



Breadth of study

Practical:

Singing
Playing tuned / un-tuned instruments
Improvisation
Performance

Theory:

Listening and reviewing
Inter-related dimensions of music

Sequence of learning

1. Stimulus – topic based / music / song
2. Appraisal / musical skills focus
3. Improvisation
4. Composition
5. Evaluation
6. Improvement

National Curriculum objectives

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

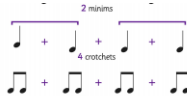
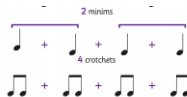
Key stage 2

Pupils should be taught to:

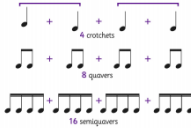
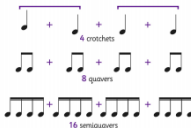
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Year group	Topic	Theme	National curriculum objectives	Intended knowledge outcomes (3-6 facts)	Key vocab to be taught	Famous person/place/event (links – comparisons)	Final outcome
CYCLE A&B	Topic 1	Hey You!	Year 1 To listen with concentration to music To experiment with the inter-related dimensions of music To use their voices to sing songs	To know how to find the pulse To be able to clap along to simple rhythm To be able to sing a song as a group	Pulse Rhythm	Musical style - Hip Hop	Year 1 Performance of 'Hey You!'
		Hands, feet, heart	Year 2 To listen with concentration to music To experiment and create with the inter-related dimensions of music To use their voices to sing songs To play tuned and untuned instruments musically	To know how to find the pulse To understand that a rhythm is a pattern of long and short sounds. To be able to play un-tuned instruments using the correct technique	Pulse Rhythm Instrument names	Musical style - South African	Year 2 Performance of 'Hands, feet, heart'
CYCLE A&B	Topic 2	Christmas performances	Year 1 & Year 2 To use their voices expressively to sing songs	To sing together as a choir To be able to start and stop singing together on direction To be able to change singing dynamics	Performance Dynamics	The birth of Jesus / Christmas celebration	Year 1 & Year 2 Christmas performance to parents
CYCLE A&B	Topic 3	Rhythm in the way we walk	Year 1 To listen with concentration to music To experiment with the inter-related dimensions of music To use their voices to sing songs	To understand pitch (high and low sounds) To be able to sing a song as a group	Pitch Rap	Musical style - Rap	Year 1 Performance of 'Rhythm in the way we walk' and 'The Banana Rap'
		I wanna play in a band!	Year 2 To listen with concentration to music To experiment and create with the inter-related dimensions of music To use their voices to sing songs To play tuned and untuned instruments musically	To be able to clap a more complex rhythm To copy a pitched note vocally To be able to play a tuned instrument (glockenspiel / chime bar) To be able to sing a song and move rhythmically	Pulse Rhythm Pitch Glockenspiel Chime bar Rock	Musical style - Rock	Year 2 Performance of 'I wanna play in a band' with movement
CYCLE A&B	Topic4	In the groove	Year 1 To listen with concentration to music To experiment with the inter-related dimensions of music To use their voices to sing songs	To know how to find the pulse To be able to clap along to simple rhythm To understand pitch (high and low sounds) To be able to sing a song in different styles	Pulse Rhythm Pitch Blues	Musical style - American Blues	Year 1 Performance of 'In the groove' in 6 styles: Blues, Baroque, Latin, Bhangra, Folk and Funk.

		Zootime	Year 2 To listen with concentration to music To experiment and create with the inter-related dimensions of music To use their voices to sing songs To play tuned and untuned instruments musically	To be able to clap a more complex rhythm To copy a pitched note vocally To be able to play a tuned instrument (glockenspiel / chime bar) To be able to sing a song and move rhythmically	Pulse Rhythm Pitch Glockenspiel Reggae	Musical style - Reggae	Performance of 'Zootime' with movement
CYCLE A&B	Topic 5	Round and round	Year 1 To listen with concentration to music To experiment with the inter-related dimensions of music To use their voices to sing songs To play un-tuned musical instruments	To know how to find the pulse To be able to clap along to simple rhythm To understand pitch To be able to sing a song in different styles To explore un-tuned instruments	Pulse Rhythm Pitch Bossa Nova Instrument names	Musical style – Bossa Nova	Year 1 Performance of 'Round and round'
		Friendship song	Year 2 To listen with concentration to music To experiment and create with the inter-related dimensions of music To use their voices to sing songs To play tuned and untuned instruments musically	To be able to clap a more complex rhythm To copy a pitched note vocally To be able to sing a song with choreography To be able to improvise with untuned / tuned instruments	Pulse Rhythm Pitch Glockenspiel and other instrument names Choreography Improvisation		Performance of 'Friendship song' with choreography and improvisation
CYCLE A&B	Topic 6	Your imagination	Year 1 To listen with concentration to music To experiment with the inter-related dimensions of music To use their voices to sing songs To play un-tuned musical instruments	To know how to find the pulse To be able to clap a simple rhythm To understand pitch To be able to sing a song with choreography To know how to improvise with an un-tuned musical instrument	Pulse Rhythm Pitch Instrument names Choreography	Famous imaginary characters – e.g. Mary Poppins	Performance of 'Your imagination' with choreography
		Reflect, Rewind and Replay	Year 2 To listen with concentration to music To experiment and create with the inter-related dimensions of music To use their voices to sing songs To play tuned and untuned instruments musically	To be able to clap a more complex rhythm To copy a pitched note vocally To be able to improvise with untuned / tuned instruments To begin to compose with untuned / tuned instruments	Pulse Rhythm Pitch Instrument names Baroque Classical Romantic	Periods of classical music: Baroque Classical Romantic 20 th century	Compilation performance

Year group	Topic Theme	National curriculum objectives	Intended knowledge outcomes (3-6 facts)	Key vocab to be taught	Famous person/place/event (links – comparisons)
Year 3 Term 1	Autumn 1 Recorders Blown Away Book 1	To play and perform in solo and ensemble contexts To playing a musical instrument with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations To develop an understanding of the history of music. To listen with attention to detail and recall sounds with increasing aural memory	- A recorder is a wind instrument and this means sound is produced by a vibrating column of air inside the tube. - The player changes pitch by opening and closing holes along the instrument's length. - The instrument name "recorder" derives from the Latin recordārī (to call to mind, remember, recollect), - Pulse is a steady beat like a ticking clock or your heartbeat. - Rhythm is the pattern of long and short sounds as you move through the song. 1 beat is called a crochet and a quaver is ½ beat so you play 2 quavers to one beat	Pitch Pulse Rhythm Descant Stave 	History of the recorder – Renaissance period <i>Pupils will listen and appraise the music from the following:</i> *Ludwig Senfl *Tielman Susato *Anthony Holborne *Giovanni Bassano
	Autumn 2 Glockenspiel Stage 1	To play and perform in solo and ensemble contexts To playing a musical instrument with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations. To listen with attention to detail and recall sounds with increasing aural memory. To improvise and compose music for a range of purposes using the inter-related dimensions of music	- The name glockenspiel comes from the German language and means "to play the bells." - They produce sound by the metal bars vibrating when hit - Timbre (pronounced tam-bruh) is when we consider what makes a sound different from other instruments or voices - Improvisation is another word for being able to create music on the spot. - Making up your own music is called composition and people who write music are called composers. - Composing is all about experimenting and finding out what works and what doesn't. You need to yourself time to play and try out lots of different ideas.	Tuned / untuned percussion Pitch Timbre Tempo Dynamics Melody Pulse Rhythm Notation Improvise Compose	Leading International Percussionists of the modern era <i>Pupils will study the performances of the following musicians:</i> *Claire Edwardes *Pei-Ching Wu *Martin Grubinger
Year 3 Term 2	Spring 1 Ancient Egyptians	To use voices and play musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations	- The Ancient Egyptians wrote lyrics for their music. These could be praising their gods or the Pharaoh - Posture, using the correct breathing technique and listening to others and the music will help you to sing accurately. - Graphic scores illustrate music using pictures or symbols - Notation is just writing music down so players can easily read the pitch and duration of the notes they are supposed to play. - Duration is the length of time each note is played for. 1 beat is called a crochet and a quaver is ½ beat so you play 2 quavers to one beat	Notation Graphic score Tempo Tuned/untuned Dynamics Rhythm Timbre Verse/chorus 	Music that reflects the history and culture of Egypt <i>Pupils will listen and appraise the music from the following:</i> *Giuseppe Verdi *Gioachino Rossini *Etienne Mehul *Yusef Greiss *Hasan Al-Asmar *Umm Kulthum *Amr Diab

	Spring 2 Music Making using ICT-Chrome Music Maker	To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory	• Music is a group of sounds that people have arranged in a pleasing or meaningful way. of music. • Music does not always have to be made using instruments. It can be simple—for example, one person tapping out a beat on a log drum or singing a children's song • Music making technology gives everyone the opportunity to make music at home without needing expensive instruments or computers • When composing, like writing, you don't always need to go with your first idea. Composing is all about experimenting and finding out what works and what doesn't. Give yourself time to play and try out lots of different ideas. • Tempo is the speed of the music	Rhythm Tempo Timbre Structure Graphic score	Innovators in Electronic Music <i>Pupils will listen and appraise the music from the following:</i> *Jean-Michel Jarre *Paul Oakenfold *Carl Cox *Calvin Harris *Skrillex
Year 3 Term 3	Summer 1 Charanga- Three Little Birds	To use voices and play musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory	• Pitch is how high or low a note sounds. • On a glockenspiel, each bar has its own pitch which is determined by the length: the shorter the bar, the higher the pitch. • Bob Marley is considered a pioneer of reggae music Reggae is a genre of music that originated in Jamaica in the 1960s . • Call and response is where two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sun, mimicking how people talk back and forth to each other. • The call and response structure is a feature of reggae music. It is used in the vocals and in the arrangement of the instruments • When composing music notes are drawn on a stave, which is a set of lines. The notes can either sit on the line, or in the gap between them.	Tuned / untuned percussion Pitch Timbre Tempo Dynamics Melody Pulse Rhythm Notation Improvise Compose	Musicians significant in the Reggae era <i>Pupils will listen and appraise the music from the following:</i> *Bob Marley *Desmond Decker *Marcia Griffiths *UB40 *Rihanna
	Summer 2 BBC Ten Pieces Mussorgsky	To use voices and play musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music.	• Modest Mussorgsky was a Russian composer in the 19th Century. • He is composed in a time called the Romantic period. The Romantic period focused on emotions, feelings and moods • Ostinato is a continually repeated musical phrase or rhythm • Structure is the order in which different parts of the music/song are played or sung • Dynamics are how quiet or loud a piece of music is played or sung	Timbre Ostinato Structure Tempo Dynamics Pitch Duration	Significant composers of the Romantic period <i>Pupils will listen and appraise the music from the following:</i> *Modest Mussorgsky *Ludwig Van Beethoven *Pytor Llyich Tchaikovsky *Giacomo Puccini *Amy Beach

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Year 4 Term 1	Autumn 1 Glockenspiel Stage 2	To play and perform in solo and ensemble contexts To playing a musical instrument with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To listen with attention to detail and recall sounds with increasing aural memory To improvise and compose music for a range of purposes using the inter-related dimensions of music	- The stick you use to hit the bars is called a mallet - To create a good sound the best place to strike the bar on a glockenspiel is in the middle - When playing, musicians need to know how long to play each sound for. How the notes are written tell us that. 1 beat is called a crochet and a quaver is $\frac{1}{2}$ beat so you play 2 quavers to one beat - Semi quavers are $\frac{1}{4}$ beat so you play 4 of them to one beat - We can think of the tempo as the speedometer of the music. Typically, the speed of the music is measured in beats per minute, or BPM.	Tuned / untuned percussion Pitch Timbre Tempo Dynamics Melody Pulse Rhythm Notation Improve Compose 	Significant British percussionists <i>Pupils will study the performances of the following musicians:</i> *James Blade *Daniella Ganeva *Colin Currie
	Autumn 2 Recorders Blown Away 2	To play and perform in solo and ensemble contexts To playing a musical instrument with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To develop an understanding of the history of music. To listen with attention to detail and recall sounds with increasing aural memory	- The end of Baroque era in the arts was marked by the start of the Romantic period (studied in Year 3 BBC Ten Pieces- Mussorgsky) - The recorder is a wind instrument, however unlike other wind instruments such as clarinets, flutes, oboes bassoons it is generally not found in the wind section of an orchestra - Musical notation written down on a staff tells us what notes the composer of the music wants us to play and when - As the recorder is a pitched instrument, we can play flats and sharps. A sharp raises the note by a semitone and a flat lowers it by a semi tone.	Pitch Pulse Rhythm Descant Stave Flats/sharps Semitone 	The use of recorders in compositions from the Baroque era <i>Pupils will study the performances of the following musicians:</i> *Antonio Vivaldi *Jean-Baptiste Lully *Georg Philip Telemann *George Frideric Handel
Year 4 Term 2	Spring 1 Viking Saga Songs	To use voices and play musical instruments with increasing accuracy, fluency, control and expression To listen with attention to detail and recall sounds with increasing aural memory	- Sagas were stories told and retold down the ages by Norse peoples. They had to be interesting stories, with acts of bravery. But often they had acts of treachery, too. - Structure is the order that the different parts of the song are played in. Usually it's a verse, chorus, verse structure - Before you start singing it is important to warm up your voice. It's the same as warming up in PE. It stretches your vocal cords and helps clear your throat. - Stretching your body is important as well as it helps to relax your muscles.	Pitch Dynamics Timbre Tempo Rhythm Verse /chorus Control Melody Pause/rest	Pieces of music that feature known figures or places from Norse mythology <i>Pupils will listen and appraise the music from the following:</i> *Richard Wagner *Christopher Rouse *Led Zeplin *Sigur Ros *Therion

	Spring 2 BBC Ten Pieces Vivaldi	To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music.	- The Four Seasons is group of four violin concertos. Each concerto describes a season: Spring, Summer, Autumn, and Winter - The strings are the largest family of instruments in the orchestra and they come in four sizes: the violin, which is the smallest, viola, cello, and the biggest, the double bass, sometimes called the contrabass. - Ritornella is a recurring passage in Baroque music for orchestra or chorus. - Pulse is a steady beat like a ticking clock or your heartbeat. - Rhythm is the pattern of long and short sounds as you move through the song. - Timbre (pronounced tam-bruh) is when we consider what makes a sound different from other instruments or voices	Concerto Grosso Solo Concerto Ritornello Programme music Timbre Pulse Beat Rhythm	Significant composer from the Baroque ear of music <i>Pupils will listen and appraise the music from the following:</i> *Antonio Vivaldi *Johann Pachelbel *Henry Purcell *Johann Sebastian Bach *George Frideric Handel
Year 4 Term 3	Summer 1 Exploring the Music of WWII	To use voices and play musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music.	- Songs usually follow a verse, chorus, verse structure, with the chorus often repeated as this can be the “catchy” bit of the song - Songs can make you feel different emotions- a lot of the songs in WWII reflected the events happening in the world. Some were looking towards the future or some were patriotic and buoyant. - Breathing into your tummy is important when singing as it helps you as the power behind your voice is your breath. - Melody is the tune. It's the part of the music that you often find yourself singing along with.	Structure-verse/chorus/repetition/ call and response Dynamics Timbre Rhythm Melody Pitch Tempo Somber/patriotic/upbeat	Significant musical artists writing and performing in WWII <i>Pupils will listen and appraise the music from the following:</i> *Vera Lynn *Glenn Miller *The Andrews Sisters *Flanagan and Allen *Edith Piaf *George Formby
	Summer 2 Music Making using ICT-Chrome Music Maker	To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory	- Composition is about beginning with an idea. Starting points for songs can be very different. It could be a sequence of chords, a few lyrics, a guitar riff, a drum beat or even just a feeling! - Tempo is the speed of the music. It can have a big effect on the listener. You might know some slow songs that you love singing along to. You probably also have a favourite fast song that makes you want to get up and move. - A chord is when two or three pitched notes are played at the same time. - Ostinato is a short melody or tone that is repeated multiple times throughout a song.	Melody Chord Texture Pitch Ostinato Tempo Timbre	Current/recent artists in electro pop music <i>Pupils will listen and appraise the music from the following:</i> *Chemical Brothers *Daft Punk *Avicii *Portishead *David Guetta

Year group	Topic Theme	National curriculum objectives	Intended knowledge outcomes (3-6 facts)	Key vocab to be taught	Famous person/place/event (links – comparisons)
Year 5 Term 1	Autumn 1 BBC Ten Pieces Florence Price	To use voices and play musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music.	- Florence Price is noted as the first African-American woman to be recognized as a symphonic composer, and the first to have a composition played by a major orchestra. - In music, a coda (Italian for "tail") is a passage that brings a piece (or a movement) to an end. - A rondo is where the tune returns several times at different parts of the piece - Texture describes how layers of sound within a piece of music work together.	Coda Ostinato Rondo Rhythm Texture	Significant African-American Female composers <i>Pupils will listen and appraise the music from the following:</i> *Florence Price *Undine Smith Moore *Julia Perry *Margaret Bonds *Pamela Z
	Autumn 2 Charanga: The Beatles- Blackbird	To use voices and play musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To use and understand staff and other musical notations	- Songs can make you feel different emotions. These feelings come from how the song is composed, the lyrics written, the instruments used and how performers play them. - A melody is made up of high and low pitched notes played one after the other. Catchy melodies often repeat the same series of notes over and over. - When singing, you need to take a deep breath into the lower part of your tummy. Be careful your shoulders do not rise up when taking in a breath as this creates a high, tight breath which is not good for singing. - Dynamics can make the listener feel different emotions. Musicians will change whether they play a part quietly or loudly depending on how they want the listener to feel.	Pitch Tempo Structure Dynamics Duration Texture Melody Timbre Stave 	Music artists who campaigned for civil rights through their music <i>Pupils will listen and appraise the music from the following:</i> *The Beatles *Elvis Presley *Bob Dylan *Curtis Mayfield *John Coltrane *Sam Cook *Nina Simone
Year 5 Term 2	Spring 1 Recorders Guinea Pig Gig	To play and perform in solo and ensemble contexts To playing a musical instrument with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To develop an understanding of the history of music. To listen with attention to detail and recall sounds with increasing aural memory	- After the Baroque period the recorder was largely forgotten about until the end of the 19th century when people started to take an interest in musical instruments from the past. - Woodwind pitch depends on the volume of air that is vibrating. A larger volume vibrates more slowly, for lower pitch; a smaller volume vibrates more quickly, for a higher pitch. - A duet is a musical composition for two performers in which the performers have equal importance to the piece - The Stave is the five lines which the notes are written on when composing a piece of music. They tell the musician when to play, what to play and how- rhythm, duration 1 semibreve is played for the duration of 4 beats and a minim is played for 2 beats	Pitch Tempo Stave Timbre Dynamics Duet Melody Structure 	Significant composers in the revival of the recorder <i>Pupils will listen and appraise the music from the following:</i> *Benjamin Britten *Leonard Bernstein *Luciano Berio *Arvo Pärt

	Spring 2 Sounds of the Rainforest	To use voices and play musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music	- A soundscape is made up of all of the different sounds that help to create a sense of place. - Ostinato is a short melody or tone that is repeated multiple times throughout a song. - Texture is where we think about how the different sounds in a piece of music work together - Body percussion is turning your own body into a percussion instrument - Performance is when all the elements of music come together. It's not just about playing well, it's about playing with passion and emotion. This is what creates a connection between the audience and the performers.	Timbre Body percussion Ostinato Rhythm Tempo Texture Soundscape	Musical artists who have used the rainforest as inspiration <i>Pupils will listen and appraise the music from the following:</i> *Heitor Villa-Lobos *Mario Adnet *David Tudor *Antônio Carlos Jobim
Year 5 Term 3	Summer 1 Music Making using ICT- Garage Band	To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory	- A chord is when two or three pitched notes are played at the same time. - When composing think about the role of each instrument – what are they adding to the piece. You don't need to have every instrument to play all the time. - Song structure is important because it organizes our songs. - If you use the pentatonic scale it is very difficult to produce something that won't work musically.	Structure Timbre Chord Rhythm Pitch Dynamics Melody Tempo	Significant Electronic Dance Music artists from London <i>Pupils will listen and appraise the music from the following:</i> *Underworld *Pet Shop Boys *Sterolab *Gorillaz
	Summer 2 Glockenspiel- Classroom Jazz 1	To play and perform in solo and ensemble contexts To playing a musical instrument with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To listen with attention to detail and recall sounds with increasing aural memory To improvise and compose music for a range of purposes using the inter-related dimensions of music	- The hardness of the mallet changes the timbre- hard metal mallets produce a timbre that is brighter, harder and shriller. Wood means it is softer and rounder, very heavy mallet will produce a dull clack. - Bossa Nova is a style of Brazilian music. It is considered an Afro-Brazilian Jazz - Swing is a form of jazz music that was popular in the USA in the 1930s - On a musical score you might see Italian or German words used to describe dynamics: -Pianissimo means 'very quiet'. -Forte means 'loud'. -Crescendo means 'getting gradually louder'.	Bossa Nova Swing Rhythm Stave Tempo Dynamics Structure Timbre Melody 	Renowned percussionists from North and South America <i>Pupils will study the performances of the following musicians:</i> *Alex Acuña *Carol Steele *Mitchell Thomas Peters *Zeferino Nandayapa

Year group	Topic Theme	National curriculum objectives	Intended knowledge outcomes (3-6 facts)	Key vocab to be taught	Famous person/place/event (links – comparisons)
Year 6 Term 1	Autumn 1 Sounds of Industry	To use voices and play musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of history of music.	- Music hall is a type of British theatrical entertainment that was popular from the early Victorian era, beginning around 1850. Music hall involved a mixture of popular songs, comedy, speciality acts, and variety entertainment. The term is derived from a type of theatre or venue in which such entertainment took place. - The Romantic period focused on emotions, feelings and moods - Industrial Folk Songs are songs dealing with the lives and experiences of industrial workers. - For the audience to hear and understand the story, you need to sing the words of your song clearly. This is called diction and it is just as important as singing the melody in tune. - For the audience to hear and understand the story, you need to sing the words of your song clearly. This is called diction and it is just as important as singing the melody in tune	Lyrics Industrial work songs Music hall Romanticism Structure Timbre Phrasing Tempo Pitch	Music across the social spectrum of Victorian Britain <i>Pupils will listen and appraise the music from the following:</i> *Louis Killen *Frederick Chopin *Franz Liszt *Marie Lloyd *Dame Nellie Melba
	Autumn 2 Music Making using ICT- Garage Band	To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory	- A film score is original music written specifically to accompany a film. The score forms part of the film's soundtrack - Since the invention of digital technology, many modern films have been able to rely on digital samples to imitate the sound of live instruments, and many scores are created and performed wholly by the composers themselves - The composer usually enters the creative process towards the end of filming at around the same time as the film is being edited - A concord is a chord where all the notes seem to 'agree' with each other. It feels at rest and complete in itself. A discord is a chord where some notes seem to 'disagree' or clash giving an unsettled feel. - A drone is a note or chord which is continuously sounded throughout most or all of a piece.	Score/ Soundtrack Suspense Concord Discord Structure Rest/pause Dynamics Pitch Duration Drone Ostinato	Renowned film score composers <i>Pupils will listen and appraise the music from the following:</i> *Hans Zimmer *John Williams *James Horner *Randy Newman
Year 6 Term 2	Spring 1 Glockenspiel-Classroom Jazz 2	To play and perform in solo and ensemble contexts To playing a musical instrument with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To listen with attention to detail and recall sounds with increasing aural memory To improvise and compose music for a range of purposes using the inter-related dimensions of music	- Jazz is a type of music of black American origin which emerged at the beginning of the 20th century. There is lots of improvisation, syncopation (off beat), and usually a regular or forceful rhythm. - Improvisation is an important part of Jazz - Blues originated in the Deep South of the United States around the 1870s by African-Americans - A pentatonic scales contain 5 notes which are based on five notes from a major scale (you remove the fourth and seventh notes).	Jazz Blues Pentatonic Pitch Duration Dynamics Tempo Rhythm	Current renowned and leading female percussionists <i>Pupils will study the performances of the following musicians:</i> *Evelyn Glennie *Keiko Abe

	Spring 2 Recorders Guinea Pig Gig	To play and perform in solo and ensemble contexts To playing a musical instrument with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To develop an understanding of history of music. To listen with attention to detail and recall sounds with increasing aural memory	- There are 6 different types of recorder- starting with the smallest Gorklein, Sopranino, descant, treble, tenor and bass - An ensemble is a groups of musicians playing together - An octave is the distance between two musical notes that have the same letter name. - It is useful to sing through the piece of music with your suet partner before you play so you both get a sense of each other's parts in the composition	Duet Stave Melody Rhythm Ensemble Octave	Current leading young female musicians in the field of professional recorder playing <i>Pupils will study the performances of the following musicians:</i> *Charlotte Barbour-Condini *Tabea Debus *Lucie Horsch
Year 6 Term 3	Summer 1 BBC Ten Pieces Delia Derbyshire	To improvise and compose music for a range of purposes using the inter-related dimensions of music To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music.	- A found sound is a sound you can record from the world around you – it could be anything you like, from the noise of a car to a bird or a door. - Experimental music is an experimental technique of music composition, which uses recorded sounds as their source material. - Composers can use lots of varied techniques to alter and develop the source material, like chopping it up in to bits, playing it backwards, using special effects in the studio etc.	Found sound Graphic score Melody Ostinato	Renowned female musicians in experimental music <i>Pupils will listen and appraise the music from the following:</i> *Clara Rockmore *Celia Derbyshire *Daphne Oram *FKA Twig *M.I.A
	Summer 2 BBC Ten Pieces Anna Meredith	To improvise and compose music for a range of purposes using the inter-related dimensions of music To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music.	- A canon is a piece of voices (or instrumental parts) that sing or play the same music starting at different times. - A motif is a short musical idea that is repeated in different ways through a piece of music - A loop is a repeating section of sound material. Short sections of material can be repeated to create ostinato patterns. - Orchestrate is to arrange or score (music) for orchestral performance.	Canon Motif Orchestrate Loop	Current renowned female musicians in experimental music <i>Pupils will listen and appraise the music from the following:</i> *Anna Meredith *P J Harvey *Beatrice Dillion *Bjork *Donna Summer