



# Music – EYFS Learning Objectives – Autumn 1



## Exploring Sound

<u>Lesson 1: Vocal Sounds</u>	<u>Lesson 2: Body Sounds</u>	<u>Lesson 3: Instrumental Sounds</u>	<u>Lesson 4: Environmental Sounds</u>	<u>Lesson 5: Nature Sounds</u>
To explore using voices to make a variety of sounds.	To explore how to use our bodies to make sounds.	To explore the sounds of different instruments.	To identify sounds within the environment and differentiate between them.	To use voices to imitate nature sounds.

<u>Intended outcome of the unit</u>
Exploring using voices to make a variety of sounds with relevant symbols.
Exploring using body parts to make a variety of sounds.
Exploring using instruments to make a variety of sounds.
Exploring sounds within the environment.
Listening to sounds in nature and recreating them.

<u>Key Vocab</u>	
Voice	Body sounds
Sound	Rhythm
Whisper	Beat
Speaking	Stomp
High	Tempo
Low	Drum
Higher	Triangle
Lower	Shaker
	Tambourine



# Music – EYFS Learning Objectives – Spring 1



## Music and Movement

<u>Lesson 1: Action Songs</u>	<u>Lesson 2: Finding the Beat</u>	<u>Lesson 3: Exploring Tempo</u>	<u>Lesson 4: Exploring tempo and pitch through dance</u>	<u>Lesson 5: Music and Movement Performance</u>
To understand why songs have actions. To learn some simple Makaton signs to accompany a song.	To explore beat through body movement. To express feelings and emotions through movement to music.	To explore tempo through body movement.	To explore pitch and tempo through scarf dancing and body movement.	To perform actions to a small audience.

### Intended outcome of the unit

Learn why songs can have actions and some simple Makaton signs to accompany a song.

Explore the beat through body movement.

Learn to recognise and react to different tempos in music.

Learn to express different pitch and tempo in music through dance.

Perform two movement and movement songs.

### Key Vocab

Actions

Sign language

Makaton

Communication

Lyrics

Verse

Medium

Fast

Pulse

Heartbeat

Steady

Repeat

Constant

Tempo

Slow

Whistle



# Music – EYFS Learning Objectives – Summer 1



## Transport

<u>Lesson 1: Exploring different types of transport</u>	<u>Lesson 2: Trains</u>	<u>Lesson 3: Boats</u>	<u>Lesson 4: Cars</u>	<u>Lesson 5: Transport Journey</u>
To explore creating sound effects.	To explore making sounds at different speeds.	To explore moving to different tempos.	To interpret symbols to show a change in speed.	To interpret a simple score to show tempo changes.

### Intended outcome of the unit

- Explore the sounds of different types of vehicles.
- Explore and mimick the sounds of a train.
- Explore sounds heard on and around boats
- Interpret symbols to reflect a car's journey.
- Demonstrate simple rhythms on an instrument.

### Key Vocab

Car	Rowing
Boat	Cruise
Train	Water
Fast	Beat
Slow	Stopping
Journey	Symbols



# Music – EYFS Learning Objectives – Summer 2



## Big Band

<u>Lesson 1: What makes an instrument?</u>	<u>Lesson 2: Introduction to Orchestra</u>	<u>Lesson 3: Follow the Beat</u>	<u>Lesson 4: Tunes and Untuned Instruments</u>	<u>Lesson 5: Big Band Performance</u>
To discuss what makes a musical instrument.	To learn what an orchestra is.	To copy and follow a beat.	To experiment with playing tuned and untuned instruments.	To choose appropriate instruments to represent different parts of a song.

### Intended outcome of the unit

Learn about different musical instruments and use recyclable materials to create and play their own instruments.

Learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor.

Follow a beat using an untuned instrument and play their instruments together to match the beat.

Experiment with playing tuned and untuned instruments and play along and sing in time to familiar songs.

Select appropriate instruments to represent different parts of a song before performing a practised song to a small audience.

### Key Vocab

Band	Orchestra
Shake	Tempo
Tap	Conductor
Bang	Percussion
Strum	Beat
Jingle	Wind
Pitch	Brass
Rhythm	Strings



## Music – Year 1 Learning Objectives – Autumn 1

### Pulse and Rhythm: All About Me

<a href="#">Lesson 1: Pulse and rhythm: My favourite things</a>	<a href="#">Lesson 2: Pulse and rhythm: You've got a friend</a>	<a href="#">Lesson 3: Pulse and rhythm: Dance, dance, dance</a>	<a href="#">Lesson 4: Pulse and rhythm: Happy</a>	<a href="#">Lesson 5: Pulse and rhythm: Practice makes perfect</a>
To use my voice and hands to make music.	To clap and play in time to the music.	To play simple rhythms on an instrument.	To listen to and repeat short rhythmic patterns.	To understand the difference between pulse and rhythm.

#### Intended outcome of the unit

Clap the rhythm of their name.  
Clap in time to music.  
Sing the overall shape of a melody.  
Play in time to music.  
Copy and create rhythms based on word patterns.  
Play on the pulse.

#### Key Vocab

rhythm

pulse



## Music – Year 1 Learning Objectives – Spring 1



### Musical Vocabulary: Under the Sea

<a href="#">Lesson 1: Pulse and tempo: Dive into danger!</a>	<a href="#">Lesson 2: Dynamics and timbre: Underwater world</a>	<a href="#">Lesson 3: Pitch and rhythm: Underwater world</a>	<a href="#">Lesson 4: Texture and structure: Coral reef</a>	<a href="#">Lesson 5: Musical vocabulary</a>
To learn the musical vocabulary: pulse and tempo.	To explain what dynamics and timbre are.	To explain what pitch and rhythm are.	To explain what texture and structure are.	To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.

### Intended outcome of the unit

Make movements that are appropriate to the pulse and tempo of a piece of music.

Choose instruments with appropriate timbre to represent sparkling fishes.

Respond to dynamic changes in a piece of music.

Create pitches and rhythms.

Perform a layer of the music within an overall piece.

Define all the musical terms from this unit.

### Key Vocab

pulse  
dynamics  
tempo  
celeste  
timbre

pitch  
rhythm  
structure  
texture  
graphic score



## Music – Year 1 Learning Objectives – Spring 2

### Timbre and Rhythmic Patterns: Fairy Tales

<a href="#">Lesson 1: Timbre and rhythmic patterns: Character voices</a>	<a href="#">Lesson 2: Timbre and rhythmic pattern: Starting with instruments</a>	<a href="#">Lesson 3: Timbre and rhythmic patterns: Rhythms</a>	<a href="#">Lesson 4: Timbre and rhythmic patterns: Responding to music</a>	<a href="#">Lesson 5: Timbre and rhythmic patterns: Keeping the pulse</a>
To use voices expressively to speak and chant	To select suitable instrumental sounds to represent a character	To compose and play a rhythm	To recognise how timbre is used to represent characters in a piece of music	To keep the pulse using untuned instruments

#### Intended outcome of the unit

Chant the well-known phrase, "I'll huff..."

Make changes to their voices to represent a character.

Choose a suitable sound to represent a specific point in a story.

Play a rhythmic pattern along with their spoken words.

Identify and hold up the correct sign to correspond to some music.

Play/chant along with the elements of a story with prompting from the teacher.

#### Key Vocab

timbre  
pulse  
rhythm  
syllables  
strings  
timpani

oboe  
clarinet  
bassoon  
french horn  
flute



## Music – Year 1 Learning Objectives – Summer 1



### Pitch and Tempo: Superheroes

<a href="#">Lesson 1: Pitch and tempo: High fliers</a>	<a href="#">Lesson 2: Pitch and tempo: Pitch patterns</a>	<a href="#">Lesson 3: Pitch and tempo: Faster than a speeding bullet</a>	<a href="#">Lesson 4: Pitch and tempo: Superhero theme tune</a>	<a href="#">Lesson 5: Pitch and tempo: Final performance</a>
To understand the concept of pitch	To create a pattern using two pitches	To understand the concept of tempo	To create a superhero theme tune	To perform confidently as part of a group

#### Intended outcome of the unit

- Explain what pitch means.
- Identify whether a note is higher or lower.
- Create a pattern using two pitches, then play or sing it.
- Explain what tempo means.
- Identify simple tempo changes in music.
- Perform a pattern that gradually gets faster (accelerando).
- Contribute to a group composition and performance by creating, selecting, combining and performing sounds.
- Suggest improvements to their work.

#### Key Vocab

accelerando  
high pitched  
low pitch  
perform

performance  
pitch  
pitch pattern  
tempo



## Music – Year 2 Learning Objectives – Autumn 1



### West African Call and Response Song

<a href="#">Lesson 1: Going on safari</a>	<a href="#">Lesson 2: Rhythmic safari</a>	<a href="#">Lesson 3: Call and response</a>	<a href="#">Lesson 4: Rhythmic response</a>	<a href="#">Lesson 5: The safari event</a>
To create short sequences of sound.	To copy a short rhythm.	To learn a traditional song from Ghana.	To create rhythms based on call and response.	To add dynamics (volume) to a structure of rhythms.

### Intended outcome of the unit

- Use tempo, dynamics and timbre in their piece.
- Play in time with their group.
- Use instruments appropriately.
- Successfully sing back the melody line in time and at the correct pitch.
- Play either a call and/or response role in time with another pupil.
- Perform their composition.

### Key Vocab

timbre  
dynamics  
tempo

call and response  
rhythm  
structure



## Music – Year 2 Learning Objectives – Spring 1



### Orchestral Instruments: Traditional Stories

<a href="#">Lesson 1: The Three Bears</a>	<a href="#">Lesson 2: The Snow Queen</a>	<a href="#">Lesson 3: Red Riding Hood</a>	<a href="#">Lesson 4: Jack and the Beanstalk</a>	<a href="#">Lesson 5: Super storytellers</a>
To listen to and analyse an orchestral version of a traditional story	To listen to and analyse a film musical version of a traditional story	To select appropriate sounds to match events, characters and feelings in a story	To write a play script and select appropriate musical sounds to accompany it	To perform a story script with accompanying music

#### Intended outcome of the unit

Make plausible descriptions of the music.

Identify a few instruments and the sounds of different sections of the orchestra.

Explain what is happening in the music using language relating to emotion.

Create a piece of music with some appropriate tempo, dynamic and timbre changes.

Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.

Perform confidently using appropriate instrumental sounds.

#### Key Vocab

orchestra  
instruments  
strings  
woodwind  
brass  
percussion

vocals  
sound effect  
timbre  
dynamics  
tempo



## Music – Year 2 Learning Objectives – Spring 2



### Musical Me

<a href="#">Lesson 1: Once a man fell in a well</a>	<a href="#">Lesson 2: Dynamics and timbre</a>	<a href="#">Lesson 3: Melody</a>	<a href="#">Lesson 4: My own melody</a>	<a href="#">Lesson 5: Group composition</a>
To sing and play an instrument at the same time.	To choose and play appropriate dynamics and timbres for a piece of music.	To use musical notation to play melodies.	To use letter notation to write my own melody.	To use timbre and dynamics in musical composition.

#### Intended outcome of the unit

- Clap the rhythm of their name.
- Sing the melody accurately while playing their instrument in time.
- Show a range of emotions using their voices.
- Describe the dynamics and timbre of their pieces.
- Play a known melody from letter notation in the right order, if not with the right rhythms.
- Play a new melody from letter notation in the right order, if not in time.
- Invent a melody, write it down and play it back.
- Select instruments with different timbres.
- Compose and perform a piece using different dynamic levels.

#### Key Vocab

rhythm  
pulse  
dynamics  
timbre

beat  
melody  
notation



## Music – Year 2 Learning Objectives – Summer 1



### Myths and Legends

<a href="#">Lesson 1: Rhythm and structure</a>	<a href="#">Lesson 2: Structured graphic score</a>	<a href="#">Lesson 3: Layered graphic score</a>	<a href="#">Lesson 4: Compose with structure</a>	<a href="#">Lesson 5: Rehearse and perform</a>
To create a rhythm	To show structure on a graphic score	To write a graphic score to show texture	To compose a piece of music with a given structure	To perform a group composition

#### Intended outcome of the unit

Create rhythms and arrange them in a particular order or structure.

Identify the structure of a piece of music and write it down.

Describe whether a musical texture is thick or thin.

Explore ways of writing down different textural layers.

Follow a given structure for a composition.

Write a structure score accurately.

Compose music with several layers.

Perform their composition accurately, following the structure score.

#### Key Vocab

beat  
compose  
composition  
dynamics  
graphic score  
legend  
melody

myth  
notation  
pitch  
rhythm  
stave notation  
structure  
tempo



## Music – Year 3 Learning Objectives – Autumn 1



### Ballads

<a href="#">Lesson 1: What is a ballad?</a>	<a href="#">Lesson 2: Performing a ballad</a>	<a href="#">Lesson 3: The story behind the song</a>	<a href="#">Lesson 4: Writing lyrics</a>	<a href="#">Lesson 5: Singing my ballad</a>
To use musical vocabulary to explain the stylistic features of a ballad.	To explore how actions can impact performance.	To plan a musical structure inspired by a story.	To create lyrics that match a melody.	To show awareness of style, structure and features to perform a ballad.

### Intended outcome of the unit

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.

### Key Vocab

ballad  
ensemble

compose



## Music – Year 3 Learning Objectives – Autumn 2



### Developing Singing Technique: The Vikings

<a href="#">Lesson 1: Here come the Vikings!</a>	<a href="#">Lesson 2: Sing like a Viking</a>	<a href="#">Lesson 3: Viking notation</a>	<a href="#">Lesson 4: Viking battle song</a>	<a href="#">Lesson 5: Perform like a Viking</a>
To sing in time with others.	To sing in time with others.	To recognise simple rhythmic notation by ear and by sight.	To use simple rhythmic notation to compose a Viking battle song.	To perform music with confidence and discipline.

#### Intended outcome of the unit

Move and sing as a team, following the lyrics on the screen.

Recognise minims, crotchets and quavers often by ear and reliably by sight.

Perform rhythms accurately from notation and layer them to create a composition.

Add appropriate sound effects to their performances using untuned percussion.

Join in with the performances confidently, and reasonably in time and tune.

Make suggestions for improving their performance.

#### Key Vocab

composition  
melody  
notation  
tempo  
minim

crotchet  
quaver  
coordinated  
disciplined



## Music – Year 3 Learning Objectives – Spring 1

### Instrumental Unit 1: South Africa

<u>Lesson 1: Introduction to staff notations</u>	<u>Lesson 2: Minims</u>	<u>Lesson 3: Semibreves</u>	<u>Lesson 4: Crotchets and Rests</u>	<u>Lesson 5: Guboot Dance</u>
To identify the basic key features of staff notation.	To recognise and play minims by ear and from staff notation, moving up and down by step.	To recognise and play semibreves by ear and from staff notation.	To recognise and play crotchets and crotchet rests by ear and from staff notation.	To compose rhythmic patterns for a guboot dance.

#### **Intended outcome of the unit**

Introducing the basic features of staff notation and music from South Africa

Recognise and play minims, creating a harmonic ostinato to accompany the song 'Put on your gumboots'

Increasing familiarity with staff notation, semibreves are introduced and children explore South African gumboot dancing

Understanding that a crotchet is worth one beat and practising playing a rhythmic ostinato in South African gumboot dancing

Composing and performing rhythmic patterns before a final performance of 'put your gumboots on'

#### **Key Vocab**

Music notation	Treble clef
Staff notation	Lines
Tuned percussion	Spaces
Staff / stave	Crotchet



## Music – Year 3 Learning Objectives – Summer 1

### Instrumental Scheme 2: Caribbean

<u>Lesson 1: What is calypso?</u>	<u>Lesson 2: What's the story?</u>	<u>Lesson 3: Instrumental Calypso</u>	<u>Lesson 4: Calypso Quavers</u>	<u>Lesson 5: Pentatonic Calypso</u>
To understand the main features of Calypso music.	To improve a vocal part in the style of a Calypso.	To understand how and why percussion instruments can be used in Calypso music.	To recognise and perform quavers from staff notation.	To improvise in a Calypso style using a pentatonic scale.

#### Intended outcome of the unit

Discovering the origins of Calypso music, as well as some of its key features, before performing a Calypso style song.

Creating and performing lyrics for a Calypso song.

Learning about the importance of percussion instruments in Trinidad and playing and describing Calypso style percussion parts.

Recognising and performing quavers from staff notation then playing them within the context of a Calypso song.

Improvising in a Calypso style using a pentatonic scale and different rhythms on tuned percussion.

#### Key Vocab

Calypso	Minim
Kaiso	Semibreve
Steel Pan	Pentatonic Scale
Quaver	



## Music – Year 3 Learning Objectives – Summer 2



### Traditional Instruments & Improvisation: India

<a href="#">Lesson 1: Introducing traditional Indian music and instruments</a>	<a href="#">Lesson 2: Indian music: Playing a rag</a>	<a href="#">Lesson 3: Indian music: Adding a drone</a>	<a href="#">Lesson 4: Indian music: Introducing the tal</a>	<a href="#">Lesson 5: Indian music: Performing Anile vaa</a>
To explain an opinion of Indian music	To be able to improvise using given notes	To be able to improvise using given notes	To create a piece of music using a drone, rag and tal	To perform a piece of music using musical notation

#### Intended outcome of the unit

Verbalise feelings about music and identify likes and dislikes.

Read musical notation and play the correct notes of the rag.

Improvise along to a drone and tal.

Play a rag and a tal accurately alongside a drone.

Sing accurately from musical notation and lyrics.

Sing and play in time with others with some degree of accuracy and awareness of each other's parts.

#### Key Vocab

Bollywood  
drone  
dynamics  
notation  
rag

sitar  
tabla  
tanpura  
tala  
tempo



## Music – Year 4 Learning Objectives – Autumn 1



### Body and Tuned Percussion: Rainforests

<a href="#">Lesson 1: Pitter patter raindrops</a>	<a href="#">Lesson 2: Rainforest body percussion</a>	<a href="#">Lesson 3: The rhythm of the forest floor</a>	<a href="#">Lesson 4: The loopy rainforest</a>	<a href="#">Lesson 5: Sounds of the rainforest</a>
To identify structure and texture in music.	To use body percussion.	To create musical rhythms using body percussion.	To create simple tunes.	To build and improve a composition.

#### Intended outcome of the unit

- Identify the structure of a piece of music.
- Have an idea as to when there is one layer in a piece of music and when there are two.
- Play a sequence in the correct order in time with their partner.
- Have two contrasting rhythms being played together.
- Have two different melodies being played together.
- Have a complete piece of music with four different layers with an appropriate structure.

#### Key Vocab

- |                 |           |
|-----------------|-----------|
| pitter          | rhythm    |
| patter          | boom      |
| raindrop        | snap      |
| clapping        | structure |
| clicking        | texture   |
| body percussion | contrast  |
| tempo           | higher    |



## Music – Year 4 Learning Objectives – Autumn 2



### Changes in Pitch, Tempo and Dynamics: Rivers

<a href="#"><u>Lesson 1: The singing river</u></a>	<a href="#"><u>Lesson 2: The listening river</u></a>	<a href="#"><u>Lesson 3: The repeating river</u></a>	<a href="#"><u>Lesson 4: The percussive river</u></a>	<a href="#"><u>Lesson 5: The performing river</u></a>
To sing in two parts using expression and dynamics	To recognise key elements of music	To perform a vocal ostinato	To create and perform an ostinato	To improve and perform a piece of music based around ostinatos

#### Intended outcome of the unit

Sing in tune and in harmony with others, with developing breath control.

Explain how a piece of music makes them feel with some use of musical terminology.

Perform a vocal ostinato in time.

Listen to other members of their group as they perform.

Create an ostinato and represent it on paper so that they can remember it.

Create and perform a piece with a variety of ostinatos.

#### Key Vocab

a cappella  
breathing  
dynamics  
harmony  
listen

texture  
tempo  
ostinato  
percussion  
layer



## Music – Year 4 Learning Objectives – Spring 1

### Instrumental Scheme 3: South America

<u>Lesson 1: Vamos, let's go!</u>	<u>Lesson 2: History of Latin music.</u>	<u>Lesson 3: Salsa Melodies</u>	<u>Lesson 4: Melodic Composition</u>	<u>Lesson 5: Carnival Spirit</u>
To learn, perform and combine the key rhythms used in salsa music.	To understand the history and key features of Latin music.	To identify the pitch of notes from staff notation, and play them accurately.	To compose and notate a salsa-inspired melody.	To confidently perform a piece of salsa music using voices, instruments and dancing.

#### Intended outcome of the unit

Learning to perform rhythms accurately using untuned percussion instruments and vocals combining the key rhythms used in salsa music.

Discovering the importance of music and dance to Latin American culture. Learning about the history of Latin music, children begin to appreciate and understand the wide range of South American music and types of rumna, cha-cha-cha, samba and tango.

Pupils create their own melodies using tunes percussion instruments to perform alongside the main song 'Vamos, lets go!'

Composing salsa melodies; working on aspects of prior tunes percussion learning, including playing pitch notation, and understanding of the history/context of the music.

The unit culminates with a celebration of the Latin American tradition of carnival, where children each take different roles using voice, dance, tunes and untuned percussion isnruments to perform their own mini carnival.

#### Key Vocab

Latin	Pitch
Salsa	Scale
Son Cubano	Melody
Rumba	Rhythm
Cha-cha-cha	Tango
Samba	



## Music – Year 4 Learning Objectives – Spring 2



### Samba & Carnival Sounds & Instruments

<a href="#">Lesson 1: Introduction to Samba</a>	<a href="#">Lesson 2: Pulse and rhythm</a>	<a href="#">Lesson 3: Samba rhythms</a>	<a href="#">Lesson 4: Composing a break</a>	<a href="#">Lesson 5: Samba performance</a>
To recognise and identify the main features of samba music	To understand and play syncopated rhythms	To play syncopated rhythms as part of a group	To compose a basic rhythmic break	To perform rhythmic breaks within the samba piece

#### Intended outcome of the unit

Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.

Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm.

Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).

Play their break in time with the rest of their group and play in the correct place in the piece.

Play in time and with confidence; accurately playing their break.

#### Key Vocab

agogo  
bateria  
caixa  
carnival  
chocalho  
composition  
crescendo

cowbell  
dynamics  
ensemble  
features  
ganza  
influenced  
metronome



## Music – Year 4 Learning Objectives – Summer 1

### Instrumental Scheme 4: Indonesia

<u>Lesson 1: Review of learning</u>	<u>Lesson 2: Gamelan Music</u>	<u>Lesson 3: Exploring Octaves</u>	<u>Lesson 4: Cyclic Patterns</u>	<u>Lesson 5: Finishing Touches</u>
To recall and describe key features of known musical genres.	To understand the key features of gamelan music.	To understand the concept of an octave.	To explore how cyclic patterns are used in gamelan music.	To explore how different timbres can be combined to create an effect in gamelan music.

#### Intended outcome of the unit

Recapping the skills and knowledge acquired over the course of the previous units in the instrumental scheme and performing the tuned percussion parts for the associated songs learned.

Learning the features of gamelan music, including the Slendro scale and cyclical rhythmic patterns, recognising and accurately naming traditional gamelan instruments.

Learning what an octave is and identifying the same note at different octaves on an instrument and on staff notation.

Learning about the cyclical structure of gamelan music, identifying octaves through a listening activity and creating a melody to play along to the main tune 'Blue Sky'.

Exploring the concept of 'timbre' and adding different timbres to the gamelan-inspired piece 'Blue Sky' before performing it.

#### Key Vocab

Salsa	Octave
Galypso	Cyclical
Gumboot	Slendo Scale
Gamelan	



## Music – Year 4 Learning Objectives – Summer 2



### Adapting and Transposing Motifs: Romans

<a href="#">Lesson 1: Here come the Romans</a>	<a href="#">Lesson 2: Musical motifs</a>	<a href="#">Lesson 3: Motifs and mosaics</a>	<a href="#">Lesson 4: Motif development</a>	<a href="#">Lesson 5: Combine and perform</a>
To sing in tune and in time	To understand what a musical motif is	To compose and notate a motif	To develop and transpose a musical motif	To combine and perform different versions of a musical motif

#### Intended outcome of the unit

Learn a new song, singing in time and in tune while following the lyrics.

Identify motifs aurally and play a repeated pattern on a tuned instrument.

Create and performing a motif, notating it with reasonable accuracy.

Transpose their motif, using sharp or flat notes where necessary and change the rhythm.

Combine different versions of a musical motif and perform as a group using musical notation.

#### Key Vocab

backing track  
bass line  
beat  
call and response  
compose  
crotchet  
dotted minim

flats  
graphic notation  
in-time  
in-tune  
key  
key signature  
loop



## Music – Year 5 Learning Objectives – Autumn 1



### Composing Notation: Ancient Egypt

<a href="#">Lesson 1: Here come the Egyptians</a>	<a href="#">Lesson 2: Hieroglyphic score</a>	<a href="#">Lesson 3: Play like an Egyptian</a>	<a href="#">Lesson 4: Pitch pyramids</a>	<a href="#">Lesson 5: Egyptian farewell</a>
To sing with accuracy, fluency, control, and expression	To explore and use different forms of notation	To understand note length	To read simple pitch notation	To use hieroglyphs and stave notation to write a piece of music

#### Intended outcome of the unit

Sing in time and in tune with other people and the backing track.  
Remember the lyrics to a song.  
Identify the structure of a piece of music and match this to non-standard notation.  
Improvise their own piece of music.  
Play a melody with reasonable accuracy.  
Perform with confidence and in time with others.  
Compose and play a melody using stave notation.  
Contribute meaningfully to the group performance and composition.  
Use hieroglyphic notation to show the structure of their piece.

#### Key Vocab

features  
notation  
repeating  
unison  
composition  
structure

repetition  
melody  
tempo  
compose  
ensemble  
minor key



## Music – Year 5 Learning Objectives – Autumn 2



### Blues

<a href="#">Lesson 1: History of the Blues</a>	<a href="#">Lesson 2: Playing a chord</a>	<a href="#">Lesson 3: The 12-bar Blues</a>	<a href="#">Lesson 4: Blues scale</a>	<a href="#">Lesson 5: Improvisation and the Blues</a>
To know the key features of Blues music	To play the first line of the 12-bar Blues	To be able to play the 12-bar Blues	To be able to play the Blues scale	To be able to improvise with notes from the Blues scale

#### Intended outcome of the unit

- Name three key features of Blues music.
- Sing in tune, using vocal expression to convey meaning.
- Explain what a chord is and play the chord of C sixteen times.
- Play the twelve bar blues correctly.
- Play the notes of the Blues scale in the correct order, ascending and descending.
- Play a selection of Blues scale notes out of order in their own improvisation.

#### Key Vocab

Blues  
chord  
12-bar Blues  
bar  
scale

Blues scale  
bent notes  
ascending scale  
descending scale  
improvisation



## Music – Year 5 Learning Objectives – Spring 1



### South and West Africa

<a href="#">Lesson 1: 'Shosholoza' a cappella</a>	<a href="#">Lesson 2: Playing 'Shosholoza'</a>	<a href="#">Lesson 3: The 'Shosholoza' show</a>	<a href="#">Lesson 4: Drumming away to Africa</a>	<a href="#">Lesson 5: Eight-beat breaks</a>
To sing a traditional African song unaccompanied	To use tuned percussion to play a chord progression	To use vocals or tuned percussion to perform a piece of music as an ensemble	To play call and response rhythms using percussion instruments	To create an eight beat break to play within a performance

#### Intended outcome of the unit

- Sing using the correct pronunciation and with increasing confidence.
- Play a chord with two notes, remaining in time.
- Maintain their part in a performance with accuracy.
- Play the more complicated rhythms in time and with rests.
- Create an eight beat break and play this in the correct place.

#### Key Vocab

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



## Music – Year 5 Learning Objectives – Summer 1



### Composition for the Festival of Colour: Holi

<a href="#">Lesson 1: Hearing colours</a>	<a href="#">Lesson 2: Picturing music</a>	<a href="#">Lesson 3: Vocal composition</a>	<a href="#">Lesson 4: Colour composition</a>	<a href="#">Lesson 5: Performing in colour</a>
To understand that music can be represented with colours	To represent a piece of music as a graphic score	To create a vocal composition based on a picture	To create a piece of music inspired by a single colour	To work as a group to perform a piece of music

#### Intended outcome of the unit

Suggest a colour to match a piece of music.  
Create a graphic score and describe how this matches the general structure of a piece of music.  
Create a vocal composition in response to a picture and justify their choices using musical terms.  
Create a vocal composition in response to a colour.  
Record their compositions in written form.  
Work as a group to perform a piece of music.

#### Key Vocab

synesthesia  
dynamics  
Holi

graphic score  
vocal composition  
performance



## Music – Year 6 Learning Objectives – Autumn 1



### Dynamics, Pitch and Texture: Fingal's Cave

<a href="#">Lesson 1: Exploring Fingal's Cave</a>	<a href="#">Lesson 2: Making waves: Pitch and dynamics</a>	<a href="#">Lesson 3: Making waves: Texture</a>	<a href="#">Lesson 4: Group compositions</a>	<a href="#">Lesson 5: We are waves</a>
To appraise the work of a classical composer (Felix Mendelssohn).	To improvise as a group, using dynamics and pitch.	To improvise as a group, using texture.	To use knowledge of dynamics, texture and pitch to create a group composition.	To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.

#### Intended outcome of the unit

Engage in discussion about the sounds of an orchestral piece.

Have a selection of varied vocabulary in response to what they hear.

Change dynamics and pitch, differentiating between the two.

Take the role of conductor or follow a conductor.

Change texture within their group improvisation and talk about its effect.

Create a graphic score to represent sounds.

Follow the conductor to show changes in pitch, dynamics and texture.

#### Key Vocab

audio/video  
depicting  
texture  
pitch  
dynamics  
conductor  
improvisation

notation  
graphic score  
composition  
practising  
group work  
ensemble



## Music – Year 6 Learning Objectives – Autumn 2



### Theme and Variations: Pop Art

#### Intended outcome of the unit

Perform rhythms confidently either on their own or in a group.

Identify the sounds of different instruments and discuss what they sound like.

Make reasonable suggestions for which instruments can be matched to which pieces of art.

Recall the names of several instruments according to their orchestra sections.

Keep the pulse with the body percussion section and sing with control and confidence.

Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.

Draw the rhythms accurately and show a difference between each of their variations.

Showcase creativity in the finished product.

<a href="#">Lesson 1: Pop Art and music</a>	<a href="#">Lesson 2: The Young Person's Guide to the Orchestra</a>	<a href="#">Lesson 3: Learning the theme</a>	<a href="#">Lesson 4: Exploring rhythms</a>	<a href="#">Lesson 5: Picturing Pop Art</a>
To explore the musical concept of theme and variations	To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'	To use complex rhythms to be able to perform a theme	To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time	To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.

#### Key Vocab

3/4 time	orchestra
4/4 time	percussion
accidentals	phrases
body percussion	pitch
diaphragm	pizzicato
legato	pulse
motif	quaver



# Music – Year 6 Learning Objectives – Spring 1



## Baroque

### Intended outcome of the unit

Define some key features of Baroque music, including recitative, canon, ground bass and fugue.

Take part in a vocal improvisation task based on Baroque recitative.

Play several parts of a canon using staff notation, with or without letter names.

Compose a ground bass melodic ostinato.

Notate a ground bass pattern using staff notation.

Name some well-known Baroque composers and describe what musical features they were known for.

Learn a fugue part by reading staff notation, with or without note names.

Perform a fugue.

<a href="#">Lesson 1: Monteverdi and the invention of opera</a>	<a href="#">Lesson 2: Johann Pachelbel and the canon</a>	<a href="#">Lesson 3: Henry Purcell and the ground bass</a>	<a href="#">Lesson 4: J S Bach and the fugue</a>	<a href="#">Lesson 5: George Frideric Handel and the oratorio</a>
To understand the importance of Monteverdi in the history of opera.	To read and play a canon from staff notation.	To demonstrate an understanding of Baroque music features when composing.	To combine knowledge of staff notation and aural awareness to play a fugue.	To apply their understanding of fugue structure when performing with others.

### Key Vocab

Baroque  
bass clef  
canon  
fugue  
ground bass

opera  
oratorio  
polyphonic  
recitative



## Music – Year 6 Learning Objectives – Summer 1



### Composing a Leavers' Song

<a href="#">Lesson 1: A single year</a>	<a href="#">Lesson 2: Writing chorus lyrics</a>	<a href="#">Lesson 3: Writing verse lyrics</a>	<a href="#">Lesson 4: Backing track</a>	<a href="#">Lesson 5: Creating a melody</a>	<a href="#">Lesson 6: The final piece</a>
To listen to and describe music	To write lyrics for a song	To organise lyrics into a song structure	To use vocal improvisation and known melodies against a backing track	To compose a melody	To compose a verse melody

#### Intended outcome of the unit

Identify and evaluate the musical features of a song.

Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.

Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.

Fit an existing melody over a four-chord backing track.

Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.

Record melodies using letter notation.

Perform the leavers' song with confidence.

#### Key Vocab

allegro	diminuendo
arrangement	dynamics
backing track	evaluate
chorus	forte
chord progression	largo
compose	lyrics
crescendo	melody