

MUSIC

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (EYFS)	Topic	My Local Area	Our Community	Family and Community	Wider World	Wider World	Wider World
	Enquiry Question	I wonder who I will become?	I wonder what is important to my community?	I wonder who I will become?	I wonder who shares our home?	I wonder how the world needs me?	I wonder who shares our world?
	Key Knowledge and skills	<ul style="list-style-type: none"> To listen to and respond to British music. To learn Nursery Rhymes. To explore a variety of instruments. 	<ul style="list-style-type: none"> To listen to and respond to Bollywood music. To perform on stage (Nativity). To explore a variety of instruments. 	<ul style="list-style-type: none"> To explore and listen to a Modern artist. To perform the CNY dragon dance. To explore a variety of instruments. 	<ul style="list-style-type: none"> To explore and respond to Folk Music. To perform Morris dancing. To explore a variety of instruments. 	<ul style="list-style-type: none"> To explore and respond to Classical music. To explore and respond to Opera. To explore a variety of instruments. 	<ul style="list-style-type: none"> To explore and respond to African music. To re-enact African drumming. To explore a variety of instruments.
	End Point	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and when appropriate –move in time with music.					
Reception (EYFS)	Topic	My Local Area	Our Community	Family and Community	Wider World	Wider World	Wider World
	Enquiry Question	I wonder who I will become?	I wonder what is important to my community?	I wonder who I will become?	I wonder who shares our home?	I wonder how the world needs me?	I wonder who shares our world?
	Key Knowledge and skills	<ul style="list-style-type: none"> To explore a British singer/musician. To learn a variety of nursery rhymes. To explore a variety of instruments. 	<ul style="list-style-type: none"> To listen to and dance to Bollywood. To make music for a picture (fireworks). To use and explore percussion instruments. To learn songs and dances to perform in the nativity. 	<ul style="list-style-type: none"> To listen to a Modern Artist. To describe their music. To create a Chinese New Year dragon dance. 	<ul style="list-style-type: none"> To learn how to write down our compositions. To learn how to be performers. To learn how rhythms can be created. To explore Folk music. To dance the long sword dance. To re-enact Morris dancing. 	<ul style="list-style-type: none"> To explore classical music. To follow simple rhythms. To write a simple rhythm. To use music to tell a story. To compare Opera music to Modern music. 	<ul style="list-style-type: none"> To explore African music. To learn an African dance. To learn African drumming. To perform rhythms as a group. To follow a conductor. To write all rhythms down.
	End Point	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and when appropriate move in time with music.					
KS1 Cycle A	Topic	Music in my soul	Rhythm in the way we walk	I want to play in a band.	Let's sing together	In the groove	Four white horse/Down by the bay
	Enquiry Question	How can the physical and emotional impact of music bring us closer with people?	How do the inter-related dimensions of music impact our voices in music?	How are the inter-related dimensions of music used in Rock music?	How does technology impact the role of a musician?	How do different cultures interrupt music?	How does music teach us about looking after our planet?
	Key Knowledge and skills	<ul style="list-style-type: none"> Knowledge of using their voices expressively and creatively by singing songs and speaking chants and rhymes. Knowledge of listening with concentration and understanding to a range of high-quality live and recorded music Knowledge of experimenting to create and combine inter-related dimensions of music. 	<ul style="list-style-type: none"> Knowledge of using their voices expressively and creatively by singing songs and speaking chants and rhymes. Knowledge of listening with concentration and understanding to a range of high-quality live and recorded music Knowledge of the importance of vocal warmups, learn to find a comfortable singing position. 	<ul style="list-style-type: none"> Knowledge of listening with concentration and understanding to a range of high-quality live and recorded music. Knowledge of playing tuned and untuned instruments musically. 	<ul style="list-style-type: none"> Knowledge of listening with concentration and understanding to a range of high-quality live and recorded music. Knowledge of experiments with, creating, selecting and combining sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Knowledge of inter-related dimensions of music and the effect this has on music. Knowledge of listening with concentration. Knowledge of different cultures and genres of music. 	<ul style="list-style-type: none"> Knowledge of listening and exploring the message of the song. Knowledge of inter-related dimensions of music and instrumentation in music and their impact. Knowledge of using voices expressively, creatively and accurately.
	End Point	Pupils will be able to use their voices expressively and move their bodies to show emotion through music.	Pupils will be able to sing at different pitches accurately and identify the impact of inter-related dimensions of music on their voice.	Pupils will be able to play tuned and untuned instruments accurately, using inter-related dimensions of music, following the genre rock.	Pupils will be able to use technology software to create sounds, record sounds and combine them to create a piece of music.	Pupils will be able to identify the different cultures and genres of music and how the inter-related dimensions of music impact these cultures.	Pupils will be able to create and sing a song about the planet.
KS1 Cycle B	Topic	Your imagination	Ho, Ho, Ho/KS1 Christmas nativity	In the Groove	Round and Round	April showers	Friendship song
	Enquiry Question	How does your imagination help you to appreciate and create music?	What makes an expressive and effective performance?	How do you use a tuned and untuned instrument creatively?	How is music used in film to create emotion?	How can improvisation be used in the creation of music?	Why is repetition of a melody important?
	Key Knowledge and skills	<ul style="list-style-type: none"> A knowledge of creating and combining sounds using the inter-related dimensions of music. A knowledge of listening and understanding a range of high quality live and recorded music. A knowledge of using their voice expressively and creatively by singing songs, speaking chants and rhymes. A knowledge of using ideas to create lyrics for a song. 	<ul style="list-style-type: none"> A knowledge of listening and understanding a range of high quality live and recorded music. A knowledge of performing expressively and effectively, in front of an audience. A knowledge of a performance and how songs and a story link together. 	<ul style="list-style-type: none"> A knowledge of listening and understanding a range of high quality live and recorded music. A knowledge of playing tuned and untuned instruments accurately and musically. A knowledge of playing using the inter-related dimensions of music. A knowledge of inter-related dimensions of music. 	<ul style="list-style-type: none"> A knowledge of creating, selecting and combining sounds using inter-related dimensions of music. A knowledge of playing using the inter-related dimensions of music. A knowledge of playing tuned and untuned instruments accurately and musically. 	<ul style="list-style-type: none"> A knowledge of listening and understanding a range of high quality live and recorded music. A knowledge of what improvisation is and how to improvise. A knowledge of inter-related dimensions of music. 	<ul style="list-style-type: none"> A knowledge of inter-related dimension of music, specifically melody. A knowledge of using aural skills identifying repeated melodic lines. A knowledge of singing and playing using the inter-related dimensions of music.
	End Point	Pupils will be able to use their imagination to change melodic lines in the song 'Your imagination'.	Pupils will be able to perform expressively and sing from memory.	Pupils will be able to identify what a tuned and untuned instrument is and play these creatively.	Pupils will be able to identify emotions in film music and evaluate.	Pupils will be able to identify what improvisation is and improvise in music.	Pupils will be able to perform a song using repetition.

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	Topic	Mamma Mia	Bringing us together	Connect	Oh happy day!	I like to move it	Paradise
LKS2 Cycle A	Enquiry Question	How do the inter-related dimensions impact singing in musical theatre	How does music improve our world?	How does music connect us with the environment?	How does the idea of 'God' impact the musical structure?	How does improvisation impact the melody of songs?	How does technology impact the message of music to spread awareness?
	Key Knowledge and skills	<ul style="list-style-type: none"> Knowledge of performing in solo and ensemble contexts. Knowledge of performing using their voices with increasing accuracy, fluency, control and expression. Knowledge of listening with attention to detail and recall sounds. Knowledge of understanding to a range of high-quality live and recorded music <p>Knowledge of experimenting to create and combine inter-related dimensions of music.</p>	<ul style="list-style-type: none"> Knowledge of composing using inter-related dimensions of music. Knowledge of using musical notation to compose melodic lines. Knowledge of listening with attention to detail and recall sounds. Knowledge of musical notation and staff. 	<ul style="list-style-type: none"> Knowledge of performing in solo and ensemble contexts. Knowledge of listening with attention to detail and recall sounds. Knowledge of experimenting to create and combine inter-related dimensions of music. Knowledge of composing for a range of purposes using inter-related dimensions of music. <p>Knowledge of understanding the history of music.</p>	<ul style="list-style-type: none"> Knowledge of performing in an ensemble context using their voices with increasing accuracy, fluency, control and expression Knowledge of understanding the history of music. Knowledge of experimenting to create and combine inter-related dimensions of music. 	<ul style="list-style-type: none"> Knowledge of performing in an ensemble context using voices accurately and fluently and with instruments. Knowledge of experimenting to create and combine inter-related dimensions of music. Knowledge of understanding the history of music. <p>Knowledge of improvisation in music.</p>	<ul style="list-style-type: none"> Knowledge of composing using technology. Knowledge of the history of music. Knowledge of composing for a range of purposes using inter-related dimensions of music. Knowledge of experimenting to create and combine inter-related dimensions of music.
	End Point	Pupils will be able to use their voices with accuracy and perform Mamma Mia using inter-related dimensions of music.	Pupils will be able to compose melodic lines using the structure from 'Bringing us together'	Pupils will be able to compose using instruments focusing on the environment.	Pupils will be able to perform the song 'Oh Happy days', singing with expression, harmony and accuracy.	Pupils will improvise accurately with the topic song, focusing on melodic lines and accuracy.	Pupils will be able to compose a piece of music, using technology, to spread awareness of a specific purpose.
LKS2 Cycle B	Topic	Let your spirit fly	Lean on me	Dragon song	Three little birds	Stop	Bringing us together
	Enquiry Question	How do composers use inter-related dimensions of music to influence their style?	What effect can singing in a choir have on a performance?	How do the inter-related dimensions of music impact a composition?	How does instrumentation explore a musical story?	How does using a graphic score impact the inter-related dimensions of music?	How does singing in unison impact performing as an ensemble?
	Key Knowledge and skills	<ul style="list-style-type: none"> A developing knowledge of history of music. A knowledge of listening with detail and recalling sounds with increasing aural memory. A knowledge of appreciating and understanding a wide range of high quality live and recorded music, drawn from different traditions and from great composers and musicians. A knowledge of inter-related dimensions of music. A knowledge of composer's styles and influences. A knowledge of understanding staff and other musical notation. 	<ul style="list-style-type: none"> A knowledge of performing in a solo and ensemble context. A knowledge of using voices with accuracy, fluency, control and expression. A knowledge of listening with attention to detail and recalling sounds with increasing aural memory. A knowledge of developing an understanding of the history of music. 	<ul style="list-style-type: none"> A knowledge of inter-related dimensions of music. A knowledge of composing music for a range of purposes using inter-related dimensions of music. A knowledge of listening with attention to detail and recall sounds with increasing aural memory A knowledge of understanding staff and other musical notation. 	<ul style="list-style-type: none"> A knowledge of understanding staff and other musical notation. A knowledge of appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers. A knowledge of instrumentation in various amounts of forms. 	<ul style="list-style-type: none"> A knowledge of appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers. A knowledge of understanding staff and other musical notation. A knowledge of composing music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> A knowledge of performing in a solo and ensemble context. A knowledge of using voices with accuracy, fluency, control and expression. A knowledge of listening with attention to detail and recalling sounds with increasing aural memory. A knowledge of developing an understanding of the history of music.
End Point	Pupils will be able to compose using different inter-related dimensions of music to create a style.	Pupils will be able to sing confidently in a choir performance.	Pupils will be able to use the inter-related dimensions of music to impact their composition.	Pupils will be able to identify instrumentation to understand a musical story.	Pupils will be able to use a graphic score and evaluate effectively.	Pupils will be able to sing in unison to create an effective and confident performance.	
UKS2 Cycle A	Topic	Holst's Planets	Holst's Planets	Musical Performance	Musical Performance	Improvising and Composing a Movie Soundtrack	Improvising and Composing a Movie Soundtrack
	Enquiry Question	How can the music of others inspire us to write our own compositions?	How can the music of others inspire us to write our own compositions?	How can I change a piece of music to make it feel like my own?	How can I change a piece of music to make it feel like my own?	Why is improvisation and an understanding of a range of music styles important when composing?	Why is improvisation and an understanding of a range of music styles important when composing?

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	End Point	<ul style="list-style-type: none"> A knowledge of high-quality music drawn from different traditions as well as listening to great composers and musicians. The skill of researching famous musicians and what impact their music has on culture and society today and to evaluate and compare different genres of music. A knowledge of how musical traditions have changed over time. A knowledge of musical notations (stave, crochet, quaver). The skill to use technology to explore different methods of creating music for their own compositions. 	<ul style="list-style-type: none"> A knowledge of high-quality music drawn from different traditions as well as listening to great composers and musicians. The skill of researching famous musicians and what impact their music has on culture and society today and to evaluate and compare different genres of music. A knowledge of how musical traditions have changed over time. A knowledge of musical notations (stave, crochet, quaver). <p>The skill to use technology to explore different methods of creating music for their own compositions.</p>	<ul style="list-style-type: none"> The skills of using voices and playing musical instruments with increasing accuracy, fluency, control and expression. A knowledge that improvisation can lead to ideas to include in a performance. The skills of using their voices and tuned instruments to improvise and accompany a piece of music. A knowledge of the features of a good performance and the importance of rehearsal in the process. A knowledge of musical vocabulary to clearly explain thoughts and ideas to others. 	<ul style="list-style-type: none"> The skills of using voices and playing musical instruments with increasing accuracy, fluency, control and expression. A knowledge that improvisation can lead to ideas to include in a performance. The skills of using their voices and tuned instruments to improvise and accompany a piece of music. A knowledge of the features of a good performance and the importance of rehearsal in the process. <p>A knowledge of musical vocabulary to clearly explain thoughts and ideas to others.</p>	<ul style="list-style-type: none"> A knowledge that music is used for different purposes. The skills to listen to and appraise a soundtrack and identify the impact it has on the viewer. The skills to improvise with voices and instruments to create the desired effect The skill to create a piece of music that creates the desired effect, and to be able to justify using the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, and texture. <p>A knowledge of the features of a good performance and the importance of rehearsal in the process.</p>	<ul style="list-style-type: none"> A knowledge that music is used for different purposes. The skills to listen to and appraise a soundtrack and identify the impact it has on the viewer. The skills to improvise with voices and instruments to create the desired effect The skill to create a piece of music that creates the desired effect, and to be able to justify using the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, and texture. <p>A knowledge of the features of a good performance and the importance of rehearsal in the process.</p>
		Pupils will create their own composition and write it using formal musical notation. Pupils will perform their composition.	Pupils will create their own composition and write it using formal musical notation. Pupils will perform their composition.	As part of an ensemble, pupils will perform the song "You've got a Friend" including their own interpretations.	As part of an ensemble, pupils will perform the song "You've got a Friend" including their own interpretations.	Pupils will create their own composition to accompany a film trailer.	Pupils will create their own composition to accompany a film trailer.
	Topic	Rock Music	Rock Music	World War 2 Songs	World War 2 Songs	Composing	Composing
	Enquiry Question	How would you describe the key components of the rock music genre?	How would you describe the key components of the rock music genre?	What did popular wartime music sound like?	What did popular wartime music sound like?	Why is improvisation and an understanding of a range of music styles important when composing?	Why is improvisation and an understanding of a range of music styles important when composing?
	Key Knowledge and skills	<ul style="list-style-type: none"> A knowledge of listening with attention to detail and recalling sounds with increasing aural memory. The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. A knowledge of the history of music. <p>A knowledge of the historical context of songs and a consideration of what else was going on at this time, musically and historically.</p>	<ul style="list-style-type: none"> A knowledge of listening with attention to detail and recalling sounds with increasing aural memory. The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. A knowledge of the history of music. <p>A knowledge of the historical context of songs and a consideration of what else was going on at this time, musically and historically.</p>	<ul style="list-style-type: none"> A knowledge of the history of music including the different musical genres through time recalling specific dates/years and composers. A knowledge of famous war songs and understanding the history behind them and why they were composed. The skill to improvise and compose music for a range of purposes using the inter-related dimensions of music. The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> A knowledge of the history of music including the different musical genres through time recalling specific dates/years and composers. A knowledge of famous war songs and understanding the history behind them and why they were composed. The skill to improvise and compose music for a range of purposes using the inter-related dimensions of music. The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> A knowledge of staff and other musical notations. The skill to improvise and compose music for a range of purposes using the inter-related dimensions of music. The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. A knowledge of a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. A knowledge of musical notations such as quaver, crotchet, minim, dotted minim and semibreve. <p>The skill to make links to pulse, rhythm and melody when creating a composition and make references to the pentatonic scale.</p>	<ul style="list-style-type: none"> A knowledge of staff and other musical notations. The skill to improvise and compose music for a range of purposes using the inter-related dimensions of music. The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. A knowledge of a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. A knowledge of musical notations such as quaver, crotchet, minim, dotted minim and semibreve. <p>The skill to make links to pulse, rhythm and melody when creating a composition and make references to the pentatonic scale.</p>
UKS2 Cycle B	End Point	Pupils will use their musical skills to perform a rock song as part of a choir to an audience.	Pupils will use their musical skills to perform a rock song as part of a choir to an audience.	As part of an ensemble, pupils will compose and perform a song, based on a famous song of the wartime era.	As part of an ensemble, pupils will compose and perform a song, based on a famous song of the wartime era.	Pupils will create their own composition and write it using formal musical notation. Pupils will perform their composition.	Pupils will create their own composition and write it using formal musical notation. Pupils will perform their composition.