

Hipswell Music mapping

| Year group | Topic | | Coverage (knowledge and skills) | Sequencing and progression | Knowledge and Skills Musical Development in the Early Years | | |
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| EYFS | <p>Title: Getting to know me. (All about me) Enquiry Question: Who am I and where do I come from? Wows:</p> | <p>Learn traditional rhymes and songs and move to music. Using percussions instruments to perform. Talk about Autumn</p> | <p>Beat and Tempo Hello, Hands, feet and faces, My turn your turn.</p> | <p><i>(30-50 Months)</i> Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments: tiptoes to the sound of a xylophone. Physically imitates the actions of musicians: pretends to play the trumpet, piano, guitar.</p> | Observing what a child is learning | What adults could do | What adults could provide |
| | | | | | <p>Moves to the sound of instruments: walks, jumps, hops to the sound of a beating drum.</p> | <p>Encourage children to sway, walk or play instruments whilst listening to music.</p> | <p>Create space for movement and music as often as possible and plan for this in the environment.</p> |
| | | | | | <p>Combines moving, singing and playing Instruments: marching, tapping a drum whilst singing.</p> | <p>Play movement and listening games that use different sounds for different movements: march to the sound of the drum, creep to the sound of the maraca, ask for the children's ideas.</p> | <p>Present instruments in the learning environment.</p> |
| | | | | | <p>Moves in time to the pulse of the music being listened to and physically responds to changes in the music.</p> | | <p>Observe children's movement responses to sounds. (pieces of music, songs and instruments).</p> |

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| | <p>Title: Keep me Posted (people who help) Enquiry Question: Who will help me? Wows: Christmas Stay and Play Santa Visit Buddy the Elf</p> | <p>Learning how sounds can be changed: loud/quiet/high and low. Repeated rhythms and patterns: using percussion and tap sticks. Explores the different sounds of instruments. Children to make a map of the journey the postman will take Talk about Winter.</p> | <p>Loud and Quiet Christmas songs Why is Christmas special for Christians?</p> | <p>(30-50 Months) Adds sound effects to stories using instruments. Leads or is led by other children in their music making, (being a conductor). Listens and responds to others in pair/group music making. Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound: holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> | <p>Plays instruments matching the structure of the music: playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing Instruments. Combines moving, singing and playing Instruments: marching, tapping a drum whilst singing.</p> | <p>Create music which has a range of dynamics involved. Play rhythm games: tapping out the syllables of children's names, song lyrics. Invite children to play instruments one by one and encourage other children to listen carefully, ask the children to describe the sound or move to the sound of each instrument as they listen.</p> | <p>Set up a music area with a selection of instruments; invite children one by one to create a piece of music. If revisited regularly children may become familiar with the activity and you may see children developing their own ideas.</p> |
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| <p>Title: Once Upon a Time (Tell me a story) Enquiry Question: I wonder? Wows: Visits from family members as secret story tellers Library Visit</p> | <p>Puppets and drama. Children using their imagination and knowledge to plan and develop role play. Seasonal changes: moving into Spring.</p> | <p>High and Low Happy New Year (High and Low)</p> | <p>(30-50 Months) Merges elements of familiar songs with improvised singing. Creates sounds in vocal sound games. Creates his or her own songs, often with a real sense of structure with a beginning and end. Changes some or all the words of a song. Has strong preferences for songs he or she likes to sing and/or listen to.</p> | <p>Pitch matches: reproduces with his or her voice the pitch of a tone sung by another. Able to sing the melodic shape (moving Melody: up and down, down & up) of familiar songs.</p> | <p>Play pitch matching games: hum or sing short phrases and invite children to copy you. Use songs with and without words -children may pitch match more easily without words: use one-syllable sounds such as "ba".</p> | <p>Plan for both large and small group singing sessions; hearing individual voices in large group singing. Listen carefully and respectfully to children in their free play. Provide iPads to allow children to record their own and other children's songs.</p> |
| <p>Title: Spring has Sprung (growth and change) Enquiry Question: What can grow? Wows: Mother's Day afternoon tea</p> | <p>Talk about Spring</p> | <p>Learning and singing new songs linked to the theme Mother's Day and Spring</p> | <p>(30-50 Months) Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> | <p>Sings entire songs. May enjoy performing, solo and or in groups.</p> | <p>Sing call and response songs so that children can echo phrases of songs you sing.</p> | <p>Plan for both large and small group singing sessions; hearing individual voices in large group singing.</p> |

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| | | | | <p>Has strong preferences for songs he or she likes to sing and/or listen to.</p> | <p>Internalises music: sings songs inside his or her head.</p> <p>Combines moving, singing and playing Instruments: marching, tapping a drum whilst singing.</p> | <p>Introduce new songs gradually and repeat them.</p> <p>Play movement and listening games that use different sounds for different movements: march to the sound of the drum, creep to the sound of the maraca, ask for the children's ideas.</p> | <p>Some children enjoy singing in a group, some prefer to sing individually outside of a group.</p> <p>Offer opportunities for children to sing solo.</p> |
| <p>Title: All Creatures Great and Small (Animals and new life) Enquiry Question: How can we care for living creatures? Wows: Hatching butterflies/ladybirds Visit to Foxglove Covert Nature Reserve</p> | <p>Seasonal changes: moving into Summer.</p> | <p>Structure and Texture (Moving Patterns, Pebbles, Join in)</p> | <p>(30-50 Months) Can identify and match an instrumental Sound: hear a shaker and indicate that they understand it is a shaker.</p> <p>Matches music to pictures/visual resources.</p> <p>Describes the sound of instruments: scratchy sound, soft sound.</p> | <p>Distinguishes and describes changes in music and compares pieces of music: "this music started fast and then became slow."</p> <p>"This music had lots of instruments but this music</p> | <p>Discuss the music with children, invite them to describe the music and seek out their opinions and thoughts.</p> | <p>Create a listening area and create a library of music that the children can choose from.</p> <p>Invite children to select music to play at certain times in the day: a track</p> | |

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| | | | | Creates visual representation of sounds, instruments and pieces of music: mark making to specific sounds or pieces of music. | only had voices." "This music was spiky and this music was smooth." Associates genres of music with characters and stories. Accurately anticipates changes in Music: when music is going to get faster, louder, slower. | | to play at snack time. Responses to music are individual, Allow and encourage children to respond individually. |
| <p>Title: Oh, I do like to be Beside the Seaside!</p> <p>Enquiry Question: What will we see - at the beach and in the sea?</p> <p>Wows: Visit to the seaside or from marine experts.</p> <p>End of year celebration.</p> | <p>Plays co-operatively as part of a group to act out a narrative.</p> <p>Talk about Summer</p> | <p>Timbre (Seaside, Our senses)</p> <p>Learning songs for end of year performance</p> | <p>(30-50 Months)</p> <p>Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>Has strong preferences for songs he or she likes to sing and/or listen to.</p> | <p>Sings entire songs.</p> <p>May enjoy performing, solo and or in groups.</p> <p>Thinks abstractly about music and expresses this physically or verbally:</p> | <p>Sing call and response songs so that children can echo phrases of songs you sing.</p> <p>Introduce new songs gradually and repeat them.</p> | <p>Plan for both large and small group singing sessions; hearing individual voices in large group singing.</p> <p>Some children enjoy singing in a group, some prefer to sing individually</p> | |

| | | | | | <p>"This music sounds like floating on a boat." "This music sounds like dinosaurs."</p> <p>Combines moving, singing and playing Instruments: marching, tapping a drum whilst singing.</p> | <p>Play movement and listening games that use different sounds for different movements: march to the sound of the drum, creep to the sound of the maraca, ask for the children's ideas.</p> | <p>outside of a group.</p> <p>Offer opportunities for children to sing solo.</p> |
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| Year group | Topic | National Curriculum objectives | Coverage (knowledge and skills) | Sequencing and progression | Performing | Composing (including notation) | Appraising |
| | | | | | Challenge | Challenge | Challenge |
| 1 | Down Under | <p>Play tuned and untuned instruments musically.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> | <p>To listen and learn some songs and music from Australia.</p> <p>To perform a song during the Harvest service.</p> <p>To learn and prepare songs for the Christmas production.</p> | <p>Building on a basic knowledge of percussion instruments the Children will learn the correct names of untuned percussion instruments and look at instruments linked to Australia.</p> <p>Begin to learn more complicated songs.</p> | Use their voice to speak/sing/chant. | | |
| | | | | | Join in with singing. | | |
| | | | | | Repeat (short rhythmic and melodic) patterns. | | |
| | | | | | Make a sequence of sounds. | | |
| | | | | | Say whether they like or dislike a piece of music. | | |

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| 1 | Go Wild | Listen with concentration and understanding to a range of high-quality live and recorded music. Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (Carnival of the Animals/Peter and the Wolf). | To learn animal songs and play circle singing games. To appraise popular animal songs adding their own percussion and rhythm. To appraise Peter and the Wolf and The carnival of The Animals. | Building on appraising skills began in Term One Children are introduced to the classical orchestra and begin to appraise music by Prokofiev and Saint-Saëns. | Use their voice to speak/sing/chant. | | |
| | | | | | Join in with singing. | | |
| | | | | | Make loud and quiet sounds. Know that the chorus keeps being repeated. | | |
| | | | | | Make different sounds with instruments. | | |
| | | | | | Tell the difference between long and short sounds. | | |
| | | | | | Tell the difference between high and low sounds. | | |
| | | | | | Choose sounds to represent different things. Recognise repeated patterns. Follow instructions about when to play or sing. | | |
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| 1 | Horrible Histories | Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (Out of the Ark songs linked). My World: I Love Music | To use their voices expressively and creatively by singing songs and speaking chants and rhymes. (Out of the Ark songs linked). My World: I Love Music | Begin to use and understand musical vocabulary when listening to a piece of music. | Use their voice to speak/sing/chant. | | |
| | | | | | Clap short rhythmic patterns. | | |
| | | | | | Copy sounds. | | |
| | | | | | Make loud and quiet sounds. Know that the chorus keeps being repeated. | | |
| | | | | | Respond to different moods in music. Say how a piece of music makes them feel. | | |
| | | | | | Tell the difference between a fast and slow tempo. | | |
| | | | | | Tell the difference between loud and quiet sounds. | | |
| | | | | | | | |
| Year group | Topic | National Curriculum objectives | Coverage (knowledge and skills) | Sequencing and progression | Performing | Composing (including notation) | Appraising |
| | | | | | Challenge | Challenge | Challenge |
| 2 | Land Ahoy | To use their voices expressively and creatively by singing songs and speaking chants and rhymes. | To build upon this objective by learning and performing songs with more complex melodies. (Sea Shanties) | Develop further appraisal skills by listening to popular sea related songs. | Sing accurately at a given pitch. | | |
| | | | | | Perform simple patterns and accompaniments keeping a steady pulse. | | |
| | | | | | Perform with others. | | |
| | | | | | Play simple rhythmic patterns on an instrument. | | |
| | | | | | Sing/clap a pulse increasing or decreasing in tempo. | | |

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| | | | | | <p>Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.</p> <p>Order sounds to create a beginning, middle and end.</p> <p>Choose sounds which create an effect.</p> <p>Use symbols to represent sounds.</p> <p>Respond to different moods in music.</p> <p>Say how a piece of music makes them feel.</p> |
| | Time Machine | <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> | <p>To use a basic computer programme to compose their own music combining sounds using the inter-related dimensions of music.</p> <p>To learn and perform a song for the Harvest service.</p> <p>To learn and prepare several songs for the Christmas production and Church services.</p> | <p>Refer to Year 1 adding percussion to songs. The Children now move to create their own rhythms and music on Purple Mash. (2 Explore)</p> <p>Take a more active role in the Christmas production.</p> | <p>Sing and follow the melody (tune).</p> <p>Sing accurately at a given pitch.</p> <p>Perform with others.</p> <p>Order sounds to create a beginning, middle and end.</p> <p>Create music in response to different starting points.</p> <p>Respond to different moods in music.</p> <p>Say how a piece of music makes them feel.</p> <p>Improve their own work.</p> |
| 2 | Street Detectives | <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> | <p>To continue to build upon this objective by learning and performing songs with complex melodies and lyrics.</p> <p>(Yorkshire Folk songs)</p> | <p>Children move onto using a more advanced Compositional programme on the computer to create more complex melodies and rhythms.</p> <p>Purple Mash (2Beat)</p> | <p>Sing accurately at a given pitch.</p> <p>Perform simple patterns and accompaniments keeping a steady pulse.</p> <p>Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.</p> <p>Choose sounds which create an effect.</p> <p>Use symbols to represent sounds.</p> <p>Use simple structures in a piece of music.</p> <p>Know that phrases are where we breathe in a song.</p> <p>Listen out for particular things when listening to music.</p> |

| | | | | | | Identify two types of sound happening at the same time? | | |
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| | | | | | | Recognise sounds that move by steps and by leaps. | | |
| Year group | Topic | National Curriculum objectives | Coverage (knowledge and skills) | Sequencing and progression | Performing | Composing (including notation) | Appraising | |
| | | | | | Challenge | Challenge | Challenge | |
| 3 | Vicious Vikings | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | To learn and perform more complicated songs links with the Viking Topic. To prepare for the Harvest service. To learn and prepare several songs for the Christmas production and Church services. | Introduce the children to more complicated musical concepts and vocabulary. (e.g. Arpeggios + scales) Begin to discuss syncopation. | Sing in tune with expression. | | | |
| | | | | | Control their voice when singing. | | | |
| | | | | | Understand metre in 3 beats; then 4 beats. Understand how the use of tempo can provide contrast within a piece of music. | | | |
| | | | | | Use musical words (the elements of music) to describe a piece of music and compositions. | | | |
| | | | | | Identify repetition, contrasts and variations. | | | |
| 3 | We Will Rock You | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Play and perform in solo and ensemble contexts, using their voices | To follow the objectives by listening to and appraising several famous classical pieces of music. To learn new songs related to the topic which include percussion accompaniment. | Building on from pictorial representation of musical sounds from Year 2 (2 Explore/ 2 Beat) introduce basic rhythm notation to the children. | Sing in tune with expression. | | | |
| | | | | | Control their voice when singing. | | | |
| | | | | | Play clear notes on instruments. | | | |
| | | | | | Create repeated patterns with different instruments. | | | |
| | | | | | Combine different sounds to create a specific mood or feeling. | | | |
| | | | | | Improve their work. | | | |
| | | | | | Recognise the work of at least one famous composer. | | | |
| | | | | | Use musical words (the elements of music) to describe a piece of music and compositions. | | | |
| | | | | | Use musical words to describe what they like and dislike. | | | |
| | | | | | Identify repetition, contrasts and variations. | | | |
| | | | | | Play clear notes on instruments. | | | |

| 3 | Poles Apart | <p>Use and understand staff and other musical notations, also if possible including ICT.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>To improvise and compose musical chant, rhyme and melody linked to the journey of The Titanic.</p> <p>To work together to compose and create their own musical composition based on a movement from The Planet Suite.</p> | <p>Building on the previous compositional work in Year 2 the children will attempt more complex work creating their own rhythms, chants and now melodies.</p> | <p>Work with a partner to create a piece of music using more than one instrument.</p> <p>Use different elements in composition.</p> <p>Compose melodies and songs.</p> <p>Create accompaniments for tunes.</p> <p>Begin to use rhythmic notation to record their ideas.</p> <p>Understand metre in 3 beats; then 4 beats. Understand how the use of tempo can provide contrast within a piece of music.</p> <p>Say how their work has improved.</p> <p>Use musical words to describe what they like and dislike.</p> <p>Recognise the work of at least one famous composer.</p> | | |
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| Year group | Topic | National Curriculum objectives | Coverage (knowledge and skills) | Sequencing and progression | Performing | Composing (including notation) | Appraising |
| | | | | | Challenge | Challenge | Challenge |
| 4 | Children At War | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>To prepare with increasing accuracy a song for the Harvest festival adding rhythmic percussion.</p> <p>To learn songs from The Second World War from memory identifying 2 famous composers or musicians.</p> <p>To take an active and lead role in the Christmas Productions.</p> | <p>Building on voice control from Year 3 and expressive singing the children will be encouraged to sing songs with accurate pitch.</p> | <p>Perform a simple part rhythmically.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Describe and identify the different purposes of music.</p> <p>Identify with the work of 2 famous composers.</p> <p>Identify how a change in timbre can change the effect of a piece of music.</p> | | |

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| 4 | Mad and Marvellous | <p>Develop an understanding of the history of music. (focus on experimental composers and music such as John Cage, Phillip Glass)</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> | <p>To appraise and evaluate several classical and modern composers in chronological order understanding their role in the historical development of music.</p> <p>To experiment with instruments to create their own short musical piece.</p> | <p>Linked to work in Year 3 where the children recognised the work of at least one famous composer and used musical words to describe what they like and dislike, the children build upon this by increasing their range of musical vocabulary to appraise the music of several famous composers.</p> <p>Refer back to Prokofiev in Year 1 whose aim was to introduce children to the orchestra and classical music and compare this to the avant-garde music of John Cage.</p> | Perform a simple part rhythmically. | | |
| | | | | | Improvise using repeated patterns. | | |
| | | | | | Explore and use sets of pitches, e.g. 4 note scales. | | |
| | | | | | Show how they can use dynamics to provide contrast. | | |
| | | | | | Explain the place of silence and say what effect it has. | | |
| | | | | | Describe and identify the different purposes of music. | | |
| 4 | Tomb Raiders | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>(ICT)</p> | <p>To improvise and compose musical rap in connection with one of the Egyptian Gods.</p> | <p>Build on compositional work from the previous term and Year 3 Term 2.</p> <p>Use standard rhythmic notation.</p> | Use selected pitches simultaneously to produce simple harmony. | | |
| | | | | | Use standard notation. | | |
| | | | | | Use their notation in a performance. | | |
| | | | | | Explore and use sets of pitches, e.g. 4 note scales. | | |
| | | | | | Describe and identify the different purposes of music. | | |
| | | | | | Identify with the work of 2 famous composers. | | |
| Year group | Topic | National Curriculum objectives | Coverage (knowledge and skills) | Sequencing and progression | Performing | Composing (including notation) | Appraising |

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| 5 | Eco-Army | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Perform at the Harvest Service. Perform at the Christmas Concert. | Build on previous learning and experience of performing with accurate pitch, control and expression the children will learn to maintain their part while others perform a counter melody. | Breathe in the correct place when singing. | | |
| | | | | | Sing and use their understanding of meaning to add expression. | | |
| | | | | | Maintain their part whilst others are performing their part. | | |
| | | | | | Change sounds or organise them differently to change the effect. | | |
| | | | | | Understand the relation between pulse and syncopated patterns. | | |
| | | | | | Suggest improvements to their own or others' work. | | |
| | | | | | Explain how tempo changes the character of music. | | |
| | | | | | Breathe in the correct place when singing. | | |
| | | | | | Improvise within a group using melodic and rhythmic phrases. | | |
| | | | | | | The Greeks | Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. |
| | | | | | Compose music which meets specific criteria. | | |
| | | | | | Choose the most appropriate tempo for a piece of music? | | |
| | | | | | Use their notations to record groups of pitches (chords). | | |
| | | | | | Understand the relation between pulse and syncopated patterns. | | |
| | | | | | Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre. | | |
| | | | | | Evaluate music using musical vocabulary. | | |
| | | | | | Explain why they think their music is successful or unsuccessful. | | |
| | | | | | Suggest improvements to their own or others' work. | | |

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| | | | | | Choose the most appropriate tempo for a piece of music. | | |
| 5 | Final Frontier | 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. | To appraise and evaluate with increasing musical vocabulary a chosen movement from The Planet Suite by Gustav Holst. To work together to compose and create their own musical composition based on a movement from The Planet Suite. | Build on previous composition work but with a focus on the relationship between the pulse and syncopated rhythms. Refer back to musical vocabulary taught in Year 4. | Maintain their part whilst others are performing their part. | | |
| | | | | | Perform from simple notations. | | |
| | | | | | Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song. | | |
| | | | | | Compose music which meets specific criteria. | | |
| | | | | | Understand the relation between pulse and syncopated patterns. | | |
| | | | | | Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre. | | |
| | | | | | Evaluate music using musical vocabulary. | | |
| | | | | | Contrast the work of famous composers and show preferences. | | |
| | | | | | Explain how tempo changes the character of music. | | |
| | | | | | Use pitches simultaneously to produce harmony by building up simple chords. | | |
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| | | | | | Challenge | Challenge | Challenge |
| 6 | Behind Enemy Lines | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. | Build on the progress that the children have made throughout the school of performing in concerts and services. Refer back to Year 5 Term 1 the children | Sing a harmony part confidently and accurately. | | |
| | | | | | Perform using notations. | | |
| | | | | | Take the lead in a performance. | | |
| | | | | | Take on a solo part. | | |
| | | | | | Provide rhythmic support. | | |

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| | | Listen with attention to detail and recall sounds with increasing aural memory. | Perform at the Harvest Service. Perform at the Christmas Concert. | will now confidently and accurately sing a harmony part. | <p>Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.</p> <p>Recognise that different forms of notation serve different purposes.</p> <p>Refine and improve their work.</p> <p>Analyse features within different pieces of music.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Perform parts from memory.</p> |
| 6 | Drink of the Gods | <p>Develop an understanding of the history of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> | <p>To learn about the history of Mayan music. Discuss the instruments learning the names and the sounds of what we believe were played at that time.</p> <p>To create and compose a piece or pieces of music in the style of the Mayans.</p> <p>To use different forms of notation, creating graphic scores for their own composition and begin to read standard notation.</p> <p>To begin to read standard notation with accuracy as they</p> | <p>Link back to Year 5 Term 2 when the children composed a piece of music in the style of The Planet Suite. Discuss the skills which they used and focused on (syncopated rhythms against a steady pulse) and discuss the lack of structure and control that is Mayan Music.</p> <p>Refer back to using untuned percussion as the children begin to formally learn how to play the recorder.</p> | <p>Perform using notations.</p> <p>Take the lead in a performance.</p> <p>Take on a solo part.</p> <p>Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.</p> <p>Use a variety of musical devices in their composition (incl melody, rhythms and chords).</p> <p>Recognise that different forms of notation serve different purposes.</p> <p>Use different forms of notation. Combine groups of beats.</p> <p>Show how a small change in tempo can make a piece of music more effective.</p> <p>Refine and improve their work.</p> <p>Analyse features within different pieces of music.</p> <p>Compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>Appraise the introductions, interludes and endings for songs and compositions they have created.</p> |

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| | | | formally learn how to play the recorder. | | Use a variety of musical devices in their composition (incl melody, rhythms and chords). |
| | | | | | Recognise that different forms of notation serve different purposes. |
| 6 | Riotous Romans | Develop an understanding of the history of music. (Begin with early music and work through Chronologically). Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | To develop an understanding of the official history of western music and focus upon the lives of famous composers. To continue to formally learn the recorder developing their skills at reading standard musical notation. | To successfully build upon their skills in the previous term learning how to play the recorder while developing their ability to read and understand standard musical notation. | Use different forms of notation. Combine groups of beats. Show how a small change in tempo can make a piece of music more effective. Refine and improve their work. Analyse features within different pieces of music. Compare and contrast the impact that different composers from different times will have had on the people of the time. Appraise the introductions, interludes and endings for songs and compositions they have created. |