

| Music | RECEPTION | YEAR 1 | YEAR 2 | YEAR 3 | Year 4 | Year 5 | Year 6 |
|-----------------|---|--|---|--|--|---|--|
| Autumn 1 | Exploring Pulse & Instruments Inter-related Dimensions of Music | Duration & Pulse Inter-related Dimensions of Music | Ocarina level 1: Beginner Level & Christmas Performance | Recorder level 1: Beginner Level | Orchestra Instrument Beginner level 1 | Ukulele Beginners | Sampling Garage band Webb Road site will do this in Autumn 1 and Meteor Street site in Summer term. |
| | Children will learn to: Keep the pulse in 4/4-time singing, clapping, on an instrument. Can keep the beat using movement. Can identify and play percussion instruments musically. | Children will learn to: What is Duration and pulse Sing, play, and identify different durations in songs. Graphic notation that represents duration. Maintain a steady beat in 4/4 and ¾ time. Identify long/short durations when listening to a range of music. Can improvise and compose durations in 4/4 time and notate their ideas. Play instruments musically. | Children will learn to: How to hold and blow correctly. Play 4 notes: BDDA on the ocarina. Play & sing simple songs using BDDA. Read and play rhythmic notation play using crotchets, quavers, crotchet rests and minims. Use pictorial, rhythmic, dot notation, and solfege symbols. Recognise and repeat simple 4/4 rhythms patterns aurally. Recognise step and leap patterns. Compose and Improvise 1-2 bar melodic rhythmic patterns using rhythm and dot notation in 4/4 time. Listen and analyse music on the ocarina and Gamelan, After half term to also: Learn & rehearse songs for the Christmas Performance – which involves: Sing songs regularly with a pitch range of 1 octave in different keys, with increasing pitching accurately in unison rounds, and simple two-part partner songs. Perform as Mass choir to an audience. | Children will learn to: Hold and blow the recorder correctly. Play & sing notes and songs using BAG. Play and follow melodies using staff notation. Play recorder in unison in time. Play the recorder using dynamics. Use rhythm and staff notation. Play songs in 4/4 time. Follow and identify step and leap patterns. Improvise using BAG. Compose 4 bars of music in 4/4 time using rhythm and staff notation and to notate ideas on staff using two notes. Learn about the history of the recorder and listen and describe Baroque-Renaissance recorder music. After half term children will also learn to practice songs for Christmas performances, which involves: Singing a broad range of songs with pitching the voice accurately up to one octave. To following directions for getting louder (crescendo) and quieter (decrescendo). Perform a selection of songs as choir in unison and simple 2-parts to an audience. | Children will learn to: To hold instrument correctly To produce a good sound To read rhythms using crotchets, quavers, minims, semibreves, and rests. How to read notes on the stave, linked to their instruments. How to play the first few notes and play songs using those notes. Improvise simple rhythm patterns. Perform as an Ensemble. Learn about their instruments and the orchestra section it belongs to Listen to music from the instrument they are learning. After half term to also: To learn and practice songs for Christmas performances in class and singing assembly. | Children will learn to: How to hold, strum and pluck the ukulele Play strumming and picking patterns. Play chord CFG chord accompaniments in in different two genres. Play simple songs from memory – recalling the structure and chord sequence. Follow and use tab, and rhythm notation. Understand the structure of songs we are learning. Improvise strumming and picking patterns share, perform, and evaluate their work. Develop pupils' knowledge, understanding, traditions, history, and social context of the ukulele. Listen to a range of different ukulele music and describe using the inter-related dimension of music. After half term children will also learn and rehearse songs for Christmas concert, which involves: Sing a broad range of songs from different genres. Sing as part of a choir, with a sense of ensemble and performance. Singing following rhythm, phrasing, increasing accurate pitching, appropriate style, dynamics, and tempo. To sing songs in unison, 2-part harmonies, round. Follow visual gestures whilst sing as a choir. | Children will learn to: What is sample music and what genres uses sample music. Pupils should be taught to develop and understanding of how to use garage band live loops. Create their own sample and use pre-recorded samples to create a cell bank. Copy, paste delete, correct sample parts. Edit using whole track (the cog), instrument frequencies, individual sample editing and add FX. Compose a track using samples and edit it. Share digital performance compositions with class and evaluate own work and give feedback to peers. Sample, pre-recorded sample, cell, cell bank, cell edit, cog edit, FX, Eq editing, instruments, genres, live loops, copy, paste, delete, play stop and record, layering and triggers. |
| Vocabulary: | Pulse, beat, percussion instruments | Duration, Long, short, longer, shorter, patterns, pulse, beat, time, sing, 4/4 and 3/4 time. | | | | | |
| Autumn 2 | Christmas Concert / duration Inter-related Dimensions of Music | Rhythm/pulse Inter-related Dimensions of Music | | | | | Christmas Concert |
| | Children will learn to: To learn and rehearse songs for Christmas play and perform to an audience. What is duration? Sing / chant and play using instruments that have short and long sound. Listen to music with different durations and identify the long and short parts. | Children will learn: What is rhythm? Identify, sing, and play simple rhythm patterns in songs using crotchet, quavers rhythms and crotchet rests. Improvise & compose, notate, and perform 1 bar rhythm patterns. Recall copycat rhythm patterns. Switch between rhythm and pulse. Listen to a range of music genres and identify repeated rhythms. Learn & rehearse songs for Christmas concert and perform to an audience. Pitch match with increasing accuracy songs in unison and rounds. | | | | | Children will learn to: Warm-up the voice effectively Purpose of warm-ups Sing a broad range of songs from different genres. Sing with increasing confidence and fluency in unison and 2 parts with increasing accuracy, fluency, appropriate styling, dynamics, and control. Follow visual gestures whilst sing as a choir. Rehearse songs for Christmas concert Perform to an audience. |
| Key Vocabulary: | Christmas, singing, warm-up, unison | Pulse, Rhythm, Patterns of long or short, duration, crotchet, quaver, crotchet rest (ssh), duration, long and short. | Ocarina, rhythm pattern, pitch patterns (step, leap), bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, rests, dot notation. | Rhythm pattern, stave, bar lines double bar lines, fermata crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch, intervals, melody, harmony, unison, parts, medley.. | Rhythm pattern, stave, bar lines double bar lines, repeat, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, and pitch. | Ukulele, strum, picking, pluck, tab notations, chords, melody, harmony, rhythm patterns, Unison, harmony, round, warm-up, pitch, verse, chorus. | Unison, harmony, round, warm-up, pitch, pattern, repeat, pulse, beats, rhythm, dynamics, and tempo. |
| Spring 1 | Rhythm Inter-related Dimensions of Music | Pitch Inter-related Dimensions of Music | Ocarina Level 1: Intermediate Level | Recorder level 1: Intermediate Level | Instrumental – Wandsworth | Ukulele Intermediate level | Singing Project – Wandsworth |
| | Children will learn to: What is rhythm? Tap the rhythm of their name and friends name Copy simple rhythms patterns. Can sing songs with repetitive rhythms Can improvise their own rhythms using voice and instruments. | Children will learn to: Sing / play & sign songs using pitches Do-Sol and dot notation. Play pitched patterns on glockenspiel. Identify, play, sing/sign step, leap and jump pitch patterns. Improvise, compose, and perform their own pitch patterns using dot notation. Learn about the different sections of the orchestra and pitched instruments. | Children will learn to: Play 8 Notes: BDDAGEF# Play and sing songs using these notes. Read, play and rhythmic notation more fluently in 4/4. Use pictorial notation and solfege symbols. Recognise step, leap, and jump patterns by ear. Improvise & compose 3-bar rhythm patterns in 3/4 using rhythmic and dot notation. Listen to range of Ocarina music and world music. Perform, share, and evaluate improvisations & compositions. Listen and analyse music on the ocarina and Indian classical music. | Children will learn to: Play notes and songs using BAGCDE and move fluidly between notes. Play recorder in unison and in two parts from simple notation. Play songs in 3/4 and 4/4 Follow staff and rhythmic notation using step, leap and jump patterns. Improvise using sounds BAGCD. Compose 2-3 bars of music in 3/4 time using rhythm and staff notation and to notate ideas on stave using BAGCD. Identify rhythm & melodic patterns by ear. Listen to Recorder music from classical and romantic periods and learn about great composers and musicians and describe key features. | Children will learn to: To play with more accuracy control To increase confidence on instrument To expand the amounts of notes that can be played. To expand their repertoire and learn a range of songs in different genres. To read and follow notation with increasing accuracy. Play in orchestral groups. To perform to each other and give feedback for improvements. | Children will learn to: Develop more complex strumming and picking patterns. Play chords C, F, G, Am, Dm, in songs in different genres. Play songs using C major/blues. following tab and rhythmic notation. Play melodies, bass lines and motif on ukulele. Understand the structure of songs. Identify major and minor chords by ear. Sing a broad range of songs from different genres with Ukulele. Sing simple 2-part harmonies with syncopated rhythms and play /sing songs from memory. Compose chord sequence and melodic patterns 2-4 bars. | Children will learn to: Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. Sing accurately with a sense of rhythm, phrasing, accurate pitching, and appropriate style and Sing with confidence in unison, 2/3- part rounds, and 2/3-part harmonies. Singing following the score and the shape of the melody, the phrasing, dynamics, tempo, and articulation markings Learn a selection of challenging songs and remember their harmonies. Perform a range of songs as a choir in a in school performance opportunities and to a |
| Vocabulary: | Rhythm, pattern, play sing, ta, ti-ti, crotchet, quaver | Pitch, High, Low, higher, lower, step, leap, jump, slide, glissando, pitch pattern, melody, orchestra, string, brass, woodwind, solfege (do-La) | | | | | |
| Spring 2 | Pitch Inter-related Dimensions of Music | Dynamics, Tempo Inter-related Dimensions of Music | | | | | |

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| | Children will learn to: Explore what pitch is. Explore pitch using solfege signs. To know 3 pitches D0, re, mi. Sing and play songs using step and leap pitch patterns. | Children will learn to: Identify, chants/sing and play songs using different dynamics and tempos. Play instruments using different dynamics and tempos. Listen to a range of music and identify different dynamics, and tempos. Improvise & compose music with dynamics and tempos using graphic notation. | | Evaluate class performances and compositions and explore how their work can be improved. | | | wider audience at a public performance venue. |
| Vocabulary: | Pitch, High, Low, Step, Signs, Do, re, mi, fa, so, la | Dynamics, Tempo, louder /quieter, crescendo, diminuendo, piano, forte, mezzo, fortissimo, pianissimo, allegro, adagio, moderato, andante, presto. | Ocarina, rhythms, rhythm pattern, bar lines, double bar lines, crotchet, quaver, minim, semibreve, dotted rhythms rests, pitch patterns. | Rhythms, rhythm, stave, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch, and interval. | rhythms, rhythm pattern, stave, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch, orchestra | Ukulele, strum, picking, pluck, tab notations, chords, melody harmony, rhythm patterns, crotchets, quavers, semiquavers, minims, tab, bass line, motif, chorus, verse, accompaniment. | Warm-up, song, parts, harmony, unison, accompaniment, notation, lyrics, dynamics, tempo, medley |
| Summer 1 | Dynamic and tempo Inter-related Dimensions of Music | Singing Project: Transport themed | Ocarina Level 1: Advanced | Recorder level 1: Advanced | Instrumental – Wandsworth | Ukulele Advanced | Djembe Drumming Meteor Street will do this Autumn 1 & Webbs will do this in the summer term. |
| | Children will learn to: What are dynamic & Tempos? Can Identify, play & sing loud and quiet sounds. Can play crescendos and diminuendos. Can identify, play & sing fast and slow sound. | Children will learn to: Be able to warm-up the voice and know why we warm-up the voice. Sing simple songs, chants from memory, singing collectively, responding to simple visual directions, and counting in. Sing a wide range of songs, increasing in the ability to control and match pitch with accuracy using different dynamics and tempos. Sing songs in different genres in unison, partner songs, call & response, and rounds. Perform as a mass choir a selection of songs with narrated parts. | Children will learn to: Play 9 Notes: BDDAGEF#CC# Play / sing songs using these sounds. Use, read, play rhythmic patterns in 4/4 and 3/4. Read rhythm notation with more fluency and fine motor co-ordination. Use pictorial notation solfege symbol. Improvise & compose simple 4-bar pieces using rhythmic, pictorial, dot notation in 4/4 or 3/4. To listen to ocarina music and learn about music from around the world. Perform on the ocarina as ensemble to an audience. | Children will learn to: Play notes and songs BAGCDEF#CC#D increasing accuracy and fluidly between notes. Play recorder in unison, two parts and canon using staccato and legato techniques. Increasing knowledge and use rhythm and staff notation. Become more skilled in improvising using the recorder inventing short 'on-the-spot' responses using between 5-6 notes in 3/4 and 4/4 time. Play songs from memory – recalling details and related to the dynamic dimensions of music such as dynamic, tempo and articulation. To learn about great modern composers and musicians on the recorder. | Children will learn to: To play with more control and fluency To learn more advanced techniques To expand the range of repertoire learnt To read and follow notation with increasing accuracy, fluency, and control. To perform as large orchestra to an audience in an out of school performance with other schools To perform as large orchestra to an audience | Children should learn to: Play more complex strumming, picking patterns and chords in song using C, F, G, Am, Dm, G, Em, A, A7. Play songs in C, and G majors. Play chords, scale, and arpeggios in C major and C blues scales. Follow tab and rhythmic notation. Follow and perform music scores to a steady beat: maintain individual parts accurately. Play and sing songs from memory – recalling chords, bass lines, motif, lyrics, and harmonies. Improvise and compose melodies (up to 1 octave) and chord sequences in time and notate ideas. Listen to and learn about modern developments in pop, rock, and film context. Perform as ensemble on the ukulele to an audience. | Children will learn to: Learn about the origins of Djembe drumming in West Africa and the role of drumming in those communities. Play a traditional African drumming piece called a Jolay from Senegal. Play and hold drums correctly using different sounds and techniques. Play using call and response, unison, groups, parts, canon, and rhythm layering and switching patterns. Play simple, complex, and syncopated rhythms and play them accurately. Listen and recall simple and complex rhythm patterns from memory. Improvise rhythmic pattern on the drum in time and compose their own rhythmic patterns. Rehearse and Perform a. class ensemble ensembles 3 pieces of music to perform to an audience. |
| Vocabulary: | Dynamic, tempo, fast, faster, slow, slower, loud, quiet, louder, quieter. | | | | | | |
| Summer 2 | Timbre Inter-related Dimensions of Music | | | | | | |
| | Children will learn to: Learn songs linked to topic. Make their own instruments. Compose music linked to topic. Notate compositions using pictures. Compose their own lyrics to a familiar song. | | | | | | |
| | Timbre, words, sounds, sing | Warm-up, singing, unison, round, partner, call & response, dynamics, tempo, | Performance, rehearsal, compose bars, rhythms, pitch, notation, | Performance, rehearsal, pitch, rhythm, notation, practice, staccato, legato, dynamics, tempo. | rhythms, rhythm pattern, stave, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, rests, dynamics, tempo, pitch, orchestra. | Ukulele, strum, picking, pluck, tab notations, chords, melody harmony, rhythm patterns, crotchets, quavers, semiquavers, minims, blues, scale, bass line, motif, lyrics, verse, chorus, sequence. | Djembe, African, drumming, Jolay, snare, rim, bass, boom, hands, palms, fingers, call and response, unison, canon, switch, synchronisation, improvisation, ensemble, rhythms, simple and complex rhythms, body percussion. |
| Extra – Curricular Clubs Available | Sing & Percussion Club – After School | Sing & Percussion Club (After School) | Sing & Percussion Club (After School) Choir (Lunchtime) | Choir (Lunchtime) Recorder Ensemble Club (summer term) Piano group lessons | Choir (Lunchtime) Belleville Band (morning club) Piano group lessons (after school) Otchestra (Spring & summer terms) 1:1 or pair instrumental lessons (Spring & summer terms) | Choir (Lunchtime) Belleville Band (Morning club) Piano group lessons (after school) Otchestra (After school) 1:1 or pair instrumental lessons | Choir (Lunchtime) School Band (morning club) Piano group lessons (after school) Otchestra (after school) 1:1 or pair instrumental lessons Ukulele Club (lunchtime) |