



Launton Church of England Primary School

Music EYFS



	Listening and Responding to Music	Explore and Create	Singing	Share and Perform
Year group N	<p>Children sing songs daily and learn some Nursery Rhymes.</p> <p>Children exploring different instruments and make different sounds within Continuous Provision.</p> <p>Adults play music for children to move and dance to, using songs with actions.</p> <p>Children learn the names of instruments –drum, tambourine, bells.</p> <p>Children listen with increased attention to sounds. They respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children respond to different genres of music and talk about how it makes them feel.</p>	<p>Children find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Children copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Children explore high and low using voices and sounds of characters in the songs.</p> <p>Children listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Children invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany a song or nursery rhyme.</p>	<p>Children learn to sing new songs. They respond to different genres of music and talk about how it makes them feel.</p> <p>Children sing songs that have a different pitch - go higher then lower.</p> <p>Children begin remember and sing entire songs.</p> <p>Children sing the pitch of a tone sung by another person ('pitch match').</p> <p>Children sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children 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>Children perform nursery rhymes they have learnt to visiting adults.</p> <p>Children are encouraged to share their performances with parents at home and via Tapestry.</p>
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.			
Evolving Musical Repertoire	<p>Pitch high and low</p> <p>Songs Wide range of familiar songs i.e. nursery rhymes</p> <p>Styles Wide variety of musical styles as an introduction</p>			

Vocabulary	Song words, clap, stamp, move, dance, instrument, drum, tambourine, bells, loud, quiet, shake, tap, bang			
Continuous provision	<p>Listen to Music at transition times.</p> <p>Instruments available in continuous provision for children to explore and use creatively.</p>			
Year group R	<p>Children know twenty nursery rhymes off by heart.</p> <p>Children know the stories of some of the nursery rhymes.</p> <p>Children sing songs daily.</p> <p>Children explore different instruments and make different sounds within Continuous Provision.</p> <p>Children learn to sing new songs for example for the Nativity performance.</p> <p>Children respond with movement to different genres of music and talk about how it makes them feel.</p> <p>Children learn names of instruments –drum, tambourine, bells, maracas, claves, glockenspiel and xylophone.</p> <p>Children learn about the pulse in music and learn how to imitate this with their bodies.</p> <p>Children keep a simple pulse with musical instruments.</p>	<p>Children can identify different instruments in the orchestra.</p> <p>Children have opportunities to listen to musicians play their instruments live.</p> <p>Children know that we can move with the pulse of the music.</p> <p>Children know that the words of songs can tell stories and paint pictures.</p>	<p>Children learn to sing new songs. They respond to different genres of music and talk about how it makes them feel.</p> <p>Children sing songs that have a different pitch - go higher then lower.</p> <p>Children remember and sing entire songs.</p> <p>Children sing the pitch of a tone sung by another person ('pitch match').</p> <p>Children sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children create their own songs or improvise a song around one they know.</p> <p>Children sing or rap nursery rhymes and simple songs from memory.</p> <p>Children understand that songs have sections.</p>	<p>Children share and perform a Nativity.</p> <p>Children understand a performance is sharing music. Children play instruments with control to express their feelings and ideas.</p> <p>Children perform nursery rhymes they have learnt to visiting adults. Children are encouraged to share their performances with parents at home and via Tapestry.</p>
Vocabulary	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, reggae, glockenspiel.			



Launton Church of England Primary School

Music KS1



	Pulse/Beat /Metre	Rhythm	Pitch (melody)	Tempo	Dynamics	Timbre	Texture	Structure (form)
Year group 1	Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance.	Recognise and clap long sounds, short sounds and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns.	Recognise, sing and play high and low-pitched notes. Explore singing and playing C, D, and E from the C major scale. Explore singing and playing F, G, and A from the F major scale.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Talk about loud sounds and quiet sounds and give some examples.	Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. Identify some of the sounds of the instruments heard when listening to music.	Sing together. Listen out for combinations of instruments together.	Add movement to key sections of a song. Understand when to sing in a verse and a chorus.

Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.																													
Evolving Musical Repertoire	<p>The children will be taught to use the following musical terms whilst singing and listening:</p> <p>Pitch high and low</p> <p>Notes C, D, E, F + G</p> <p>Key C major, D minor</p> <p>Children will have an awareness of their evolving musical repertoire whilst performing and will be taught the importance of and the skills associated with this. Children will listen and respond to music by learning to sing these five songs off by heart and experiencing these genres of music:</p> <p>Songs Hey You! By Joanna Mangona, Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba, In The Groove by Joanna Mangona, Round and Round by Joanna Mangona, Your Imagination by Joanna Mangona and Pete Readman</p> <p>Styles Old-School Hip-Hop, Reggae, Blues, Baroque, Latin, Bhangra, Folk, Funk, Bossa Nova, Pop, Classical.</p>																													
Supporting Songs and Styles	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Hey You! By Joanna Mangona</td><td>Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba</td><td>In The Groove by Joanna Mangona</td><td>Round and Round by Joanna Mangona</td><td>Your Imagination by Joanna Mangona and Pete Readman</td><td>Reflect, Rewind and Replay</td></tr><tr><td>Old-School Hip-Hop</td><td>Reggae</td><td>Blues, Baroque, Latin, Bhangra, Folk, Funk</td><td>Bossa Nova</td><td>Pop</td><td>Classical</td></tr><tr><td>Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC</td><td>The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)</td><td>How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)</td><td>Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)</td><td>Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin</td><td>A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary</td></tr></table>	1	2	3	4	5	6	Hey You! By Joanna Mangona	Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba	In The Groove by Joanna Mangona	Round and Round by Joanna Mangona	Your Imagination by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay	Old-School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical	Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)	How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)	Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)	Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin	A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary					
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Continuous provision	Artist of the week and composer of the week during whole school assembly. Lower School Singing assembly Tuesday (see attached for list)																													

Retrieval practice	Retrieve Artist or Composer of the week information during Friday assembly. Play song of the term at other times in the week							
Year group 2	Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Recognise long and short sounds and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.	Identify the high notes and low notes in a melody. Join in with part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.	Identify loud and quiet sections of music and discuss what makes the music loud or quiet. Understand the meaning of loud and quiet (forte and piano).	Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voices.	Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.	Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.

Vocabulary	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, reggae, glockenspiel.
Evolving Musical Repertoire	<p>The children will be taught to use the following musical terms whilst singing and listening:</p> <p>Pitch: High and Low</p> <p>Key: D and C</p> <p>Duration and Rests: Crotchets, dotted crotchet, quaver, minims, semibreves and rests</p> <p>Notes: F, G, A, B\flat (A\sharp) + C, D, E, F + G Recorder Notes: B, A and G.</p> <p>Children will have an awareness of their evolving musical repertoire whilst performing and will be taught the importance of and the skills associated with this. Children will listen and respond to music by learning to sing these songs and experiencing these genres of music:</p> <p>Charanga Songs I Wanna Play in a Band, Zootime</p> <p>Styles Rock and Reggae</p> <p>Recorder Songs Hey You!, Easy B, Take It Easy, Strictly B, Play Your Music, Drive, Shakes and Breaks, Good, Better, Best, ABBA, Abie's Blues, What's Up, March of the Golden Guards, Mardi Gras Groovin, Seven G's, Portsmouth.</p>
Supporting Songs and Styles	We Will Rock You by Queen, Smoke On The Water by Deep Purple, Rockin' All Over The World by Status Quo, Johnny B.Goode by Chuck Berry, I Saw Her Standing There by The Beatles + Kingston Town by UB40, Shine by ASWAD, IGY by Donald Fagen, Feel Like Jumping by Marcia Griffiths, I Can See Clearly Now by Jimmy Cliff
Continuous provision	<p>Artist of the week and composer of the week during whole school assembly.</p> <p>KS2 Singing assembly Tuesday.</p> <p>Retrieve Artist or Composer of the week information during Friday assembly.</p> <p>Recorder tuition - Autumn and Summer Term</p>
Retrieval practice	Flash cards to teach/remind children vocabulary for year group.



Launton Church of England Primary School

Music Lower KS2



	Pulse/Beat /Metre	Rhythm	Pitch (melody)	Tempo	Dynamics	Timbre	Texture	Structure (form)
Year group 3 Recorder for two terms	Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4.	Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.	Show the shape of a melody as rising and falling in pitch. Learn to sing a melody by ear or from notation. Learn to rehearse and play a melodic part by ear or from notation. Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C. Identify the scales of: C major G major F major Identify if a scale is major or minor. Copy simple melodies by ear or from reading notation. Create melodies by ear	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.	Listen out and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.	Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instruments.	Understand that singing and playing together creates a musical texture. Add body percussion accompaniment s. Listen to the accompaniment to a song. Identify large numbers of people playing and singing. Listen out for solo players.	Show the different sections of a song structure or piece of music through actions.

			and notate them. Explore and play by ear or from notation: • Five-note scale • Pentatonic scale					
Vocabulary	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.							
Evolving Musical Repertoire	<p>The children will be taught to use the following musical terms whilst singing and listening:</p> <p style="text-align: center;">Notes D, E, G, A + B</p> <p style="text-align: center;">Duration and rests Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p style="text-align: center;">Key Predominantly C and G</p> <p>Children will have an awareness of their evolving musical repertoire whilst performing and will be taught the importance of and the skills associated with this. Children will listen and respond to music by learning to sing these songs and experiencing these genres of music:</p> <p style="text-align: center;">Songs Let Your Spirit Fly, Glockenspiel Stage 1, Three Little Birds, The Dragon Song, Bringing Us Together.</p> <p style="text-align: center;">Styles RnB, Reggae, Pop, Disco, Classical</p>							

Supporting Songs and Styles								
	1	2	3	4	5	6		
	Let Your Spirit Fly by Joanna Mangona	Glockenspiel Stage 1	Three Little Birds by Bob Marley	The Dragon Song by Joanna Mangona and Pete Readman	Bringing Us Together by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay		
	RnB	Mixed styles	Reggae	A Pop song that tells a story	Disco	Classical		
	Please choose your own song/piece here Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	Easy E Strictly D Drive D-E-F-inately Roundabout March of the Golden Guards Portsmouth	Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaldir Song from Sudan	Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce	L'Homme Arme by Robert Morton – Early Music Les Tricoteuses (The Knitters) – Baroque The Clock: Il Andante by Franz Joseph Haydn – Classical Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary		
Continuous provision	Artist of the week and composer of the week during whole school assembly. KS2 Singing assembly Tuesday.							
Retrieval practice	Flash cards to teach/remind children vocabulary for year group. Retrieve Artist or Composer of the week information during Friday assembly.							
Year group 4	Developing an understanding of the term pulse Clapping the pulse to different pieces of music (at different speeds	Develop an understanding of the term rhythm Develop an understanding of the different between pulse and rhythm	Develop an understanding of the term pitch Develop understanding between notes going higher on	Develop an understanding of the term tempo Develop an understanding of the terms lento, andante and presto	Develop an understanding of the term dynamics Develop an understanding of the terms pianissimo,	Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. Recognise the	Harmony and Unison Develop an understanding of the terms Harmony/Unison and the difference	Performance Develop performance skills such as lifting instruments together at start of

First
Access
Brass

Continuous provision	<p>Artist of the week and composer of the week during whole school assembly.</p> <p>KS2 Singing assembly Tuesday.</p> <p>Oxfordshire Music Service "First Access" Brass Lesson.</p> <p>Children take home their brass instrument for daily practise.</p>
Retrieval practice	<p>Flash cards to teach/remind children vocabulary for year group.</p> <p>Retrieve Artist or Composer of the week information during Friday assembly.</p>



Launton Church of England Primary School

Music Upper KS2



	Pulse/Beat /Metre	Rythmn	Pitch (melody)	Tempo	Dynamics	Timbre	Texture	Structure (form)
Year group 5	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 5/4 and 6/8. Respond to the 'offbeat' or 'backbeat'.	Recognise by ear and notation: • Minims, dotted crotchets, quavers and their rests Recognise by ear and notation: • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation,	Identify and explain steps, jumps and leaps in the pitch of a melody. Learn to sing and follow a melody by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. Identify the following scales by ear or from notation: C major, F major, D minor, G	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi	Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.	Recognise the following ensembles: • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesiser, saxophone, trumpet, harmonica, banjo, accordion, tuned and	Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Identify changes in texture. Talk about the different textures created by intervals and chords.	Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.

Supporting Songs and Styles		1	2	3	4	5	6	
		Livin' on a Prayer by Bon Jovi	Classroom Jazz by Ian Gray	To Make You Feel My Love sung by Adele	Fresh Prince of Bel-Air rapped by Will Smith	Dancing in the Street sung by Martha and The Vandellas	Reflect, Rewind & Replay	
		Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical	
		We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman	Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett	Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer	I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder	Music from Compline – Traditional – Early Music Dido and Aeneas: Overture by Henry Purcell – Baroque Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical Minute Waltz in D-flat by Chopin – Romantic Central Park in the Dark by Charles Edward Ives – 20th Century Clapping Music by Steve Reich – Contemporary	
Continuous provision	Artist of the week and composer of the week during whole school assembly. Singing assembly Tuesday. “Play On” Brass Lessons offered.							
Retrieval practice	Flash cards to teach/remind children vocabulary for year group. Retrieve Artist or Composer of the week information during Friday assembly.							
To be taught in 2025-26								
Year group 6	Recognise and move in time with the changing speed	Recognise by ear and notation: • Minims,	Identify major and minor tonality by ear and from	Recognise the difference between the speed of a	Identify how dynamics change the mood and feel	Recognise the following ensembles: • Pop group • A	Sing and play instruments in different-sized groups. Identify	Talk about how musical styles often have the same musical

	<p>of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing.</p>	<p>crotchets, quavers, semiquavers and their rests Recognise by ear and notation: • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests Recognise by ear and notation: • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most</p>	<p>notation Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major. Identify an interval of a major triad: 3rd, 5th. Identify an octave by ear or notation. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Use chords C, F, G and A minor by ear or from</p>	<p>steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles. Recognise an effective use of tempo at the end of a song</p>	<p>of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.</p>	<p>Cappella group • Gospel choir Identify instruments that add particular colour to a song or piece of music. Identify the following instruments by ear and through a range of media: • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesiser. • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello,</p>	<p>solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Refer to repeated rhythmic or melodic patterns as riffs/ostinati. Talk about the different textures created by intervals and chords. Understand how texture builds throughout a piece as voices are layered.</p>	<p>structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break. Talk about the purpose of musical structures. Identify where changes in texture and tonality help emphasise the contrasting sections in a song. Recognise that changing the tonality at different points within the song creates different sections to the structure.</p>
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Continuous provision	<p>Artist of the week and composer of the week during whole school assembly.</p> <p>Singing assembly Tuesday.</p> <p>“Play On” Brass Lessons offered.</p>
Retrieval practice	<p>Flash cards to teach/remind children vocabulary for year group.</p> <p>Retrieve Artist or Composer of the week information during Friday assembly.</p>