

KS1	Musical Questions/ Topic Links	Introduce the vocabulary	Suggested Teaching sequence							
Autumn	How do musicians know what to play?	Crotchet Quaver Rest Beat Stick - notation Pitch	Children listen to 3 beat tuned phrases and recognise which notes are high pitch and which are low	Children write their own 3 beat patterns for a tuned instrument i.e. xylophone	Children learn 3 beat dot notation and match it to tunes played on tuned percussion instruments (i.e. high high low or high rest low)	Children begin to represent notes as crotchets, quavers and rests and use this to perform their patterns to others	Children can explain how musicians know what to play	Children respond to the leader's direction. Children know how to warm up their voice	Children sing in harmony Children sing with appropriate volume	Children listen to popular music and learn part of the music to perform
Spring	How can music make Meerkat Mail come to life?	Compose Pattern Ostinato Beat Sequence Rhythm	Listen to a group Performance of, "I'm a train" Perform simple word patterns (ostinato) while keeping in time with the beat Perform short repeating rhythm patterns led by the teacher	Listen to Elephant and Swan musical pieces and discuss how these represent each animal	Listen to Meerkat – Dig a Tunnel music Perform short repeating rhythm patterns from this song led by the teacher	Referring to the text, create short musical sequences to represent stay safe, stay together, watch out for jackals	Children create their own word patterns from the text to represent a range of characters	Children create short musical sequences to represent a part of the text Children combine their word patterns with short musical sequences	Children perform simple word patterns (ostinato) while keeping in time with the beat	Children perform their pieces in sequence to represent the story of Meerkat Mail
Summer	What kind of music did Floella listen to?	Calypso Tradition Appreciate Rhythm	Listen to music and discuss what they appreciate Under the Sea Banana boat song Steel drums	Know the origins of Calypso – make the links to the text Sing simple chants and rhymes i.e. chorus of under the sea	sing simple chants and rhymes i.e. Banana Boat song responding to simple visual directions from the teacher i.e. being counted in	Create rhythms using words adapting Banana Boat song - replace Day-O with alternative sounds and explore how this sounds "corn flakes" "spiders" children select their favourite new sounds and perform these to the group	Learn a simple rhythm pattern by clapping Under the sea.	Adapt the words of the banana boat song to reflect Floella's journey	Create and perform their own calypso music using a simple rhythm	Children can explain the origins of calypso music

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Autumn	How would you represent Mr Men using music?	Beat Sounds Dot notation Performance	<p>Children begin to identify instruments through listening to music Mozart Rondo Alla Turca = piano solo</p> <p>Contrast with: Symphonic variations on an African Air – Coleridge Taylor</p> <p>Children begin to name some of the instruments they hear</p>	Listen to a range of pieces of music (i.e. carnival of the animals) and discuss which Mr Men characters they could represent	Explore pitch understanding how regular and strong beats on a drum can replicate characters	Recognise how symbols can represent sounds i.e. dots increasing in size representing in created volume	Compose a short piece of music to represent a character using symbols to represent sounds	Nativity Children know how to warm up their voice	Nativity Children respond to the leader's direction.	Nativity Children sing in harmony Children sing with appropriate volume
Spring	How does Disney use classical music to create emotion?	Pulse Pitch Vocal control Crescendo Decrescendo Tempo	Children can explain a range of different emotions (Link to RSHE)	Children can identify how different pieces of music make them feel	Children understand musical vocabulary: <i>Pulse</i> <i>Pitch</i> <i>Crescendo</i> <i>Decrescendo</i> <i>Tempo</i>	Children explore the effects of dynamics and tempo (crescendo & decrescendo) through listening to a range of Disney music and attributing emotions to them	Children change the expression in their voice to show emotion Children adapt the words of the simple chant Hey Hey look at me to fit a range of emotions	Children respond to the pulse in recorded music through movement and dance (Watch Ponchelli's ostrich dance) (Link to PE Gymnastics)	Children can explain how Disney uses music to create emotion	
Summer	What can happen when the tempo of the music changes?	Tempo Speed Beat Call and respond Rhythm	Children understand musical vocabulary: Tempo Speed Beat Call and respond Rhythm	Children sing simple songs responding to visual directions Rain Rain go away Seasons	Children sing to a call and response song Pretty trees around the world Ram Sam Sam Boom Chicka Boom	Children compare two pieces of music with different tempo slow tempo v fast tempo Ram Sam Sam – speeds up	Children create music in response to non-musical stimulus i.e. rain fall or a snowstorm.	Children create fast and slow beats to represent weather	Children use body percussion to play repeated patterns to represent different types of weather	Children can explain what happens when the tempo of the music changes

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Autumn	What does it mean to “play by ear”?	Round Accuracy Pitch	Develop the basic skills needed to play the recorder	Learn 5 notes G-A-B-C-D	Play G-A-B-C-D accurately	Sing Namuma in rounds Sing Swing low sweet chariot in rounds to embed an understanding of the technique	Learn a 2-part recorder round as a Class (using links on MTP)	Perform music in 2 and 3 parts from simple notation	Begin to perform from memory	Children are able to explain what it means to play by ear. Children can identify notes by listening to music
Spring	What instruments are in the percussion family?	Percussion Ensemble Pitch Rhythm Tempo Piano Timpani Xylophone	Children learn the difference between tuned percussion and un-tuned percussion.	Children identify tuned and untuned percussion Instruments in music: Thunderstorm Dance Monkey Dum Dum song	Children learn basic body percussion techniques and apply them to performing to The Greatest Showman	Children work in small groups to compose body percussion to a piece of music of their choosing	Revisit tuned percussion instruments & identify tuned and untuned percussion instruments explaining the differences	Create a class body percussion to a modern song.	Children sing and perform body percussion	
Summer	What are the skills needed to sing as a group?	Forte Piano Unison Pitch Rounds	Listen to a range of choirs and groups performing live	Understand the key vocabulary: Forte Piano Unison Pitch Rounds	Children understand the skills required by performers in order to sing together (listening, direction, pitch, forte)	Children can identify the skills and techniques learned when observing choirs	Sing using forte and piano (loud and soft) appropriately	Sing unison songs (two parts) rounds	Perform as a class to a live audience	

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Autumn	<p>What is the effect of singing in unison?</p>	<p>Unison Crescendo Decrescendo Pitch Dynamics (loud, quiet)</p>	<p>Listen to recorded performances. Discuss the affect this music has on the audience and the performer</p> <p>Nathan Evans - Wellerman Selection of shanties One More day</p>	<p>Understand the relevance of sea shanties to fishermen reflect on the emotion created through singing in unison</p>	<p>Sing a range of unison songs</p> <p>Reflect on the impact of singing in unison on the audience and the performers</p>	<p>Use pitch accurately.</p> <p>Follow directions for crescendo and decrescendo</p>	<p>Use voice to sing in whole class or group performances adjusting dynamics to suit the part</p>	<p>Perform a class shanty to peers.</p>	<p>Children explain in writing the effect singing in unison has and relate this to the fisherman</p>	
Spring	<p>How does music help tell a story?</p>	<p>Tempo Dynamics Pitch Pentatonic scale Pentatonic scale Pentatonic (etymology)</p>	<p>Recap on vocabulary Explain etymology of pentatonic and explore 5 note scales</p>	<p>Watch the Lion King clip and identify some of the animals. Discuss the character of 3 chosen animals in terms of tempo, dynamics and pitch (Pumba, low pitch, slow tempo, loud dynamic)</p>	<p>Use the pentatonic scale, C,D,E,G,A to explore melodies that represent animals from the Lion King</p>	<p>Compose music to create a specific mood for characters from the Lion King using the pentatonic scale</p>	<p>Observe a part of the film with no sound</p> <p>Children explain how the music and lyrics supports story telling using the key vocabulary: tempo, dynamics, and pitch</p>	<p>Sing Senwa De Dende in 2 and 4 parts</p>	<p>Include body percussion and create a 4 part class ensemble</p>	<p>Perform the 4 part song with body percussion to a live audience</p>
Summer	<p>What skills do musicians need?</p>	<p>Notation Crotchets Rests Quavers Minims</p>	<p>Children observe Orchestras: Disney Medley & Harry Potter</p> <p>Children can give opinions on performances</p> <p>Children can identify the skills musicians demonstrate</p>	<p>Children begin to understand how musicians read sheet music and learn to read basic staff notation-crotchets, rests, quavers and minims</p>	<p>Develop the basic skills needed to play the recorder</p> <p>Play middle B-A-G fluently</p>	<p>Practice some simple melodies to ensure accuracy of B-A-G</p>	<p>Play a simple melody using staff notation as a whole class Sailor, Sailor on the sea</p>	<p>With a partner Use B-A-G to compose a simple notation to perform on the recorder</p>	<p>Children can explain in writing the skills needed by musicians</p>	

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Autumn	Why is a drum beat so important?	Tempo Dynamic range Rhythm Ensemble	Watch royal guards performing (links on LTP) Clap along to the beat of each piece of music	Study and discuss a range of drumming such as : Japanese drumming Jin-go-laba Nigerian drumming Jalikunda – African drumming	Learn to hold a 4/4 pulse beat on a drum using left hand + right hand	Experiment with the dynamic range and tempo of the music by changing the beat	Compose a rhythm to accompany the beat
Spring	How do string instruments vary?	Guitar Cello Viola Violin Ukulele Harp Tuned percussion	Observe and discuss: Libertango (by Astor Piazzolla) Palatine Electric String Quartet perform Palladio by Karl Jenkins Highway to Hell - The Ukulele Orchestra of Great Britain	Learn to strum the Ukulele in time with a beat (Use the link on LTP)	Know 4 chords C, A minor, F G on the ukulele (Use the link on LTP)	Practice the 4 chords so that children are accurate in performing each one as an ensemble	Use chords to evoke a specific atmosphere or mood i.e. a leadership speech in history/literacy
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Autumn	<p>How has music evolved over the decades?</p>	<p>Popular music Culture Medley Era Verse Chorus</p>	<p>Listen to and evaluate a range of popular music spanning several decades i.e. 1940s jazz 1950s Elvis</p>	<p>Listen to and evaluate a range of popular music spanning several decades i.e. 1960S Beach boys James brown 1970s ABBA disco</p>	<p>Listen to and evaluate a range of popular music spanning several decades i.e. 1980s David Bowie 1990s Oasis</p>	<p>Children understand what a medley is and study how the links are created between pieces</p>	<p>Select pieces of music from different eras and combine parts of the music to create a short medley</p>
Spring	<p>How do films use music to create tension?</p>	<p>Xylophone Keyboard Dynamic range Tempo Penta- etymology Pentatonic scale</p>	<p>Listen to a range of cinematic moments where tension is created through sound.</p>	<p>Discuss how choice of dynamic range, and tempo impact the listener</p>	<p>Revisit the pentatonic scale – discussing the etymology and definition</p>	<p>Plan and compose an 8 or 16 beat melodic phrase to create suspense, using the pentatonic scale (C,D,E,G,A)</p>	<p>Notate the melody using staff notation</p>
Summer	<p>How do individual performances matter in musical theatre ?</p>	<p>Vocal Balance Phrasing Rhythm</p>	<p>Listen to and discuss a range of live performances including: Theatre Children's choir Spirit Young performers</p>	<p>Children can describe the key attributes of performers on a stage</p>	<p>Children can recognise the importance of and commitment required in group participation</p>	<p>Sing as a choir observing Rhythm, phrasing, accurate pitch and appropriate style</p>	<p>Sing three part rounds and songs with a verse and a chorus</p>