

Baydon St Nicholas CE VA Primary School Music Class Plan 2026-2027

Robins (EYFS/Year 1)

MUSIC Robins YEAR 1	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Pitch (Theme: Superheroes)	Musical Storytelling: Instruments	On this Island (singing)	Musical me: Pitch
Unit Outcome s	Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.	Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice. Perform with an instrument. Observe others and move, speak, sing and play appropriately. Sing in time from memory, with some accuracy. Keep a steady pulse. Move, speak, sing and play demonstrating slow and fast beats.	Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance.	Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate	Breathe after each phrase in a song when singing. Sing a song from memory. Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment. Perform a composition. Apply pitch and dynamics to enhance a composition. Read notation from left to right.	Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave.

MUSIC Robins YEAR 1	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 1 Key Skills	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to move in time with the beat of the music. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Recognising and naming the following instruments: up to three instruments from Groups A and B. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating sound Singing simple songs, chants and rhymes from memory. Competently singing songs with a very small pitch range (two notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Exploring changing their singing voice in different ways. Breathing at appropriate times when singing. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. Composing and improvising Improvising simple question and answer phrases using untuned	Listening and evaluating Recognising basic tempo changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Creating sound Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo changes. Performing Competently singing songs with a very small pitch range (two notes that are different but close together).	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the tempo of music using the vocabulary fast and slow. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Creating sound Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs. Recognising pitch patterns using dots. Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Stating what they enjoyed about their peers' performances. Creating sound Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Composing Creating sound responses to a variety of physical stimuli such	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods. Creating sound Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Starting to understand how to produce different sounds on pitched instruments (Group C). Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Using a simplified version of a staff (three lines) to notate known musical phrases (of two pitches). Performing	Listening and evaluating Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Creating sound Singing simple songs, chants and rhymes from memory. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Starting to understand how to produce different sounds on pitched instruments (Group C). Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Using a simplified version of a staff (three lines) to notate known musical phrases (of two pitches). Performing

MUSIC Robins YEAR 1	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 1 Key Knowledge	- Notation is read from left to right. - Pictorial representations of rhythm show sounds and rests.	- That sound can help tell a story. - That an instrument or voice can be played at different speeds. - That pulse can be fast and slow.	- Sounds within music can be described as high or low sounds and the meaning of these terms. - In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	- Sections of music can be described as fast or slow and the meaning of these terms. - Sections of music can be described as loud, quiet or silent and the meaning of these terms.	- Sections of music can be described as fast or slow and the meaning of these terms. - Sections of music can be described as loud, quiet or silent and the meaning of these terms. - Sounds within music can be described as high or low sounds and the meaning of these terms.	- Notation is read from left to right. - In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. - Sounds within music can be described as high or low sounds and the meaning of these terms.
Year 1 Key Vocabulary	- pulse - singing voice - speaking voice - thinking voice	- beat - fast - singing voice - slow - speaking voice - warm up	- high - low - pattern - performance - pitch - tempo	- dynamics - encore - instrumental sound - sound effect - tempo	- composer - composition - dynamics - inspiration - pitch - tempo - phrase	- dot - high - low - musical sentence - notation - phrase - pitch - pitch pattern - stave

Swifts (Year 2 & Year 3)

MUSIC Swifts YEAR 2	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Mountain melodies: Steps and leaps	Reading Rhythms: Patterns and Layers	Caribbean	Recorders: Enchanted (https://www.singup.org/music/recorder/enchanted-forest)	Reggae rhythms: Playing in a band	Baroque meets pop: Baroque harmony (Published by May 2019)

MUSIC Swifts	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Unit Outcome s	Sing their part in time during performance. Combine movement and song. Use their body to represent in pitch and dynamics. Explain how dynamics change the mood of music. Draw a picture to represent leaps. Define and compose using the shape of their drawing.	Copy body percussion patterns while maintaining a steady beat. Create their own body percussion patterns and perform while maintaining a steady beat. Recognise crotchet quavers and crotchet rests and many beats they are worth. Create and play a rhythm using crotchets, paired quavers and crotchet rests. Recall the note lengths of crotchets, paired quavers, crotchets and minims. Begin to maintain a steady beat that uses crotchets, paired quavers, crotchet rests and minims while other rhythms. Create and notate a rhythm using notes and rests. Check a rhythm against four beats using note values. Perform confidently as a group performance while maintaining a steady beat. Perform their rhythm as a group while other rhythms are played.	Recognise and describe the sound of some common Indian instruments. Explain what is meant by improvisation. Improvise by changing the order of notes or adding silence. Improvise using five different notes to change the order. Create a 4-beat rhythm pattern, using three different notes. Create a drone sound using a variety of instruments or objects. Explain what music is. Change the dynamics or rhythm in a piece of music with a clear beginning, middle and end. Share ideas in a group. Contribute their music to the group to enhance the performance. Improvise to just or on a beat (beginning, middle or end).	Musical focus: Holding the recorder correctly (focus on left hand position), making a good sound, learning to control the breath, using the sound 'doo' to start each note. Learning to play the notes B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests, and paired quavers. Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders and how the recorder has been used within folk, classical and jazz musical styles. Pieces: Enchanted forest by Emma Coulthard; Cooley's reel Traditional Irish; Robin (The hooded man) by Ciaran Brennan/Clannad, Trotto Anon. 14th century Italian; tawny owls hooting in the night forest; The	Play most of the bar time. Follow a musical pattern and re-join if they make a mistake. Explain that a chorus of notes being played together. Play the chords C and G as an instrument. Explain what the off-beat is. Demonstrate knowledge of playing the chords in time. Write lyrics that match the melody. Understand their role in the band.	TBC

MUSIC Swifts	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 2 Key Skills	Singing simple songs, chants and rhythms. Practising singing songs with a wider pentatonic melodies) which is gradually lower. Competently singing songs or short phrases within a pitch range (up to five notes that are diatonic together). - Beginning to keep movements to the beat of different speeds of music. - Beginning to articulate how a piece of music affects them (e.g. 'It makes me feel sleepy', 'It makes me feel happy', 'It makes me feel dance', 'It makes me feel happy'). - Beginning to explain why the music has a certain effect on them, which could be related to the music experience. - Offering positive feedback on others' performances and beginning to notice areas for improvement. - Giving positive feedback relating to the tempo and performances using the vocabulary of music.	Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how volume is affected by the force with which an instrument is played. Following simple notation from left to right, recognising that it shows what happens in the music. Representing pitch using dots. Recognising pitch patterns using dots. Using a simplified version of a staff to notate known musical phrases (of two pitches). Starting to maintain a steady beat throughout short singing performances. Continuing playing or singing with a group, even if a mistake is made. Ensemble skills Performing actively as part of a group; keeping in time with the beat. Showing an awareness of the leader, particularly when starting or ending a piece.	Appreciating music from a wide variety of cultures and historical periods. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). Recognising simple patterns and repetition in rhythm (e.g. where a rhythm is repeated). Recognising simple patterns in pitch (e.g. do re mi). Discussing the tempo of music using the vocabulary of fast and slow. Discussing the dynamics of the music using the vocabulary of 'loud', 'quiet' and 'silent'. Talking about the pitch of music, using the vocabulary of 'high' and 'low'. Sharing their opinion on the music they hear. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to hold and play instruments using both hands. Starting to understand how to produce different sounds on pitched instruments.	Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. Play notes B A G clearly. Start and stop playing at the same time. Perform the chant, keeping a steady beat. Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing the Enchanted forest song from memory, expressing the lyrics. Improvise on one or more notes using word rhythms. Create owl sounds using the head joint of the recorder. Play one of the recorder parts for Enchanted forest. Listen with concentration and use descriptive words to talk about pieces of music. Listen to, appreciate, and be inspired by different styles of music – folk, classical and jazz – featuring the recorder.	Breathing at appropriate times when singing. Exploring changing their singing voice in different ways (e.g. whispering voice, shouting voice). Singing a range of call and response chants, attempting to match the pitch and tempo the children hear. Singing part of a given song in their head (using the children's 'thinking voice'). Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to articulate how a piece of music affects them (e.g. 'It makes me feel sleepy', 'It makes me want to dance', 'It makes me feel happy'). Beginning to explain why the music has a certain effect on them, which could be related to the music experience.	TBC

MUSIC Swifts	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 3 Key Skills	Listening and evaluating Listening with attention to detail, focusing on a specific feature of the music. Recognising and discussing how pitch changes. Recognising and discussing how volume (dynamics) change. Using some musical vocabulary when describing music. Creating sound Beginning to maintain a singing part within a group. Singing songs where the melody moves up and down in small steps. Singing in a round, maintaining an independent part with a group. Considering their own volume (dynamics) when singing in a group. Actively trying to match the correct pitch when singing. Beginning to recognise how posture improves the singing voice. Beginning to sing clearly, pronouncing words accurately. Using simple breathing techniques to help support their voice. Improvising and composing Composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character. Composing short sequences of sound within certain parameters. Performing Beginning to offer constructive thoughts and opinions on peer performances. Reflecting on their	Creating sound Using correct technique to hold instruments and accessories (e.g. beaters) comfortably and with control (e.g. relaxed grip, thumb on top, curved fingers). Maintaining a steady beat using an instrument. Notation Reading and creating simple staff notation to represent either pitch or rhythm in music. Recognising common note values such as crotchet, paired quavers, minims and crotchet rests. Clapping, playing or reading simple rhythmic patterns using these note values. Using simple notation to record rhythmic patterns (e.g. crotchet, paired quavers, minims and crotchet rests). Using words or syllables to create and represent rhythmic patterns (e.g. sunshine to represent quavers). Improvising and composing Creating short sequences of sound within certain parameters (e.g. using given notes or rhythms, such as the pentatonic scale). Performing Performing simple parts and keeping a steady beat with support from a backing track.	Listening and evaluating Beginning to explain their responses to music using musical features to support their ideas. Beginning to identify a wider range of instruments and their role within a piece of music. Recognising and discussing how volume (dynamics) change. Developing an understanding of the history of a diverse range of music. Creating sound Exploring different techniques for playing the same instrument to create different sounds. Maintaining a steady beat using an instrument. Beginning to play simple melodies on their instrument. Improvising and composing Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character. Beginning to improvise using up to five pitches. Improvising melodies over an accompaniment or drone. Beginning to consider the inter-related dimensions of music when improvising (e.g. speed, getting higher, volume). Creating short sequences of sound within certain parameters. Exploring how the	Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. Play notes B A G clearly. Start and stop playing at the same time. Perform the chant, keeping a steady beat. Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing the Enchanted forest song from memory, expressing the lyrics. Improvise on one or more notes using word rhythms. Create owl sounds using the head joint of the recorder. Play one of the recorder parts for Enchanted forest. Listen with concentration and use descriptive words to talk about pieces of music. Listen to, appreciate, and be inspired by different styles of music – folk, classical and jazz – featuring the recorder.	Listening and evaluating Listening with attention to detail, focusing on a specific feature of the music. Beginning to explain their responses to music using musical features to support their ideas. Recognising simple patterns that combine rhythm and pitch. Creating sound Beginning to maintain a singing part within a group. Considering their own volume (dynamics) when singing in a group. Using simple breathing techniques to support their voice. Maintaining a steady beat using an instrument. Beginning to play simple two-note chords. Improvising and composing Exploring how the interrelated dimensions of music can be used to improve a piece or create contrast. Beginning to develop a repeated melody within given parameters. Composing to a simple given structure. Performing Beginning to offer constructive thoughts and opinions on peer performances. Beginning to offer simple, constructive thoughts and opinions on peer performances. Performing simple parts and keeping a	TBC
Year 2 & 3 Key Knowledge	Music can be described using elements such as pitch, rhythm, tempo and dynamics. That contrast in music makes differences to make it more interesting. Inter-related dimensions Dynamics: To know that dynamics describe the volume of music and can change within a piece. Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same.	To know that: the shape of a note shows how long a sound should last. a crotchet is a note that lasts for one beat. a minim is a note that lasts for two beats. a quaver is a note that lasts for half a beat (a pair of quavers = one beat). a crotchet rest lasts for one beat. Inter-related dimensions Rhythm: To know that rhythms can repeat or change to create patterns in music.	Listening and evaluating To know: Music can be described using musical elements such as pitch, rhythm, tempo and dynamics. Music can be classified or 'sorted' into different ways. Music from different cultures and time periods sound different because of their musical features. Inter-related dimensions Rhythm: To know that rhythms can repeat or change to create patterns in music. Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same. Instrumentation: To know that instruments belong to	N/A	Listening and evaluating To know: Music can be described using musical elements such as pitch, rhythm, tempo and dynamics. Music can be classified or 'sorted' in different ways. That music from different cultures and time periods sounds different because of its musical features. Interrelated dimensions Rhythm: To know that rhythms can repeat or change to create patterns in music. Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same. Instrumentation: To know	TBC

MUSIC Swifts	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 2 & 3 Key Vocabulary	- beat (Y2) - dynamics - in time - leap - melody - pitch (Y2) - step - slide	- beat (Y2) - crotchet (Y3) - crotchet rest (Y3) - paired quavers (Y3) - pattern (Y2) - practise (Y3) - rhythm (Y2)	- drone - dynamics - improvise - melody - musical contrast - note (Y2) - pattern - pentatonic scale - pitch (Y2) - rhythmic pattern - structure	Length: 2'52. Time signature: 4/4 time. Structure: Song structure: intro, verse and chorus. Style: folk style, cinematic. A chant, and vocal sounds. A sung melody. 3 differentiated recorder parts to accompany the melody: Part 1 (mostly Bs) plays minims and semibreves. Part 2 (B A G) plays crotchets and quavers, minims, and semibreves. Part 3 (B A G) plays crotchets and quavers, minims, and semibreves. Small number of classroom	bass line beat (Y2) chord melody note (Y2) pattern (Y2)	TBC

Firecrests (Year 4 & Year 5)

MUSIC Firecrests YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Film Music	Developing singing technique (Theme: Vikings)	Musical theatre	Theme and variations (Theme: Pop Art)	INSTRUMENTAL RECORDERS EARTHLIGHT (SING UP - https://www.singup.org/music/sing-up-	Songs of World War 2

MUSIC Firecrest s YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Unit Outcome s	Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme.	Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.	Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	Performing rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which art pieces. Recall the names of several instruments according to their orchestra sections. Keep the pulse using body percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of pulse. Draw rhythms accurately. Show a difference between musical variations. Show creativity in a finished musical product.	Musical focus: Consolidate the notes B A G C D. Introduce low E, low D, F# and C#, learning the technique for lower notes (warm air and careful right-hand position). Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency. Develop control of articulation. Listen to a wide variety of music and create sound pictures based on images. Pieces: Earthlight by Miriam Monaghan and Emma Coulthard; 'Winter' from The four seasons by Antonio Vivaldi; 'Mercury' and 'Saturn' from Kepler's planets by Miriam Monaghan; Skye boat song Traditional Scottish; Fantasy for recorder and string quartet by Malcolm Arnold; 'Lullaby' and 'Elves' dance' from Five lyric pieces by Edvard Grieg; Ernesto's rhumba by Tali	Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.

MUSIC Firecrest s YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 4 & 5 Key Skills	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying how features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Recording compositions using an appropriate form of notation and/or technology. Constructively critique their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Understanding the impact music has on them and others.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	To develop and extend recorder playing skills, including a focus on the right hand low notes. To practise slurred and staccato articulation. To support learning and practice of notes in the D major scale and the G pentatonic scale. To support note reading on staff notation. As an ensemble performance piece. To explore improvisation. As the inspiration for creative composition. To demonstrate that the recorder is a versatile and exciting instrument, which can be used by solo and ensemble performers, and in conjunction with other instruments.	Discussing musical eras in context, identifying how they have influenced each other and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating them to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.
Year 4 & 5 Key Knowledge	To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using pictures.	The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. Different notes have different durations and crotchets are worth one whole beat. That 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between scenes.	To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or rests is done with a vertical line.	N/A	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a 'hook' is a short, catchy melody that is repeated throughout a song.

MUSIC Firecrest s YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 4 & 5 Key Vocabulary	• accelerando • body percussion • brass • characteristics • chords • chromatics • clashing • composition • conversation • convey • crescendo • descending • dynamics • emotion • evoke • features • imagery • improvise • interpret • interval • major • melodic • military • minor • modulate • orchestral • pitch • polished • sequence • solo • soundtrack • symbol • timpani • tension • texture • tremolo • unison • urgency	• beat • coordination • crotchet • discipline • duration • dynamics • improve • layer • lyrics • minim • notation • notes • quaver • rehearse • rhythm • tempo	• action song • backdrop • book musical • character song • choreographer • composer • comic opera • costumes • designer • dialogue • director • duet • ensemble • hip-hop musical • jukebox musical • librettist • libretto • lyricist • musical director • musical theatre • opera • operetta • performers • props • rock musical • scene • solo • tempo • timbre • transitions	• 3/4 time • 4/4 time • accidentals • body percussion • diaphragm • legato • motif • orchestra • percussion • phrases • pitch • pizzicato • pulse • quaver • rhythm • rhythmic elements • section • semi-quaver • staccato • tempo • theme • TIKI-TIKI, TI-TIKI, TIKI-TI • translate • variations • vocal line • woodwind	• Length: 3'34. • Time signature: 4/4 and 3/4. • Structure: Through composed, multiple sections. • Style: cinematic, folk, rock. • A sung melody. • 3 differentiated recorder parts: • Part 1 (B A G F#) • Part 2 (Low/F#) • Part 3 (Left hand) • Part 4 (Optional melody) • Rhythm combinations include minims, crotchets, crotchets/semiquavers, dotted minim/crotchet, crotchets/paired quavers, paired quavers/dotted minim, dotted crotchet/quaver.	• accuracy • backing track • compare • contrast • complement • control • counter-melody • diaphragm • dynamics • era • expression • features • graphic score • harmony • harmonise • lyrics • melody • melody line • morale • notate • octave • parts • performance techniques • phrase • phrasing • pitch • purpose • score • Solfa • Solfa ladder • tempo

MUSIC Owls YEAR 5 & 6	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Unit Outcome s	Identify how different styles contribute to the feel of a film. Participate in discussion their views and justifying their answers. Use the terms 'major' and 'minor' to describe how music evokes different feelings. Identify pitch, tempo and rhythm and use these to explain and justify their answers. Give reasonable and thoughtful suggestions for what different graphics represent. Use their body, voice and instruments to create sounds to represent a given scene. Create a musical score to accompany a scene. Interpret their graphic score and perform their composition appropriately to their group. Create sounds that relate to the scene of a film.	Move and sing as a team to the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably in a group. Perform rhythms accurately using notation and layer them to create a simple composition. Add appropriate sound effects to their performances using untuned instruments. Join in with the performance confidently, and reasonably in time. Make suggestions for their performance.	Explain what musical features are and be able to recall at least three features of a kind of music. Categorise songs as a type of music or character songs. Select appropriate extracts for their scene to tell the story of a scene. Perform in time with the music ensuring smooth transitions between dialogue, singing and dancing.	Performing rhythms correctly either on their own or in a group. Identify the sounds of different instruments and discuss what they are used for. Make reasonable suggestions for which instruments can be matched to different art pieces. Recall the names of sections of instruments according to their orchestral sections. Keep the pulse using percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately. Draw rhythms accurately. Show a difference between two variations. Show creativity in a final musical product.	Musical focus: Consolidate the notes B A G C D. Introduce low E, low D, F# and C#, learning the technique for lower notes (warm air and careful right-hand position). Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency. Develop control of articulation. Listen to a wide variety of music and create sound pictures based on images. Pieces: Earthlight by Miriam Monaghan and Emma Coulthard; 'Winter' from The four seasons by Antonio Vivaldi; 'Mercury' and 'Saturn' from Kepler's planets by Miriam Monaghan; Skye boat song Traditional Scottish; Fantasy for recorder and string quartet by Malcolm Arnold; 'Lullaby' and 'Elves' dance' from Five lyric pieces by Edvard Grieg; Ernesto's rhumba by Tali	Use musical and communication language in discussion. Follow the melody line and lyrics. Follow the scores with a sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody.

MUSIC Owls YEAR 5 & 6	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 5 & 6 Key Skills	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying how features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Recording compositions using an appropriate form of notation and/or technology. Constructively critique their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Understanding the impact music has on them and others.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.	To develop and extend recorder playing skills, including a focus on the right hand low notes. To practise slurred and staccato articulation. To support learning and practice of notes in the D major scale and the G pentatonic scale. To support note reading on staff notation. As an ensemble performance piece. To explore improvisation. As the inspiration for creative composition. To demonstrate that the recorder is a versatile and exciting instrument, which can be used by solo and ensemble performers, and in conjunction with other instruments.	Discussing musical eras in context, identifying how they have influenced each other and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating them to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.
Year 5 & 6 Key Knowledge	To know that a film soundtrack has background music and any songs in it. To understand that 'major' key uses note pitches that sound cheerful and 'minor' key uses note pitches that can suggest sadness or tension. To know that 'graphic notation' is a way of writing music down using your choice of symbols but 'staff notation' means music is written formally on the special lines called 'staves'.	The group of pitches is called its 'key' and that a key decides if a song sounds happy or sad. Different notes have different durations and crotchets are worth half a beat. That 'reading' music means knowing how the written note symbols look and what notes to play. That written music tells you how long to play a note for.	To understand that music includes both character and action which explain what is going on and how characters feel. To know that choreography is the organisation of steps or movements. To know that musical 'transitions', which are short passages used to move between sections of music.	To know that a 'theme' is a melody in a piece of music. To know that 'variation' is when a main melody is changed throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written by Benjamin Britten. To understand that 'rests' are periods of silence or 'rests' in written music as important as it helps us play rhythm.	N/A	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. To know that a 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it has a different rhythm as well as complementary pitch.

MUSIC Owls YEAR 5 & 6	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 5 & 6 Key Vocabulary	• accelerando • body percussion • brass • characteristics • chords • chromatics • clashing • composition • conversation • convey • crescendo • descending • dynamics • emotion • evoke • features • imagery • improvise • interpret • interval • major • melodic • military • minor • modulate • orchestral • pitch • polished • sequence • solo • soundtrack • symbol • timpani • tension • texture • tremolo • unison • urgency	• beat • coordination • crotchet • discipline • duration • dynamics • improve • layer • lyrics • minim • notation • notes • quaver • rehearse • rhythm • tempo	• action song • backdrop • book musical • character song • choreographer • composer • comic opera • costumes • designer • dialogue • director • duet • ensemble • hip-hop musical • jukebox musical • librettist • libretto • lyricist • musical director • musical theatre • opera • operetta • performers • props • rock musical • scene • solo • tempo • timbre • transitions	• 3/4 time • 4/4 time • accidentals • body percussion • diaphragm • legato • motif • orchestra • percussion • phrases • pitch • pizzicato • pulse • quaver • rhythm • rhythmic elements • section • semi-quaver • staccato • tempo • theme • TIKI-TIKI, TI-TIKI, TIKI • translate • variations • vocal line • woodwind	• Length: 3'34. • Time signature: 4/4 and 3/4. • Structure: Through composed sections. • Style: cinematic, folk, rock. • A sung melody. • 3 differentiated recorder parts • Part 1 (B A G F#) • Part 2 (Low/F#) • Part 3 (Left hand) • Part 4 (Optional melody) • Rhythm combinations include crotchets, crotchets/semiquavers, minim/crotchet, crotchets/paired quavers, paired quavers/dotted crotchet/quaver.	• accuracy • backing track • compare • contrast • complement • control • counter-melody • diaphragm • dynamics • era • expression • features • graphic score • harmony • harmonise • lyrics • melody • melody line • morale • notate • octave • parts • performance technique • phrase • phrasing • pitch • purpose • score • Solfa • Solfa ladder • tempo