At St James, we believe that music is an essential part of a balanced education for all children. It

- is a powerful, unique form of communication and is a vehicle for self-expression
- is an integral part of all cultures, past and present
- develops concentration, perseverance, co-ordination and memory
- promotes co-operation, a sense of group identity and togetherness
- increases self-discipline and creativity, sensitivity and fulfilment
- can inspire and motivate

St. James C. of E. PRIMARY SCHOOL

We use the award winning Charanga website to support our delivery of high quality Music lessons.

Our music curriculum is an integrated, practical and exploratory approach to musical learning.

Singing is at the heart of all musical learning, so each sequence of work includes both singing, and learning to play instruments.

As the children's musical learning develops, they are exposed to musical notation, but much of the playing and singing is done by ear.

Improvising and composing are also important elements of many units of learning, and are undertaken both with singing and instrumental playing. Children embed their understanding of the interrelated dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation) through interactive games, which use movement and repetition.

Children listen to a variety of music from a range of different styles, times and cultures.

They are encouraged to discuss, contrast and compare the pieces, as well as explore the musical structure.

The interrelated dimensions of music are woven through the units to encourage the development of the three main musical skills as the learning progresses:

- Listening and appraising
- Creating and exploring music
- Performing

Early Years		supports teachers in engaging all young childre planning and play, all the musical learning is foc	en with music. It includes a variety of adult-led cussed around nursery rhymes and action songs.	
	Each Unit of Work has a cross-curricular/topic the developmental events taking place in their		a musical focus that will allow you to engage the children in activities related to	
	Autumn Term	Spring Term	Summer Term	
Year	Listen and Appraise	Listen and Appraise	Listen and Appraise	
1	Hey You! & Rhythm In The Way We Walk and	In the Groove (Blues, Baroque, Latin, Irish Folk,	Your Imagination	
	Banana Rap	Funk) & Round and Round	 To know 5 songs off by heart. 	
	 To know 5 songs off by heart. 	 To know 5 songs off by heart. 	 To know what the songs are about. 	
	 To know what the songs are about. 	 To know what the songs are about. 	• To know and recognise the sound and names of	
	• To know and recognise the sound and names	• To know and recognise the sound and names	some of the instruments they use.	
	of some of the instruments they use.	of some of the instruments they use.	Listen with concentration and understanding to a	
	Listen with concentration and understanding to	Listen with concentration and understanding to	range of high-quality live and recorded music.	
	a range of high-quality live and recorded music.	a range of high-quality live and recorded music.	Games	
	Games	Games	 To know that music has a steady pulse, like a 	
	• To know that music has a steady pulse, like a	• To know that music has a steady pulse, like a	heartbeat.	
	heartbeat.	heartbeat.	 To know that we can create rhythms from 	
	 To know that we can create rhythms from 	 To know that we can create rhythms from 	words, our names, favourite food, colours and	
	words, our names, favourite food, colours and	words, our names, favourite food, colours and	animals.	
	animals.	animals.	Understand and explore how music is created,	
	Understand and explore how music is created,	Understand and explore how music is created,	produced and communicated, including throught	
	produced and communicated, including	produced and communicated, including	the inter-related dimensions.	
	throught the inter-related dimensions.	throught the inter-related dimensions.	Singing	
	Singing	Singing	To confidently sing or rap five songs from memory	
	To confidently sing or rap five songs from	To confidently sing or rap five songs from	and sing them in unison.	
	memory and sing them in unison.	memory and sing them in unison.	Use their voices expressively and creatively by	
	Use their voices expressively and creatively by	Use their voices expressively and creatively by	singing songs and speaking chants and rhymes.	
	singing songs and speaking chants and rhymes.	singing songs and speaking chants and rhymes.	Playing	
	Playing	Playing	• Learn the names of the notes in their	
	• Learn the names of the notes in their	• Learn the names of the notes in their	instrumental part from memory or when written	
	instrumental part from memory or when	instrumental part from memory or when	down.	
	written down.	written down.	• Learn the names of the instruments they are	
	• Learn the names of the instruments they are	• Learn the names of the instruments they are	playing.	
	playing.	playing.	Play tuned and untuned instruments musically.	
	Play tuned and untuned instruments musically.	Play tuned and untuned instruments musically.	Improvisation	
	Improvisation	Improvisation	Improvisation is about making up your own	
			tunes on the spot.	

	 Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically. Composition Composing is like writing a story with music. Everyone can compose. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	 Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically. Composition Composing is like writing a story with music. Everyone can compose. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Preriment with, create, select and combine sounds using the inter-related dimensions of music. Everyone can compose. Experiment with, create, select and combine sounds using the inter-related dimensions of music and appropriate notations. Performance A performance is sharing music with other people, called an audience. Use their voices expressively and creatively by 	 When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically. Composition Composing is like writing a story with music. Everyone can compose. Experiment with, create, select and combine sounds using the inter-related dimensions of music. and appropriate notations. Performance A performance is sharing music with other people, called an audience. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments.
	singing songs and speaking chants and rhymes. Play tuned and untuned instruments.	singing songs and speaking chants and rhymes. Play tuned and untuned instruments.	
Yea 2	r Listen and Appraise	 Play tuned and untuned instruments. Listen and Appraise <i>I Wanna Play in a Band & Zootime</i> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. Listen with concentration and understanding to a range of high-quality live and recorded music. Listen to, review and evaluate music across a range of styles. Games To know that music has a steady pulse, like a heartbeat. 	Instruments: Introduction to playing the Recorder / Summer Term 1 and 2. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.

 To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. Understand and explore how music is created, 	 To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we 	
 animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 	animals.Rhythms are different from the steady pulse.	
 Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 	• Rhythms are different from the steady pulse.	
• We add high and low sounds, pitch, when we sing and play our instruments.		
sing and play our instruments.	• we add flight and low sounds, pitch, when we	
- · ·	sing and play our instruments	
Understand and explore now music is created.	sing and play our instruments.	
•	Understand and explore how music is created,	
produced and communicated, including	produced and communicated, including	
throught the inter-related dimensions.	throught the inter-related dimensions.	
Singing	Singing	
 To confidently know and sing five songs from 	• To confidently know and sing five songs from	
memory.	memory.	
 To know that unison is everyone singing at 	• To know that unison is everyone singing at	
the same time.	the same time.	
 Songs include other ways of using the voice 	• Songs include other ways of using the voice	
e.g. rapping (spoken word).	e.g. rapping (spoken word).	
 To know why we need to warm up our voices 	• To know why we need to warm up our voices	
Use their voices expressively and creatively by	Use their voices expressively and creatively by	
singing songs and speaking chants and rhymes.	singing songs and speaking chants and rhymes.	
Playing	Playing	
 Learn the names of the notes in their 	 Learn the names of the notes in their 	
instrumental part from memory or when	instrumental part from memory or when	
written down.	written down.	
 Know the names of untuned percussion 	 Know the names of untuned percussion 	
instruments played in class.	instruments played in class.	
Play tuned and untuned instruments musically.	Play tuned and untuned instruments musically.	
Improvisation	Improvisation	
 Improvisation is making up your own tunes on 	• Improvisation is making up your own tunes	
the spot.	on the spot.	
 When someone improvises, they make up 	• When someone improvises, they make up	
their own tune that has never been heard	their own tune that has never been heard	
before. It is not written down and belongs to	before. It is not written down and belongs to	
them.	them.	
• Everyone can improvise, and you can use one	• Everyone can improvise, and you can use one	
or two notes.	or two notes.	
	Experiment with, create, select and combine	
	sounds using the inter-related dimensions of	
sounds using the inter-related dimensions of		
 Know the names of untuned percussion instruments played in class. Play tuned and untuned instruments musically. Improvisation Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. Experiment with, create, select and combine 	 Know the names of untuned percussion instruments played in class. Play tuned and untuned instruments musically. Improvisation Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. Experiment with, create, select and combine 	

	 Play tuned and untuned instruments musically. Composition Composing is like writing a story with music. Everyone can compose. Experiment with, create, select and combine sounds using the inter-related dimensions of music and appropriate notations. 	 Play tuned and untuned instruments musically. Composition Composing is like writing a story with music. Everyone can compose. Experiment with, create, select and combine sounds using the inter-related dimensions of music and appropriate notations. 	
	 Performance A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. 	 Performance A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. 	
Year 3	Instruments: Recorder Lessons / Autumn Term 1 Play and perform in solo and ensemble contexts, playing musical instruments with with increasing accuracy, fluency, control and expression. Improvise and compose music music for a range of purposes using inter-related dimensions of music. Listen and Appraise • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: o Its lyrics: what the song is about	Listen and Appraise Three Little Birds (Reggae) & The Dragon Song • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: • Its lyrics: what the song is about • Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the song (introduction, verse, chorus etc.) • Name some of the instruments they heard in the song Listen with attention to detail and recall sounds with increasing aural memory.	Instruments: Introduction to the Trombone / Summer Term 1 and 2 Play and perform in solo and ensemble contexts, playing musical instruments with with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.

• Any musical dimensions featured in the song,	Appreciate and understand a wide range of
and where they are used (texture, dynamics,	high-quality live and recorded music drawn
tempo, rhythm and pitch)	from different traditions and from great
 Identify the main sections of the song 	composers and musicians.
(introduction, verse, chorus etc.)	
• Name some of the instruments they heard in	Games
the song	 Know how to find and demonstrate the
Listen with attention to detail and recall sounds	pulse.
with increasing aural memory.	 Know the difference between pulse and
Games	rhythm.
• Know how to find and demonstrate the pulse.	 Know how pulse, rhythm and pitch work
• Know the difference between pulse and	together to create a song.
rhythm.	 Know that every piece of music has a
• Know how pulse, rhythm and pitch work	pulse/steady beat.
together to create a song.	 Know the difference between a musical
 Know that every piece of music has a 	question and an answer.
pulse/steady beat.	Listen with attention to detail and recall sounds
• Know the difference between a musical	with increasing aural memory.
question and an answer.	Singing
Listen with attention to detail and recall sounds	To know and be able to talk about:
with increasing aural memory.	 Singing in a group can be called a choir
Singing	• Leader or conductor: A person who the choir
To know and be able to talk about:	or group follow
• Singing in a group can be called a choir	 Songs can make you feel different things e.g.
• Leader or conductor: A person who the choir	happy, energetic or sad
or group follow	 Singing as part of an ensemble or large group
• Songs can make you feel different things e.g.	is fun, but that you must listen to each other
happy, energetic or sad	• To know why you must warm up your voice
• Singing as part of an ensemble or large group	Play and perform in solo and ensemble
is fun, but that you must listen to each other	contexts, using their voices and playing musical
• To know why you must warm up your voice	instruments with increasing accuracy, fluency,
Play and perform in solo and ensemble	control and expression.
contexts, using their voices and playing musical	Playing
instruments with increasing accuracy, fluency,	To know and be able to talk about:
control and expression.	• The instruments used in class (a glockenspiel,
Playing	a recorder)
To know and be able to talk about:	Play and perform in solo and ensemble
• The instruments used in class (a glockenspiel,	contexts, using their voices and playing musical
a recorder)	

Discussion from the sector sector	tests and the file tests and tests and the file	
Play and perform in solo and ensemble	instruments with increasing accuracy, fluency,	
contexts, using their voices and playing musical	control and expression.	
instruments with increasing accuracy, fluency,	Use and understand staff and other musical	
control and expression.	notations.	
Use and understand staff and other musical		
notations.		
Improvisation	Improvisation	
To know and be able to talk about	To know and be able to talk about	
improvisation:	improvisation:	
 Improvisation is making up your own tunes on 	 Improvisation is making up your own tunes 	
the spot	on the spot	
 When someone improvises, they make up 	• When someone improvises, they make up	
their own tune that has never been heard	their own tune that has never been heard	
before. It is not written down and belongs to	before. It is not written down and belongs to	
them	them	
 To know that using one or two notes 	 To know that using one or two notes 	
confidently is better than using five	confidently is better than using five	
 To know that if you improvise using the notes 	• To know that if you improvise using the notes	
you are given, you cannot make a mistake	you are given, you cannot make a mistake	
Improvise and compose music for a range of	Improvise and compose music for a range of	
purposes using inter-related dimensions of	purposes using inter-related dimensions of	
music.	music.	
Use and understand staff and other musical	Use and understand staff and other musical	
notations.	notations.	
Composition	Composition	
To know and be able to talk about:	To know and be able to talk about:	
• A composition: music that is created by you	• A composition: music that is created by you	
and kept in some way. It's like writing a story. It	and kept in some way. It's like writing a story. It	
can be played or performed again to your	can be played or performed again to your	
friends.	friends.	
 Different ways of recording compositions 	 Different ways of recording compositions 	
(letter names, symbols, audio etc.)	(letter names, symbols, audio etc.)	
Improvise and compose music for a range of	Improvise and compose music for a range of	
purposes using inter-related dimensions of	purposes using inter-related dimensions of	
music.	music.	
Use and understand staff and other musical	Use and understand staff and other musical	
notations.	notations.	
	Performance	
To know and be able to talk about:	To know and be able to talk about:	

	 Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	 Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	
Year 4	Trombone Lessons Play and perform in solo and ensemble contexts, playing musical instruments with with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.	Trombone Lessons Play and perform in solo and ensemble contexts, playing musical instruments with with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.	Listen and Appraise Blackbird (Pop) To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. To appreciate and understand a wide range fo high-quality live and recorded music drawn from

different traditions and from great com musicians. Listen with attention to detail and recall with increasing aural memory. Games Know and be able to talk about: • How pulse, rhythm and pitch work tog • Pulse: Finding the pulse – the heartbe music • Rhythm: the long and short patterns of pulse • Know the difference between pulse at • Pitch: High and low sounds that create • How to keep the internal pulse • Musical Leadership: creating musical i the group to copy or respond to Listen with attention to detail and recall with increasing aural memory. Singing To know and be able to talk about: • Singing in a group can be called a choi • Leader or conductor: A person who th group follow • Songs can make you feel different thin	
Listen with attention to detail and recall with increasing aural memory. Games Know and be able to talk about: How pulse, rhythm and pitch work tog Pulse: Finding the pulse – the heartbe music Rhythm: the long and short patterns of pulse Know the difference between pulse an Pitch: High and low sounds that create How to keep the internal pulse Musical Leadership: creating musical if the group to copy or respond to Listen with attention to detail and recall with increasing aural memory. Singing To know and be able to talk about: Singing in a group can be called a choi Leader or conductor: A person who the group follow	posers and
with increasing aural memory. Games Know and be able to talk about: How pulse, rhythm and pitch work tog Pulse: Finding the pulse – the heartbe music Rhythm: the long and short patterns of pulse Know the difference between pulse and Pitch: High and low sounds that created How to keep the internal pulse Musical Leadership: creating musical in the group to copy or respond to Listen with attention to detail and recall with increasing aural memory. Singing To know and be able to talk about: Singing in a group can be called a choid Leader or conductor: A person who the group follow 	Loundo
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Know and be able to talk about: How pulse, rhythm and pitch work tog Pulse: Finding the pulse – the heartber music Rhythm: the long and short patterns of pulse Know the difference between pulse and Pitch: High and low sounds that created How to keep the internal pulse Musical Leadership: creating musical in the group to copy or respond to Listen with attention to detail and recall with increasing aural memory. Singing To know and be able to talk about: Singing in a group can be called a choid Leader or conductor: A person who the group follow	
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 Pitch: High and low sounds that create How to keep the internal pulse Musical Leadership: creating musical is the group to copy or respond to Listen with attention to detail and recall with increasing aural memory. Singing To know and be able to talk about: Singing in a group can be called a choit Leader or conductor: A person who the group follow 	
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 Musical Leadership: creating musical in the group to copy or respond to Listen with attention to detail and recall with increasing aural memory. Singing To know and be able to talk about: Singing in a group can be called a choil Leader or conductor: A person who the group follow 	e melodies
the group to copy or respond to Listen with attention to detail and recall with increasing aural memory. Singing To know and be able to talk about: • Singing in a group can be called a choi • Leader or conductor: A person who the group follow	
Listen with attention to detail and recall with increasing aural memory. Singing To know and be able to talk about: • Singing in a group can be called a choi • Leader or conductor: A person who the group follow	ideas for
with increasing aural memory. Singing To know and be able to talk about: • Singing in a group can be called a choi • Leader or conductor: A person who the group follow	
Singing To know and be able to talk about: • Singing in a group can be called a choi • Leader or conductor: A person who the group follow	l sounds
To know and be able to talk about: • Singing in a group can be called a choi • Leader or conductor: A person who the group follow	
 Singing in a group can be called a choil Leader or conductor: A person who the group follow 	
• Leader or conductor: A person who the group follow	
group follow	
	ne choir or
Songs can make you feel different this	
• Songs can make you reel unterent tim	ngs e.g.
happy, energetic or sad	
 Singing as part of an ensemble or larg 	e group is
fun, but that you must listen to each oth	her
• Texture: How a solo singer makes a th	ninner
texture than a large group	
• To know why you must warm up your	voice
Play and perform in solo and ensemble	contexts,
using their voices and playing musical in	struments
with increasing accuracy, fluency, control	
expression.	
Playing	
To know and be able to talk about:	
• The instruments used in class (a glock	
recorder or xylophone).	enspiel.

 Other instruments they might play or be played
in a band or orchestra or by their friends.
Play and perform in solo and ensemble contexts,
using their voices and playing musical instruments
with increasing accuracy, fluency, control and
expression.
Use and understand staff and other musical
notations.
Improvisation
To know and be able to talk about improvisation:
 Improvisation is making up your own tunes on
the spot
 When someone improvises, they make up their
own tune that has never been heard before. It is
not written down and belongs to them.
• To know that using one or two notes
confidently is better than using five
 To know that if you improvise using the notes
you are given, you cannot make a mistake
• To know that you can use some of the riffs you
have heard in the Challenges in your
improvisations ,
Improvise and compose music for a range of
purposes using the inter-related dimensions.
Composition
To know and be able to talk about:
 A composition: music that is created by you and
kept in some way. It's like writing a story. It can be
played or performed again to your friends.
 Different ways of recording compositions (letter
names, symbols, audio etc.)
Improvise and compose music for a range of
purposes using the inter-related dimensions.
Use and understand staff andother musical
notations.
Performance
To know and be able to talk about:

			 Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Year 5	Listen and Appraise <i>Livin' on a Prayer</i> (Rock)	Instruments:	Listen and Appraise Dancing in the Street (Motown)
5		Electronic Keyboard lessons / Spring 1 and 2	• To know five songs from memory, who sang or
	 To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: o Some of the style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the songs (intro, verse, chorus etc.) 	 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Singing: Surrey Primary Festival To sing in unison and in harmony as two parts. Rehearse and perform, as part of a larger group of children/community choir. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	 To know live songs from memory, who sang of wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs

• Name some of the instruments they heard in	o The histo	prical context of the songs. What else
the songs		on at this time?
• The historical context of the songs. What else	0 0	and understand a wide range of high-
was going on at this time?		and recorded music drawn from
Appreciate and understand a wide range of		raditions and from great composers and
high-quality live and recorded music drawn	musicians.	
from different traditions and from great		n understanding of the history of music.
composers and musicians.		attention to detail and recall sounds
Develop an understanding of the history of		asing aural memory.
music.	Games	
Listen with attention to detail and recall sounds	Know and	be able to talk about:
with increasing aural memory.		se, rhythm, pitch, tempo, dynamics,
Games	· · · · · ·	d structure work together and how they
Know and be able to talk about:	connect in	
• How pulse, rhythm, pitch, tempo, dynamics,		keep the internal pulse
texture and structure work together and how		Leadership: creating musical ideas for
they connect in a song		to copy or respond to
How to keep the internal pulse		attention to detail and recall sounds
Musical Leadership: creating musical ideas for	with increa	asing aural memory.
the group to copy or respond to	Singing	
Listen with attention to detail and recall sounds	• To know	and confidently sing five songs and
with increasing aural memory.	their parts	from memory, and to sing them with a
Singing	strong inte	rnal pulse.
• To know and confidently sing five songs and	• To choos	se a song and be able to talk about:
their parts from memory, and to sing them with	O Its main	features
a strong internal pulse.	O Singing i	n unison, the solo, lead vocal, backing
• To choose a song and be able to talk about:	vocals or ra	apping
O Its main features	o To know	what the song is about and the
• Singing in unison, the solo, lead vocal, backing	meaning o	f the lyrics
vocals or rapping	○ To know	and explain the importance of warming
• To know what the song is about and the	up your vo	ice
meaning of the lyrics	Play and po	erform in solo and ensemble contexts,
 To know and explain the importance of 	using their	voices and playing musical instruments
warming up your voice	with increa	asing accuracy, fluency, control and
Play and perform in solo and ensemble	expression	
contexts, using their voices and playing musical	Playing	
instruments with increasing accuracy, fluency,	To know a	nd be able to talk about:
control and expression.		

Playing	 Different ways of writing music down – e.g. staff
To know and be able to talk about:	notation, symbols
• Different ways of writing music down – e.g.	• The notes C, D, E, F, G, A, B + C on the treble
staff notation, symbols	stave
• The notes C, D, E, F, G, A, B + C on the treble	• The instruments they might play or be played in
stave	a band or orchestra or by their friends
• The instruments they might play or be played	Play and perform in solo and ensemble contexts,
in a band or orchestra or by their friends	using their voices and playing musical instruments
Play and perform in solo and ensemble	with increasing accuracy, fluency, control and
contexts, using their voices and playing musical	expression.
instruments with increasing accuracy, fluency,	Use and understand staff and other musical
control and expression.	notations.
Use and understand staff and other musical	Improvisation
notations.	To know and be able to talk about improvisation:
Improvisation	 Improvisation is making up your own tunes on
To know and be able to talk about	the spot
improvisation: Improvisation is making up 	 When someone improvises, they make up their
your own tunes on the spot	own tune that has never been heard before. It is
 When someone improvises, they make up 	not written down and belongs to them.
their own tune that has never been heard	 To know that using one or two notes
before. It is not written down and belongs to	confidently is better than using five
them.	 To know that if you improvise using the notes
 To know that using one or two notes 	you are given, you cannot make a mistake
confidently is better than using five	 To know that you can use some of the riffs you
• To know that if you improvise using the notes	have heard in the Challenges in your
you are given, you cannot make a mistake	improvisations
• To know that you can use some of the riffs	 To know three well-known improvising
you have heard in the Challenges in your	musicians
improvisations	Improvise and compose music for a range of
• To know three well-known improvising	purposes using inter-related dimensions of music.
musicians	Composition
Improvise and compose music for a range of	To know and be able to talk about:
purposes using inter-related dimensions of	 A composition: music that is created by you and
music.	kept in some way. It's like writing a story. It can be
Composition	played or performed again to your friends.
To know and be able to talk about:	 A composition has pulse, rhythm and pitch that
• A composition: music that is created by you	work together and are shaped by tempo,
and kept in some way. It's like writing a story. It	dynamics, texture and structure

can be played or performed again to your	Notation: recognise the connection between
friends.	sound and symbol
 A composition has pulse, rhythm and pitch 	Improvise and compose music for a range of
that work together and are shaped by tempo,	purposes using inter-related dimensions of mu
dynamics, texture and structure	Use and understand staff and other musical
 Notation: recognise the connection between 	notations.
sound and symbol	Performance
Improvise and compose music for a range of	To know and be able to talk about:
purposes using inter-related dimensions of	 Performing is sharing music with other people
music.	an audience
Use and understand staff and other musical	 A performance doesn't have to be a drama!
notations.	can be to one person or to each other
Performance	 Everything that will be performed must be
To know and be able to talk about:	planned and learned
 Performing is sharing music with other 	 You must sing or rap the words clearly and p
people, an audience	with confidence
 A performance doesn't have to be a drama! It 	 A performance can be a special occasion and
can be to one person or to each other	involve an audience including of people you do
 Everything that will be performed must be 	know
planned and learned	 It is planned and different for each occasion
 You must sing or rap the words clearly and 	 A performance involves communicating idea
play with confidence	thoughts and feelings about the song/music
 A performance can be a special occasion and 	Play and perform in solo and ensemble contex
involve an audience including of people you	using their voices and playing musical instrume
don't know	with increasing accuracy, fluency, control and
 It is planned and different for each occasion 	expression.
 A performance involves communicating ideas, 	
thoughts and feelings about the song/music	
Play and perform in solo and ensemble	
contexts, using their voices and playing musical	
instruments with increasing accuracy, fluency,	
control and expression.	
Instruments:	
Electronic Keyboard lessons / Autumn Term	
2	
Play and perform in solo and ensemble	
contexts, using their voices and playing musical	

	instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.		
Year 6		Listen and Appraise The Music of Benjamin Britten & The Music of Carole King • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: • The style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • Name some of the instruments used in the songs • The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity 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. Listen with attention to detail and recall sounds	Listen and Appraise Music from four different inspirational female artists • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: • The style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • Name some of the instruments used in the songs • The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity 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. Listen with attention to detail and recall sounds with increasing aural memory. Games
	with increasing aural memory. Games	with increasing aural memory. Games	Know and be able to talk about:

Know and be able to talk about:	Know and be able to talk about:	 How pulse, rhythm, pitch, tempo, dynamics,
 How pulse, rhythm, pitch, tempo, dynamics, 	 How pulse, rhythm, pitch, tempo, dynamics, 	texture and structure work together to create a
texture and structure work together to create a	texture and structure work together to create a	song or music
song or music	song or music	 How to keep the internal pulse
 How to keep the internal pulse 	 How to keep the internal pulse 	 Musical Leadership: creating musical ideas for
• Musical Leadership: creating musical ideas for	 Musical Leadership: creating musical ideas 	the group to copy or respond to
the group to copy or respond to	for the group to copy or respond to	Listen with attention to detail and recall sounds
Listen with attention to detail and recall sounds	Listen with attention to detail and recall sounds	with increasing aural memory.
with increasing aural memory.	with increasing aural memory.	
Singing	Singing	
 To know and confidently sing five songs and 	 To know and confidently sing five songs and 	Singing
their parts from memory, and to sing them with	their parts from memory, and to sing them	 To know and confidently sing five songs and
a strong internal pulse.	with a strong internal pulse.	their parts from memory, and to sing them with a
 To know about the style of the songs so you 	 To know about the style of the songs so you 	strong internal pulse.
can represent the feeling and context to your	can represent the feeling and context to your	 To know about the style of the songs so you can
audience	audience	represent the feeling and context to your
 To choose a song and be able to talk about: ○ 	 To choose a song and be able to talk about: ○ 	audience
Its main features	Its main features	 To choose a song and be able to talk about: ○ Its
 Singing in unison, the solo, lead vocal, backing 	 Singing in unison, the solo, lead vocal, 	main features
vocals or rapping	backing vocals or rapping	 Singing in unison, the solo, lead vocal, backing
• To know what the song is about and the	• To know what the song is about and the	vocals or rapping
meaning of the lyrics	meaning of the lyrics	• To know what the song is about and the
 To know and explain the importance of 	 To know and explain the importance of 	meaning of the lyrics
warming up your voice	warming up your voice	 To know and explain the importance of warming
Play and perform in solo and ensemble	Play and perform in solo and ensemble	up your voice
contexts, using their voices and playing musical	contexts, using their voices and playing musical	Play and perform in solo and ensemble contexts,
instruments with increasing accuracy, fluency,	instruments with increasing accuracy, fluency,	using their voices and playing musical instruments
control and expression.	control and expression.	with increasing accuracy, fluency, control and
Playing	Playing	expression.
To know and be able to talk about:	To know and be able to talk about:	Playing
 Different ways of writing music down – e.g. 	 Different ways of writing music down – e.g. 	To know and be able to talk about:
staff notation, symbols	staff notation, symbols	 Different ways of writing music down – e.g. staff
 The notes C, D, E, F, G, A, B + C on the treble 	 The notes C, D, E, F, G, A, B + C on the treble 	notation, symbols
stave	stave	 The notes C, D, E, F, G, A, B + C on the treble
 The instruments they might play or be played 	 The instruments they might play or be played 	stave
in a band or orchestra or by their friends	in a band or orchestra or by their friends	• The instruments they might play or be played in
Play and perform in solo and ensemble	Play and perform in solo and ensemble	a band or orchestra or by their friends
contexts, using their voices and plaving musical	contexts, using their voices and playing musical	

instruments with increasing accuracy, fluency,	instruments with increasing accuracy, fluency,	Play and perform in solo and ensemble contexts,
control and expression.	control and expression.	using their voices and playing musical instruments
Use and understand staff and other musical	Use and understand staff and other musical	with increasing accuracy, fluency, control and
notations.	notations.	expression.
Improvisation	Improvisation	Use and understand staff and other musical
To know and be able to talk about	To know and be able to talk about	notations.
improvisation:	improvisation:	Improvisation
• Improvisation is making up your own tunes on	 Improvisation is making up your own tunes 	To know and be able to talk about improvisation:
the spot	on the spot	 Improvisation is making up your own tunes on
 When someone improvises, they make up 	 When someone improvises, they make up 	the spot
their own tune that has never been heard	their own tune that has never been heard	• When someone improvises, they make up their
before. It is not written down and belongs to	before. It is not written down and belongs to	own tune that has never been heard before. It is
them.	them.	not written down and belongs to them.
 To know that using one, two or three notes 	 To know that using one, two or three notes 	 To know that using one, two or three notes
confidently is better than using five	confidently is better than using five	confidently is better than using five
• To know that if you improvise using the notes	• To know that if you improvise using the notes	• To know that if you improvise using the notes
you are given, you cannot make a mistake	you are given, you cannot make a mistake	you are given, you cannot make a mistake
 To know that you can use some of the riffs 	 To know that you can use some of the riffs 	• To know that you can use some of the riffs and
and licks you have learnt in the Challenges in	and licks you have learnt in the Challenges in	licks you have learnt in the Challenges in your
your improvisations	your improvisations	improvisations
 To know three well-known improvising 	 To know three well-known improvising 	 To know three well-known improvising
musicians	musicians	musicians
Improvise and compose music for a range of	Improvise and compose music for a range of	Improvise and compose music for a range of
purposes using inter-related dimensions of	purposes using inter-related dimensions of	purposes using inter-related dimensions of music.
music.	music.	Composition
Composition	Composition	To know and be able to talk about:
To know and be able to talk about:	To know and be able to talk about:	• A composition: music that is created by you and
• A composition: music that is created by you	 A composition: music that is created by you 	kept in some way. It's like writing a story. It can be
and kept in some way. It's like writing a story. It	and kept in some way. It's like writing a story. It	played or performed again to your friends.
can be played or performed again to your	can be played or performed again to your	• A composition has pulse, rhythm and pitch that
friends.	friends.	work together and are shaped by tempo,
 A composition has pulse, rhythm and pitch 	 A composition has pulse, rhythm and pitch 	dynamics, texture and structure
that work together and are shaped by tempo,	that work together and are shaped by tempo,	 Notation: recognise the connection between
dynamics, texture and structure	dynamics, texture and structure	sound and symbol
 Notation: recognise the connection between 	 Notation: recognise the connection between 	Improvise and compose music for a range of
sound and symbol	sound and symbol	purposes using inter-related dimensions of music.
		Use and understand staff and other musical
		notations.

Improvise and compose music for a range of	Improvise and compose music for a range of	Performance
purposes using inter-related dimensions of	purposes using inter-related dimensions of	To know and be able to talk about:
music.	music.	• Performing is sharing music with an audience
Use and understand staff and other musical	Use and understand staff and other musical	with belief
notations.	notations.	 A performance doesn't have to be a drama! It
Performance	Performance	can be to one person or to each other
To know and be able to talk about:	To know and be able to talk about:	 Everything that will be performed must be
 Performing is sharing music with an audience 	 Performing is sharing music with an audience 	planned and learned
with belief	with belief	 You must sing or rap the words clearly and play
• A performance doesn't have to be a drama! It	 A performance doesn't have to be a drama! It 	with confidence
can be to one person or to each other	can be to one person or to each other	• A performance can be a special occasion and
• Everything that will be performed must be	• Everything that will be performed must be	involve an audience including of people you don't
planned and learned	planned and learned	know
 You must sing or rap the words clearly and 	 You must sing or rap the words clearly and 	 It is planned and different for each occasion
play with confidence	play with confidence	• A performance involves communicating ideas,
• A performance can be a special occasion and	• A performance can be a special occasion and	thoughts and feelings about the song/music
involve an audience including of people you	involve an audience including of people you	Play and perform in solo and ensemble contexts,
don't know	don't know	using their voices and playing musical instruments
• It is planned and different for each occasion	 It is planned and different for each occasion 	with increasing accuracy, fluency, control and
• A performance involves communicating ideas,	 A performance involves communicating 	expression.
thoughts and feelings about the song/music	ideas, thoughts and feelings about the	
Play and perform in solo and ensemble	song/music	
contexts, using their voices and playing musical	Play and perform in solo and ensemble	
instruments with increasing accuracy, fluency,	contexts, using their voices and playing musical	
control and expression.	instruments with increasing accuracy, fluency, control and expression.	