Music Long Term Plan 2025/2026

Year 3: Essential Characteristics of a Musician

- ✓ Base of Musical knowledge and vocabulary.
- ✓ Involvement in listening, composing and performing.
- ✓ Frequently utilised singing voices and simple instruments.
- ✓ A passion for and commitment to the subject, and a real sense of curiosity to find out about music the world both now and throughout history.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
3	Autumn 1 Developing Notation Skills. How does Music bring us closer together? Autumn 2 Enjoying improvisation. What stories does Music tell us about the past?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing Notation	In EYFS and Year 1 children explored the main elements of music such as the beat, pulse, rhythm, pitch, dynamics and tempo and how they work together. In Year 2 they explored simple patterns and how those elements worked together to create them. This term they will explore reading music in notation form and will also enjoy improvisation, a vital part of enjoying Music.	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. • how the songs they are singing fit into the world.	• music contains beat groupings, e.g. 2-time, 3-time etc. • Music can change the way we feel. • how to identify and describe feelings as they relate to music. • how to follow the instrumental part on the screen, playing by ear or with the notation provided. • and make connections between the music encountered and the Social Theme.	• demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music. • make an informed decision as to which notes to use when composing and improvising with the song. • Suggest improvements to their own and others' work. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Describe tempo as fast or slow. • Join in sections of the song, e.g. call and response. • Create and present a holistic performance with an understanding of the song they are singing and where it fits in the world. • Present what has been learnt in the lesson with confidence • Introduce the performance with an understanding of what the song is about and anything else connected to it and the children.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, backing vocals, riff, ostinato, Reggae, pentatonic scale, imagination, Disco, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation,

		Improvisation					major, minor, bar, detached,

						• 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 accompaniments. • 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.	texture, repeats, rhythm patterns, legato, staccato, forte, piano, Appalachian music, Baroque music, Blues, Country, Folk music, Native American music.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
3	Spring 1 Composing using your imagination. How does Music make the world a better place? Spring 2 Sharing musical experiences. How does music help us to get to know our community?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing Notation Improvisation	This terms sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship, listening, singing, playing, improvising and composing and also performing.	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. • how the songs they are singing fit into the world.	• music contains beat groupings, e.g. 2time, 3-time etc. • Music can change the way we feel. • and make connections between the music encountered and the Social Theme.	• demonstrate an awareness of pulse/beat when listening, moving to and performing music. Listen to and recognising instrumentation. • Begin to use musical vocabulary to describe music. • Suggest improvements to their own and others' work. • Describe dynamics as loud or quiet. Join in sections of the song, e.g. call and response. • Create and present a holistic performance with an understanding of the song they are singing and where it fits in the world. • Present what has been learnt in the lesson with confidence • demonstrate an understanding of the importance of posture, diction and technique when performing. • introduce the performance with context and understanding of the song, the learning process and any other relevant connections. • 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.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, backing vocals, riff, ostinato, Reggae, pentatonic scale, imagination, Disco, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato, forte, piano, Appalachian music, Baroque music, Blues, Country, Folk music, Native American music.

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						• Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. • Alternate between a steady beat and rhythm.	

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary

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3	Summer 1 Learning more about musical styles. How does Music make a difference to us every day? Summer 2 Recognising different sounds. How does music connect us with our planet?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing Notation Improvisation	This term supports the children in their understanding of duration, pulse, rhythm and pitch. Over time, these activities introduces a range of notation, time signatures and key signatures. It is designed to bring everyone together at the beginning of each lesson to learn, embed or revisit the music theory required for the year. This is essential to the development of children's knowledge.	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. • how the songs they are singing fit into the world.	• music contains beat groupings, e.g. 2-time, 3-time etc. • Music can change the way we feel. • understand and make connections between the music encountered and the Social Theme.	• Identify patterns in musical pieces. • Listen to and recognising instrumentation. • Begin to use musical vocabulary to describe music. • Suggest improvements to their own and others' work. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Create and present a holistic performance with an understanding of the song they are singing and where it fits in the world. • Present what has been learnt in the lesson with confidence. • Introduce the performance with an understanding of what the song is about and anything else connected to it and the children. • 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. • how 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 instrumental part by ear or from notation	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, backing vocals, riff, ostinato, Reggae, pentatonic scale, imagination, Disco, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato,

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						▯ 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.	forte, piano, Appalachian music, Baroque music, Blues, Country, Folk music, Native American music.

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Year 4: Essential Characteristics of a Musician.

- ✓ Knowledge of key terms and what they mean.
- ✓ Base of Musical knowledge and vocabulary.
- ✓ Involvement in listening, composing and performing.
- ✓ Frequently utilised singing voices and simple instruments.
- ✓ A passion for and commitment to the subject, and a real sense of curiosity to find out about music the world both now and throughout history.
- ✓ A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- ✓ A passion for and commitment to a diverse range of musical activities.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary

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4	Autumn 1 Interesting Time Signatures. How does Music bring us together? Autumn 2 Combing elements to make music. How does music connect us with our past?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing Notation	This term celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. • how the songs they are singing fit into the world.	• music contains beat groupings, e.g. 2-time, 3time etc. • Music can change the way we feel. • understand and make connections between the music encountered and the Social Theme. • Understand and explain the difference between beat and rhythm.	• Begin to use musical vocabulary to describe music. • Suggest improvements to their own and others' work. • demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music. • make an informed decision as to which notes to use when composing and improvising with the song. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, e.g. call and response.	keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, tonality, structure, improvise, hook, riff, ostinato, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds,

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		Improvisation				• Create and present a holistic performance with an understanding of the song they are singing and where it fits in the world. • Present what has been learnt in the lesson with confidence demonstrate an awareness of pulse/beat when listening, moving to and performing music. • demonstrate an understanding of the importance of posture, diction and technique when performing. • recognise and move in time with a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. • Respond to the 'offbeat' or 'backbeat'. • recognise by ear and notation: • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. • Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers. • Recall the most memorable rhythms in a song or piece of music	turntables, synthesizers, by ear, notation, backing vocal, piano, acoustic guitar, percussion, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, legato, staccato, forte, piano, fortissimo, pianissimo, Contemporary R&B, Classical music, Choral music, Electronic Dance Music (EDM), crescendo, diminuendo, mezzo forte, mezzo piano.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary

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4	Spring 1 Developing pulse and groove through improvisation. How does music improve our world? Spring 2 Creating simple melodies together. How does music teach us about our community?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing Notation Improvisation	This term supports the children in their understanding of pulse, rhythm and pitch. Over time, these activities introduces a range of notation, time signatures and key signatures. It is designed to bring everyone together at the beginning of each lesson to learn, embed or revisit the music theory required for the year. This is essential to the development of children's knowledge.	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. how the songs they are singing fit into the world.	music contains beat groupings, e.g. 2-time, 3time etc. Music can change the way we feel. understand and make connections between the music encountered and the Social Theme. Understand and explain the difference between beat and rhythm.	• Begin to use musical vocabulary to describe music. demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music. make an informed decision as to which notes to use when composing and improvising with the song. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, e.g. call and response. Create and present a holistic performance with an understanding of the song they are singing and where it fits in the world. Present what has been learnt in the lesson with confidence demonstrate an awareness of pulse/beat when listening, moving to and performing music. demonstrate an understanding of the importance of posture, diction and technique when performing. recognise and move in time with a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'. recognise by ear and notation: • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers.	keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, tonality, structure, improvise, hook, riff, ostinato, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, acoustic guitar, percussion, crotchet, minim, quaver, rests, time signature, key signature,

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							clef, stave, notation, major,

						• Recall the most memorable rhythms in a song or piece of music. • 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. • identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo. • explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. • Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. • Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar. Recognise the difference between the sound of high and low voices. • Understand the importance of the vocal warm-up and its impact on the tone of the voice •	minor, bar, detached, repeats, legato, staccato, forte, piano, fortissimo, pianissimo, Contemporary R&B, Classical music, Choral music, Electronic Dance Music (EDM), crescendo, diminuendo, mezzo forte, mezzo piano.

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
4	Summer 1 Connecting notes and feelings. How does music shape our way of life? Summer 2 Purpose, identity and expression in music. How does music connect us with the environment?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing Notation Improvisation	This term supports the children in their understanding of pulse, rhythm and pitch. Over time, these activities introduces a range of notation, time signatures and key signatures. It is designed to bring everyone together at the beginning of each lesson to learn, embed or revisit the music theory required for the year. This is essential to the development of children's knowledge.	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. • how the songs they are singing fit into the world.	• music contains beat groupings, e.g. 2-time, 3time etc. • Music can change the way we feel. • understand and make connections between the music encountered and the Social Theme. • Understand and explain the difference between beat and rhythm.	• Begin to use musical vocabulary to describe music. • demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music. • make an informed decision as to which notes to use when composing and improvising with the song. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, e.g. call and response. • Create and present a holistic performance with an understanding of the song they are singing and where it fits in the world. • Present what has been learnt in the lesson with confidence • Direct the class in controlling the speed of a steady beat in a class performance. • identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo. • explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. • Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. • Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and	keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, tonality, structure, improvise, hook, riff, ostinato, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, acoustic guitar, percussion, crotchet, minim, quaver, rests, time signature,

						untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums,	

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						tuba, piccolo, bass guitar, synthesiser and electric guitar. identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music. Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music. Explain the term 'unison' and the difference between unison and solo. identify and explain the following 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.	key signature, clef, stave, notation, major, minor, bar, detached, repeats, legato, staccato, forte, piano, fortissimo, pianissimo, Contemporary R&B, Classical music, Choral music, Electronic Dance Music (EDM), crescendo, diminuendo, mezzo forte, mezzo piano.

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Year 5: Essential Characteristics of a Musician

- ✓ Knowledge of key terms and what they mean.
- ✓ Base of Musical knowledge and vocabulary.
- ✓ Involvement in listening, composing and performing.
- ✓ Frequently utilised singing voices and simple instruments.
- ✓ A passion for and commitment to the subject, and a real sense of curiosity to find out about music the world both now and throughout history.
- ✓ Very good awareness and appreciation of different musical traditions and genres.
- ✓ An excellent understanding of how musical provenance – the historical, social and cultural origins of music – contributes to the diversity of musical styles. ✓ A passion for and commitment to a diverse range of musical activities.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary

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5	Autumn 1 Getting started with music tech. How does Music bring us together? Autumn 2 Emotions and musical styles. How does music connect us with our past?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing	This term supports the children in their understanding of duration, pulse, rhythm and pitch. Over time, these activities introduces a range of notation, time signatures and key signatures. It is designed to bring everyone together at the beginning of each lesson to learn, embed or revisit the music theory required for the year. This is essential to the development of	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. • how the songs they are singing fit into the world.	• music contains beat groupings, e.g. 2-time, 3time etc. • Music can change the way we feel. • understand and make connections between the music encountered and the Social Theme. • Understand and explain the difference between beat and rhythm.	• Begin to use musical vocabulary to describe music. • Suggest improvements to their own and others' work. • demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music. • make an informed decision as to which notes to use when composing and improvising with the song. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, e.g. call and response.	Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, syncopation, structure, Swing, tune/head, note values, note names, big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, rap, ostinato,

		Notation Improvisation	children's knowledge.			• Create and present a holistic performance with an understanding of the song they are singing and where it fits in the world. • Present what has been learnt in the lesson with confidence 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, 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, which use the above rhythm patterns. • Recall the most memorable rhythms in a song or piece of music •	synthesizer, deck, backing loops, Funk, scratching, unison, pitch, tempo, dynamics, timbre, texture, tonality, Soul, groove, bassline, brass section, harmony, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Minimalism, Rock n' Roll, South African Pop, Contemporary Jazz, crescendo, diminuendo,

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							mezzo forte, mezzo piano.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary

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5	Spring 1 Exploring key and time signatures. How does Music improve our world? Spring 2 Introducing chords. How does music teach us about our community?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing Notation Improvisation	This term supports the children in their understanding of duration, pulse, rhythm and pitch. Over time, these activities introduces a range of notation, time signatures and key signatures. It is designed to bring everyone together at the beginning of each lesson to learn, embed or revisit the music theory required for the year. This is essential to the development of children's knowledge.	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. • how the songs they are singing fit into the world.	• music contains beat groupings, e.g. 2-time, 3time etc. • Music can change the way we feel. • understand and make connections between the music encountered and the Social Theme. • Understand and explain the difference between beat and rhythm.	• Begin to use musical vocabulary to describe music. • Suggest improvements to their own and others' work. • demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music. • make an informed decision as to which notes to use when composing and improvising with the song. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, e.g. call and response. • 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, crotchets, quavers and their rests Recognise	Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, syncopation, structure, Swing, tune/head, note values, note names, big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, rap, ostinato, synthesizer, deck, backing loops, Funk, scratching, unison, pitch, tempo, dynamics,

						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, which use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music. 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 stave: C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D. Identify the following scales by ear or from notation: C major, F major, D minor, G major, E♭ major, C minor. Copy simple melodies by ear or from reading notation. create melodies by ear and notate them. Add new chords II and VI from a given tonality. Identify tone by ear or from notation. 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.	timbre, texture, tonality, Soul, groove, bassline, brass section, harmony, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Minimalism, Rock n' Roll, South African Pop, Contemporary Jazz, crescendo, diminuendo, mezzo forte, mezzo piano.

						Recognise the connection between tempo and musical styles.	

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
5	Summer 1 Words, meaning and expression. How does music shape our way of life? Summer 2 Identifying important musical elements. How does music connect us with the environment?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing Notation Improvisation	This term supports the children in their understanding of duration, pulse, rhythm and pitch. Over time, these activities introduces a range of notation, time signatures and key signatures. It is designed to bring everyone together at the beginning of each lesson to learn, embed or revisit the music theory required for the year. This is essential to the development of children's knowledge.	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. • how the songs they are singing fit into the world.	• music contains beat groupings, e.g. 2-time, 3time etc. • Music can change the way we feel. • understand and make connections between the music encountered and the Social Theme. • Understand and explain the difference between beat and rhythm.	• Begin to use musical vocabulary to describe music. • make an informed decision as to which notes to use when composing and improvising with the song. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • 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 dotted rhythm in melodies. • Copy simple rhythm patterns using the above rhythms. • Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns. • Recall the most memorable rhythms in a song or piece of music. • 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 dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.	Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, syncopation, structure, Swing, tune/head, note values, note names, big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, rap, ostinato, synthesizer, deck, backing loops, Funk, scratching, unison, pitch, tempo, dynamics, timbre, texture, tonality, Soul, groove, bassline,

						• 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 untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. ▯ Recognise the difference between the sound of high and low voices. ▯ Recognise tone colour and rapping. 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. ▯ ▯	brass section, harmony, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Minimalism, Rock n' Roll, South African Pop, Contemporary Jazz, crescendo, diminuendo, mezzo forte, mezzo piano.

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Year 6: Essential Characteristics of a Musician

- ✓ Knowledge of key terms and what they mean.
- ✓ Base of Musical knowledge and vocabulary.
- ✓ Involvement in listening, composing and performing.
- ✓ Frequently utilised singing voices and simple instruments.
- ✓ A passion for and commitment to the subject, and a real sense of curiosity to find out about music the world both now and throughout history.
- ✓ A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- ✓ A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- ✓ Very good awareness and appreciation of different musical traditions and genres.
- ✓ An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- ✓ The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- ✓ A passion for and commitment to a diverse range of musical activities.

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary

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6	Autumn 1 Developing Melodic Phrases. How does Music bring us together? Autumn 2 Understanding structure and form.	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration	This term supports the children in their understanding of duration, pulse, rhythm and pitch. Over time, these activities introduces a range of notation, time signatures and key signatures. It is designed to bring everyone together at the beginning of each lesson to learn, embed or	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.	• music contains beat groupings, e.g. 2-time, 3time etc. • Music can change the way we feel. • understand and make connections between the music encountered and the Social Theme. • Understand and explain the difference between beat and rhythm.	• Begin to use musical vocabulary to describe music. • Suggest improvements to their own and others' work. • demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music. • make an informed decision as to which notes to use when composing and improvising with the song.	Style indicators, melody, compose, improvise/improvisation, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, elements, Soul, producer, groove, Motown, hook, riff, ostinato, solo, Blues, Jazz, by ear, phrases, unison, Gospel, harmony, bassline, brass section, melody, crotchet, minim, quaver, rests, time

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	How does music connect us with our past? Tempo Singing Notation Improvisation	revisit the music theory required for the year. This is essential to the development of children's knowledge.	all music is different and can have different elements. how the songs they are singing fit into the world.		• Move and dance with the music confidently. • Talk about how the music makes you feel. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. Join in sections of the song, e.g. call and response. Create and present a holistic performance with an understanding of the song they are singing and where it fits in the world. Present what has been learnt in the lesson with confidence 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, 6/8 and 5/4. Identify syncopation and swing. Recognise by ear and notation: • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their rests Recognise dotted rhythm in melodies. Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music	signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Orchestral, Pop, Hip Hop, Rock, Disco, Romantic, Zimbabwean Pop, Folk, Salsa, Film Music, Musicals, Reggae, crescendo, diminuendo, mezzo forte, mezzo piano.

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary

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6	Spring 1 Gaining confidence through performance. How does Music improve our world? Spring 2 Exploring notation further. How does music teach us about our community?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing Notation Improvisation	This term supports the children in their understanding of duration, pulse, rhythm and pitch. Over time, these activities introduces a range of notation, time signatures and key signatures. It is designed to bring everyone together at the beginning of each lesson to learn, embed or revisit the music theory required for the year. This is essential to the development of children's knowledge.	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. • how the songs they are singing fit into the world.	• music contains beat groupings, e.g. 2-time, 3time etc. • Music can change the way we feel. • understand and make connections between the music encountered and the Social Theme. • Understand and explain the difference between beat and rhythm.	• Begin to use musical vocabulary to describe music. • Suggest improvements to their own and others' work. • demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music. • make an informed decision as to which notes to use when composing and improvising with the song. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. Join in sections of the song, e.g. call and response. • recognise and move in time with the changing speed of a steady beat. • Respond to the 'offbeat' or 'backbeat'	Style indicators, melody, compose, improvise/improvisation, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, elements, Soul, producer, groove, Motown, hook, riff, ostinato, solo, Blues, Jazz, by ear, phrases, unison, Gospel, harmony, bassline, brass section, melody, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Orchestral, Pop, Hip Hop, Rock,

						• Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns. • Recall the most memorable rhythms in a song or piece of music. • 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 major and minor tonality 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 stave: C, D, E, E♭, F♯, G, A, B, B♭, 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 notation. • Identify the tonal centres of: A minor, G major, D major, D minor, F major. • Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale.	Disco, Romantic, Zimbabwean Pop, Folk, Salsa, Film Music, Musicals, Reggae, crescendo, diminuendo, mezzo forte, mezzo piano.

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Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary

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6	Summer 1 Using chords and structure. How does music shape our way of life? Summer 2 Respecting each other through composition. How does music connect us with the environment?	Key concepts; Listening Composing Performing The History of Music Pitch Dynamics Duration Tempo Singing Notation Improvisation	This term supports the children in their understanding of duration, pulse, rhythm and pitch. Over time, these activities introduces a range of notation, time signatures and key signatures. It is designed to bring everyone together at the beginning of each lesson to learn, embed or revisit the music theory required for the year. This is essential to the development of children's knowledge.	• musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • all music is different and can have different elements. how the songs they are singing fit into the world.	music contains beat groupings, e.g. 2-time, 3time etc. Music can change the way we feel. understand and make connections between the music encountered and the Social Theme. Understand and explain the difference between beat and rhythm.	• Begin to use musical vocabulary to describe music. make an informed decision as to which notes to use when composing and improvising with the song. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. 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 dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. 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 and musical styles. Recognise an effective use of tempo at the end of a song. Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure	Style indicators, melody, compose, improvise/improvisation, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, elements, Soul, producer, groove, Motown, hook, riff, ostinato, solo, Blues, Jazz, by ear, phrases, unison, Gospel, harmony, bassline, brass section, melody, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Orchestral, Pop, Hip Hop, Rock, Disco, Romantic, Zimbabwean Pop, Folk, Salsa, Film Music, Musicals, Reggae, crescendo, diminuendo, mezzo forte, mezzo piano.

						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. ▯ recognise the following ensembles: • Pop group • A 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, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. • Other instruments such as steel pans, harmonica, banjo and accordion. ▯ Sing and play instruments in different-sized groups. Identify 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. ▯ talk about how musical styles often have the same musical structure, eg Folk music: verse and	

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						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.	