



Holy Family Catholic Primary
School

Music Curriculum 2025-2026

What do we want for our pupils?

Intent

The intention of our music scheme is first and foremost to help children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision making, presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation

Holy Family Catholic Primary School's use the Kapow music scheme, which is underpinned by the National Curriculum (2014) and enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum. The scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each five- lesson unit combines these strands within a cross –curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music-pitch, duration, tempo, timbre, structure, texture and dynamics- and use these expressively in their own improvising and compositions.

The instrumental units complement the scheme of work and allow LKS2 pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

What will the impact be?

Impact

The impact of our music curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit as there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

After the implementation of our music scheme, pupils leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of following our music scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National Curriculum for music.

Formative assessment

At Holy Family Catholic Primary School, we assess the children's work in music by making informal judgements as staff observe the children during lessons. Once the children complete a piece of work, the teacher will provide feedback as necessary. This might include written work and practical activities. Throughout the year, the teacher makes on-going assessments of progress and records this on O track. This also enables the music subject leader to track progress of learners, along with lesson visits and outcomes so that the music leader has a clear view of the subject.

Formative assessment opportunities are provided through:

- live marking
- verbal feedback
- analysis of children's work
- questioning
- discussions
- quizzes

Summative Assessment

At the end of the year, the class teacher makes an assessment of attainment and progress in music. This information is recorded using O Track, which enables the class teacher and the Music Leader to analyse the data.

The teacher will also use this data to comment on the pupil's attainment and progress as part of the child's annual report to parents. We pass this information on to the next teacher at the end of the year to ensure continuity and progression.

Monitoring and reviewing

Monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the music subject leader. The work of the music subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The music subject leader gives SLT ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The music subject leader has allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Evidence is provided through:

- Work scrutiny
- Data analysis
- Review of planning
- Learning walks
- Pupil interviews

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Keeping the Pulse	Musical Symbols	Sound Patters		Pitch
Year 2		Call and Response	Instruments	Pitch		Structure
Year 3	Instrumental Sessions Ukulele	Instrumental Sessions Ukulele	Ballads	Developing singing technique	Pentatonic melodies and composition	Traditional instruments and improvisation
Year 4	Instrumental sessions Ukulele	Instrumental sessions Ukulele	Body and tuned percussion	Changes in pitch, tempo and dynamics	Samba and carnival sounds and instruments	Adapting and transposing motifs
Year 5		Composition notation	Blues	South and West Africa		Composition to represent the festival of colour
Year 6		Dynamics, pitch and tempo	Theme and Variations	Baroque		Composing and performing a Leavers' Song

KS1 pupils should be taught:

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

Year 1	Autumn 1	Autumn 2— Keeping the Pulse	Spring 1—Musical Symbols	Spring 2—Sound Patterns	Summer 1	Summer 2—Pitch and tempo
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Autumn 2—Pulse and rhythm			Spring 1—Musical Symbols			
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Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that notation is read from left to right.
- To know that pictorial representations of rhythm show sounds and rests.

Pupils will acquire the following **musical skills** throughout the unit:

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)
- To recognise and name the following instruments: up to three instruments from Group 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.

Pupils will acquire the following **musical knowledge** throughout the unit:

- To be able to recognise and name the following instruments: Up to three instruments from Group A and B.
- To know that notation is read from left to right.

Pupils will acquire the following **musical skills** throughout the unit:

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).
- 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.
- Talking about the pitch of music, using the vocabulary high and low.
- Stating what they enjoyed about their peers’ performances.

Creating sound

- Developing an awareness of how sound is affected by the way an instrument is held.
 - Using instruments imaginatively to create soundscapes which convey a sense of place.
 - Using bilateral and hand-eye coordination 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 by moving eyes from left to right as sound occurs.
- 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 sounds.

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.

- Selecting objects and/or instruments to create sounds to represent a given idea or character.
- **Performing**
- Offering positive feedback on others' performances.
- Showing awareness of the leader, particularly when starting or ending a piece.

Vocabulary

pulse singing
voice
speaking
voice
Thinking voice

Vocabulary

dymanics pitch rest sound pattern tempo

KS1 pupils should be taught:

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

Year 1	Autumn 1	Autumn 2—Keeping the pulse	Spring 1— Musical Symbols	Spring 2—Sound Patterns	Summer 1	Summer 2— Pitch
Spring 2—Sound Patterns				Summer 2—Pitch		
<p>Pupils will acquire the following musical knowledge throughout the unit: To know that:</p> <ul style="list-style-type: none"> To know that: sections of music can be described as loud, quiet or silent and the meaning of these terms. <p>Pupils will acquire the following musical skills throughout the unit:</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> 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 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). 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 pattern of beats is repeated). Stating what they enjoyed about their peers’ performances. <p>Creating sound</p> <ul style="list-style-type: none"> 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 coordination 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. <p>Composing and improvising</p> <ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). <p>Performing</p> <ul style="list-style-type: none"> Offering positive feedback on others’ performances. 				<p>Pupils will acquire the following musical knowledge throughout the unit:</p> <ul style="list-style-type: none"> To know that sounds within music can be described as high or low sounds and the meaning of these terms. To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. <p>Pupils will acquire the following musical skills throughout the unit:</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> 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. <p>Creating sound</p> <ul style="list-style-type: none"> 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. <p>Notation</p> <ul style="list-style-type: none"> 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. <p>Composing and improvising</p> <ul style="list-style-type: none"> 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 sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). <p>Performing</p>		

- Keeping instruments still until their part in the performance.

- Offering positive feedback on others' performances.
- Keeping instruments still until their part in the performance.
- Showing awareness of the leader, particularly when starting or ending a piece.

Vocabulary

Character voice sound pattern

Vocabulary

high low pattern performance pitch tempo

KS1 pupils should be taught:

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

Year 2	Autumn 1	Autumn 2—Call and Response	Spring 1—Instruments	Spring 2—Pitch	Summer 1	Summer 2—Structure
Autumn 2—Call and Response			Spring 1—Instruments			
<p>Pupils will acquire the following musical knowledge throughout the unit:</p> <ul style="list-style-type: none"> To recognise and name the following instruments: up to three instruments from Group A and B. To know that dynamics can change the effect a sound has on the audience. To be able to recognise and name up to three instruments from Group A and B. <p>Pupils will acquire the following musical skills throughout the unit:</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> 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. Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Stating what they enjoyed about their peers’ performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. <p>Creating sound</p> <ul style="list-style-type: none"> Breathing at appropriate times when singing. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Singing part of a given song in their head (using their ‘thinking voice’). Developing an awareness of how dynamics are affected by the force with which an instrument is played. 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. <p>Improvising and composing</p> <ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performing</p> <ul style="list-style-type: none"> Offering positive feedback on others’ performances. 			<p>Pupils will acquire the following musical knowledge throughout the unit:</p> <ul style="list-style-type: none"> To know sections of music can be described as fast or slow and the meaning of these terms. To know sections of music can be described as loud, quiet or silent and the meaning of these terms. To know sounds within music can be described as high or low sounds and the meaning of these terms. To be able to recognise and name up to three instruments from Group A and B. <p>Pupils will acquire the following musical skills throughout the unit:</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> 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 (eg. 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. Talking about the pitch of music, using the vocabulary high and low. 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. To recognise and name the following instruments: up to three instruments from Group A and B. <p>Creating sound</p> <ul style="list-style-type: none"> 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. 			

<ul style="list-style-type: none"> Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform. 	<ul style="list-style-type: none"> Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Composing</p> <ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.
<p><u>Vocabulary</u> call and response dynamics sound pattern</p>	<p><u>Vocabulary</u> dynamics encore instrumental sound sound effect tempo</p>

KS1 pupils should be taught:










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

Year 2	Autumn 1	Autumn 2—Call and Response	Spring 1— Instruments	Spring 2— Pitch	Summer 1	Summer 2— Structure
Spring 2—Pitch				Summer 2—Structure		
<p>Pupils will acquire the following musical knowledge throughout the unit: To know that:</p> <ul style="list-style-type: none"> To know that notation is read from left to right. To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. To know sounds within music can be described as high or low sounds and the meaning of these terms. <p>Pupils will acquire the following musical skills throughout the unit: Listening and evaluating</p> <ul style="list-style-type: none"> Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the pitch of music, using the vocabulary high and low. 				<p>Pupils will acquire the following musical knowledge throughout the unit:</p> <ul style="list-style-type: none"> To know pictorial representations of rhythm show sounds and rests. <p>Pupils will acquire the following musical skills throughout the unit: Listening</p> <ul style="list-style-type: none"> 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 keep movements to the beat of different speeds of music. Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. 		

<ul style="list-style-type: none"> • Stating what they enjoyed about their peers' performances. <p>Creating sound</p> <ul style="list-style-type: none"> • 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. <p>Notation</p> <ul style="list-style-type: none"> • Reading different types of notation by moving eyes from left to right as sound occurs. • Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches). <p>Performing</p> <ul style="list-style-type: none"> • Offering positive feedback on others' performances. • Beginning to acknowledge their own feelings around performance. • Standing or sitting appropriately when performing or waiting to perform. 	<ul style="list-style-type: none"> • Identifying some common instruments when listening to music. • Stating what they enjoyed about their peers' performances. <p>Creating sound</p> <ul style="list-style-type: none"> • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on tuned instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation</p> <ul style="list-style-type: none"> • 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. • Beginning to read simple rhythmic patterns which include paired half beats (quavers). <p>Composing and improvising</p> <ul style="list-style-type: none"> • Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performing</p> <ul style="list-style-type: none"> • Offering positive feedback on others' performances. • Starting to maintain a steady beat throughout short performances. • Standing or sitting appropriately when performing or waiting to perform. • Following a leader to start and end a piece appropriately.
<p><u>Vocabulary</u></p> <p>Dot high low musical sentence notation phrase Pitch pitch pattern stave</p>	<p><u>Vocabulary</u></p> <p>one-beat notes composition paired half-beat notes legend myth notation pulse rest rhythm structure tempo thinking voice</p>

KS2 pupils should be taught:

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

Year 3	Autumn 1 - Instrumental sessions Ukulele	Autumn 2— Instrumental sessions Ukulele	Spring 1— Ballads	Spring 2— Developing singing technique	Summer 1 - Pentatonic melodies and composition	Summer 2— Traditional instruments and improvisation
Autumn 1 - Instrumental sessions Ukulele			Autumn 2 – Instrumental sessions Ukulele			
<p>Pupils will acquire the following musical knowledge throughout the unit:</p> <p> 1. Instrument Knowledge</p> <ul style="list-style-type: none"> Know the parts of the ukulele (e.g., body, neck, frets, strings, tuning pegs). Understand that the ukulele is part of the string family and is often used in folk, pop, and Hawaiian music. Know how to tune the ukulele (G-C-E-A), even if not yet able to do it independently. <p> 2. Chord Knowledge</p> <ul style="list-style-type: none"> Know how to read and play basic chord diagrams (C, F, Am). Understand that a chord is made by playing more than one note at the same time. Know that chords support the harmony of a piece of music. <p> 3. Rhythm and Pulse</p> <ul style="list-style-type: none"> Know the difference between pulse (steady beat) and rhythm (pattern of sounds). Know how to strum a steady beat in 4/4 time. Understand the basic value of crotchets (quarter notes), quavers (eighth notes) and rests in rhythms. <p> 4. Pitch and Melody</p> <ul style="list-style-type: none"> Understand that pitch refers to how high or low a sound is. Know how to play open strings and basic fretted notes (e.g., on the A string: 0, 1, 3). 			<p>Pupils will acquire the following musical knowledge throughout the unit:</p> <p> 1. Instrument Knowledge</p> <ul style="list-style-type: none"> Know the parts of the ukulele (e.g., body, neck, frets, strings, tuning pegs). Understand that the ukulele is part of the string family and is often used in folk, pop, and Hawaiian music. Know how to tune the ukulele (G-C-E-A), even if not yet able to do it independently. <p> 2. Chord Knowledge</p> <ul style="list-style-type: none"> Know how to read and play basic chord diagrams (C, F, Am). Understand that a chord is made by playing more than one note at the same time. Know that chords support the harmony of a piece of music. <p> 3. Rhythm and Pulse</p> <ul style="list-style-type: none"> Know the difference between pulse (steady beat) and rhythm (pattern of sounds). Know how to strum a steady beat in 4/4 time. Understand the basic value of crotchets (quarter notes), quavers (eighth notes) and rests in rhythms. <p> 4. Pitch and Melody</p> <ul style="list-style-type: none"> Understand that pitch refers to how high or low a sound is. Know how to play open strings and basic fretted notes (e.g., on the A string: 0, 1, 3). Recognise that moving fingers along the fretboard changes the pitch. <p> 5. Musical Notation</p> <ul style="list-style-type: none"> Know how to interpret simple chord symbols (C, F, Am) and chord diagrams. Be introduced to tablature (tab) as a way of showing where to place fingers on strings. Understand basic graphic notation and how it can represent rhythm and pitch. 			

- Recognise that moving fingers along the fretboard **changes the pitch**.

5. Musical Notation

- Know how to interpret simple **chord symbols** (C, F, Am) and **chord diagrams**.
- Be introduced to **tablature (tab)** as a way of showing where to place fingers on strings.
- Understand basic **graphic notation** and how it can represent rhythm and pitch.

6. Listening and Musical Elements

- Know that **dynamics** means volume (loud/soft) and **tempo** means speed (fast/slow).
- Understand the role of the **ukulele** in ensemble and solo performance.
- Recognise and describe some **different styles of ukulele music**, e.g., Hawaiian, pop, or folk.

7. Ensemble Awareness

- Know that playing music together requires **listening, timing, and teamwork**.
- Understand basic rehearsal and performance **etiquette** (e.g., starting and ending together, listening to others).

Pupils will acquire the following **musical skills** throughout the unit:

1. Instrumental Performance (Ukulele Focus)

- Hold and play the ukulele correctly** using good posture and hand position.
- Strum open strings** and begin to use basic chords (e.g., C major, F major, and Am).
- Change between two chords** with some fluency to accompany simple songs.
- Keep a steady pulse** while playing simple rhythms and songs.
- Play simple melodic patterns** using single open strings or fretted notes.

6. Listening and Musical Elements

- Know that **dynamics** means volume (loud/soft) and **tempo** means speed (fast/slow).
- Understand the role of the **ukulele** in ensemble and solo performance.
- Recognise and describe some **different styles of ukulele music**, e.g., Hawaiian, pop, or folk.

7. Ensemble Awareness

- Know that playing music together requires **listening, timing, and teamwork**.
- Understand basic rehearsal and performance **etiquette** (e.g., starting and ending together, listening to others).

Pupils will acquire the following **musical skills** throughout the unit:

1. Instrumental Performance (Ukulele Focus)

- Hold and play the ukulele correctly** using good posture and hand position.
- Strum open strings** and begin to use basic chords (e.g., C major, F major, and Am).
- Change between two chords** with some fluency to accompany simple songs.
- Keep a steady pulse** while playing simple rhythms and songs.
- Play simple melodic patterns** using single open strings or fretted notes.

2. Listening and Appraising

- Recognise and describe** the sound of the ukulele in recorded music.
- Listen to and internalise rhythms** before playing them on the ukulele.
- Identify changes in pitch, dynamics and tempo** in ukulele-based or ensemble music.

3. Musical Notation and Understanding

- Read simple chord diagrams** and understand the strings and frets of the ukulele.
- Follow graphic or staff notation** to perform simple rhythms or melodies.
- Understand basic musical symbols** such as repeat signs, bar lines, and dynamics (e.g., loud/quiet).

4. Improvisation and Composition

- Create short rhythmic patterns** using body percussion or ukulele strumming.
- Improvise simple melodies** on one or two strings using open and fretted notes.
- Compose short pieces** using known chords and rhythms, possibly with lyrics.

2. Listening and Appraising

- **Recognise and describe** the sound of the ukulele in recorded music.
- **Listen to and internalise rhythms** before playing them on the ukulele.
- **Identify changes in pitch, dynamics and tempo** in ukulele-based or ensemble music.

3. Musical Notation and Understanding

- **Read simple chord diagrams** and understand the strings and frets of the ukulele.
- **Follow graphic or staff notation** to perform simple rhythms or melodies.
- **Understand basic musical symbols** such as repeat signs, bar lines, and dynamics (e.g., loud/quiet).

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5. Singing and Playing Together

- **Sing simple songs in tune** while playing a chordal accompaniment on the ukulele.
- **Play as part of a group** keeping in time with others.
- **Follow a conductor or musical cues** to start, stop or change dynamics.

6. Evaluation and Reflection

- **Evaluate their own playing**, identifying strengths and areas to improve.
- **Give constructive feedback** to peers using musical vocabulary.
Set personal goals for improving ukulele skills over the term.

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- **Tuning pegs** - used to tighten or loosen strings to change pitch
- **Strumming** - brushing fingers across the strings
- **Plucking** - pulling one string at a time
- **Fretboard** - where the fingers press down the strings
- **Chord shape** - the position of fingers to make a chord

Musical Thinking

- **Notation** – written music
- **Symbols** – signs that show how to play (e.g. chord diagrams)
- **Pattern** – repeated music or rhythm
- **Repetition** – doing something again in music
- **Contrast** – music that sounds different from earlier parts

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KS2 pupils should be taught:

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

Spring 1—Ballads

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that a ballad tells a story through song.
- To know that lyrics are the words of a song.
- To know that in a ballad, a ‘stanza’ is a verse.

Pupils will acquire the following **musical skills** throughout the unit:

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the interdimensions of music) when discussing improvements to their own and others’ work.
- Composing a piece of music in a given style with voices and instruments.
- 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.

Vocabulary

allad chorus compose dynamics emotions ensemble
 facial expressions features feelings instrumentals lyrics
 melody nonsense words performance phrases poem
 pop songs rehearse rhyme solo stanza story
 mountain summarise tune verse vocabulary
 volume

Spring 2—Developing singing technique

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that the group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad.
- To know that different notes have different durations, and that crotchets are worth one whole beat.
- To understand that ‘reading’ music means using how the written note symbols look and their position to know what notes to play.
- To know that written music tells you how long to play a note for.

Pupils will acquire the following **musical skills** throughout the unit:

- 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.

Vocabulary

accuracy backing track beat body percussion call and response composition co-ordinated crotchet
 discipline duration melody in-time in-tune dynamics layer lyrics key change major key
 minim minor key notation tempo part pulse quaver rehearse rhythm rhythmic notation
 sound effects stave notation tempo tension tune vocal warm-up

KS2 pupils should be taught:

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

Year 3	Autumn 1 - Instrumental sessions Ukulele	Autumn 2— Instrumental sessions Ukulele	Spring 1— Ballads	Spring 2— Developing singing technique	Summer 1 – Pentatonic melodies and composition	Summer 2— Traditional instruments and improvisation
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Summer 1—Pentatonic melodies and composition

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that the word ‘crescendo’ means a sound getting gradually louder.
- To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale.
- To understand that a pentatonic melody uses only the five notes C D E G A.

Pupils will acquire the following **musical skills** throughout the unit:

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- 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.
- Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement.
- 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.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- 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 being able to identify these symbols using musical terminology.

Vocabulary

tempo crescendo dynamics timbre duration

KS2 pupils should be taught:

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

Year 3	Autumn 1 - Instrumental sessions Ukulele	Autumn 2— Instrumental sessions Ukulele	Spring 1— Ballads	Spring 2— Developing singing technique	Summer 1 - Pentatonic melodies and composition	Summer 2— Traditional instruments and improvisation
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Summer 2—Traditional instruments and improvisation

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music.
- To know that a ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’.
- To know that a ‘rag’ is the tune in traditional Indian music, and is often played on a stringed instrument called a ‘sitar’.
- To know that a ‘drone’ in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
- To know that many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music.

Pupils will acquire the following **musical skills** throughout the unit:









- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- 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.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- 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.
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- 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 able to identify these symbols using musical terminology.

Vocabulary

Bollywood drone dynamics notation rag sitar table tanpura tala tempo

KS2 pupils should be taught:

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

Year 4	Autumn 1— Instrumental sessions Ukulele	Autumn 2— Instrumental sessions Ukulele	Spring 1—Body and tuned percussion	Spring 2— Changes in pitch, tempo and dynamics	Summer 1— Samba and carnival sounds and instruments	Summer 2— Adapting and transposing motifs
Autumn 1—Instrumental sessions- Ukulele			Autumn 2—Instrumental sessions– Ukulele			
<p>Pupils will acquire the following musical knowledge throughout the unit:</p> <p> 1. Instrument Knowledge</p> <ul style="list-style-type: none"> Know the names and functions of ukulele parts, including frets, neck, tuning pegs, and sound hole. Know the standard tuning of a ukulele: G–C–E–A (from top string to bottom). Understand how fretting a string changes the pitch by shortening the vibrating length. <p> 2. Chord and Harmony Knowledge</p> <ul style="list-style-type: none"> Know how to read and interpret chord diagrams confidently (e.g., C, F, G, Am). Understand what a chord progression is (e.g., C–G–Am–F) and its role in song structure. Recognise that harmony is created when multiple notes or chords sound together. <p> 3. Rhythm and Pulse</p> <ul style="list-style-type: none"> Know the meaning of key rhythmic values: crotchet (♩), quaver (♪), minim (♫), and rest symbols. Understand the difference between pulse (steady beat) and rhythm (pattern of long and short sounds). Know how to strum in different rhythms, including straight and syncopated patterns. <p> 4. Notation and Musical Language</p>			<p>Pupils will acquire the following musical knowledge throughout the unit:</p> <p> 1. Instrument Knowledge</p> <ul style="list-style-type: none"> Know the names and functions of ukulele parts, including frets, neck, tuning pegs, and sound hole. Know the standard tuning of a ukulele: G–C–E–A (from top string to bottom). Understand how fretting a string changes the pitch by shortening the vibrating length. <p> 2. Chord and Harmony Knowledge</p> <ul style="list-style-type: none"> Know how to read and interpret chord diagrams confidently (e.g., C, F, G, Am). Understand what a chord progression is (e.g., C–G–Am–F) and its role in song structure. Recognise that harmony is created when multiple notes or chords sound together. <p> 3. Rhythm and Pulse</p> <ul style="list-style-type: none"> Know the meaning of key rhythmic values: crotchet (♩), quaver (♪), minim (♫), and rest symbols. Understand the difference between pulse (steady beat) and rhythm (pattern of long and short sounds). Know how to strum in different rhythms, including straight and syncopated patterns. <p> 4. Notation and Musical Language</p> <ul style="list-style-type: none"> Know how to follow simple chord charts and grid notation. Understand the basics of tablature (tab) to find correct frets and strings. Be familiar with basic musical terms: <ul style="list-style-type: none"> Tempo (speed), Dynamics (volume), Pitch (high/low), Timbre (sound quality), 			

- Know how to follow **simple chord charts** and **grid notation**.
- Understand the basics of **tablature (tab)** to find correct frets and strings.
- Be familiar with basic musical terms:
 - **Tempo** (speed),
 - **Dynamics** (volume),
 - **Pitch** (high/low),
 - **Timbre** (sound quality),
 - **Structure** (e.g., verse/chorus).

5. Listening and Appraising

- Know how to **identify the ukulele** by sound and understand its role in different styles (e.g., Hawaiian, pop, folk).
- Understand how music can **convey mood or emotion**, and describe it using musical vocabulary.
- Recognise different **textures** in music (e.g., solo vs. ensemble performance).

6. Ensemble and Performance Knowledge

- Know how to **prepare for a performance**, including tuning, timing, and cueing.
- Understand the importance of **listening to others** when playing in a group.
- Know and follow **basic performance etiquette**: starting and finishing together, posture, attention to the conductor or leader.

Pupils will acquire the following **musical skills** throughout the unit:

1. Instrumental Performance Skills

- **Hold and play the ukulele** with correct posture and hand position consistently.
- **Strum with control**, using down and up strokes to maintain a steady beat.
- **Change between three or more chords** (e.g., C, F, G, Am) with improved fluency.
- **Play short chord sequences** to accompany a song (e.g., C–G–Am–F).
- **Pick simple melodies** on one or two strings using fretted notes.

- **Structure** (e.g., verse/chorus).

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2. Rhythm and Timing

- **Maintain a steady pulse** independently and in group playing.
- **Clap and strum rhythms** using crotchets, quavers, minims, and rests.
- **Play in time with a backing track** or metronome at different tempos.

3. Singing and Playing Together

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3. Singing and Playing Together

- **Sing while accompanying with chords** on the ukulele, keeping in time.
- **Perform as part of an ensemble**, listening and responding to others.
- **Follow musical cues** (e.g., conductor, signals to start/stop, dynamics).

4. Improvisation and Composition

- **Improvise short rhythmic patterns** on the ukulele using open strings or known frets.
- **Compose a simple chord sequence** using 2–4 chords to accompany lyrics or a melody.
- **Create and perform a short piece** using rhythm, melody, and harmony.

5. Reading and Interpreting Notation

- **Follow chord diagrams** fluently to play progressions.
- Begin to read **simple tab notation** for melodies on one string.
- Interpret **graphic or grid notation** to follow or create musical patterns.

6. Evaluation and Reflection

- **Evaluate performances**, identifying strengths and areas for development.
- **Use musical vocabulary** (e.g., pitch, tempo, dynamics, chord, beat) when discussing their own and others' music.
- **Set personal targets** for improving ukulele technique and confidence.

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

Year 4

Autumn 1—
Instrumental
sessions
Ukulele

Autumn 2—
Instrumental sessions
Ukulele

Spring 1—Body and
tuned percussion

Spring 2— Changes
in pitch, tempo and
dynamics

Summer 1—
Samba and carnival
sounds and
instruments

Summer 2—
Adapting and
transposing motifs

Spring 1—Body and tuned percussion

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- To know that a 'loop' in music is a repeated melody or rhythm.
- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

Pupils will acquire the following **musical skills** throughout the unit:

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Creating a piece of music with at least four different layers and a clear structure.
- Suggesting improvements to others work, using musical vocabulary.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.

Vocabulary

pitter patter raindrop clapping clicking body percussion tempo rhythm boom snap structure texture contrast higher lower compose loop melody pitch inspiration keyboard

KS2 pupils should be taught:

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

Year 4	Autumn 1— Instrumental sessions Ukulele	Autumn 2— Instrumental sessions Ukulele	Spring 1—Body and tuned percussion	Spring 2— Changes in pitch, tempo and dynamics	Summer 1— Samba and carnival sounds and	Summer 2— Adapting and transposing motifs
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Spring 2—Changes in pitch, tempo and dynamics

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that when you sing without accompaniment it is called ‘A Cappella’.
- To know that harmony means playing two notes at the same time that usually sound good together.
- To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
- To know that ‘performance directions’ are words added to musical notation to tell the performers how to play.

Pupils will acquire the following **musical skills** throughout the unit:

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others’ work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion and looping.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

Vocabulary

a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer

KS2 pupils should be taught:

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

Year 4	Autumn 1— Instrumental sessions Ukulele	Autumn 2— Instrumental sessions Ukulele	Spring 1—Body and tuned percussion	Spring 2— Changes in pitch, tempo and dynamics	Summer 1— Samba and carnival sounds and instruments	Summer 2— Adapting and transposing motifs
Summer 1—Samba and carnival sounds and instruments						

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
- To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.
- To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.

Pupils will acquire the following **musical skills** throughout the unit:

- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Beginning to improvise musically within a given style.
- Creating a piece of music with at least four different layers and a clear structure.
- Suggesting improvements to others' work, using musical vocabulary.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing syncopated rhythms with accuracy, control and fluency.

Vocabulary

agogo bacteria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion

KS2 pupils should be taught:

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

Year 4	Autumn 1— Instrumental sessions Ukulele	Autumn 2— Instrumental sessions Ukulele	Spring 1—Body and tuned percussion	Spring 2— Changes in pitch, tempo and dynamics	Summer 1— Samba and carnival sounds and instruments	Summer 2— Adapting and transposing motifs
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Summer 2—Adapting and transposing motifs
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Pupils will acquire the following **musical knowledge** throughout the unit:

- To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dah dum!).
- To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched.
- To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.

Pupils will acquire the following **musical skills** throughout the unit:

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Suggesting improvements to others work, using musical vocabulary.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Vocabulary

backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics
 minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument
 vocal warm-ups

KS2 pupils should be taught:

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

Year 5	Autumn 1	Autumn 2— Composition notation	Spring 1— Blues	Spring 2— South and West Africa	Summer 1	Summer 2— Composition to represent the festival of colour
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Autumn 2—Composition notation

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that simple pictures can be used to represent the structure (organisation) of music.
- To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.
- To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

Pupils will acquire the following **musical skills** throughout the unit:

- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to 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). □ Improvising coherently within a given style.
- Using staff notation to record rhythms and melodies.
- 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.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Vocabulary

features notation repeating unison composition structure repetition melody tempo compose ensemble minor key

KS2 pupils should be taught:

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

Year 5	Autumn 1	Autumn 2— Composition notation	Spring 1— Blues	Spring 2— South and West Africa	Summer 1	Summer 2— Composition to represent the festival of colour
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Spring 1—Blues

Pupils will acquire the following **musical knowledge** throughout the unit:

- To understand that a chord is the layering of several pitches played at the same time.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that ‘blues’ music aims to share feelings and blues songs tend to be about sadness or worry.
- To know that a ‘bent note’ is a note that varies in its pitch, e.g. the pitch may slide up or down.
- To understand that a chord is the layering of several pitches played at the same time.

Pupils will acquire the following **musical skills** throughout the unit:

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Improvising coherently within a given style.
- 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.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.

Vocabulary

Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation

KS2 pupils should be taught:

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

Year 5	Autumn 1	Autumn 2— Composition notation	Spring 1— Blues	Spring 2— South and West Africa	Summer 1	Summer 2— Composition to represent the festival of colour
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Spring 2—South and West Africa			Summer 2—Composition to represent the festival of colour			
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Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
- To know that ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
- To understand that major chords create a bright, happy sound.
- To know that poly-rhythms means many rhythms played at once.

Pupils will acquire the following **musical skills** throughout the unit:

- 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.
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- 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.
- Using staff notation to record rhythms and melodies.

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that a vocal composition is a piece of music created only using voices.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

Pupils will acquire the following **musical skills** throughout the unit:

- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the interrelated 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 (e.g. remix, colours, stories, drama).
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- 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.

- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.

Vocabulary

a cappella call and response dynamics performance chord improvisation ostinato
break poly-rhythms master drummer syncopation metronome

Vocabulary

synesthesia dynamics Holi graphic score vocal composition performance

KS2 pupils should be taught:

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

Year 6	Autumn 1	Autumn 2— Dynamics, pitch and tempo	Spring 1— Theme and Variations	Spring 2— Baroque	Summer 1	Summer 2— Composing and performing a Leavers' Song
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Autumn 2—Dynamics, pitch and tempo

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that the conductor beats time to help the performers work well together.
- To understand that improvisation means making up music 'on the spot'.
- To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
- To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.

Pupils will acquire the following **musical skills** throughout the unit:

- 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.
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Using 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.
- Recording own composition using appropriate forms of notation and/or technology.
- Constructively critiquing 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 a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.

Vocabulary

audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition practising group work ensemble

KS2 pupils should be taught:

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

Year 6	Autumn 1	Autumn 2— Dynamics, pitch and tempo	Spring 1— Theme and Variations	Spring 2— Baroque	Summer 1	Summer 2— Composing and performing a Leavers' Song
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Spring 1—Theme and variations

Pupils will acquire the following **musical knowledge** throughout the unit:

- 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' in written music is important as it helps us play rhythms correctly.

Pupils will acquire the following **musical skills** throughout the unit:

- 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.
 - Constructively critique their own and others' work, using musical vocabulary.
 - 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.

Vocabulary

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

KS2 pupils should be taught:

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

Spring 2—Baroque

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that music in which very similar parts are introduced one by one to overlap is called a canon.
- To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.
- To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon.
- To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.
- To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
- To know that ground bass is a repeating melody played on a bass instrument in Baroque music.

Pupils will acquire the following **musical skills** throughout the unit:

- 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.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- 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.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.
- 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.
- Performing a solo or taking a leadership role within a performance (some children).

Vocabulary

Baroque bass clef canon fugue ground bass opera oratorio polyphonic recitative

KS2 pupils should be taught:

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

Year 6	Autumn 1	Autumn 2— Dynamics, pitch and tempo	Spring 1— Theme and Variations	Spring 2— Baroque	Summer 1	Summer 2— Composing and performing a Leavers' Song
Summer 2—Composing and performing a Leaver’s Song						

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that a chord progression is a sequence of chords that repeats throughout a song.
- To know that a melody can be adapted by changing its dynamics, pitch or tempo.
- To know that chord progressions are represented in music by Roman numerals.

Pupils will acquire the following **musical skills** throughout the unit:

- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- 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.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- 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.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.
- Constructively critique their own and others’ work, using musical vocabulary.
- 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 a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor’s cues and directions

Vocabulary

allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse

