



## KINNERLEY C.E PRIMARY SCHOOL MUSIC OBJECTIVES



OWLETS (YN/YR)						
	Autumn		Spring		Summer	
Year A	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
	Fabulous food x 4	A tale from long ago x 4	Do you see dinosaurs? x 4	Under the sea x 4	A sky full of Colour x 4	Let's go green x 4
Year B	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE...
	Who shall I be today? x 4	When snowflakes fall x 4	Busy City x 4	Our growing world x 4	Amazing African Animals x 4	Beyond the stars x 4

BARN OWLS (Y1/Y2)						
	Autumn		Spring		Summer	
Year A	ALL ABOUT ME	CASTLES	AMAZING ANIMALS	ARCTIC ADVENTURES	SUN SEA AND SAND	THE SECRET WORLD OF PLANTS
	1:1 Ourselves Exploring Sounds x 3	1:2 Number Beat x 3	1:3 Animals Pitch x 3	1:6 Seasons Pitch x 3	1.8 Pattern Beat x 3	1:4 Weather Exploring Sounds x 3
Objectives	1. Creating and responding to vocal sounds (Lessons 1 and 2) 2. Exploring how to change sounds (Lesson 2) 3. Creating and placing vocal and body percussion sounds (Lesson 3) 4. Exploring descriptive sounds (Lesson 3)	1. Recognising and developing a sense of steady beat through the use of voices and body percussion (Lesson 1) 2. Identifying and performing changes in tempo (Lesson 2) 3. Learning to play percussion with control (Lesson 2) 4. Keeping a steady beat and using dynamics to vary the musical effect (Lesson 2)	1. Understanding pitch, and making high and low vocal sounds (Lesson 1) 2. Relating pitch to high and low body posture (Lesson 1) 3. Understanding pitch by singing a song with contrasting high and low melodies (Lesson 2) 4. Identifying and playing high and low pitches in music (Lesson 2) 5. Exploring and developing an	1. Identifying changes in pitch and responding to them with movement (Lessons 1 and 2) 2. Contrasting changes in pitch with changes in dynamics (volume) (Lesson 1) 3. Relating pitch changes to graphic symbols and performing pitch changes vocally (Lesson 2) 4. Listening and responding to a falling pitch signal (Lesson 3)	1. Marking a steady beat with voices and body percussion (Lesson 1) 2. Counting and performing a steady beat in patterns of two, three, and four beats (metre) (Lesson 1) 3. Exploring different ways to emphasise the first beat in a repeating pattern or metre (Lesson 2) 4. Identifying metre by recognising its pattern	1. Exploring and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments (Lessons 1 and 2) 2. Improvising descriptive music (Lesson 2) 3. Identifying a sequence of sounds (structure) in a piece of music (Lesson 3) 4. Responding to music through movement (Lesson 3)

		5. Identifying and keeping a steady beat using movement, body percussion, and instruments (Lesson 3) 6. Recognising and responding to changes in tempo in music (Lesson 3)	understanding of pitch using the voice and body movements (Lesson 3) 6. Recognising and performing pitch changes and contrasts (Lesson 3)	5. Distinguishing between pitched and unpitched percussion sounds (Lesson 3) 6. Listening in detail to a piece of orchestral music (Lesson 3)	(Lesson 2) 5. Dividing the number 12 into twos, threes, and fours (Lesson 3) 6. Exploring different ways to emphasise beats to form a group (metre) (Lesson 3) 7. Exploring sounds on instruments and finding different ways to vary their sound (Lesson 3)	
NC Areas	<ul style="list-style-type: none"> <li>• Pupils learn to use their voices</li> <li>• Pupils learn to sing</li> <li>• Pupils explore pitch, dynamics, and structure</li> <li>• Pupils create music on their own and with others</li> </ul>	Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils explore tempo, structure, and appropriate forms of notation • Pupils learn to sing and play a musical instrument • Pupils create music on their own and with others	Pupils listen to, review, and evaluate music across a range of traditions • Pupils explore pitch • Pupils learn to use their voices • Pupils create music with others	Pupils explore pitch and tempo • Pupils learn to sing • Pupils listen to, review, and evaluate music from a range of genres • Pupils create music with others	Pupils understand and explore how music is created • Pupils explore tempo and appropriate forms of notation • Pupils learn to sing and play a musical instrument • Pupils create music with others	Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils learn to sing and play a musical instrument • Pupils create music on their own and with others • Pupils explore structure, timbre, and dynamics
	2:1 Ourselves Exploring Sounds x 3	2:6 Number Beat x 3	2:5 Animals Pitch x 3	2.8 Seasons Pitch x 3	2.10 Pattern Beat x 3	2.9 Weather Exploring Sounds x 3
Objectives	1. Creating and responding to vocal sounds and body percussion (Lesson 1) 2. Developing the use of vocal sounds to express feelings (Lesson 2) 3. Exploring expression in a conversation without words (Lesson 2) 4. Notating pitch shape and duration using simple line graphics (Lesson 2) 5. Understanding how mood can be expressed using the voice (Lesson 3)	1. Performing a steady beat and simple rhythms using movement, percussion, and body percussion (Lessons 1, 2, and 3) 2. Understanding and differentiating between beat and rhythm (Lessons 1, 2, and 3)	1. Listening to a steady beat and responding in movement (Lesson 1) 2. Identifying and responding to changes in pitch, upwards and downwards (Lesson 1) 3. Performing changes in pitch using whole body movement and voice (Lesson 1) 4. Understanding and performing upwards and downwards pitch direction (Lesson 2) 5. Reading pitch line	1. Singing with expression, paying attention to the pitch shape of the melody (Lessons 1 and 3) 2. Using sign language in a song (Lesson 1) 3. Accompanying a song with vocal and instrumental ostinati (Lesson 1) 4. Identifying rising and falling pitch (Lesson 2) 5. Performing a rising pitch sequence in a song (Lesson 2) 6. Listening and responding to pitch changes with movements	1. Performing steady beat patterns, including in groups, to accompany a song (Lessons 1 and 2) 2. Playing different patterns of steady beat within four beats, and matching them to a simple score (Lessons 1 and 2) 3. Performing and creating simple rhythms using a simple score (Lesson 1) 4. Performing and creating simple three-beat rhythms	1. Performing a rhythmic chant and playing an independent rhythm pattern to accompany it (Lesson 1) 2. Listening in detail to a piece of orchestral music (Lesson 1) 3. Performing an updated version of a traditional nursery rhyme with a rap section included (Lesson 2) 4. Accompanying a song with three different repeated word patterns

	6. Understanding the structure of call and response songs (Lesson 3)		notation (Lesson 2) 6. Playing pitch lines on tuned percussion (Lesson 3) 7. Combining pitch change with changes in other elements/dimensions (Lesson 3)	(Lesson 3)	using a simple score (Lesson 2) 5. Interpreting a score to perform different beat patterns (Lesson 3) 6. Performing beat patterns with voices and percussion (Lesson 3) 7. Exploring different ways to organise music (Lesson 3)	(Lesson 2) 5. Composing music to illustrate a story (Lesson 3)
NC Areas	Pupils learn to sing and to use their voices • Pupils use their voices expressively and creatively by singing songs and speaking rhymes • Pupils explore pitch, duration, and appropriate forms of notation • Pupils listen to, review, and evaluate music, including the works of the great composers	Pupils learn to sing and play a musical instrument • Pupils listen to, review, and evaluate music from a range of styles and historical periods • Pupils explore structure, tempo, and duration • Pupils understand and explore how music is created	Pupils explore pitch, duration, and appropriate musical notations • Pupils learn to sing and to use their voices expressively • Pupils listen to, review, and evaluate music • Pupils play tuned instruments musically	Pupils learn to sing and to play a musical instrument • Pupils explore pitch, structure, and duration • Pupils understand and explore how music is communicated • Pupils listen to, review, and evaluate music, including the works of the great composers	Pupils explore structure, duration, and appropriate musical notations • Pupils understand and explore how music is created • Pupils use their voices expressively	Pupils use their voices expressively and creatively by singing a song and speaking a chant • Pupils listen to, review, and evaluate music across a range of styles, including the works of the great composers • Pupils create music on their own and with others
Year B	<b>SUPERHEROES!</b>	<b>TOYS</b>	<b>HOUSES AND HOMES</b>	<b>GREAT FIRE OF LONDON</b>	<b>OUR AMAZING WORLD</b>	<b>TRAVEL AND TRANSPORT</b>
	1: 10 Our Bodies Beat x 3	1:5 Machines Beat x 3	1.9 Storytime Exploring Sounds x 3	1:12 Water Pitch x 3	1:7 Our School Exploring Sounds x 3	1:11Travel Performance x 3
Objectives	1.Performing a steady beat at two different speeds (tempi) (Lesson 1) 2. Responding to change of mood in a piece of music with a slow and fast steady beat (Lesson 1) 3. Identifying a repeated rhythm pattern (Lesson 2) 4. Combining a rhythm pattern and a steady beat (Lesson 2) 5. Performing together	1.Maintaining a steady beat (Lesson 1) 2. Sequencing sounds (Lesson 1) 3. Playing to a steady beat (Lessons 1, 2, and 3) 4. Playing at different speeds (tempi) (Lesson 2) 5. Controlling changes in speed (tempi) (Lesson 3)	1.Discussing basic musical terms – fast, slow, loud, quiet (Lesson 1) 2. Understanding how music can tell a story (Lesson 1) 3. Performing with concentration (Lesson 1) 4. Playing fast, slow, loud, and quiet (Lesson 2) 5. Creating music that matches an event in a story (Lesson 2)	1. Creating a picture in sound (Lesson 1) 2. Understanding musical structure by listening and responding (Lesson 2) 3. Performing a simple repeated pattern (Lesson 3)	1.Exploring different sound sources and materials (Lesson 1) 2. Analysing the dynamics and duration of sounds around the school (Lesson 1) 3. Exploring these elements/dimensions on instruments (Lesson 2) 4. Creating two contrasting textures (Lesson 2)	1. Combining voices, movement, and instruments to perform a chant and a song (Lesson 1) 2. Keeping a steady beat, including on instruments (Lessons 2 and 3) 3. Creating word rhythms (Lesson 2) 4. Performing word rhythms with movement (Lesson 2)

	with concentration (Lesson 3) 6. Performing rhythm patterns on body percussion to a steady beat (Lesson 3) 7. Inventing and performing new rhythms to a steady beat (Lesson 3)		6. Rehearsing and performing with others (Lesson 3) 7. Learning new songs and chants (Lesson 3)		5. Singing a song (Lesson 3) 6. Interpreting sounds and exploring instruments (Lesson 3) 7. Creating a soundscape as part of a song performance (Lesson 3)	5. Responding to music in movement (Lesson 3) 6. Playing and combining simple word rhythms (Lesson 3)
NC Areas	<ul style="list-style-type: none"> <li>• Pupils explore timbre, structure, and tempo</li> <li>• Pupils learn to play a musical instrument</li> <li>• Pupils understand and explore how music is created</li> <li>• Pupils listen to music from different traditions</li> <li>• Pupils play untuned instruments musically</li> </ul>	Pupils explore tempo, duration, and structure • Pupils learn to play a musical instrument • Pupils listen to, review, and evaluate music, including the works of the great composers	<ul style="list-style-type: none"> <li>• Pupils explore structure, timbre, tempo, dynamics, and appropriate forms of notation</li> <li>• Pupils listen to, review, and evaluate music, including the works of the great composers</li> <li>• Pupils learn to sing and play a musical instrument</li> <li>• Pupils create music on their own and with others</li> </ul>	Pupils play tuned and untuned instruments musically • Pupils learn to sing • Pupils explore pitch, structure, and dynamics • Pupils listen to, review, and evaluate music, including the works of the great composers	Pupils learn to play a musical instrument • Pupils explore dynamics, timbre, and structure • Pupils learn to sing • Pupils create music with others	Pupils learn to sing and play a musical instrument • Pupils explore structure, tempo, and dynamics • Pupils create music with others • Pupils use their voices expressively by performing a chant
	2.4 Our Bodies Beat x 3	2.2 Toys Beat x 3	2.7 Storytime Exploring Sounds x 3	2.11 Water Pitch x 3	2:3 Our land Exploring Sounds x 3	2.12 Travel Performance x 3
Objectives	1. Recognising and responding to steady beats, including at different tempi (Lessons 1, 2, and 3) 2. Recognising and playing rhythmic patterns (Lesson 1) 3. Recognising and responding to a rhythm ostinato pattern (Lesson 1) 4. Playing steady beats at different tempi on body percussion and instruments (Lesson 2) 5. Singing in two parts and combining steady beats (Lesson 2)	1. Keeping a steady beat at different speeds (tempi) (Lesson 1) 2. Marking beats within a four-beat metre (Lessons 1 and 2) 3. Developing a sense of steady beat through chant, actions, and instruments (Lesson 2) 4. Performing a steady beat (Lesson 3) 5. Changing tempo (Lesson 3) 6. Responding to images (Lesson 3)	1. Combining sounds to create a musical effect (Lessons 1 and 3) 2. Understanding how music, dance, and drama can combine in storytelling (Lesson 1) 3. Exploring voices to create descriptive musical effects (Lesson 2) 4. Creating and matching descriptive sounds made with the voice (Lesson 2) 5. Performing to an audience (Lesson 3)	1. Understanding pitch through singing, movement, and note names (Lesson 1) 2. Performing a melody (Lesson 1) 3. Understanding melody through songs, movement, and performing pitch shapes on tuned instruments (Lesson 2) 4. Exploring and developing an understanding of pitch (Lesson 3) 5. Using musical scales, high notes and low notes in a composition (Lesson 3)	1. Exploring timbre and texture to understand how sounds can be descriptive (Lesson 1) 2. Matching descriptive sounds to images (Lessons 1 and 2) 3. Identifying ways of producing sounds (Lesson 2) 4. Listening to and evaluating composition (Lesson 2) 5. Rehearsing and refining to develop a performance (Lesson 3)	Exploring patterns of physical movement in a game song (Lesson 1) 2. Responding to a song with movement (Lesson 1) 3. Using simple musical vocabulary to describe music (Lesson 1) 4. Combining steady beat and rhythms to accompany a song (Lesson 2) 5. Listening and responding to contemporary orchestral music (Lesson 2) 6. Playing an instrument game to practise steady

	6. Performing rhythmic movement patterns to a steady beat (Lesson 3) 7. Performing rhythmic patterns on percussion (Lesson 3)					beat at changing tempi (Lesson 2) 7. Preparing and improving a performance using movement, voice, and percussion (Lesson 3) 8. Using instruments expressively (Lesson 3) 9. Understanding notation (Lesson 3)
NC Areas	Pupils listen to, review, and evaluate music across a range of styles and genres, including the works of the great composers • Pupils learn to sing and play a musical instrument • Pupils explore tempo and timbre • Pupils create music on their own and with others	Pupils explore tempo, dynamics, and timbre • Pupils use their voices expressively and creatively by speaking chants Pupils learn to play a musical instrument • Pupils create music on their own and with others	Pupils use their voices expressively and creatively by speaking chants • Pupils experiment with, create, select, and combine sounds • Pupils play tuned and untuned instruments musically • Pupils understand and explore how music is created, produced, and communicated • Pupils listen to, review, and evaluate music, including the works of the great composers	<ul style="list-style-type: none"> <li>• Pupils learn to sing and play a musical instrument</li> <li>• Pupils explore pitch, timbre, and duration • Pupils experiment with, create, select, and combine sounds • Pupils play tuned and untuned instruments musically • Pupils create and compose music</li> </ul>	Pupils explore timbre, texture, and structure • Pupils use their voices expressively and creatively by speaking chants • Pupils learn to play a musical instrument • Pupils understand and explore how music is created, produced, and communicated	<ul style="list-style-type: none"> <li>• Pupils learn to sing and play a musical instrument</li> <li>• Pupils explore tempo, timbre, and appropriate musical notations • Pupils listen to, review, and evaluate music, including the works of the great composers</li> </ul>

# SNOWY OWLS (Y3/Y4)

	Autumn		Spring		Summer	
Year A	FOOD GLORIOUS FOOD	THE ROMANS ARE COMING!	THE RAINFOREST	CHOCOLATE – YUM!	SEA AND COAST	OFF ON HOLIBOBS?
	3.1: Environment Composition x 3	3.2 Building Beat x 3	3.11. Ancient worlds Structure x 3	4.8 Singing Spanish Pitch x 3	3.4 Poetry Performance x 3	3.5 China Pitch x 3
Objectives	1. Selecting descriptive sounds to accompany a poem (Lesson 1) 2. Creating a musical re-telling of a poem (Lesson 1) 3. Singing in two-part harmony (Lesson 1) 4. Accompanying a song with a melodic ostinato (Lesson 1) 5. Exploring timbre to create a descriptive piece of music (Lesson 2) 6. Learning about ternary form (Lesson 2) 7. Singing a song with expression (Lesson 2) 8. Developing the lyrics of a song (Lesson 3) 9. Choosing timbre to make an accompaniment (Lesson 3) 10. Combining chants and sound pictures in a class performance in rondo structure (Lesson 3)	1. Understanding how music can be organised in sequences and layers (Lessons 1 and 2) 2. Using voices and actions to perform simple rhythms within a steady beat (Lesson 1) 3. Combining rhythms in layers (Lesson 2) 4. Creating music using children's own ideas (Lesson 3) 5. Making choices about musical structure (Lesson 3)	1. Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinati (Lesson 1) 2. Singing a song and accompanying it with tuned percussion ostinati (Lesson 1) 3. Exploring musical phrases, melodic imitation and rounds (Lesson 2) 4. Performing a round in three parts (Lesson 3) 5. Arranging an accompaniment with attention to balance and musical effect (Lesson 3)	1. Singing in groups (Lesson 1) 2. Creating descriptive music (Lesson 1) 3. Singing in a minor key in groups (Lesson 2) 4. Developing descriptive song accompaniments (Lesson 2) 5. Singing in two parts with accompaniment (Lesson 3) 6. Performing repeating rhythms (Lesson 3) 7. Combining tuned percussion, untuned percussion, and singing (Lesson 3)	1. Enhancing and extending the performance of a poem using vocal patterns (Lesson 1) 2. Improvising descriptive music (Lesson 2) 3. Identifying a sequence of sounds (structure) in a piece of music (Lesson 3) 4. Responding to music through movement (Lesson 3)	1. Understanding the pentatonic scale (Lesson 1) 2. Using graphic notation with the pentatonic scale (Lesson 2) 3. Understanding pitch through composing, notating, and reading graphic notation (Lesson 2) 4. Performing a pentatonic song with tuned and untuned accompaniment (Lesson 2) 5. Exploring the pentatonic scale (Lesson 3) 6. Playing in steps using graphic notation (Lesson 3)
NC Areas	Pupils sing, using their voices with increasing accuracy, fluency, control and expression • Pupils compose music • Pupils explore structure, timbre, and appropriate musical	Pupils listen with attention to detail and recall sounds with increasing aural memory • Pupils explore structure and duration • Pupils organise and manipulate	Pupils develop an understanding of the history of music • Pupils use their voices and play musical instruments with increasing accuracy, uency, control, and	Pupils sing and play musically, with confidence and control • Pupils play and perform in an ensemble context • Pupils explore pitch, timbre, and structure • Pupils use and	Pupils improvise music • Pupils use their voices with accuracy, fluency, control, and expression • Pupils explore structure, timbre, and dynamics	Pupils explore pitch, appropriate musical notations, and timbre • Pupils learn to sing and to play a musical instrument • Pupils listen to, review, and evaluate music across

	notations • Pupils create music on their own and with others	ideas within musical structures • Pupils create music on their own and with others	expression • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures	understand musical notations, including staff notation		a range of genres, styles, and traditions • Pupils understand and explore how music is created
	<b>4.2 Environment</b> <b>Composition x 3</b>	<b>4.5 Building</b> <b>Beat</b>	<b>4.7 Ancient worlds</b> <b>Structure x 3</b>	<b>4.11 In the past</b> <b>Notation x 3</b>	<b>4.1 Poetry</b> <b>Performance x 3</b>	<b>4.6 Around the world</b> <b>Pitch x 3</b>
Objectives	Exploring how different timbres can be descriptive (Lesson 1) 2. Exploring combinations of different timbres to accompany a song (Lesson 1) 3. Learning how to accompany a song with drone and ostinato on tuned percussion (Lesson 2) 4. Exploring the descriptive music of two major composers (Lesson 3) 5. Composing an introduction for a song (Lesson 3)	Learning about verse and chorus song structure (Lesson 1) 2. Combining four body percussion ostinati as a song accompaniment (Lesson 1) 3. Understanding texture (Lesson 2) 4. Learning about layered structure in a rhythmic ostinato piece (Lesson 2) 5. Creating rhythmic ostinati (Lesson 2) 6. Accompanying a melody with a drone (Lesson 2) 7. Describing the structure of a piece of orchestral music (Lesson 3) 8. Reading a clock score to play a piece combining drone and melodic ostinati (Lesson 3) 9. Using rondo structure to build a performance (Lesson 3)	1. Learning a verse and chorus song (Lesson 1) 2. Understanding that melodies have phrases (Lesson 1) 3. Exploring layers and layering (Lesson 1) 4. Comparing and contrasting structure (Lesson 2) 5. Understanding layers in musical structure (Lesson 2) 6. Identifying key features of minimalist structure (Lesson 2) 7. Playing in groups (Lesson 3) 8. Combining sections of music in a layered structure (Lesson 3) 9. Rehearsing and preparing for a performance (Lesson 3)	1. Learning to play a Renaissance dance from notations (Lesson 1) 2. Composing a fanfare (Lesson 1) 3. Understanding simple musical structures (Lesson 1) 4. Learning a dance and playing music used for celebrations (Lesson 2) 5. Learning a 1960s pop song (Lesson 3)	1. Looking at music notation with reference to metre and accent (Lesson 1) 2. Building an extended performance piece from a poem (Lesson 1) 3. Using canon and ostinati as accompaniments (Lesson 1) 4. Using beatbox techniques to imitate the sound of a drum kit (Lesson 2) 5. Performing a rap with a vocal beatbox accompaniment (Lesson 2) 6. Performing a poem with rhythmic accuracy (choral speaking) (Lesson 3) 7. Devising a rhythmic accompaniment based on repeated text fragments (Lesson 3) 8. Balancing voices in a performance (Lesson 3)	1. Exploring the pentatonic scale (Lesson 1) 2. Playing leaps (Lesson 1) 3. Reading graphic notation (Lesson 1) 4. Developing listening skills (Lesson 2) 5. Describing music using musical and non-musical terms (Lesson 2) 6. Composing and notating pentatonic melodies (Lesson 2) 7. Playing a pentatonic song with leaps (Lesson 3) 8. Combining tuned percussion, untuned percussion, and singing (Lesson 3)
NC Areas	Pupils explore timbre, structure, tempo, and dynamics • Pupils listen to, review, and evaluate music across a range of historical periods,	Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils explore structure, pitch, and duration • Pupils	• Pupils explore structure, dynamics, and texture • Pupils develop an understanding of the history of music • Pupils create music with others •	Pupils develop an understanding of the history of music • Pupils perform, listen to, review, and evaluate music across a range of historical	Pupils use and understand staff notation (rhythm) • Pupils use technology appropriately (create a recording) • Pupils explore structure, timbre, and	Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils appreciate and understand a range of



	including the works of the great composers • Pupils compose music, organising and manipulating ideas within musical structures • Pupils learn to sing with expression	learn to sing and to play a musical instrument • Pupils improvise music	Pupils learn to sing • Pupils develop an understanding of musical composition	periods and styles, including the works of the great composers • Pupils use and understand musical notations, including staff notation • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures	texture • Pupils create music on their own and with others	music drawn from different traditions • Pupils use and understand musical notations • Pupils improvise and compose music using the inter-related dimensions of music
Year B	<b>GET READY, GET FIT!</b>	<b>LIGHTS, CAMERA, ACTION!</b>	<b>WALK LIKE AN EGYPTIAN</b>	<b>YOU'RE MY HERO!</b>	<b>HOW DOES YOUR GARDEN GROW?</b>	<b>MORE INVADERS!</b>
	3.9 Human body Structure x 3	3.3 Sounds Exploring Sounds x 3	3.6 Time Beat x 3	3.8 Communication Composition x 3	3.12 Food and drink Performance x 3	3.7 In the past Pitch x 3
Objectives	1. Understanding call and response structure (Lesson 1) 2. Performing word rhythms (Lesson 1) 3. Exploring sounds (Activities 1 and 2) 4. Singing in two parts (Lesson 2) 5. Performing call and response structure (Lesson 2) 6. Understanding and performing binary form (Lesson 3) 7. Performing call and response (Lesson 3)	1. Learning how sounds are produced and how instruments are classified (Lessons 1, 2, and 3) 2. Learning about aerophones (Lesson 1) 3. Understanding musical conversation structure (Lesson 2) 4. Learning about idiophones (Lesson 2) 5. Developing an understanding of call and response (Lesson 2) 6. Learning about chordophones (Lesson 3) 7. Creating a call and response (Lesson 3)	1. Identifying the metre in a piece of music (Lesson 1) 2. Playing independent parts in more than one metre simultaneously (Lesson 1) 3. Identifying and performing an ostinato (Lesson 2) 4. Improvising to an ostinato accompaniment (Lesson 2) 5. Performing rhythmic ostinati individually and in combination (Lesson 3) 6. Layering rhythms (Lesson 3) 7. Recognising rhythm patterns in staff notation (Lesson 3)	1. Representing sounds with symbols (Lesson 1) 2. Using voices creatively and expressively (Lesson 2) 3. Exploring different ways to emphasise the first beat in a repeating pattern or metre (Lesson 2) 4. Creating and performing from a symbol score (Lesson 3)	1. Exploring simple accompaniments using beat and rhythm patterns (Lesson 1) 2. Using a score and combining sounds to create different musical textures (Lesson 2) 3. Exploring different types of accompaniment (Lesson 3)	1. Understanding pitch (Lesson 1) 2. Learning to read simple pitch notation (Lesson 1) 3. Understanding and using pitch notations (Lesson 2) 4. Reading simple rhythm notation (Lesson 3) 5. Learning a Tudor dance (Lesson 3)
NC Areas	Pupils play and perform, using their voices and playing musical instruments with increasing accuracy, fluency, control, and	Pupils understand and explore how music is created, produced, and communicated • Pupils appreciate and understand a wide range	Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils use and understand staff notation (rhythm) • Pupils	Pupils listen with attention to detail and recall sounds with increasing aural memory • Pupils improvise and compose music using the	Pupils learn to sing and to play a musical instrument • Pupils perform, listen to, review, and evaluate music across a range of styles • Pupils play and	Pupils explore pitch, structure, and appropriate musical notations • Pupils use and understand staff notations • Pupils develop an understanding of the



	expression • Pupils explore structure, texture, and timbre • Pupils improvise and compose music • Pupils create music on their own and with others	of recorded music drawn from different traditions, including the works of the great musicians • Pupils learn to sing and play a musical instrument • Pupils perform in an ensemble context	learn to sing and to play a musical instrument • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures	inter-related dimensions of music • Pupils learn to sing and play a musical instrument	perform in an ensemble context	history of music • Pupils listen with attention to detail and recall sounds with increasing aural memory
	3.10 Singing French Pitch x 3	4.3 Sounds Exploring Sounds x 3	4.10 Time Beat x 3	4.9 Communication Composition x 3	4.12 Food and drink Performance x 3	4.4 Recycling Structure x 3
Objectives	1. Understanding pitch through melody (Lesson 1) 2. Developing a song (Lesson 1) 3. Understanding pitch through singing and playing a melody (Lesson 2) 4. Recognising pitch shapes (Lesson 3) 5. Reading notations to play a melody (Lesson 3)	1. Learning about classifying instruments by the way sounds are produced (Lesson 1) 2. Learning some simple beatboxing sounds (Lesson 1) 3. Singing a song and adding beatboxing sounds (Lesson 1) 4. Learning about aerophones (Lesson 2) 5. Learning to sing partner songs (Lesson 2) 6. Learning about classifying instruments by the way sounds are produced (Lesson 3) 7. Exploring the combined expressive effects of different instrument groups (Lesson 3)	1. Identifying the metre of a new song (Lesson 1) 2. Singing in three independent parts (Lesson 1) 3. Playing and singing repeated patterns (ostinati) from notation (Lesson 1) 4. Identifying metre in a piece of music (Lesson 2) 5. Understanding syncopation and using off-beat rhythms in improvisation (Lesson 2) 6. Combining independent parts in more than one metre (Lesson 2) 7. Identifying how a well-known story has been told in music (Lesson 3) 8. Creating music which tells a story (Lesson 3)	1. Copying rhythms and a short melody (Lesson 1) 2. Playing ostinati and layering them in a performance (Lesson 1) 3. Using music to communicate a meaning (Lesson 2) 4. Composing a rap (Lesson 2) 5. Playing ostinati and layering them in a performance (Lesson 3)	1. Combining expressive use of the voice with physical movement (Lesson 1) 2. Responding to sound with visual signals (Lesson 1) 3. Performing sequences of sounds matched to visual sequences (Lesson 1) 4. Singing a call and response chant (Lesson 2) 5. Composing and playing sequences of word rhythms (Lesson 2) 6. Understanding and performing rondo structure (Lesson 2) 7. Learning a traditional West African call and response song (Lesson 3) 8. Learning to sing a verse and chorus song (Lesson 3) 9. Learning rhythmic and melodic accompaniments for a song and combining them in a performance (Lesson 3)	1. Making instruments (Lessons 1 and 2) 2. Performing verse and chorus structure (Lessons 1 and 2) 3. Interpreting notation (Lessons 1 and 2) 4. Improvising (Lessons 1 and 2) 5. Understanding ABA structure (Lesson 2) 6. Performing repeating rhythms (Lesson 3) 7. Chanting in three parts (Lesson 3) 8. Exploring sounds (Lesson 3) 9. Performing rondo form (Lesson 3)
NC Areas	Pupils explore pitch, structure, and appropriate musical notations • Pupils	Pupils understand and explore how music is created, produced, and	Pupils perform, listen to, review, and evaluate music across a range of	Pupils use their voices and play musical instruments with increasing accuracy,	Pupils learn to sing and to play a musical instrument • Pupils perform, listen to,	Pupils explore structure, timbre, and appropriate musical notations • Pupils

	<p>learn to sing and to play a musical instrument • Pupils reproduce sounds from aural memory • Pupils understand and explore how music is created</p>	<p>communicated • Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres • Pupils listen with attention to detail and recall sounds with increasing aural memory • Pupils sing with increasing fluency and expression</p>	<p>historical periods, genres, and styles, including the works of the great composers and musicians • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures • Pupils listen with attention to detail and recall sounds with increasing aural memory</p>	<p>fluency, control, and expression • Pupils play and perform in solo and ensemble contexts • Pupils compose music for a range of purposes</p>	<p>review and evaluate music across a range of styles • Pupils explore the inter-related dimensions of music, including structure and timbre</p>	<p>play musically, with increasing confidence and control • Pupils appreciate and understand a wide range of music, across a range of genres and traditions • Pupils use their voices expressively • Pupils understand and explore how music is created, produced, and communicated</p>
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# LONG-EARED OWLS (Y5 /Y6)

	Autumn		Spring		Summer	
Year A	ANCESTRY.COM	DOCTOR DOCTOR!	FORCES OF NATURE	FAR OFF LANDS	CAVERNOUS CANYON!	VICTORIOUS VIKINGS?
	5.1 Our Community Performance x 6	5.4 Keeping healthy Beat x 6	5.3 Life cycles Structure x 6	6.1 World unite Step dance Performance x 6	6.2 Journeys Song cycle Performance x 6	6.5 Class Awards Awards Show Performance x 6
Objectives	1.Learning to sing a song (Lesson 1) 2. Understanding metre through singing and playing instruments (Lesson 1) 3. Conducting a metre of four (Lesson 1) 4. Conducting metres of two and three (Lessons 2 and 4) 5. Writing lyrics (Lessons 2 and 3) 6. Learning to sing a song from our musical heritage (Lesson 4) 7. Developing accompaniments using ostinato and invented or improvised rhythms (Lesson 5) 8. Rehearsing for a performance (Lesson 6) 9. Developing a performance by adding other media (Lesson 6) 10. Performing with awareness of audience (Lesson 6)	1.Exploring beat at different tempi (Lesson 1) 2. Singing syncopated melodies (Lesson 1) 3. Developing rhythm skills through singing, playing, and moving (Lesson 1) 4. Singing and playing scales and chromatic melodies (Lesson 2) 5. Using steady beat and syncopated rhythms (Lesson 2) 6. Accompanying a song with sung and played drones (Lesson 3) 7. Singing in unison and two parts (Lesson 3) 8. Developing an arrangement of a two-part song (Lesson 4) 9. Learning and creating accompaniments for a song (Lesson 4) 10. Reading grid or staff notation to play a bassline (Lesson 4) 11. Learning to perform a song with syncopated rhythms (Lesson 5) 12. Arranging a complete performance of music and songs (Lesson 6) 13. Using a score to notate and guide selected	1. Singing in two and three parts (Lessons 1 and 2) 2. Reading a melody in staff notation (Lesson 1) 3. Accompanying a song with tuned and untuned instruments (Lesson 1) 4. Composing and performing together (Lesson 2) 5. Combining vocal sounds in performance (Lesson 3) 6. Creating a performance using voices and instruments in four parts (Lesson 3) 7. Exploring extended vocal techniques (Lesson 4) 8. Developing a structure to combine sounds (Lesson 4) 9. Creating musical effects using contrasting pitch (Lesson 5) 10. Learning about the music of an early opera (Lesson 6) 11. Creating descriptive music (Lesson 6) 12. Developing a performance with awareness of audience	1.Exploring beat and syncopation through a song and body percussion (Lesson 1) 2. Developing coordination and rhythm skills (Lesson 2) 3. Performing a rhythmic sequence to a piece of music (Lesson 2) 4. Developing the idea of pitch shape and relating it to movement (Lesson 3) 5. Understanding pitch through movement and notation (Lesson 3) 6. Creating rhythm patterns (Lesson 4) 7. Arranging different musical sections to build a larger scale performance (Lesson 4) 8. Exploring rhythm through dance (Lesson 5) 9. Combining different rhythms (Lesson 5) 10. Exploring ways of combining and structuring rhythms through dance (Lesson 6)	1. Singing in three-part harmony (Lesson 1) 2. Exploring expressive singing in a part-song with echoes (Lesson 2) 3. Developing song cycles for performance (Lesson 3) 4. Staging a performance with awareness of audience (Lesson 3) 5. Singing a pop song with backing harmony (Lesson 4) 6. Learning about a song's structure (Lesson 4) 7. Learning to sing major and minor note patterns accurately (Lesson 5) 8. Learning a pop song with understanding of its structure (Lesson 5) 9. Developing a song cycle performance incorporating mixed media (Lesson 6) 10. Developing planning, directing, and rehearsal skills (Lesson 6)	1.Learning music for a special occasion (Lesson 1) 2. Composing programme music from a visual stimulus (Lesson 2) 3. Singing a verse and chorus song (Lesson 3) 4. Writing new verses for a rap (Lesson 3) 5. Developing a song performance (Lesson 4) 6. Performing together (Lessons 4, 5, and 6) 7. Developing an extended performance (Lesson 5) 8. Developing a song arrangement (Lesson 6) 9. Rehearsing for a performance (Lesson 6) 10. Performing together with an awareness of audience (Lesson 6)

		elements of a performance (Lesson 6)	(Lesson 6)			
NC Areas	<ul style="list-style-type: none"> <li>• Pupils understand and explore how music is communicated (conducting)</li> <li>• Pupils play and perform, using their voices and playing musical instruments with increasing accuracy and expression</li> <li>• Pupils develop an understanding of musical composition, and compose and improvise</li> <li>• Pupils create music on their own and with others</li> </ul>	Pupils explore pitch, structure, texture, and appropriate musical notations, including staff notation • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures • Pupils sing and play musically, with increasing confidence and control • Pupils perform in an ensemble context	Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians • Pupils develop an understanding of musical composition • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • Pupils explore structure, timbre, and appropriate musical notations	Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music • Pupils are taught to sing and play musically with increasing confidence and control • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory	Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Pupils explore structure, texture, and pitch • Pupils use technology appropriately • Pupils understand and explore how music is communicated	Pupils play and perform in solo and ensemble contexts • Pupils are taught to sing and play musically with increasing confidence and control • Pupils perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers • Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music
Year B	<b>WAR HORSE</b>	<b>FROZEN WORLDS</b>	<b>OUR PLACE IN SPACE - EXTREME EARTH</b>	<b>THIEVES, BEWARE!</b>	<b>GROOVY GREEKS</b>	<b>WHEN STARS ARE SCATTERED</b>
	6.4 Roots Mini musical Performance	6.3: Growth Street dance Performance	5.2: Solar system Listening x 6	5.5 At the movies Composition x 6	5.6: Celebration Performance x 6	6.6 Moving on - leavers' assembly Performance x 6
Objectives	1. Singing a traditional Ghanaian song (Lesson 1) 2. Devising rhythmic actions to music (Lesson 1) 3. Developing a performance of a musical (Lesson 1) 4. Improvising descriptive music (Lesson 2) 5. Singing a traditional children's game song from Ghana (Lesson 2)	1. Feeling and moving to a three-beat pulse and revising rhythmic ostinato (Lesson 1) 2. Performing and improvising rhythmic and melodic ostinati (Lesson 2) 3. Singing in harmony (Lesson 3) 4. Learning about chords (Lesson 3) 5. Performing music and	1. Listening to music with focus and analysing using musical vocabulary (Lesson 1) 2. Relating sound sequences to images (Lesson 1) 3. Interpreting images to create descriptive sound sequences (Lesson 1) 4. Developing the use of dynamics in a song (Lesson 2)	1. Understanding music narrative, and exploring and using narrative structure (Lessons 1 and 2) 2. Interpreting notation (Lesson 1) 3. Using a storyboard to structure sounds (Lesson 1) 4. Learning about the use of sound effects in movies (Lesson 2) 5. Composing	1. Singing a song in unison and three-part harmony (Lesson 1) 2. Learning a melody and harmony part on instruments to accompany a song (Lesson 1) 3. Performing ostinati and body percussion accompaniments to a song (Lesson 2) 4. Exploring a song arrangement and its	1. Singing a song with expression and sustained notes (Lessons 1 and 2) 2. Singing in two-part and three-part harmony (Lessons 1 and 4) 3. Performing complex song rhythms confidently (Lesson 2) 4. Identifying the structure of a piece of music (Lesson 3)

	<p>6. Playing rhythm cycles (Lesson 3)</p> <p>7. Combining rhythm cycles in a percussion piece (Lesson 3)</p> <p>8. Singing call and response songs in two groups (Lesson 4)</p> <p>9. Devising rhythmic movement (Lesson 4)</p> <p>10. Developing a descriptive composition (Lesson 4)</p> <p>11. Planning and structuring pieces to make a finale (Lesson 5)</p> <p>12. Combining songs with rhythmic cycles (Lesson 5)</p> <p>13. Developing and rehearsing for a performance (Lesson 6)</p> <p>14. Performing to an audience (Lesson 6)</p>	<p>dance (Lesson 4)</p> <p>6. Revising, rehearsing, and developing music for performance (Lesson 5)</p> <p>7. Exploring extended vocal techniques (Lesson 4)</p> <p>8. Developing a structure to combine sounds (Lesson 4)</p> <p>9. Creating musical effects using contrasting pitch (Lesson 5)</p> <p>10. Understanding the process of a musical performance (Lesson 6)</p>	<p>5. Listening to music, focusing on dynamics and texture (Lesson 2)</p> <p>6. Learning a melodic ostinato using staff notation (Lesson 2)</p> <p>7. Developing techniques of performing rap using texture and rhythm (Lesson 3)</p> <p>8. Learning a song with a complex texture (Lesson 4)</p> <p>9. Learning about the sound of the whole tone scale (Lesson 4)</p> <p>10. Listening to music and describing its effects and use of the musical dimensions (Lesson 5)</p> <p>11. Performing a song with expression and with attention to tone and phrasing (Lesson 5)</p> <p>12. Creating a musical background to accompany a poem (Lesson 5)</p> <p>13. Creating and presenting a performance of song, music, and poetry (Lesson 6)</p>	<p>sound effects to perform with a movie (Lesson 2)</p> <p>6. Identifying changes in tempo and their effects (Lesson 3)</p> <p>7. Exploring and understanding phrase structure of a song melody (Lesson 3)</p> <p>8. Creating and performing a sequence of melodic phrases with a movie (Lesson 3)</p> <p>9. Learning about the use of musical clichés in movie soundtracks (Lesson 4)</p> <p>10. Exploring the effect of music in movies (Lesson 4)</p> <p>11. Using the musical dimensions to create and perform music for a movie (Lesson 4)</p> <p>12. Learning about and exploring techniques used in movie soundtracks (Lesson 5)</p> <p>13. Creating sounds for a movie, following a timesheet (Lesson 5)</p> <p>14. Working in groups to create descriptive movie music (Lesson 6)</p> <p>15. Evaluating and refining compositions (Lesson 6)</p> <p>16. Learning about using cue scores (Lesson 6)</p>	<p>structure (Lesson 2)</p> <p>5. Performing a song with a complex structure in four parts (Lesson 3)</p> <p>6. Developing a song performance with awareness of audience (Lesson 3)</p> <p>7. Understanding and using a song structure (Lesson 4)</p> <p>8. Applying singing techniques to improve performance (Lesson 4)</p> <p>9. Developing accurate ensemble playing (Lesson 5)</p> <p>10. Controlling short, loud sounds on a variety of instruments (Lesson 5)</p> <p>11. Rehearsing and improving an ensemble performance (Lesson 6)</p> <p>12. Preparing a performance with awareness of audience (Lesson 6)</p>	<p>5. Learning to play a melody with chordal accompaniment (Lesson 3)</p> <p>6. Experiencing the effect of harmony changing (Lesson 3)</p> <p>7. Playing instrumental parts to accompany a song (Lesson 5)</p> <p>8. Performing a song with complex structure (Lesson 5)</p> <p>9. Listening to and understanding modulation in a musical bridge (Lesson 6)</p> <p>10. Preparing for a performance (Lesson 6)</p>
NC Areas	Pupils improvise and compose music for a range of purposes using the inter-related	Pupils perform and listen to music, including the works of the great composers • Pupils	Pupils listen to, review, and evaluate music across a range of historical periods, including the	Pupils develop an understanding of the history of music • Pupils listen with attention to	Pupils play and perform in solo and ensemble contexts, using their voices and playing	Pupils play and perform in solo and ensemble contexts, using their voices and playing

	<p>dimensions of music • Pupils appreciate and understand music drawn from different traditions • Pupils learn to sing and play musically with increasing confidence and control • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</p>	<p>develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p>	<p>works of the great composers • Pupils explore dynamics, timbre, tempo, and texture • Pupils use and understand staff and other musical notations • Pupils learn to sing with expression • Pupils develop an understanding of musical composition</p>	<p>detail and recall sounds with increasing aural memory • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures • Pupils explore tempo, texture, structure, duration, and appropriate musical notations</p>	<p>musical instruments with increasing accuracy, fluency, control, and expression • Pupils are taught to sing and play musically with increasing confidence and control • Pupils listen with attention to detail and recall sounds with increasing aural memory</p>	<p>musical instruments with increasing accuracy, fluency, control, and expression • Pupils explore pitch, structure, duration, and appropriate musical notations • Pupils listen with attention to detail and recall sounds with increasing aural memory • Pupils understand and explore how music is created, produced and communicated</p>
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