



## **Sheringdale Music Medium Term Plan KS1 and KS2**

Updated July 2022. To be reviewed July 2023.

## Music in the EYFS

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"><li>• Sing a large repertoire of songs.</li></ul>
	Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>

Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

**Year: 1**

**Term: Autumn**

**Topic : Magnificent Me**

<p><b>Music</b> NC program of study via Music Express</p>	<p><b>Ourselves</b> Create and respond to vocal sounds; Explore how to change sounds; Create and place vocal and body percussion sounds.</p> <p><b>Number</b> Recognise and a develop a sense of steady beat through use of voices and body percussion; Identify and perform changes in tempo; Learn to play percussion with control; Keep a steady beat and use dynamics to vary the musical effect Identify and keep a steady beat using movement, body percussion and instruments; Recognise and respond to changes in tempo in music.</p>	<p><b>Animals</b> Understand pitch, and making high and low vocal sounds; Relate pitch to high and low body posture; Understand pitch by singing a song with contrasting high and low melodies; Identify and play in high and low pitches in music; Explore and develop an understanding of pitch using the voice and body movements; Recognise and perform pitch changes and contrast.</p> <p><b>Patterns</b> Mark a steady beat with voices and body percussion; Count and performing a steady beat in patterns of 2, 3 and 4 beats (metre); Explore different ways to emphasise the first beat in a repeating pattern or metre; Identify metre by recognising its pattern; Divide the number 12 into 2s, 3s and 4s; Explore different ways to emphasise beats to form a group (metre); Explore sounds on instruments and finding different ways to vary their sounds.</p>
<p><b>topic link</b></p>	<p>Understand how their body makes sound (vocal chords) and how to take care of it (warm ups).</p>	<p>Extend how their body makes sounds through body percussion.</p>

**Year: 1**

**Term: Spring**

**Topic : All aboard...!**

<p><b>Music</b> NC program of</p>	<p><b>Machines</b> Play and maintain a steady beat;</p>	<p><b>Our School</b> Explore different sound sources and materials;</p>
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<p>study via Music Express</p>	<p>Sequence sounds;          Play at different speeds (tempi)          Control changes in speed (tempi)  <b>Travel</b>          Combine voices, movement and instruments to perform a chant and a song;          Keep a steady beat on instruments;          Create word rhythms;          Perform word rhythms with movement;          Play and combine simple word rhythms;          Respond to music in movement.</p>	<p>Analyse the dynamics and duration of sounds around the school;          Explore these elements/dimensions on instruments;          Create two contrasting textures          Sing a song;          Interpret sounds and explore instruments;          Create a soundscape as part of a song performance.</p> <p><b>Water</b>          Create a picture in sound;          Understand musical structure by listening and responding;          Perform a simple repeated pattern.</p>
<p><b>topic link</b></p>	<p>Make seasoounds and seascapes to recreate the sounds one would hear whilst onboard the <i>Titanic</i>.</p>	<p>Pitch raising and lowering with the crashing of the waves. Also using this to explore dynamics.</p>

**Year: 1**

**Term: Summer**

**Topic : Food Glorious Food**

<p><b>Music</b>          NC program of study via Music Express</p>	<p><b>Storytime</b>          Discuss basic musical terms – fast, slow, loud, quiet;          Understand how music can tell a story;          Perform with concentration;          Play fast, slow, loud and quiet;          Create music that matches an event in a story;          Rehearse and perform with others;          Learn new songs and chants.</p> <p><b>Our Bodies</b>          Perform a steady beat at two different speeds (tempi);</p>	<p><b>Weather</b>          Explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments;          Improvise descriptive music;          Control duration and dynamics using voices, body percussion and instruments;          Identify a sequence of sounds (structure) in a piece of music;          Respond to music through movement.</p> <p><b>Seasons</b>          Identify changes in pitch and respond to them with movement;          Contrast changes in dynamics (volume);          Relate pitch changes to graphic symbols and perform pitch changes vocally;</p>
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	<p>Respond to change of mood in a piece of music with a slow and fast steady beat;</p> <p>Identify a repeated rhythm pattern;</p> <p>Combine a rhythm pattern and a steady beat;</p> <p>Perform together with concentration;</p> <p>Perform rhythm patterns on body percussion to a steady beat;</p> <p>Invent and perform new rhythms to a steady beat.</p>	<p>Listen and respond to pitch changes with movement;</p> <p>Listen and respond to a falling pitch signal;</p> <p>Distinguish between pitched and un-pitched percussion sounds;</p> <p>Listen in detail to orchestral music.</p>
<b>topic link</b>	<p>Use sound to replicate the feeling of waiting for, eating, and relaxing after a meal.</p>	<p>Develop a performance about their favourite food – creating it and eating it.</p>

Year 1 Music Vocabulary Ladder

Tier 1 (every lesson words)

Sound, voice, vocals, loud, quiet, up, down, fast, slow, concentrate, length, instrument

Tier 2 (topic linked words)

Child, bee, cork, slide, seesaw, cat, rat, fox, owl, bear, bird, monkey, machine, factory, robot, steam, speedometer, common transport, transport around the world (tuk-tuk, rickshaw, bendy bus, tube), computer, table, splashing, rustling, crunching, tearing, wave, aquarium, rippling, storyboard, Northumbrian, thunder, wind, rain, storm, rumble, hail, Bach, Handel, Beethoven, Mozart, Grieg, Johan Strauss, Modern, popular, Barber, The Beatles, The Beach Boys

Tier 3 (technical, low frequency words)

Autumn

pitch dynamics, tempo, accompaniment

Spring

pitch, percussion instrument names: triangle, maracas, wind chimes, bells, tambourine, wood block, drum, claves, contrast, pulse (beat), rhythm, sequencing, tempo, timbre, texture, glissandi,

Summer

rap, tempo, co-ordinate, alternating, duration, dynamics, timbre, rhythm, soundtrack, instrumental

**Year: 2**

**Term: Autumn**

**Topic : Fire and Ice**

<p><b>Music</b> NC program of study via Music Express</p>	<p><b>Ourselves</b> Create and respond to vocal sounds and body percussions; Develop the use of vocal sounds to express feelings; Explore expression in a conversation without words; Notate pitch shape and duration using simple graphics; Understand how mood can be expressed using the voice; Understand the structure of call and response songs; Develop an expressive song performance with voices and instruments.</p> <p><b>Toys</b> Keep a steady beat at different speeds (tempi); Mark beats within a four-beat metre; Develop a sense of steady beat through chant, actions and instruments; Perform a steady beat; Change tempo; Respond to images.</p>	<p><b>Our Lands</b> Explore timbre and texture to understand how sounds can be descriptive; Match sounds to images; Create and perform descriptive instrumental music inspired by British myths and legends; Listen to and identify contrasting sections of descriptive music; Match descriptive sounds to images; Identify ways of producing sounds; Listen to and evaluate composition; Rehearse and refine to develop a performance.</p> <p><b>Bodies</b> Recognise and respond to steady beat; Recognise and respond to a rhythm ostinato pattern; Recognise and play rhythmic patterns; Recognise and respond to steady beat at different tempi; Play steady beats at different tempi on body percussion and instruments; Sing in two parts and combine steady beats; Perform rhythmic movement patterns to a steady beat; Perform rhythmic patterns on percussion.</p>
<p><b>topic link</b></p>	<p>Use what they learn in exploring sounds to create sounds that represent the great fire of London from beginning to end</p>	<p>Use what they learn in exploring sounds to bring the stories of fire and ice they are learning to life</p>



**Year: 2**

**Term: Spring**

**Topic : Heroes of the World**

<p><b>Music</b> NC program of study via Music Express</p>	<p><b>Animals</b> Listen to a steady beat and respond in movement; Identify and respond to changes in pitch, upwards and downwards; Perform changes in pitch using whole body movement and voice; Understand and perform upwards and downwards pitch direction; Read pitch line notation; Play pitch lines on tuned percussion; Combine pitch change with changes in other elements/dimensions</p> <p><b>Number</b> Perform a steady beat and simple rhythms using movement and body percussion; Understand and differentiate between beat rhythm; Perform simple rhythms using movement and percussion; Understand and differentiate between beat and rhythm.</p>	<p><b>Storytime</b> Combine sounds to create a music effect; Understand how music, dance and drama can combine in storytelling; Explore voices to create descriptive musical effects; Create and match descriptive sounds made with the voice; Perform to an audience.</p> <p><b>Seasons</b> Sing with expression, paying attention to the pitch shape of the melody; Use sign language in a song; Accompany a song with vocal and instrumental ostinati; Identify rising and falling pitch; Perform a rising pitch sequence in a song; Listen and respond to pitch changes with movements; Sing with expression, paying attention to the pitch shape of the melody.</p>
<p><b>topic link</b></p>	<p>Use the African beats learnt to better understand the culture of Nelson Mandela.</p>	<p>Create their own storyboard about a hero they have studied and use music to accompany it.</p>

**Year: 2**

**Term: Summer**

**Topic : Location Location!**

<p><b>Music</b> NC program of</p>	<p><b>Weather</b> Perform a rhythmic chant and play an independent rhythm pattern to</p>	<p><b>Water</b> Understand pitch through singing, movement and note names;</p>
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<p>study via Music Express</p>	<p>accompany it;          Listen in detail to a piece of orchestral music;          Perform an updated version of a traditional nursery rhyme with a rap section included;          Accompany a song with three different repeated word patterns;          Compose music to illustrate a story.</p> <p><b>Pattern</b></p> <p>Perform steady beat patterns with a song;          Play different patterns of steady beat within four beats, and matching to a simple score;          Perform and create simply rhythms using a simple score;          Perform steady beat patterns in groups to accompany a song;          Play different patterns of steady beat in groups and matching them to a simple score;          Perform and create simple three-beat rhythms using a simple score;          Interpret a score to perform different beat patterns;          Perform beat patterns with voices and percussion;          Explore different ways to organise music.</p>	<p>Perform a melody;          Understand melody through songs, movement and performing pitch shapes on tuned instruments;          Explore and develop an understanding of pitch;          Using musical scales, high notes and low notes in a composition.</p> <p><b>Travel</b></p> <p>Explore patterns of physical movement in a game song;          Respond to a song with movement;          Use simple musical vocabulary to describe music;          Combine steady beat and rhythms to accompany a song;          Listen and respond to contemporary orchestral music;          Play an instrument game to practise steady beat at changing tempi;          Prepare and improve a performance using movement, voice and percussion;          Use instruments expressively;          Understand notation.</p>
<p><b>topic link</b></p>	<p>Rap about home.</p>	<p>Create a class composition which describes the sounds of the wildlife garden.</p>

**Year 2 Music Vocabulary Ladder**

**Tier 1 (every lesson words)**

Sound, voice, vocals, loud, quiet, up, down, fast, slow, concentrate, length, instrument, different, chant, steady, change, building blocks, slide, performance, speed, combine, dance, drama, instrument families, wind string, percussion, brass layers of sound, counting

**Tier 2 (topic linked words)**

Waltz, rap, orchestral, Schiarazula marazula, Grieg, Vivaldi, Sancho, Telleman, Haydn, Salieri, Tchaikovsky, Nutcracker, sign language, calypso, months of the year, sakura (cherry blossom), Modern & Popular (Debussy), Modern & Popular (The Beatles, The Kinks, Woody Guthrie, Duke Ellington & Ella Fitzgerald, Jools Holland, Madness), different jungle animal names, lily pad, insect, theme park, simama kaa

**Tier 3 (technical, low frequency words)**

Autumn

Pitch, solo, duet, duration, texture, score, call and response, rhythm, beat, tempo, metre, score, drone, tempo, timbre, dynamics, ostinato, internalising, rhythm pattern, Classical

Spring

accompaniment, beat, rhythm, dynamics, tempo, timbre, texture, structure, duration, rhythm, ostinato, notation, sequence, Romantic, Baroque, score, instrumental, arrangement, melody, echo-singing

Summer

Beat, pitch, notation, accompaniment, rhythm, metre, score, rhythm pattern, four-beat, three-beat, structure, tempo, ostinato, improvisation

Year: 3

Term: Autumn

**Topic : Stones and Bones**

<p><b>Music</b> NC program of study via Music Express</p>	<p><b>Environment</b> Select descriptive sounds to accompany a poem; Create a music re-telling of a poem; Sing in two-part harmony; Accompany a song with a melodic ostinato; Explore timbre to create a descriptive piece of music; Learn about ternary form; Sing a song with expression; Develop the lyrics of a song; Choose timbre to make an accompaniment; Combine chants and sound pictures in a class performance in rondo structure.</p> <p><b>Building</b> Understand how music can be organised in sequences and layers; Use voices and actions to perform simple rhythms within a steady beat; Combine rhythms in layers; Create music using children's own ideas; Make choices about musical structure.</p>	<p><b>Sounds</b> Learn how sounds are produced and how instruments are classified; Learn about aerophones; Understand musical conversation structure; Learn about idiophones; Develop an understanding of call and response; Learn about chordophones; Create a call and response.</p> <p><b>Poetry</b> Enhance and extend the performance of a poem using layered vocal patterns; Improvise descriptive music; Explore contrasting moods and effects as part of a performance' Identify a sequence of sounds (structure) in a piece of music; Combine two rhythmic patterns using body percussion and percussion instruments of a performance piece' Respond to music through movement.</p>
<p><b>topic link</b></p>	<p>Use what they've learned in Beat to create rhythms for stone age man learning to build.</p>	<p>Create expressive performances using dynamics and sounds to recreate a volcanic eruption.</p>

Year: 3

Term: Spring

**Topic : Marvellous Inventions**

<p><b>Music</b> NC program of study via Music</p>	<p><b>China</b> Understand the pentatonic scale; Use graphic notation with the pentatonic scale;</p>	<p><b>In The Past</b> Understand pitch;</p>
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<p>Express</p>	<p>Understand pitch through composing, notating, and reading graphic notation;          Perform a pentatonic song with tuned and untuned accompaniment;          Exploring the pentatonic scale;          Playing in steps using graphic notation.</p> <p><b>Time</b>          Identify the metre in a piece of music;          Play independent parts in more than one metre simultaneously;          Identify and perform an ostinato;          Improvise to an ostinato accompaniment;          Perform rhythmic ostinato individually and in combination;          Layer rhythms;          Recognise rhythm patterns in staff notation.</p>	<p>Learn to read simple pitch notation;          Understand and use pitch notation;          Read simple rhythm notation;          Learn a Tudor dance.</p> <p><b>Communication</b>          Represent sounds with symbols;          Use voices creatively and expressively;          Explore different ways to emphasise the first beat in a repeating pattern or metre;          Create and perform from a symbol score.</p>
<p><b>topic link</b></p>	<p>Create a performance about inventions set to the pentatonic scale</p>	<p>Create sounds effects using voices to modern and technological inventions</p>

**Year: 3**  
**Term: Summer**

**Topic : The Romans Rule**

<p><b>Music</b>          NC program of study via Music          Express</p>	<p><b>Human Body</b>          Understand call and response structure;          Perform word rhythms;          Explore sounds;          Sing in two parts;          Perform call and response structure;          Understand and performing binary form;          Perform call and response.</p> <p><b>Singing French</b>          Understand pitch through melody;          Develop a song;          Understand pitch through singing and playing a melody;          Recognise pitch shapes;</p>	<p><b>Environment (swapped from Year 4)</b>          Explore how different timbres can be descriptive;          Explore combinations of different timbres to accompany a song;          Learn how to accompany a song with drone and ostinato on tuned percussion;          Explore the descriptive music of two major composers;          Compose an introduction for a song.</p> <p><b>Food and Drink</b>          Explore simple accompaniments to explore using beat and rhythm patterns;          Use a score and combine sounds to create different musical textures;          Explore different types of accompaniment.</p>
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	Read notations to play a melody.	
<b>topic link</b>	Learn a simple song in Latin to perform. Suggested composer: The Cisterian Monks of Stift Heiligenkreuz: Missa pro defunctis: Sanctus	Create a song about Roman delicacies

Year 3 Music Vocabulary Ladder

Tier 1 (every lesson words)

Sound, voice, vocals, loud, quiet, up, down, fast, slow, concentrate, length, instrument, different, chant, steady, change, building blocks, slide, performance, speed, combine, dance, drama, instrument families, wind string, percussion, brass layers of sound, counting, note names, tune, tuned/untuned, crotchet, minim, quaver, in time

Tier 2 (topic linked words)

Local environment, building site, apprentice, aerophone, idiophone, chordophone, sitar, violin, Raga pīloo, common bug names, Gung Hay Fat Choy, Chinese, Carillon, Tudor, Bransle, emoticons, ringtones, skeleton, muscles, douze (+ other basic French), calypso, banana, mango, Satie, Messa De Requiem, Boccherini, Rameau, Scarlatti, Meude-Monpas, Dittersdorf,

Tier 3 (technical, low frequency words)

Autumn

Timbre, ostinato, pitch, drone, tempo, ternary, dynamics, rondo, chorus, verse, phrase, soundscape, composition, melodic ostinato, beat, rhythm, layer, sequence, call and response, off-beat, interlude, coda

Spring

Pentatonic, pitch, glissando, notation, beat, metre, ostinato, dynamics, conducting, drone, stave, crotchet, quaver, glissando,

Summer

Call and response, beat, rhythm, melody, binary form, tempo, mood, dynamics, phrase, drone, expressions, ternary, hocket, round, ostinato, Structure, verse, chorus, coda, crescendo, diminuendo, outro,

**Year: 4**

**Term: Autumn**

**Topic : Buckle up! Life's a journey**

<p><b>Music</b> NC program of study via Music Express</p>	<p><b>Poetry</b> Look at music notation with reference to metre and accent; Build an extended performance piece from a poem; Use canon and ostinati as accompaniments; Use beatbox techniques to imitate the sound of a drum kit; Perform a rap with a vocal beatbox accompaniment; Perform a poem with rhythmic accuracy (choral speaking); Devise a rhythmic accompaniment based on repeated text fragments; Balance voices in a performance.</p> <p><b>Ancient Worlds (swapped from Year 3)</b> Explore tuned and untuned percussion to create soothing, repetitive music based on ostinati; Sing a song and accompany it with tuned percussion ostinati; Explore musical phrases, melodic imitation and rounds; Perform a round in three parts; Arrange and accompaniment with attention to balance and musical effect.</p>	<p><b>Sounds</b> Learn about classifying instruments by the way sounds are produced; Learn some simple beatboxing sounds; Learn about aerophones; Learn to sing partner songs; Learn about classifying instruments by the way sounds are produced; Explore the combined expressive effects of different instrument groups.</p> <p><b>Recycling</b> Make instruments; Perform verse and chorus structure; Interpret notation; Improvise; Understand ABA structure; Perform repeated rhythms; Chant in three parts; Explore sounds; Perform rondo form.</p>
<p><b>topic link</b></p>	<p>Create performances based on topic learning.</p>	<p>Create junk instruments then create a song related to the topic.</p>

**Year: 4**

**Term: Spring**

**Topic : Blue Abyss**

<p><b>Music</b> NC program of study via Music</p>	<p><b>Building</b> Learn about verse and chorus song structure;</p>	<p><b>Communication</b> Copy rhythms and a short melody; Play ostinati and layering them in a performance;</p>
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Express	<p>Combine four body percussion ostinati as a song accompaniment;          Understand texture;          Learn about layered structure in rhythmic ostinato pieces;          Creating rhythmic ostinati;          Accompany a melody with a drone;          Describe the structure of a piece of orchestral music;          Read a clock score to play a piece combining drone and melodic ostinati;          Using rondo structure to build a performance.</p> <p><b>Around The World</b></p> <p>Explore the pentatonic scale;          Play leaps;          Read graphic notation;          Develop listening skills;          Describe music using musical and non-musical terms;          Compose and notate pentatonic melodies;          Play a pentatonic song with leaps;          Combine tuned percussion, untuned percussion, and singing.</p>	<p>Use music to communicate a meaning;          Compose a rap;          Play ostinati and layer them in a performance.</p> <p><b>Time</b></p> <p>Identify the metre of a new song;          Sing in three independent parts;          Play and sing repeated patterns (ostinati) from notation;          Identify metre in a piece of music;          Understand syncopation and using off-beat rhythms in improvisation;          Combine independent parts in more than one metre;          Identify how a well-known story has been told in music;          Create music which tells a story.</p>
<b>topic link</b>	Create a song reflecting how the HMS Challenger went around the world	Create descriptive music to accompany pictures or a story about the sea

**Year: 4**

**Term: Summer**

**Topic : Sands of Time**

<p><b>Music</b>          NC program of study via Music Express</p>	<p><b>Ancient Worlds</b></p> <p>Learn a verse and chorus song;          Understand that melodies have phrases;          Explore layers and layering;</p>	<p><b>In The Past</b></p> <p>Learn to play a Renaissance dance from notations;          Compose a fanfare;          Understand simple musical structures;</p>
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	<p>Compare and contrast structure;          Understand layers in musical structure;          Identify key features of minimalist structure;          Play in groups;          Combine sections of music in a layered structure;          Rehearse and prepare a performance.</p> <p><b>Singing Spanish</b></p> <p>Sing in groups;          Create descriptive music;          Sing in a minor key in groups;          Develop descriptive song accompaniments;          Sing in two parts with accompaniment;          Perform repeating rhythms;          Combine tuned percussion, untuned percussion, and singing.</p>	<p>Learn a dance and play music used for celebrations;          Learn a 1960s pop song;          Create a performance.</p> <p><b>Food and Drink</b></p> <p>Combine expressive use of the voice with physical movement;          Respond to sound with visual signals;          Perform sequences of sounds matched to visual sequences;          Sing a call and response chant;          Compose and play sequences of word rhythms;          Understand and perform rondo structure;          Learn a traditional West African call and response song;          Learn to sing a verse and chorus song;          Learn rhythmic and melodic accompaniments for a song and combine them in a performance.</p>
<p><b>topic link</b></p>	<p>Direct link to Egyptians.</p>	<p>Create a song about the Egyptians in a past style.</p>

Year 4 Music Vocabulary Ladder

Tier 1 (every lesson words)

Sound, voice, vocals, loud, quiet, up, down, fast, slow, concentrate, length, instrument, different, chant, steady, change, building blocks, slide, performance, speed, combine, dance, drama, instrument families, wind string, percussion, brass layers of sound, counting, note names, tune, tuned/untuned, crotchet, minim, quaver, in time

Tier 2 (topic linked words)

Rap, beatbox, aerophone, chordophone, membranophone, idiophone, saint, recycled, bhangra, jazz, junk, waste, ancient Greeks, Theseus, Orpheus, Prokofiev, departure, planet, Kwaheri, gourmet, Calabash, Canterbury, churros, wine cellar, hola, Renaissance, La Morisque, long dance, bridal march, Sibelius, Bizet, Egyptians, pyramid, procession, Beethoven, Mozart.

Tier 3 (technical, low frequency words)

Autumn

Beat, rhythm, dynamics, ostinato, canon, metre, accent, diminuendo, balance, tempo, break, spiritual, binary, rhythm, groove, verse, chorus, ternary, improvisation, rondo structure (ABACA), echo, bass xylophones

Spring

Verse, chorus, ostinato, dynamics, riff, texture, drone, layered, rondo, fanfare, crescendo, circular score, round, pentatonic, spiritual gospel music, harmony, graphic notation, pitch, improvisation, off-beat, pentatonic scale, timbre, chant, call and response, syncopation, chord, break, waltz,

Summer

Accompaniment, minor key, hocket, pitch, beat, rhythm, ternary form, fanfare, rhythm ostinato, coda, chord/chordal, riff, break, instrumental link, harmony

**Year: 5**

**Term: Autumn**

**Topic : Laudable London**

<p><b>Music</b> NC program of study via Music Express</p>	<p><b>Solar System</b> Listen to music with focus and analysing using musical vocabulary; Relating sound sequences to images; Interpret images to create descriptive sound sequences; Develop the use of dynamics in a song; Listen to music, focusing on dynamics and texture; Learn a melodic ostinato using staff notation; Develop techniques of performing rap using texture and rhythm; Learn a song with a complex texture; Learn about the sound of the whole tone scale; Listen to music and describe its effects and use of the musical dimensions; Perform a song with expression and with attention to tone and phrasing; Create a musical background to accompany a poem; Create and present a performance of song, music, and poetry.</p>	<p><b>Our Community</b> Learn to sing a song; Understand metre through singing and playing instruments; Conduct a metre of four; Conduct metres of two and three; Write lyrics; Learn to sing a song from our musical heritage; Develop accompaniments using ostinato and invented or improvised rhythms; Rehearse for a performance; Develop a performance by adding other media; Perform with awareness of audience.</p>
<p><b>topic link</b></p>	<p>Direct link to science topic.</p>	<p>Create a song about the local community.</p>

**Year: 5**

**Term: Spring**

**Topic : Champions of Change**

<p><b>Music</b> NC program of study via Music Express</p>	<p><b>At The Movies</b> Understand music narrative, and explore and use narrative structure; Interpret notation; Use a storyboard to structure sounds; Learn about the use of sound effects in movies;</p>	<p><b>Keeping Healthy</b> Explore beat at different tempi; Sing syncopated melodies; Develop rhythm skills through singing, playing and moving; Sing and play scales and chromatic melodies;</p>
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	<p>Compose sound effects to perform with a movie;  Identify changes in tempo and their effects;  Explore and understand phrase structure of a song melody;  Create and perform a sequence of melodic phrases with a movie;  Learn about the use of musical clichés in movie soundtracks;  Explore the effect of music in movies;  Use the musical dimensions to create and perform music for a movie;  Learn about and explore techniques used in movie soundtracks;  Create sounds for a movie, following a timesheet;  Work in groups to create descriptive movie music;  Evaluate and refine compositions;  Learn about using cue scores.</p>	<p>Use steady beat and syncopated rhythms;  Accompany a song with sung and played drones;  Sing in unison and two parts;  Develop an arrangement of a two-part song;  Learn and create accompaniments for a song;  Read grid or staff notation to play a bassline;  Learn to perform a song with syncopated rhythms;  Arrange a complete performance of music and songs;  Use a score to notate and guide selected elements of a performance.</p>
<b>topic link</b>	Create a soundtrack for videos about the industrial revolution.	Use the new musical techniques to use body percussion to create a soundscape for the changes wrought by the Industrial Revolution.

**Year: 5**

**Term: Summer**

**Topic : Traders and Raiders**

<p><b>Music</b>  NC program of study via Music Express</p>	<p><b>Life Cycles</b>  Sing in two and three parts;  Read a melody in staff notation;  Accompany a song with tuned and untuned instruments;  Compose and perform together;  Combine vocal sounds in performance;  Create a performance using voices and instruments in four parts;  Explore extended vocal techniques;  Develop a structure to combine sounds;  Create musical effects using contrasting pitch;  Learn about the music of an early opera;  Create descriptive music;  Develop a performance with an awareness of audience.</p>	<p><b>Celebration</b>  Sing a song in unison and three-part harmony;  Learn a melody and harmony part on instruments to accompany a song;  Performing ostinati and body percussion accompaniments to a song;  Explore a song arrangement and its structure;  Perform a song with a complex structure in four parts;  Develop a strong performance with awareness of audience;  Understand and use a song structure;  Apply singing techniques to improve performance;  Developing accurate ensemble playing;  Control short, loud sounds on a variety of instruments;  Rehearse and improve an ensemble performance;  Prepare a performance with awareness of audience.</p>
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<b>topic link</b>	How very old and young do not have the same strength/resilience as adults, therefore could not survive the same conditions.	Viking settlers would have taken slaves. Use the example of West African slaves to imagine how the Viking slaves would have felt.

Year 5 Music Vocabulary Ladder

Tier 1 (every lesson words)

Sound, voice, vocals, loud, quiet, up, down, fast, slow, concentrate, length, instrument, different, chant, steady, change, building blocks, slide, performance, speed, combine, dance, drama, instrument families, wind string, percussion, brass layers of sound, counting, note names, tune, tuned/untuned, crotchet, minim, quaver, in time, full dynamic range, forte, piano, piano mezzo, piano forte, smooth, coda, chorus, note names, C-Major, crotchet, quaver, minim, rest, semi-quaver, orchestrate, ostinato, melody, graphic score, polyrhythm, cross-rhythm, syncopation, all Italian dynamic names, bar, bar line

Tier 2 (topic linked words)

Community, Jerusalem, moon, gravity, footprints, horizon, Apollo, Earthrise, solar system, loudometer graphs, circuit, heartbeat, body-popping, stretch, lunge, synchronised swimming, lullaby, deadline, sequenza, funeral, prelude, underworld, myth, L'Orfeo, Monteverdi, Williams, Boulogne, Bernie Taupin, WW2 songs, Una Mae Carlisle, Big Bill Broonzy, Elgar, Mendelssohn, Holst,

Tier 3 (technical, low frequency words)

Autumn

Metre, melodic ostinato, lyrics, improvisation, dynamics, fusion, structure, verse, chorus, bridge, timbre, diminuendo, crescendo, texture, tempo/tempi, rhythm, pitch, glockenspiel, rap

Spring

Tempo, dynamics, timbre, phrase, pitch, texture, melody, structure, scale, chromatic, syncopation, drone, unison,

Summer

Structure, round, metre, melody, lead vocal, backing vocal, cumulative, beat/pulse, tempo/tempi, dynamics, clusters, symmetrical, chord, trill, minor, harmony, coda, verse, chorus, fanfare, bridge, duration, texture, downbeat

**Year: 6**

**Term: Autumn**

**Topic : Darwin's Delights**

<b>Music</b> NC program of study via Music Express	<b>World Unite</b> Explore beat and syncopation through a song and body percussion; Developing coordination and rhythm skills; Performing a rhythmic sequence to a piece of music; Develop the idea of pitch shape and relate it to movement; Understand pitch through movement and notation; Create rhythm patterns; Arrange different musical sections to build a larger scale performance; Explore rhythm through dance; Combine different rhythms; Explore ways of combining and structuring rhythms through dance.	<b>Journeys</b> Sing in three-part harmony; Explore expressive singing in a part-song with echoes; Develop song cycles for performance; Stage a performance with awareness of audience; Sing a pop song with backing harmony; Learn about a song's structure; Learn to sing major and minor note patterns accurately; Learn a pop song with understanding of its structure; Develop a song cycle performance incorporating mixed media; Develop planning, directing and rehearsing skills.
<b>topic link</b>	Celebrating Mexico as part of the larger family of nations.	Re-telling the story of a Mexican child born in to poverty who comes good.

**Year: 6**

**Term: Spring**

**Topic : Does The Heart Ever Stop?**

<b>Music</b> NC program of study via Music Express	<b>Growth</b> Feeling and moving to a three-beat pulse and revising rhythmic ostinato; Perform and improvise rhythmic and melodic ostinati; Sing in harmony; Learn about chords; Perform music and dance; Revise, rehearse and develop music for performance; Explore extended vocal techniques; Develop a structure to combine sounds;	<b>Roots</b> Sing a traditional Ghanaian song; Devise rhythmic actions to music; Develop a performance of a musical; Improvise descriptive music; Sing a traditional children's game song from Ghana; Play rhythm cycles; Combine rhythm cycles in a percussion piece; Sing call and response songs in two groups; Devise rhythmic movement;
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	Create musical effects using contrasting pitch; Understand the process of a musical performance.	Develop a descriptive composition; Plan and structure pieces to make a finale; Combine songs with rhythmic cycles; Develop and rehearse for a performance; Perform to an audience.
<b>topic link</b>	Sounds of prison and the workyard.	Tie roots in to the experience of African slaves in NA.

**Year: 6**  
**Term: Summer**

**Topic : Is It Ever Right To Fight?**

<b>Music</b> NC program of study via Music Express	<b>Class Awards</b> Learn music for a special occasion; Compose programme music from a visual stimulus; Sing a verse and chorus song; Write new verses for a rap; Develop a song performance; Perform together; Develop an extended performance; Develop a song arrangement; Rehearse for a performance; Perform together with an awareness of audience.	<b>Moving On</b> Sing a song with expression and sustained notes; Sing in two-part and three-part harmony; Perform complex song rhythms confidently; Identify the structure of a piece of music; Learn to play a melody with chordal accompaniment; Experience the effect of harmony changing; Play instrumental parts to accompany a song; Perform a song with complex structure; Listen to and understand modulation in a musical bridge; Prepare for a performance.
<b>topic link</b>	Could instead focus it on celebrating 'achievements' of figures in topic and science: celebrating those who brought electricity to the world.	Could use this to form the basis of the leaver's assembly. Dried food for expeditions and rations. Filtering and purifying water for survival. Materials for Andersen shelters and different forms of shelter in WWII, uniforms.

Year 6 Music Vocabulary Ladder

Tier 1 (every lesson words)

Sound, voice, vocals, loud, quiet, up, down, fast, slow, concentrate, length, instrument, different, chant, steady, change, building blocks, slide, performance, speed, combine, dance, drama, instrument families, wind string, percussion, brass layers of sound, counting, note names, tune, tuned/untuned, crotchet, minim, quaver, in time, full dynamic range, forte, piano, piano mezzo, piano forte, smooth, coda, chorus, note names, C-Major, crotchet, quaver, minim, rest, semi-quaver, orchestrate, ostinato, melody, graphic score, polyrhythm, cross-rhythm, syncopation, all Italian dynamic names, bar, bar line all Italian dynamic names, bar, bar line, glissando, close harmony.

Tier 2 (topic linked words)

Multimedia, migration, refuge, mob, flash dance, street busker, Ayelevi, Ghanian, Kpanlogo, exhibition, horizons, John Cage, Led Zeppelin, Heilung, Viking folk, Waelheal, Anglo-Saxon folk, Tchaikovsky, Romantic, Chopin, Baroque, Classical, Monteverdi, Praetorius, Kozeluch, Dede,

Tier 3 (technical, low frequency words)

Autumn

Structure, beat, syncopation, melody, rhythm, pitch, scat singing, harmony, verse, chorus, dynamics, key, middle eight, minor key, major key, song cycle,

Spring

Texture, rhythm, ostinato, metre, structure, harmony, chord, beat, unison, harmony, dynamics, improvise,

Summer

Verse, chorus, dynamics, pitch, tremolo, timbre, tempo, rhythm, texture, verse, chord, rap, fanfare, structure, melody, phrase, harmony, coda, accompaniment, modulation, major key, bridge,