, Ostinato, Round, Pentatonic, Call-and-response, <b>Progression snapshot 1</b></p>	<p><b>Unit: Chilled out clap rap</b> <i>Musical Focus:</i> Beat, Rhythm, Crotchet, Crotchet rest, Paired quavers, Notes C-D-E, Tempo, Dynamics.</p>	<p><b>Unit: Latin dance</b> <i>Musical Focus:</i> Salsa, Beat, Clave rhythm, Timbre, Chords, Rhythm pattern, <b>Progression snapshot 2.</b></p>	<p><b>Unit: 'March' from The nutcracker</b> <i>Musical Focus:</i> Rondo structure, Beat, Higher/lower, Staccato, Call-and response, Ballet music from the Romantic period. <b>Unit: From a railway carriage</b> <i>Musical Focus:</i> Structure (repetition, round, pattern) Texture (layers, unison), timbre, Beat, Classical music.</p>	<p><b>Unit: Just 3 notes</b> <i>Musical Focus:</i> Pitch (C-D-E), Rhythm patterns, Structure, Minimalism, Dot notation. <b>Unit: Samba with Sérgio</b> <i>Musical Focus:</i> Call-and response, Samba batucada, Beat, Rhythm, Music and community, Rhythm notation.</p>	<p><b>Unit: Fly with the stars</b> <i>Musical Focus:</i> Rhythm, Crotchet, quavers, semiquavers, Pitch (C-D-E/ do-re-mi), Dot notation, <b>Progression snapshot 3.</b></p>
<p><b>Year 4</b></p>	<p><b>Unit: This little light of mine</b> <i>Musical Focus:</i> Pentatonic scale, Gospel music, Off-beat, Rhythm, Call-and response, <b>Progression snapshot 1.</b></p>	<p><b>Unit: The Pink Panther theme</b> <i>Musical Focus:</i> Timbre, Tempo, Rhythm, Dynamics, Atmosphere, Music from a film. <b>Unit: Composing with colour</b> <i>Musical Focus:</i> Creating music inspired by colour and art, Timbre, Dynamics.</p>	<p><b>Unit: The doot doot song</b> <i>Musical Focus:</i> Chords, Structure, Ensemble playing and singing, Acoustic guitar music, <b>Progression snapshot 2.</b></p>	<p><b>Unit: Fanfare for the common man</b> <i>Musical Focus:</i> Fanfare, Timbre, Dynamics, Texture, Silence.</p>	<p><b>Unit: Global pentatonics</b> <i>Musical Focus:</i> Pentatonic scale, Different musical traditions and cultures, Graphic/dot notation.</p>	<p><b>Unit: Favourite song</b> <i>Musical Focus:</i> Chords, Structure, Ensemble singing and playing, Folk-rock styles, <b>Progression snapshot 3.</b></p>
<p><b>Year 5</b></p>	<p><b>Unit: What shall we do with the drunken sailor?</b> <i>Musical Focus:</i> Sea shanties, Beat, Rhythm, Chords, Dot notation, <b>Progression snapshot 1.</b></p>	<p><b>Unit: Why we sing</b> <i>Musical Focus:</i> Gospel music, Structure, Texture, Vocal decoration. <b>Unit: Introduction to songwriting</b> <i>Musical Focus:</i> Structure (Verse/ chorus), Hook, Lyric writing, Melody.</p>	<p><b>Unit: Madina tun nabi</b> <i>Musical Focus:</i> Nasheed (islamic song), Drone, Melody, Harmony, Chords, <b>Progression snapshot 2.</b></p>	<p><b>Unit: Three little birds</b> <i>Musical Focus:</i> Reggae, Riffs, Chords, Bassline, Harmony.</p>	<p><b>Unit: Balinese gamelan</b> <i>Musical Focus:</i> Gamelan (Bali), Interlocking rhythm, Vocal chant, Musical cycles. <b>Unit: Empress of the pagodas</b> <i>Musical Focus:</i> Ternary form (ABA), Pentatonic scale, Tempo, Dynamics, 20th century orchestral music.</p>	<p><b>Unit: Baloo baleerie</b> <i>Musical Focus:</i> Lullaby, 3-time, Pentatonic scale, Question-and answer, Accompaniment, <b>Progression snapshot 3.</b></p>



## Music Curriculum Map



<b>Year 6</b>	<b>Unit: Hey, Mr Miller</b> <i>Musical Focus:</i> Swing music, Syncopation, Big band, Scat singing, Historical context WWII, <b>Progression snapshot 1.</b>	<b>Unit: Shadows</b> <i>Musical Focus:</i> Artist and their influences, Musical comparisons, Shadows Lindsay Sterling.	<b>Unit: Dona nobis pacem</b> <i>Musical Focus:</i> 3-part round/ polyphonic texture), 3/4 time, church music in Latin, <b>progression snapshot 2.</b>	<b>Unit: You to me are everything</b> <i>Musical Focus:</i> 70'S Soul music, Compare cover versions.	<b>Unit: Small town boy</b>	<b>Unit: Nobody knows (The Lumineers)</b> <i>Musical Focus:</i> Songwriting, Chords, Writing lyrics on theme of 'leavers'. <b>Progression snapshot 3.</b>
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