



PHASE	Autumn	Spring	Summer
<p>Y1/Y2</p> <p>Music Express units are 3 lessons long and thus being the reason why there are 2 units per half term.</p> <p>The units cover the inter – related dimensions of music but the musical focus can be seen in the brackets. Musical focus is how they have been organised.</p> <p>The children will cover</p> <ul style="list-style-type: none"> - Exploring sounds (Y1 and Y2 level) - Beat (Y1 and Y2 level) 	<p><u>Autumn 1</u> Ourselves Y1 Weather Y1 (Exploring sounds) <u>Key musical vocabulary</u> (sticky knowledge needed to access this unit and also future musical learning):</p> <p>pitch dynamics tempo duration timbre rhythm beat tempi</p> <p><u>End point of learning:</u> <u>Ourselves (Y1)</u> In this unit, the children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p><u>Weather Y1</u> In this unit, the children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p><u>Spring 1</u> Ourselves Y2 Our Land Y2 (Exploring sounds) <u>Key musical vocabulary</u> (sticky knowledge needed to access this unit and also future musical learning):</p> <p>pitch solo duet duration texture score call and response rhythm tempo dynamics beat drone melody timbre metre ostinato internalising rhythm pattern</p> <p><u>End point of learning:</u> <u>Ourselves Y2</u> The children discover ways to use their voices to describe</p>	<p><u>Summer 1</u> Our school Y1 Story time Y1 (Exploring sounds) <u>Key musical vocabulary</u> (sticky knowledge needed to access this unit and also future musical learning):</p> <p>timbre dynamics texture beat tempo duration pitch structure melody rhythm score ostinato accompaniment rhythm pattern</p> <p><u>End point of learning:</u> <u>Our school Y1</u> The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using ICT to stimulate</p>

	<p><u>Sequence of learning:</u> <u>Ourselves (Y1)</u></p> <ol style="list-style-type: none"> 1. Can I create and respond to vocal sounds? 2. Can I create and respond to vocal sounds? <p>Can I explore how to change sounds?</p> <ol style="list-style-type: none"> 3. Can I create and place vocal and body percussion sounds? <p>Can I explore descriptive sounds?</p> <p>Weather</p> <ol style="list-style-type: none"> 1. Can I explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments? 2. Can I improvise descriptive music? <p>Can I control duration and dynamics using voices, body percussion and instruments?</p>	<p>feelings and moods. They create, notate and perform vocal sounds, building to a performance</p> <p><u>Our Land Y2</u> The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by the myths.</p> <p><u>Sequence of learning:</u> <u>Ourselves Y2</u></p> <ol style="list-style-type: none"> 1. Can I create and respond to vocal sounds and body percussion? 2. Can I develop the use of vocal sounds to express feelings? <p>Can I notate pitch shape and duration using simple line graphics?</p> <ol style="list-style-type: none"> 3. Can I understand how mood can be expressed using the voice? <p>Can I understand the structure of call and response songs? Can I develop an expressive song performance with voices and instruments?</p> <p><u>Our Land Y2</u></p>	<p>musical ideas related to geography.</p> <p><u>Story time</u> In this unit, the children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p><u>Sequence of learning:</u> <u>Our school Y1</u></p> <ol style="list-style-type: none"> 1. Can I explore different sound sources and materials? 2. Can I analyse the dynamics and duration of sounds around the school? <p>Can I explore these elements/dimensions on instruments?</p> <p>Can I create two contrasting textures?</p> <ol style="list-style-type: none"> 3. Can I sing a song? Can I interpret sounds and explore instruments? Can I create a soundscape as part of a song performance? <p><u>Storytime</u></p>
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	<p>3. Can I identify a sequence of sounds (structure) in a piece of music? Can I respond to music through movement?</p> <p><u>Autumn 2</u> Number Y1 Machines Y1 (Beat)</p> <p><u>End point of learning:</u> <u>Number Y1</u></p> <p>In this unit, the children develop a sense of steady beat through using movement, body percussion and instruments</p> <p><u>Machines</u> The children explore beat through using movement, body percussion and instruments. They combine a steady beat with word rhythms, and explore changes in tempo.</p> <p><u>Sequence of learning:</u> <u>Number Y1</u></p> <p>1. Can I recognise and develop a sense of</p>	<p>1. Can I explore timbre and texture to understand how sounds can be descriptive? Can I create and perform descriptive instrumental music inspired by British myths and legends?</p> <p>2. Can I listen to and identify contrasting sections of descriptive music? Can I identify ways of producing sounds?</p> <p>3. Can I listen to, and evaluate composition? Can I rehearse and refine to develop a performance?</p> <p><u>Spring 2</u> Toys Y2 Our bodies Y2 (Beat)</p> <p><u>End point of learning:</u> <u>Toys Y2</u></p> <p>In this unit, the children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p> <p><u>Our bodies Y2</u> In this unit, the children develop a sense of steady beat using their own bodies. They respond</p>	<p>1. Can I discuss basic musical terms – fast, slow, loud, quiet? Can I understand how music can tell a story? Can I perform with concentration?</p> <p>2. Can I play fast, slow, loud and quiet? Can I create music that matches an event in a story?</p> <p>3. Can I rehearse and perform with others? Can I learn new songs and chants?</p> <p><u>Summer 2</u> Storytime Y2 Weather Y2 (Exploring sounds)</p> <p><u>Key musical vocabulary</u> (sticky knowledge needed to access this unit and also future musical learning):</p> <p><u>End point of learning:</u> <u>Storytime Y2</u></p> <p>This unit introduces children to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p>
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	<p>steady beat using voices and body percussion?</p> <p>2. Can I identify and perform changes in tempo?</p> <p>Can I learn to play percussion with control? Can I keep a steady beat and use dynamics to vary the musical effect?</p> <p>3. Can I identify and keep a steady beat using movement, body percussion and instruments?</p> <p>Can I recognise and respond to changes in tempo in music?</p> <p><u>Machines</u></p> <p>1. Can I play and maintain a steady beat?</p> <p>Can I sequence sound?</p> <p>2. Can I play to a steady beat?</p> <p>Can I play at different speeds (tempi)?</p>	<p>to music and play rhythm patterns on body percussion and instruments.</p> <p><u>Sequence of learning:</u> <u>Toys Y2</u></p> <p>1.Can I keep a steady beat at different speeds? Can I mark beats within a four-beat metre?</p> <p>2. Can I develop a sense of steady beat through chant, actions and instruments? Can I mark beats within a four-beat metre?</p> <p>3.Can I perform a steady beat? Can I change tempo?</p> <p><u>Our bodies Y2</u></p> <p>1.Can I recognise and respond to steady beat? Can I recognise and respond to a rhythm ostinato pattern? Can I recognise and play rhythmic patterns?</p> <p>2. Can I recognise, respond and play steady beats at different tempi? Can I sing in two parts and combining steady beat?</p> <p>3.Can I recognise and respond to different steady beats?</p>	<p><u>Weather Y2</u> Weather raps and songs give the children opportunities to create descriptive sounds and word rhythms in this unit. The children create a descriptive class composition using voices and instruments</p> <p><u>Sequence of learning:</u> <u>Storytime Y2</u></p> <p>1.Can I combine sounds to create a musical effect? Can I understand how music, dance and drama can combine in storytelling?</p> <p>2. Can I explore voices to create descriptive musical effects? Can I create and match descriptive sounds made with the voice?</p> <p>3.Can I combine sounds to create a musical effect and perform to an audience?</p> <p><u>Weather Y2</u></p> <p>1.Can I perform a rhythmic chant and play an independent rhythm pattern to accompany it? Can I listen in detail to a piece of orchestral music?</p>
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	<p>3. Can I play to a steady beat?</p> <p>Can I control changes in speed (tempi)?</p>	<p>Can I perform rhythmic movement patterns to a steady beat?</p> <p>Can I perform rhythmic patterns on percussion?</p>	<p>2. Can I perform an updated version of a traditional nursery rhyme with a rap section included?</p> <p>Can I accompany a song with three different repeated word patterns?</p> <p>3. Can I compose music to illustrate a story?</p>
<p>Y3/4 Notes</p> <p>Music Express units are 3 lessons long and thus being the reason why there are 2 units per half term.</p> <p>The units cover the inter – related dimensions of music but the musical focus can be seen in the brackets. Musical focus is how they have been organised.</p> <p>The children will cover -composition (Y3 and Y4 level) -structure (Y3 and Y4 level) -pitch (Y3 level) *This will continue in cycle 2 -Exploring sounds (Y3 and Y4 level) Notation (Y4 level)</p>	<p>Autumn 1 Environment Y3 Communication Y3 (composition)</p> <p>Key musical vocabulary (sticky knowledge needed to access this unit and also future musical learning):</p> <p>timbre ostinato pitch drone tempo dynamics expression ternary rondo chorus verse rhythm phrase soundscape duration</p>	<p>Spring 1 Human Body Y3 Ancient worlds Y3 (Structure)</p> <p>Key musical vocabulary (sticky knowledge needed to access this unit and also future musical learning):</p> <p>call and response beat rhythm melody binary form tempo mood dynamics ostinato ostinati echo sequence pitch round chord</p>	<p>Summer 1 Recycling Y4 Ancient Worlds Y4 (Structure)</p> <p>Key musical vocabulary (sticky knowledge needed to access this unit and also future musical learning):</p> <p>binary rhythm groove verse chorus ternary improvisation structure coda dynamics phrase crescendo diminuendo outro ostinato/ostinati minimalism graphic score</p>



	<p>glissando aerophone idiophone call and response off-beat chordophone pentatonic</p> <p>End point of learning: Environment Songs and poems about places are used to explore music in this unit. The children create accompaniments and sound pictures to reflect sounds in their local environment.</p> <p>Communication In this unit, the children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.</p> <p>Sequence of learning: Environment</p> <p>1.Can I select descriptive sounds to accompany a poem? Can I create a musical re-telling of a poem? Can I sing in two-part harmony? Can I accompany a song with a melodic ostinato?</p>	<p>timbre texture duration structure drone introduction coda harmony</p> <p>End point of learning: <u>Human Body</u> Skeleton dances and songs teach the children about the human body in this unit. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p> <p><u>Ancient worlds</u> Explore Ancient Greece with music inspired by Theseus, Orpheus and Echo in this unit. The children perform a song cycle, a round, and compose their own ostinati.</p> <p>Sequence of learning: <u>Human Body</u></p> <p>1.Can I understand call and response structure? Can I perform word rhythms and explore sounds?</p>	<p>texture aerophone chordophone membranophone idiophone beatbox break spiritual unison round vibration fanfare beat tempo chord riff instrumental link</p> <p>End point of learning: <u>Recycling</u> This unit provides an opportunity for the children to be creative and make their own instruments from junk. They use these instruments to improvise, compose and play junk jazz music in a variety of different musical structures</p> <p><u>Ancient Worlds</u> In this unit the children celebrate achievements of the 'Amazing Egyptians'. They explore 20th Century minimalist music inspired by the story of Akhenaten and compose</p>
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	<p>2. Can I explore timbre to create a descriptive piece of music? Can I learn about ternary form? Can I sing a song with expression?</p> <p>3.Can I develop the lyrics of a song? Can I choose timbre to make an accompaniment? Can I combine chants and sound pictures in a class performance in rondo structure?</p> <p>Communication 1.Can I represent sounds with symbols?</p> <p>2. Can I use my voice creatively and expressively?</p> <p>3.Can I create and perform from a symbol score?</p> <p><u>Autumn 2</u> Sounds Y3 (Exploring sounds) China Y3 (Pitch)</p> <p>End point of learning: <u>Sounds</u></p>	<p>2. Can I sing in two parts? Can I perform in a call and response structure? Can I explore sounds?</p> <p>3.Can I understand and perform in binary form? Can I perform with call and response?</p> <p><u>Ancient worlds</u></p> <p>1.Can I explore tuned and untuned percussion to create soothing, repetitive music based on ostinati? Can I sing a song and accompanying it with tuned percussion ostinato?</p> <p>2. Can I explore musical phrases, melodic imitation and rounds?</p> <p>3.Can I perform a round in three parts? Can I arrange an accompaniment with attention to balance and musical effect?</p> <p><u>Spring 2</u> Environment Y4 Communication Y4 (Composition)</p> <p>End point of learning:</p>	<p>music using a layered pyramid structure.</p> <p>Sequence of learning: <u>Recycling</u></p> <p>1.Can I perform verse and chorus structure, interpret notation and improvise?</p> <p>2. Can I perform verse and chorus structure, interpret notation and improvise? Can I understand ABA structure?</p> <p>3.Can I perform repeating rhythms and chant in three parts? Can I perform rondo form?</p> <p><u>Ancient Worlds</u></p> <p>1.Can I understand that melodies have phrases? Can I explore layers and layering?</p> <p>2. Can I compare and contrast structure? Can I understand layers in musical structure? Can I identify key features of minimalist structure?</p>
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	<p>This unit explores how instruments can be classified according to the sounds they produce. Music from around the world introduces the children to different timbres and structures as they create musical conversations.</p> <p><u>China</u> This unit explores the pentatonic scale through traditional Chinese music. The children explore different ways of notating pitch as they sing, read and compose music, ending with a musical celebration of Chinese New Year.</p> <p>Sequence of learning: <u>Sounds</u> 1. Can I learn how sounds are produced and how instruments are classified? Can I learn about aerophones? Can I understand musical conversation structure?</p> <p>2. Can I learn how sounds are produced and how instruments are classified? Can I learn about idiophones? Can I develop an understanding of call and response?</p>	<p><u>Environment</u> Seasons and the environment provide the stimuli for compositions in this unit. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.</p> <p><u>Communication</u> Children create a news programme in this unit, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day.</p> <p>Sequence of learning: <u>Environment</u></p> <p>1. Can I explore how different timbres can be descriptive?</p> <p>2. Can I explore combinations of different timbres to accompany a song? Can I learn how to accompany a song with drone and ostinato on tuned percussion?</p> <p>3. Can I explore the descriptive music of two major composers?</p>	<p>3. Can I play in a group and combine sections of music in a layered structure?</p> <p><u>Summer 2</u> <u>Sounds Y4</u> (Exploring sounds) In the past Y4 (Notation)</p> <p>End point of learning: <u>Sounds</u> This unit looks at the way sounds are produced and classified. The children use their voices to make beatbox sounds, learn to sing four-part songs, and perform a jazzy round.</p> <p><u>In the past</u> In this unit, the children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner's Bridal march and dance the mashed potato! Sequence of learning:</p> <p><u>Sounds</u> 1. Can I classify instruments by the way sounds are produced? Can I learn some simple beatboxing sounds?</p>
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	<p>3.Can I learn how sounds are produced and how instruments are classified? Can I learn about chordophones? Can I create a call and response?</p> <p><u>China</u> 1.Can I understand the pentatonic scale? 2. Can I understand pitch through composing, notating and reading graphic notation? Can I perform a pentatonic song with tuned and untuned accompaniment? 3. Can I explore the pentatonic scale? Can I play in steps using graphic notation?</p>	<p>Can I compose an introduction for a song?</p> <p><u>Communication</u> 1.Can I copy rhythms and a short melody? Can I play ostinati and layer them in a performance?</p> <p>2. Can I use music to communicate a meaning and compose a rap?</p>	<p>Can I sing a song and adding beatboxing sounds?</p> <p>2. Can I learn about aerophones and sing partner songs?</p> <p>3.Can I classify instruments by the way sounds are produced? Can I explore the combined expressive effects of different instrument groups?</p> <p><u>In the past</u> 1.Can I learn to play a Renaissance dance from notations? Can I compose a fanfare and understand simple musical structures?</p> <p>2. Can I play music used for celebrations?</p> <p>3.Can I create a performance based on a 1060's pop song?</p>
<p>Y5/6 In Y5 and 6 the topics the units have 6 lessons and is the reason why there is only 1 unit per half term.</p>	<p><u>Autumn 1</u> <u>Keeping healthy Y5 (beat)</u> Key musical vocabulary (sticky knowledge needed to access this unit and also future musical learning):</p>	<p><u>Spring 1</u> <u>Our community Y5 (performance)</u> Key musical vocabulary (sticky knowledge needed to access this unit and also future musical learning):</p>	<p><u>Summer 1</u> <u>Celebration Y5 (performance)</u> Key musical vocabulary (sticky knowledge needed to access this unit and also future musical learning):</p>

<p>The Y5 units cover the inter – related dimensions of music but the musical focus can be seen in the brackets. This is how they have been organised.</p> <p>The Y6 topics continue to focus on the inter-related dimensions of music but rather than labelling it as it did for Y1 – 5 (beat, pitch etc) it is about creating a performance piece based on what they have learnt throughout school as well as the new skills in Y6 and so they have been linked to the Y5 units based on what each unit includes most.</p> <p>In Cycle 1 the children will cover</p> <ul style="list-style-type: none"> -performance -beat -rhythm 	<p>tempo structure pitch scale chromatic rhythm syncopation drone unison texture ostinato metre structure harmony chord beat dynamics</p> <p>End point of learning:</p> <p>From body-popping and gospel-singing skeletons to swimming and cycling, the children are taken through their paces in this unit, and put together a performance using new musical techniques.</p> <p>Sequence of learning: 1.Can I explore beat at different tempi? Can I sing syncopated melodies?</p>	<p>metre ostinato lyrics improvisation dynamics verse chorus harmony structure chord pitch coda accompaniment modulation major key bridge</p> <p>End point of learning: The song Jerusalem is the basis for looking at changes through time in this unit. The children are given opportunities to compose and perform music inspired by their local community, past and present</p> <p>Sequence of learning: 1.Can I understand metre through singing and playing instruments? Can I conduct a metre of four? 2. Can I conduct metres of two and three?</p>	<p>melody harmony coda ostinato verse chorus fanfare bridge pitch dynamics duration texture rhythm beat Improvisation structure tempo dynamics timbre unison</p> <p>End point of learning: This unit includes lively pieces that can be developed into a performance at a school celebration: a class assembly, a school concert or fete. Its celebratory, upbeat mood will soon have the audience joining in!</p> <p>Sequence of learning: 1.Can I sing a song in unison and three-part harmony?</p>
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	<p>Can I develop rhythm skills through singing, playing and moving?</p> <p>2. Can I sing and play scales and chromatic melodies? Can I use steady beat and syncopated rhythms?</p> <p>3. Can I accompany a song with sung and played drones? Can I sing in unison and two parts?</p> <p>4. Can I develop an arrangement of a two-part song? Can I create accompaniments for a song? Can I read grid or staff notation to play a bassline?</p> <p>5. Can I learn to perform a song with syncopated rhythm?</p> <p>6. Can I arrange a complete performance of music and songs? Can I use a score to notate and guide selected elements of a performance?</p> <p>Autumn 2 Growth Y6 (beat and rhythm)</p>	<p>Can I write lyrics?</p> <p>3. Can I write lyrics? Can I extend arrangements of a song?</p> <p>4. Can I conduct metres of two and three? Can I learn to sing a song from our musical heritage?</p> <p>5. Can I develop accompaniments using ostinato and invented or improvised rhythms?</p> <p>6. Can I develop a performance by adding other media? Can I perform with awareness of audience?</p> <p>Spring 2 Moving on Y6 (performance) End point of learning:</p> <p>In this unit, two songs – one looking back, one looking forward – and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future</p> <p>Sequence of learning:</p>	<p>Can I learn a melody and harmony part on instruments to accompany a song?</p> <p>2. Can I perform ostinati and body percussion accompaniments to a song? Can I explore a song arrangement and its structure?</p> <p>3. Can I perform a song with a complex structure and in four parts? Can I develop a song performance with awareness of audience?</p> <p>4. Can I understand and use a song structure and apply singing techniques to improve performance?</p> <p>5. Can I develop accurate ensemble playing? Can I control short, loud sounds on a variety of instruments?</p> <p>6. Can I rehearse and improve an ensemble performance? Can I prepare a performance with awareness of audience?</p> <p>Summer 2 Roots Y6 (performance)</p>
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	<p>End point of learning: 'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Boléro through rhythmical mime, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance</p> <p>Sequence of learning:</p> <ol style="list-style-type: none"> 1. Can I feel and move to a three-beat pulse and revise rhythmic ostinato? 2. Can I perform and improvise rhythmic and melodic ostinato? 3. Can I sing in harmony and identify chords? 4. Can I perform and maintain a set rhythm? 5. Can I revise, rehearse and develop music for performance? 6. Can I understand the process of a musical performance? 	<ol style="list-style-type: none"> 1. Can I sing a song with expression and sustained notes in two-part harmony? 2. Can I sing a song with expression and sustained notes? Can I Perform complex song rhythms confidently? 3. Can I identify the structure of a piece of music? Can I learn to play a melody with chordal accompaniment? Can I experience the effect of harmony changing? 4. Can I sing in two- or three-part harmony? 5. Can I play instrumental parts to accompany a song? Can I perform a song with a complex structure? 6. Can I listen to and understand modulation in a musical bridge? 	<p>End point of learning: This unit provides a complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spider-man Anansi, who saves the day!</p> <p>Sequence of learning:</p> <ol style="list-style-type: none"> 1. Can I sing a traditional Ghanaian song? Can I devise rhythmical actions to music and developing a performance of a musical? 2. Can I improvise descriptive music? Can I sing a traditional children's game song from Ghana? 3. Can I playing rhythm cycles and combine them in a percussion piece? 4. Can I sing a call and response song in two groups? Can I devise rhythmic movements? Can I develop a descriptive composition?
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RAINFORD C.E. MUSIC CURRICULUM CYCLE 1



			<p>5. Can I plan and structure pieces to make a finale? Can I combine songs with rhythmic cycles?</p> <p>6. Can I perform for an audience?</p>
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