



EYFS	KS1	KS2
<p>ELGs:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs and rhymes with others, and – when appropriate – try to move in time with music</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Work and play cooperatively and take turns with others</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>

EYFS	Overview	Key Skills	
Journeys: Unit 2 Nursery/Reception	This unit largely focuses on working with beat and rhythm. Children will learn to notate and perform rhythms and extend this focus into silent beats. They will be given opportunities to explore creative music-making in both small groups and as a class. Pupils will listen to traditional folk songs and explain how the music makes them feel as well as beginning to understand that music can represent an idea.	Listening	Respond by mark making, explain how the music makes you feel.
		Composing	Rhythms, titi/ta and rest beats
		Performing	Rhythms, call and response, group, chant, use tempo, call and response
		Social	Inclusive, sharing ideas, communication
		Emotional	Confidence, understanding feelings
		Thinking	Apply knowledge, remember and repeat, interpretation, creativity
Whatever the Weather: Unit 2 Nursery/Reception	In this unit pupils explore music through the topic of the weather. Pupils will learn about pulse and rhythm, high and low pitch and changes in dynamics and tempo. Pupils will listen to music inspired by the weather and respond to this with movement and mark making. Pupils will learn about a conductor and follow simple hand signals and will have the opportunity to sing and play instruments. Pupils will create new verses and actions to familiar songs. Pupils will compose their own music, creating simple raindrop melodies and a mystery weather piece.	Listening	Identify instruments, describe timbre, respond with mark making & movement
		Composing	Simple melodies, thematic piece, creating new verses, create rhythms
		Performing	Repeat rhythms, respond with movement, play percussion, so & mi, add actions, play & sing together
		Social	Collaboration, listening, working safely, take turns, share
		Emotional	Self-control, confidence, perseverance, patience, independence
		Thinking	Copy and repeat, comprehension, apply knowledge, follow instructions
Minibeasts: Unit 2 Nursery/Reception	In this unit we explore a range of activities covering performing, composing, listening and singing. Children have the opportunity to listen to a famous pieces of music inspired by minibeasts and respond with movement and mark making as well as recognising similarities between the music and expressing their preferences. Children explore pulse and rhythm, matching words to rhythms. The unit culminates with children creating a piece of music based on the life cycle of a butterfly, using changes of dynamics and tempo and selection of instruments to create this.	Listening	Mark making, respond with movement, recognise similarities & changes in tempo & dynamics, explain preference
		Composing	New verses, words & actions, sound effects, select instruments, dynamics, tempo
		Performing	Sing, play percussion, dynamics, tempo, repeat rhythms, match words & rhythms, vocal sounds, pitch, add actions
		Social	Work safely, listen, share, collaborate, support
		Emotional	Share feelings, confidence, patience, respect, self-control
		Thinking	Create, copy, comprehension
Circus: Unit 2 Nursery/Reception	Using the theme of 'The Circus', pupils learn to move in time with the music and think about how to describe the music that they hear. They sing songs about the circus and explore listening and creative activities based on different circus performers.	Singing	Adding actions, soloist, call and response, singing and playing
		Listening	Identifying message, responding to changes in the music
		Composing	Creating rhythms, improvising
		Performing	Playing to the pulse, moving to the music, copying rhythms
		Social	Sharing, respect, kindness, working safely
		Emotional	Confidence, independence, determination
Deep Blue Sea: Unit 2 Nursery/Reception	In this unit children learn to identify musical elements such as pulse, rhythm and pitch. This learning is reinforced through physical actions, creative activities and musical games. The lessons are structured to build key musical skills including listening and singing activities, matching key pitches so and mi. Children are given opportunities to compose their own music. At the end of the unit there is an opportunity to combine rhythm and pitch.	Thinking	Problem solving, creativity, recall, decision making, select and apply
		Listening	Changes in pitch, respond with movement, describing sounds
		Composing	Exploring instruments and their sound, simple rhythms, simple melodies
		Performing	Following hand signals, steady beat, range of percussion instruments, follow written symbols, call and response, identifying pitch, using different voices
		Social	Collaboration, working safely, respect, sharing
		Emotional	Self-control, understanding thoughts and feelings
Space: Unit 2 Nursery/Reception	This unit focuses on pitch, reading and notating melodies using the notes Mi, So and La. Children are given opportunities to listen to a range of listening pieces identifying and anticipating changes in the music and responding with words and actions. Children also have opportunities to compose short pieces of music around the theme using instruments and voices.	Thinking	Comprehension, creativity
		Listening	Identify sound of instruments, identify dynamics & tempo, express thoughts & feelings, respond with movement
		Composing	To a theme, consider dynamics & tempo, explore 3 notes
		Performing	With a partner, percussion instruments, speak, sing & play, simple melodies, pitch, notes so, mi & la
		Social	Collaboration, communication, kindness, patience, sharing, move safely, respect
		Emotional	Independence, self control, persevere
Thinking	Comprehension, creativity, copy and repeat		

Y1	Overview	Key Skills	
Senses Year 1	Through the stimulus of the five senses, pupils will internalise key musical skills and techniques, exploring music using their voices and classroom instruments. Pupils will practically engage in a range of musical activities that develop their understanding of the inter-related dimensions of dynamics, duration, timbre, tempo, pitch and rhythm.	Listening	Identifying dynamics, duration, tempo, timbre, instruments, identifying mood, identifying pitch
		Composing	Creating rhythms
		Performing	In time with a pulse, following a conductor, changing tempo, dynamics & duration, performing rhythms, graphic notation, chant rhythms, sing in two parts
		Social	Co-operation, responsibility, respect
		Emotional	Independence, persevere, confidence
		Thinking	Comprehension, feedback
Superheroes Year 1	This unit uses the theme of 'superheroes' to explore the concept of soundscapes, graphic score and the inter-related dimensions of pitch, dynamics, duration, timbre and tempo. Pupils participate in a variety of activities, exploring composition as a whole class before consolidating their learning in a group ensemble piece. Pupils will be given opportunities to think about the links between sounds and words when composing and will use a range of vocal, body percussion and instruments to perform. They will also be given opportunities to listen and appraise their own and other's work as well as listen to a famous piece of music written by John Williams.	Listening	Identifying pulse, identifying instruments, changes in dynamics
		Composing	Use dynamics, tempo & structure, explore sound
		Performing	Group ensemble, adding actions, following a score, following a conductor, change dynamics when singing
		Social	Respect, collaboration, patience
		Emotional	Self-control, independence, confidence
		Thinking	Creativity, comprehension
Dinosaurs Year 1	In this unit, pupils will learn about the inter-related dimensions of music, exploring dynamics, timbre, tempo and pitch through the topic of Dinosaurs. Using performance, listening and composition tasks, pupils will explore each of the dimensions before applying this when following a graphic score and working with a group to compose their own Dinosaur music.	Listening	Identifying sounds, changes in pitch, matching instruments to sound
		Composing	Consider timbre, dynamics & tempo, explore pitch, order sounds
		Performing	Use dynamics, pulse & tempo, percussion, graphic score, follow a conductor, chanting, understand changes in pitch
		Social	Co-operation, collaboration, respect, communication, leadership
		Emotional	Confidence, empathy, persevere
		Thinking	Select and apply, comprehension, feedback
Carnival of the Animals Year 1	Using 'Carnival of the Animals' by Saint-Saens as a stimulus, pupils explore movements of the work and how instrumentation, dynamics, tempo and pitch are used to convey different animals and the way they move. Pupils learn to explore some of the inter-related dimensions and use this in their singing, performing, improvisation and composing.	Listening	Identify instruments, match instruments to a theme, respond with movement, recognise changes in music
		Composing	Improvise, use dynamics & tempo, explore character
		Performing	Ostinato, playing & singing together, explore dynamics, tempo, timbre & pitch, call & response
		Social	Communication, co-operation, collaboration, support, respect
		Emotional	Determination, empathy, self-control, independence, confidence
		Thinking	Creativity, reflection, comprehension, select/apply
Fantasy and Adventure Year 1	In this unit, pupils use 'The Magic Flute' opera, by Mozart as a stimulus. This opera is full of 'fantasy' and 'adventure.' Pupils listen to the story and consider the evil Queen and how music is used to convey her character. They compose their own music to create atmosphere and tell a story with a developing understanding of pitch, dynamics, tempo and rhythm.	Listening	Compare music, identify feelings, identify pitch, tempo & dynamics, respond with movement
		Composing	Use so & mi, write a score, call & response, change tempo & dynamics, duet & group
		Performing	Follow symbols; so, mi, ta and titi, duet & group, match pitch, call & response, explore dynamics & tempo
		Social	Respect, collaboration, patience, communication
		Emotional	Self-control, independence, confidence, empathy, understand feelings
		Thinking	Creativity, comprehension, feedback
At the Seaside Year 1	This unit focuses on using graphic symbols and images to create a score. This unit works on two types of graphic scores; simple picture representation and a more structured grid score. Pupils are given opportunities to work collaboratively, building on a sequence of musical skills that they bring together in a final piece. There is a focus on the steady pulse and playing in time to the beat. Pupils are also given opportunities to listen to a variety of music and sounds around this theme.	Listening	Identifying sounds, interpreting music
		Composing	Creating sound effects, layering sounds, exploring percussion, playing loudly/quietly/quickly/slowly, creating a graphic score
		Performing	Following a score, group ensemble, performing to a pulse, changing tempo, adding actions
		Social	Collaboration, co-operation, sharing, listening
		Emotional	Self-control, identifying emotions, confidence, independence
		Thinking	Select and apply

Y2	Overview	Key Skills	
Folksongs Year 2	In this unit, pupils learn to sing and perform folk songs from around the British Isles. They identify features of folk music and explore amongst other musical ingredients: pulse, dynamics, pitch and texture. Pupils begin to understand the difference between rhythm and pulse. They explore dot notation and sing in a round and in parts.	Listening	Identify pulse, tempo, structure, (repetition of melody), instruments
		Composing	Improvise rhythmic patterns
		Performing	Class ensemble, drone, play & sing together, create texture, maintain parts, call & response, sing in a round, sing/chant in three parts, use dynamics for expression
Jupiter Year 2	In this unit pupils will explore the instruments of the orchestra and the descriptive music of the Romantic period through the theme of space, specifically Jupiter. Pupils will be responding to music with increasing confidence. Recreating excerpts of the music exploring classroom percussion as a class and in small groups, before creating their own Jupiter hymn inspired school anthem.  Pupils will have created performances as a whole class, the process being modelled before working independently in small groups. The pupils will not listen to the whole of Holst's Jupiter only sections. If pupils are completing quiet tasks in lessons during the unit, play Jupiter in its entirety as background music.	Listening	Identify instruments, dynamics, tempo, pitch, identify themes
		Composing	Select and combine resources to create music in response to a non-musical stimulus
		Performing	Class ensemble, small group ensemble, show changes in dynamics, tempo, add lyrics, demonstrate an aware of occasion
		Social	Communication, support, co-operation
		Emotional	Empathy, confidence
		Thinking	Reflection, problem solving
Toys Year 2	Using the theme of Toys as inspiration, pupils will be learning to perform on tuned instruments, developing their ability to perform together as an ensemble from dot notation. Pupils will perform with an awareness of a steady pulse and have the opportunity to improvise on both tuned and untuned percussion instruments as well as compose simple melodies recording their ideas using dot notation.	Listening	Identify pulse pitch & tempo
		Composing	Create improvised phrases, use dot notation to record a melody
		Performing	Move to music, follow a score, play tuned percussion, play & sing together
		Social	Co-operation, communication, collaboration, sharing
		Emotional	Determination, perseverance, independence, integrity
		Thinking	Decision making, problem solving, comprehension, creativity, select/apply
Four Seasons Year 2	Using the music of Vivaldi's 'The Four Seasons', this unit aims to embed the inter-related dimensions of pulse, dynamics, tempo, rhythm and pitch through performance, improvisation and composition activities. Pupils will be given opportunities to perform and improvise music using their voices, bodies, tuned and untuned instruments. They will explore, select and combine sounds to create their own musical responses to the concept of the four seasonal patterns and the music of Vivaldi. Pupils will have the opportunity to listen and appraise each other's work and a selection of different movements from Vivaldi's 'The Four Seasons.'	Listening	Identify instruments, identify rhythm, pitch, dynamics & tempo
		Composing	Improvise
		Performing	Follow dot & staff notation, use pitch, dynamics & tempo
		Social	Respect, co-operation, leadership, communication
		Emotional	Empathy, independence
		Thinking	Reflection, decision making, provide feedback, creativity
Great Fire of London Year 2	Through the topic of the 'Great Fire of London', pupils explore dynamics, pulse, beat and rhythm using both Western and graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.	Listening	Features of Baroque, identify instruments, texture, use of voice, word painting
		Composing	Explore vocal sounds, found sounds, instruments, record rhythms: notation
		Performing	Follow a score, notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round
		Social	Co-operation, respect, kindness, communication
		Emotional	Independence, perseverance, empathy, confidence
Oceans Year 2	This unit embeds pulse and rhythmic skills through performance, improvisation, listening and composition activities. Pupils will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. They will also learn to read simple rhythmic notation including crotchets, paired quavers, minims and semibreves. They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean. Pupils will have the opportunity to sing as part of an ensemble and to listen to and appraise their own and each other's work.	Listening	Identify instruments, identify rhythm, pitch, dynamics and tempo
		Composing	Improvise rhythm
		Performing	Follow staff notation, use pitch, dynamics and tempo
		Social	Communication, kindness, respect, support, leadership
		Emotional	Confidence, determination, independence, perseverance, honesty, empathy
		Thinking	Creativity, reflection, problem solving, comprehension

Year A

Y3,  
Y3&4  
Y4

<p>Castles Year 3</p>	<p>In this unit pupils will begin to internalise key musical skills and techniques through a range of practical based activities including call-and-response songs, chants and movement. Pupils have the opportunity to revisit and practice basic pitch, pulse and rhythm performance skills. They will move on to embed these skills in both composition and improvisation activities as they explore the development of castles from William the Conqueror onwards, as well as life in and around the castle walls.</p>	Listening	Identify instruments, identify inter-related dimensions
		Composing	Create rhythms, add actions, improvise melodies
		Performing	Ostinato rhythms, chant and play 2 part, 3 part & 4 part rhythms, conducting, group ensemble, move to the pulse, call & response, sing in character
		Social	Co-operate, supportive, respect, kindness, collaboration
		Emotional	Confidence, empathy, independence
		Thinking	Comprehension, problem solving, select & apply, decision making
<p>Mayans Year 3</p>	<p>In this unit pupils explore how the inter-related dimensions of music: dynamics, tempo, duration, texture, timbre, pitch and structure, can be combined to communicate an intended effect using the ancient Mayan civilisation as a stimulus for listening, performing and composing. Towards the end of the unit the pupils will be performing from simple given rhythms and melodies.</p>	Listening	Identify instruments, identify the inter-related dimensions
		Composing	Use rhythmic & pitch notation, add accompaniments, improvisation
		Performing	Follow staff & graphic notation
		Social	Sharing, acceptance, inclusion, respect, leadership, support
		Emotional	Empathy, confidence, perseverance
		Thinking	Observation, provide feedback, reflection, select & apply, creativity
<p>Samba Year 4</p>	<p>This unit explores the musical style of samba. In this unit, focusing on rhythm and pulse, the pupils will have the opportunity to perform samba music as a whole class and in small groups. They will explore the instruments of the samba and create their own samba band.</p>	Listening	Identify characteristics, appraise, identify instruments
		Composing	Polyrhythm, rhythm, staff notation
		Performing	Follow staff notation, group ensemble, solo, call and response, call and response, sing in a round
		Social	Respect, support, communication, patience
		Emotional	Confidence, empathy, independence, perseverance
		Thinking	Creativity, decision making, provide feedback, reflection, select & apply, comprehension
<p>Rivers Year 4</p>	<p>This unit focuses on pitch and creative composition. Pupils will explore composing and performing melodies using the pentatonic scale. They will have opportunities to explore writing and combining their own melodies in small groups. They will explore Smetana's symphonic poem and learn about barcarolles through listening to Offenbach, composing and singing. The unit culminates with the pupils using all elements to create their own barcarolle.</p> <p>Pupils will be listening to Smetana's Vltava in sections throughout this unit. Take the opportunity during quiet times to play this piece as background music over the 6 lessons.</p>	Listening	Identify instruments, identify key features, identify inter-related dimensions of music
		Composing	Select and combine to create texture, use graphic score, use pentatonic scale, write melody & lyrics, compose to represent a theme, use inter-related dimensions
		Performing	Follow graphic notation, sing in unison, group ensemble
		Social	Collaboration, respect, communication
		Emotional	Confidence, perseverance
		Thinking	Select & apply, comprehension, providing feedback

Year B

Y3,  
Y3&4  
Y4

Stone Age Year 3	Using the three periods of the 'Stone Age' as a stimulus, pupils learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest. Pupils demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group performance.	Listening	Identify accuracy of rhythms played
		Composing	Read & write rhythm notation, turn words into rhythms
		Performing	Follow graphic score & western notation, rhythms as a soloist, duet or ensemble, add emotion to voices, chant to the pulse, call & response, add actions
		Social	Sharing, consideration, inclusion, respect, leadership, support
		Emotional	Empathy, confidence
		Thinking	Provide feedback, use feedback to improve, creativity, select & apply
In the Garden Year 3	This unit takes inspiration from a country garden and is focused on pupils learning how to combine both rhythm and pitch notation over three notes (C, D, E), to create a simple melody. Learning is embedded through progressive practical activities with pupils singing, composing, performing and notating their work. Pupils also learn features that appear on notation such as a treble clef, bar lines and time signature. Listening pieces vary from traditional folk to 21st century.	Listening	Identify instruments, identify changes in pitch
		Composing	Rhythmic notation, pitch notation, add accompaniment
		Performing	Staff notation, graphic notation, play by ear, sing in unison
		Social	Kindness, respect, collaboration, co-operation, working safely
		Emotional	Confidence, independence, integrity
		Thinking	Comprehension, select & apply, reflection, feedback, creativity
Ancient China Year 4	This unit focuses on pitch and reading and writing notation. Pupils learn about the pentatonic scale and harmonious sounds through composing, performing and singing tasks. Pupils begin combining rhythm and pitch notation to record their music. All of this is inspired through the exploration of ancient Chinese music, philosophy, myths, and rituals.	Listening	Identify instruments, identify features, appraise performances
		Composing	Using pentatonic scale, add accompaniment, improvise, tell a story
		Performing	To the pulse, rhythm and pitch notation, harmonious notes, singing pentatonic scale, soloist, group & class ensemble
		Social	Sharing, respect, collaboration, inclusion
		Emotional	Empathy, confidence
		Thinking	Provide & use feedback, select & apply
Jazz Year 4	Using the works of great jazz artists such as Ella Fitzgerald, Bessie Smith, Louis Armstrong, Duke Ellington, and modern day artist Jazzmeia Horn, this unit aims to embed the musical features of jazz music such as swing time, improvisation, scatting and call and response. Pupils will be given opportunities to perform and improvise music using their voices, bodies and pitched instruments. They will explore combining rhythm and pitch using the pentatonic scale, to improvise and compose simple melodies. Pupils will have the opportunity to listen and appraise each other's work and a selection of different jazz songs from key artists.	Listening	Identify characteristics, appraise, identify instruments.
		Composing	Use pitch, rhythm, improvisation and notation.
		Performing	Follow staff notation, group ensemble, solo, call and response, scatting.
		Social	Respect, support, communication.
		Emotional	Confidence, independence.
		Thinking	Creativity, decision making, providing feedback, reflection.

Year A

Y5  
Y5&6  
Y6

Vikings Year 5	Using the 'Vikings' as a stimulus, pupils explore pulse, rhythm and notation through performance, improvisation and composition. Pupils work in groups to compose music from rhythm grids using the inter-related dimensions of music to create effect. Pupils sing with an awareness of pitch in two, three and four part rounds.	Listening	Identify structure, identify inter-related dimensions, identify instruments
		Composing	Use rhythm grids & Western notation, create melody, improvise
		Performing	Follow Western notation & rhythm grids, group ensemble, sing in 2, 3 & 4 part rounds, pitch over octave
		Social	Support, co-operation, respect, communication
		Emotional	Confidence, perseverance, resilience, independence
		Thinking	Creativity, reflection, comprehension
Animal Kingdom Year 5	In this unit, pupils explore features of harmony starting with the study of intervals then expanding to chords. By analysing and comparing music from both romantic and 20th century composers, pupils will explore how intervals and chords can be used to convey an intended effect before applying their knowledge and skills in composing their own music.	Listening	Identify inter-related dimensions, effect & character, identify intervals & harmonies
		Composing	use intervals, improvise melodies, use harmonies & chords, use inter-related dimensions
		Performing	follow notation, group ensemble, harmonise in 2, 3 & 4 parts
		Social	co-operate, support, respect, leadership, kindness
		Emotional	Independence, confidence, perseverance, determination, integrity
		Thinking	provide feedback, reflection, creativity, select & apply
Bandlab Year 6	In this unit pupils use Bandlab Education to develop an understanding of music technology. They explore, select, organise, structure and manipulate pre-recorded loops to create music for an intended effect (advertisement). Pupils also have an opportunity to improvise melodies using voice and identify how companies use music in advertising with consideration of the inter-related dimensions.	Listening	Musical judgement on compatibility of sounds, identify inter-related dimensions
		Composing	Use chords, melodies, beats, special effects within a set structure
		Performing	Vocal melody, share work
		Social	Kindness, collaboration, communication, supportive
		Emotional	Confidence, honesty, empathy
		Thinking	Provide feedback, comprehension, select & apply, identify strengths and areas for development
Garageband Year 6	In this unit pupils use GarageBand to develop understanding of music technology. They explore different areas of musical composition such as chord sequences, melody writing, structure (binary and ternary form), texture and instrumentation.	Listening	Identify chords, identify instruments
		Composing	Use binary/ternary form, construct chords, create melody & accompaniment
		Performing	Improvisation, chords, structure, match pitch
		Social	Respect, kindness, leadership, collaboration, communication
		Emotional	Confidence, determination, perseverance, independence, empathy
		Thinking	Reflection, provide feedback, select & apply, problem solving, creativity, comprehension
Reggae Year 6	Pupils are exposed to a brief history of reggae, seeing it is an important music genre. Pupils will learn about the key reggae musical features and will listen to and appraise music by reggae artists.  Pupils recap and expand upon features such as chord patterns, riffs, bass line, melody and rhythm, creating in small group, their own chord structures with which to fit bass lines and phrase melodic lines. Pupils will have the opportunity to perform drum groove patterns following given rhythm notation.	Listening	Identify features
		Create	Bass line from triads
		Performing	Combine, rehearse and refine an ensemble performance, maintain a challenging independent part, follow notation
		Social	Respect, kindness, leadership, support
		Emotional	Confidence, determination, perseverance, independence
		Thinking	Reflection, provide feedback, select & apply

**Year B**

**Y5  
Y5&6  
Y6**

<p style="text-align: center;">Africa Year 5</p>	<p>In this unit pupils will compose and perform rhythmic pieces of music using given musical conventions found in traditional African music. They will explore call and answer, ostinato, polyrhythms and the use of mnemonics, through games, song and whole class ensemble performance. Pupils are given the opportunity to listen and appraise their own music as well as the music of their peers.</p>	Listening	Identify features, identify instruments
		Composing	Create polyrhythms, create ostinato, use mnemonics, improvise rhythms, structure a piece, use inter-related dimensions
		Performing	Class ensemble, group ensemble, solo, overall appearance of performance, call and response, chant rhythms, sing in two parts
		Social	Sharing, communication, inclusion, respect, leadership, collaboration
		Emotional	Empathy, confidence
		Thinking	Provide feedback, reflection, creativity, select & apply
<p style="text-align: center;">Planets Year 5</p>	<p>In this unit, pupils will compose music inspired by the planets Mars, Venus and Mercury considering mood and motif. Pupils are given the opportunity to listen and appraise the music of Gustav Holst, John Williams and Mike Oldfield, as well as the music of their peers. They learn how the use of motif and the inter-related dimensions of music combine to create an intended effect and are introduced to the use of chords, triads and major/minor tonality.</p>	Listening	Identifying structure, inter-related dimensions, identifying instruments, identifying pitch
		Composing	Western notation, melody, ternary form, accompaniment
		Performing	Western notation, graphic score, ensemble
		Social	Sharing, collaboration, inclusion, respect, leadership, co-operation
		Emotional	Confidence, perseverance, resilience, independence
		Thinking	Concentration, creativity, reflection, comprehension
<p style="text-align: center;">Electricity Year 6</p>	<p>Taking inspiration from electrical circuits and symbols, pupils explore pulse, beat, rhythm and notation, writing and performing their own rhythm grid music. Pupils listen to some of the ways music was created using electricity during the first half of the 20th century. Pupils continue to develop vocal independence singing a three part song with 5/4 time signature.</p>	Listening	Identify instruments, identify time signatures, identify features
		Composing	Use inter-related dimensions
		Performing	Ostinato, polyrhythm, group ensemble, sing in different time signature, play & sing in different time signatures
		Social	Inclusion, respect, support
		Emotional	Persevere, confidence
		Thinking	Provide feedback, use feedback to improve work, select & apply, creativity, comprehension
<p style="text-align: center;">Arctic Year 6</p>	<p>Pupils take inspiration from the musical devices used in Vivaldi's 'The Four Seasons, Winter', to explore and create programmatic soundscapes considering the inter-related dimensions of music, melodic phrasing, consonant and dissonant harmony and structure. Pupils will be given opportunities to use staff and graphic notation to record and perform from their music. They will appraise the performance of their peers and music from the Baroque period.</p>	Listening	Identify characteristics, identify instruments
		Composing	Use graphic score & staff notation, programmatic music
		Performing	Follow staff notation & graphic score, group ensemble
		Social	Collaborate, sharing, respect, inclusion
		Emotional	Confidence, empathy, integrity
		Thinking	Creativity, select & apply, provide feedback, reflection