

**Bryn Offa CE Primary  
School  
Curriculum Map  
Music**

## **Vision**

It is our vision that music lessons at Bryn Offa give children the opportunity to become real musicians whether this be through an enjoyment of singing or through playing an instrument. Music is an essential part of life and reflects the culture and society that we live in as well as broadening our knowledge and experiences of the wider world. A rich music curriculum is integral in the development of the whole person; through playing, creating and performing, children will develop their emotional wellbeing, confidence and improved communication, along with developing their thinking skills and creativity, so many of these skills are transferable across all areas of the curriculum.

All children at Bryn Offa will be able to experience a sense of achievement and successes will be celebrated through music lessons at school, peripatetic lessons, extra-curricular activities and those who learn at home.

All children will leave Bryn Offa with the ability to read and play music and will take with them the ability to confidently join in and enjoy singing.

## **Music Lessons**

Children at Bryn Offa have over an hour of classroom teaching each week, over three half terms of each academic year. Units are taught over a two yearly cycle covering the main elements of the music curriculum – composition, exploring sounds, structure, beat, pitch, notation and performance. Each lesson involves warming up, singing and focused objectives linked to the EYFS and the National Curriculum. Children in Key Stage 2 will all learn to play an instrument.

## **Key Vocabulary**

Here is some of the key vocabulary the children should be using with confidence. Most of the vocabulary is not age specific, but is about using the correct word when appropriate.

**Rhythm** - combinations of long and short sounds which convey movement.

**Beat** – the basic unit of time within music

**Duration** – the length of a sound

**Tempo** – the speed of the music

**Volume/dynamics** – the variations in loudness between notes and phrases

**Pulse** – the underlying steady beat of the music. This is what we may tap our foot or clap along with.

**Melody** – sequence of notes and rhythms.

## **KS2 Additional vocabulary**

**Quavers** - a musical note that is half as long as a crotchet.

**Crotchet** - a musical note that has a time value equal to two quavers. A count of one.

**Minim** - a musical note that has a time value equal to two crotchets

**Dotted minim** – a musical note that has a time value to three crotchets.

**Semibreve** – a musical note that has a time value to four crotchets.

**Crotchet rest** – a rest for a count of one.

**Pitch** – how high or low a sound is.

**Timbre** – The particular tone that distinguishes a sound or combination of sounds.

**Texture** – the layers of sound in a musical work and the relationships between them.

**Structure** – refers to the way a piece is built and the sections in it.

**Harmony** – the sounding of two or more notes at the same time.

**Ostinato** - a continuously reiterated musical phrase.

### **EYFS**

- Begin to build a repertoire of songs and dances.
- Explore the different sounds of instruments.

### **National Curriculum**

#### **Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### **Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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.

Class 5	Autumn	Spring	Summer
<p style="text-align: center;"><b>Cycle A</b></p> <p style="text-align: center;"><b>Even academic years e.g.2018, 2020</b></p>	<p><b>Unit: World unite – Music Express 10 to 11</b>  <b>Step dance performance: PE</b></p> <ul style="list-style-type: none"> <li>• Exploring beat and syncopation through a song and body percussion</li> <li>• Developing co-ordination and rhythm skills</li> <li>• Performing a rhythmic sequence to a piece of music</li> <li>• Developing the idea of pitch shape and relating it to movement</li> <li>• Understanding pitch through movement and notation</li> <li>• Creating rhythm patterns</li> <li>• Arranging different musical sections to build a larger scale performance</li> <li>• Exploring rhythm through dance</li> <li>• Combining different rhythms</li> <li>• Exploring ways of combining and structuring rhythms through dance</li> </ul>	<p><b>Unit: Learning to play an instrument</b></p> <ul style="list-style-type: none"> <li>• To read and play the standard treble clef notations for the notes B, A and G.</li> <li>• To read the standard notation for crotchets, quavers, minims and semibreves.</li> <li>• To read and play the standard treble clef notation for C</li> <li>• To read and play simple tunes on the treble clef stave, which contain the notes B, A, G and C.</li> <li>• To read and play the standard treble clef notation for C</li> <li>• To read and play simple tunes on the treble clef stave, which contain the notes B, A, G and C.</li> </ul>	<p><b>Unit: Class awards – Music Express 10 to 11</b>  <b>Award show performance: Cross curricular</b></p> <ul style="list-style-type: none"> <li>• Learning music for a special occasion</li> <li>• Composing programme music from a visual stimulus</li> <li>• Singing a verse and chorus song</li> <li>• Writing new verses for a rap</li> <li>• Developing a song performance</li> <li>• Performing together</li> <li>• Developing an extended performance</li> <li>• Developing a song arrangement</li> <li>• Rehearsing for a performance</li> <li>• Performing together with an awareness of audience</li> </ul>
	<p><b>Class 5 Core Skills</b></p> <ul style="list-style-type: none"> <li>- To read, write and consolidate music knowledge – quavers, crotchets, minims, dotted minims and semibreve (including a crotchet rest), using the notes DCBAG.</li> <li>- To play a tuned instrument using 5 notes (these will vary depending on the instrument).</li> <li>- Have an understanding of musical dynamics with a focus on volume, tempo and expression,</li> <li>- Developing accuracy of playing both tuned and un-tuned instruments.</li> <li>- Use voices as percussion or singing in group/solo contexts.</li> <li>- Compose music linked to a given theme using both tuned and un-tuned instruments, individually or in groups.</li> <li>- Develop listening skills and critique music of either their own or others pieces using knowledge of dynamics.</li> <li>- Research the history of music (to influence their own compositions).</li> </ul>		

Class 5	Autumn	Spring	Summer
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<b>Cycle B</b> <b>Odd academic years e.g.2019, 2021</b>	<p><b>Unit: Roots – Music Express 10 to 11</b>  <b>Mini musical performance: English</b></p> <ul style="list-style-type: none"> <li>• Singing a traditional Ghanaian song</li> <li>• Devising rhythmical actions to music</li> <li>• Developing a performance of a musical</li> <li>• Improvising descriptive music</li> <li>• Singing a traditional children’s game song from Ghana</li> <li>• Playing rhythm cycles</li> <li>• Combining rhythm cycles in a percussion piece</li> <li>• Singing call and response songs in two groups</li> <li>• Devising rhythmic movement</li> <li>• Developing a descriptive composition</li> <li>• Planning and structuring pieces to make a finale</li> <li>• Combining songs with rhythmic cycles</li> <li>• Developing and rehearsing for a performance</li> <li>• Performing to an audience</li> </ul>	<p><b>Unit: Learning to play an instrument</b></p> <ul style="list-style-type: none"> <li>• To read and play the standard treble clef notations for the notes B, A and G.</li> <li>• To read the standard notation for crotchets, quavers, minims and semibreves.</li> <li>• To read and play the standard treble clef notation for C</li> <li>• To read and play simple tunes on the treble clef stave, which contain the notes B, A, G and C.</li> <li>• To read and play the standard treble clef notation for C</li> <li>• To read and play simple tunes on the treble clef stave, which contain the notes B, A, G and C.</li> </ul>	<p><b>Unit: Moving on – Music Express 10 to 11</b>  <b>Leavers’ assembly performance: Computing</b></p> <ul style="list-style-type: none"> <li>• Singing a song with expression and sustained notes</li> <li>• Singing in two-part harmony</li> <li>• Singing a song with expression and sustained notes</li> <li>• Performing complex song rhythms confidently</li> <li>• Identifying the structure of a piece of music</li> <li>• Learning to play a melody with chordal accompaniment</li> <li>• Experiencing the effect of harmony changing</li> <li>• Singing in two- or three part harmony</li> <li>• Playing instrumental parts to accompany a song</li> <li>• Performing a song with complex structure</li> <li>• Listening to and understanding modulation in a musical bridge</li> <li>• Preparing for a performance</li> </ul>
	<p><b>Class 5 Core Skills</b></p> <ul style="list-style-type: none"> <li>- To read, write and consolidate music knowledge – quavers, crotchets, minims, dotted minims and semibreve (including a crotchet rest), using the notes DCBAG.</li> <li>- To play a tuned instrument using 5 notes (these will vary depending on the instrument).</li> <li>- Have an understanding of musical dynamics with a focus on volume, tempo and expression,</li> <li>- Developing accuracy of playing both tuned and un-tuned instruments.</li> <li>- Use voices as percussion or singing in group/solo contexts.</li> <li>- Compose music linked to a given theme using both tuned and un-tuned instruments, individually or in groups.</li> <li>- Develop listening skills and critique music of either their own or others pieces using knowledge of dynamics.</li> <li>- Research the history of music (to influence their own compositions).</li> </ul>		

<b>Class 4</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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**Cycle A**  
**Even academic years e.g.2018, 2020**

**Unit: Poetry (3 Weeks) Music Express Age 8 to 9**

**Performance: English**

- Looking at music notation with reference to metre and accent
- Building an extended performance piece from a poem
- Using canon and ostinato as accompaniments
- Paying attention to notation, accent, diminuendo and balance
- Using beatbox techniques to imitate the sound of a drum kit
- Performing a rap with a vocal beatbox accompaniment
- Performing a poem with rhythmic accuracy (choral speaking)
- Devising a rhythmic accompaniment based on repeated text fragments
- Balancing voices in a performance

**Unit: Building Music Express Age 8 to 9**

**Beat: PSHE**

- Learning about verse and chorus song structure
- Combining four body percussion ostinati as a song accompaniment
- Understanding texture
- Learning about layered structure in a rhythmic ostinato piece
- Creating rhythmic ostinati
- Accompanying a melody with a drone
- Describing the structure of a piece of orchestral music
- Reading a clock score to play a piece combining drone and melodic ostinati
- Using rondo structure to build a performance

**Unit: Learning to play an instrument**

- To read and play the standard treble clef notations for the notes B, A and G.
- To read the standard notation for crotchets, quavers, minims and semibreves.
- To read and play the standard treble clef notation for C
- To read and play simple tunes on the treble clef stave, which contain the notes B, A, G and C.
- To read and play the standard treble clef notation for C
- To read and play simple tunes on the treble clef stave, which contain the notes B, A, G and C.

**Unit: Environment (3 Weeks) Music Express Age 8 to 9**

**Composition: Science**

- Exploring how different timbres can be descriptive
- Exploring combinations of different timbres to accompany a song
- Learning how to accompany a song with drone and ostinato on tuned percussion
- Exploring the descriptive music of two major composers
- Composing an introduction for a song

**Unit: Around the world Music Express Age 8 to 9**

**Pitch: Geography**

- Exploring the pentatonic scale
- Playing leaps
- Reading graphic notation
- Developing listening skills
- Describing music using musical and non-musical terms
- Composing and notating pentatonic melodies
- Playing a pentatonic song with leaps
- Combining tuned, untuned percussion and singing

**Class 4 Core Skills**

- To read and write music – quavers, crotchets, minims, and semibreve (including a crotchet rest), using the notes DCBAG.
- To play a tuned instrument using 4 notes (these will vary depending on the instrument).
- Have an understanding of musical dynamics with a focus on volume and tempo.
- Use voices as percussion or singing in group/solo contexts.
- Compose music linked to a given theme using both tuned and un-tuned instruments.
- Develop listening skills and critique music of either their own or others pieces using knowledge of dynamics.
- Research the history of music (to influence their own compositions).

<b>Class 4</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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**Cycle B**  
**Even academic years e.g.2019, 2021**

**Unit: Ancient worlds Music Express Age 8 to 9**  
**Structure: History**

- Learning a verse and chorus song
- Understanding that melodies have phrases
- Exploring layers and layering
- Comparing and contrasting structure
- Understanding layers in musical structure
- Identifying key features of minimalist structure
- Playing in groups
- Combining sections of music in a layered structure
- Rehearsing and preparing for a performance

**Unit: Sounds Music Express Age 8 to 9**  
**Exploring sounds: Science**

- Learning about classifying instruments by the way sounds are produced
- Learning some simple beatboxing sounds
- Singing a song and adding beatboxing sounds
- Learning about aerophones
- Learning to sing partner songs
- Learning about classifying instruments by the way sounds are produced
- Exploring the combined expressive effects of different instrument groups

**Unit: Learning to play an instrument**

- To read and play the standard treble clef notations for the notes B, A and G.
- To read the standard notation for crotchets, quavers, minims and semibreves.
- To read and play the standard treble clef notation for C
- To read and play simple tunes on the treble clef stave, which contain the notes B, A, G and C.
- To read and play the standard treble clef notation for C
- To read and play simple tunes on the treble clef stave, which contain the notes B, A, G and C.

**Unit: Recycling Music Express Age 8 to 9**  
**Structure: Art**

- Making instruments
- Performing verse and chorus structure
- Interpreting notation
- Improvising
- Making instruments
- Performing verse and chorus structure
- Interpreting notation and improvising
- Understanding ABA structure
- Performing repeating rhythms
- Chanting in three parts
- Exploring sounds
- Performing rondo form

**Unit: China Music Express Age 7 to 8**  
**Pitch: Mathematics**

- Understanding the pentatonic scale
- Using graphic notation with the pentatonic scale
- Understanding pitch through composing, notating and reading graphic notation
- Performing a pentatonic song with tuned and untuned accompaniment
- Exploring the pentatonic scale
- Playing in steps using graphic notation

**Class 4 Core Skills**

- To read and write music – quavers, crotchets, minims, and semibreve (including a crotchet rest), using the notes DCBAG.
- To play a tuned instrument using 4 notes (these will vary depending on the instrument).
- Have an understanding of musical dynamics with a focus on volume and tempo.
- Use voices as percussion or singing in group/solo contexts.
- Compose music linked to a given theme using both tuned and un-tuned instruments.
- Develop listening skills and critique music of either their own or others pieces using knowledge of dynamics.
- Research the history of music (to influence their own compositions).

Class 3	Autumn	Spring	Summer
<p style="text-align: center;"><b>Cycle A</b> <b>Odd academic years e.g.2018, 2020</b></p>	<p><b>Unit: In the past - Music Express Age 7 to 8</b> <b>Pitch: PE</b></p> <ul style="list-style-type: none"> <li>• Understanding pitch</li> <li>• Learning to read simple pitch notation</li> <li>• Understanding and using pitch notations</li> <li>• Reading simple rhythm notation</li> <li>• Learning a Tudor dance</li> </ul> <p><b>Unit: Ancient worlds - Music Express Age 7 to 8</b> <b>Structure: History</b></p> <ul style="list-style-type: none"> <li>• Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinati</li> <li>• Singing a song and accompanying it with tuned percussion ostinato</li> <li>• Exploring musical phrases, melodic imitation and rounds</li> <li>• Performing a round in three parts</li> <li>• Arranging an accompaniment with attention to balance and musical effect</li> </ul>	<p><b>Unit: Learning to play an instrument</b></p> <ul style="list-style-type: none"> <li>• To understand how to hold and blow into the recorder.</li> <li>• To know how to place the fingers and correctly blow to make the note B.</li> <li>• To know how to place the fingers and correctly blow to make the note A</li> <li>• To play a simple tune using the notes B and A by changing the fingering.</li> <li>• To know how to place the fingers and correctly blow to make the note G.</li> <li>• To play a simple tune using the notes B, A and G by changing the fingering.</li> <li>• To play simple tunes with notes of long and short duration.</li> <li>• To read the standard notation for a crotchet rest.</li> <li>• To play simple tunes which include crotchet rests.</li> <li>• To play simple tunes using the notes B, A and G.</li> </ul>	<p><b>Unit: Communication - Music Express Age 7 to 8</b> <b>Composition: Computing</b></p> <ul style="list-style-type: none"> <li>• Representing sounds with symbols</li> <li>• Using voices creatively and expressively</li> <li>• Creating and performing a symbol score</li> </ul> <p><b>Unit: Food and drink - Music Express Age 7 to 8</b> <b>Performance: DT</b></p> <ul style="list-style-type: none"> <li>• Exploring simple accompaniments using beat and rhythm patterns</li> <li>• Using a score and combining sounds to create different musical textures</li> <li>• Exploring different types of accompaniment</li> </ul>
	<p><b>Class 3 Core Skills</b></p> <ul style="list-style-type: none"> <li>- To read and write music – quavers, crotchets and minims (including a crotchet rest), using the notes BAG.</li> <li>- To play a tuned instrument using 3 notes (these will vary depending on the instrument).</li> <li>- Have an understanding of musical dynamics with a focus on volume.</li> <li>- Use voices as percussion or singing in group/solo contexts.</li> <li>- Compose music linked to a given theme using both tuned and un-tuned instruments.</li> <li>- Discuss a range of musical genres - likes, preferences, dynamics and instruments used.</li> <li>- Research the history of music (to influence their own compositions).</li> </ul>		



Class 3	Autumn	Spring	Summer
<p style="text-align: center;"><b>Cycle B</b> <b>Even academic years e.g.2019, 2021</b></p>	<p><b>Unit: Our land Music Express Age 6 to 7</b> <b>Exploring sounds: Geography</b></p> <ul style="list-style-type: none"> <li>• Exploring timbre and texture to understand how sounds can be descriptive</li> <li>• Matching sounds to images</li> <li>• Creating and performing descriptive instrumental music inspired by British myths and legends</li> <li>• Listening to and identifying contrasting sections of descriptive music</li> <li>• Matching descriptive sounds to images</li> <li>• Identifying ways of producing sounds</li> <li>• Listening to, and evaluating composition;</li> <li>• Rehearsing and refining to develop a performance</li> </ul> <p><b>Unit: Singing French</b> <b>Pitch: Languages</b></p> <ul style="list-style-type: none"> <li>• Understanding pitch through melody</li> <li>• Developing a song</li> <li>• Understanding pitch through singing and playing a melody</li> <li>• Recognising pitch shapes</li> <li>• Reading notations to play a melody</li> </ul> <p style="text-align: center;">-</p>	<p><b>Unit: Learning to play an instrument</b></p> <ul style="list-style-type: none"> <li>• To understand how to hold and blow into the recorder.</li> <li>• To know how to place the fingers and correctly blow to make the note B.</li> <li>• To know how to place the fingers and correctly blow to make the note A</li> <li>• To play a simple tune using the notes B and A by changing the fingering.</li> <li>• To know how to place the fingers and correctly blow to make the note G.</li> <li>• To play a simple tune using the notes B, A and G by changing the fingering.</li> <li>• To play simple tunes with notes of long and short duration.</li> <li>• To read the standard notation for a crotchet rest.</li> <li>• To play simple tunes which include crotchet rests.</li> <li>• To play simple tunes using the notes B, A and G.</li> </ul> <p style="text-align: center;">-</p>	<p><b>Unit: Our bodies Music Express Age 6 to 7</b> <b>Beat: PE</b></p> <ul style="list-style-type: none"> <li>• Recognising and responding to steady beat</li> <li>• Recognising and responding to a rhythm ostinato pattern</li> <li>• Recognising and playing rhythmic patterns</li> <li>• Recognising and responding to steady beat at different tempi</li> <li>• Playing steady beats at different tempi on body percussion and instruments</li> <li>• Singing in two parts and combining steady beats</li> <li>• Recognising and responding to different steady beats</li> <li>• Performing rhythmic movement patterns to a steady beat</li> <li>• Performing rhythmic patterns on percussion</li> </ul> <p><b>Unit: Number Music Express Age 6 to 7</b> <b>Beat: Mathematics</b></p> <ul style="list-style-type: none"> <li>• Performing a steady beat and simple rhythms using movement and body percussion</li> <li>• Understanding and differentiating between beat and rhythm</li> <li>• Performing simple rhythms using movement and percussion</li> <li>• Understanding and differentiating between beat and rhythm</li> <li>• Performing a steady beat and simple rhythms using movement and body percussion</li> <li>• Understanding and differentiating between beat and rhythm</li> </ul> <p style="text-align: center;">-</p>
	<p><b>Class 3 Core Skills</b></p> <ul style="list-style-type: none"> <li>- To read and write music – quavers, crotchets and minims (including a crotchet rest), using the notes BAG.</li> <li>- To play a tuned instrument using 3 notes (these will vary depending on the instrument).</li> <li>- Have an understanding of musical dynamics with a focus on volume.</li> <li>- Use voices as percussion or singing in group/solo contexts.</li> <li>- Compose music linked to a given theme using both tuned and un-tuned instruments.</li> <li>- Discuss a range of musical genres - likes, preferences, dynamics and instruments used.</li> <li>- Research the history of music (to influence their own compositions).</li> </ul>		

Class 2	Autumn	Spring	Summer
<p style="text-align: center;"><b>Cycle A</b> <b>Odd academic years e.g.2018, 2020</b></p>	<p><b><u>Unit: Storytime Music Express Age 6 to 7</u></b></p> <p><b>Exploring sounds: English</b></p> <ul style="list-style-type: none"> <li>• Combining sounds to create a musical effect</li> <li>• Understanding how music, dance and drama can combine in storytelling</li> <li>• Exploring voices to create descriptive musical effects</li> <li>• Creating and matching descriptive sounds made with the voice</li> <li>• Combining sounds to create a musical effect</li> <li>• Performing to an audience</li> </ul> <p><b><u>Unit: Seasons Music Express Age 6 to 7</u></b></p> <p><b>Pitch: Science</b></p> <ul style="list-style-type: none"> <li>• Singing with expression, paying attention to the pitch shape of the melody</li> <li>• Using sign language in a song</li> <li>• Accompanying a song with vocal and instrumental ostinato</li> <li>• Identifying rising and falling pitch</li> <li>• Performing a rising pitch sequence in a song</li> <li>• Listening and responding to pitch changes with movements</li> <li>• Singing with expression and paying attention to the pitch shape of the melody</li> </ul> <p style="text-align: center;">-</p>	<p><b><u>Unit: Weather Music Express Age 6 to 7</u></b></p> <p><b>Exploring sounds: Geography</b></p> <ul style="list-style-type: none"> <li>• Performing a rhythmic chant and playing an independent rhythm pattern to accompany it</li> <li>• Listening in detail to a piece of orchestral music</li> <li>• Performing an updated version of a traditional nursery rhyme with a rap section included</li> <li>• Accompanying a song with three different repeated word patterns</li> <li>• Composing music to illustrate a story</li> </ul> <p><b><u>Unit: Pattern Music Express Age 6 to 7</u></b></p> <p><b>Beat: Maths</b></p> <ul style="list-style-type: none"> <li>• Performing steady beat patterns with a song</li> <li>• Playing different patterns of steady beat within four beats, and matching to a simple score</li> <li>• Performing and creating simple rhythms using a simple score</li> <li>• Performing steady beat patterns in groups to accompany a song</li> <li>• Performing and creating simple three-beat rhythms using a simple score</li> <li>• Interpreting a score to perform different beat patterns</li> <li>• Performing beat patterns with voices and percussion</li> <li>• Exploring different ways to organise music</li> </ul> <p style="text-align: center;">-</p>	<p><b><u>Unit: Water Music Express Age 6 to 7</u></b></p> <p><b>Pitch: Science</b></p> <ul style="list-style-type: none"> <li>• Understanding pitch through singing, movement and note names</li> <li>• Performing a melody</li> <li>• Understanding melody through songs, movement and performing pitch shapes on tuned instruments</li> <li>• Exploring and developing an understanding of pitch</li> <li>• Using musical scales, high notes and low notes in a composition</li> </ul> <p><b><u>Unit: Travel Music Express Age 6 to 7</u></b></p> <p><b>Performance: English</b></p> <ul style="list-style-type: none"> <li>• Exploring patterns of physical movement in a game song</li> <li>• Responding to a song with movement</li> <li>• Using simple musical vocabulary to describe music</li> <li>• Combining steady beat and rhythms to accompany a song</li> <li>• Listening and responding to contemporary orchestral music</li> <li>• Playing an instrument game to practise steady beat at changing tempi</li> <li>• Preparing and improving a performance using movement, voice and percussion</li> <li>• Using instruments expressively</li> <li>• Understanding notation</li> </ul> <p style="text-align: center;">-</p>
	<p><b><u>Class 2 Core Skills</u></b></p> <ul style="list-style-type: none"> <li>- To follow a rhythm or beat on tuned and un-tuned percussion instruments.</li> <li>- Experiment with playing both tuned and un-tuned instruments to make simple compositions developing own musical notation.</li> <li>- Listen to and discuss a range of musical genres - likes, dislikes, tempo, volume, instruments used.</li> <li>- Use body parts and voices as percussion to show understanding of beat and rhythm.</li> <li>- To sing and chant songs and rhymes in groups and whole class.</li> </ul>		

Class 2	Autumn	Spring	Summer
<p style="text-align: center;"><b>Cycle B</b> <b>Odd academic years e.g.2019, 2021</b></p>	<p><b><u>Unit: Ourselves Music Express Age 6 to 7</u></b></p> <p><b>Exploring sounds: English</b></p> <ul style="list-style-type: none"> <li>• Creating and responding to vocal sounds</li> <li>• Creating and responding to vocal sounds</li> <li>• Exploring how to change Sounds</li> <li>• Creating and placing vocal and body percussion sounds</li> <li>• Exploring descriptive sounds</li> </ul> <p><b><u>Unit: Number Music Express Age 6 to 7</u></b></p> <p><b>Beat: Maths</b></p> <ul style="list-style-type: none"> <li>• Recognising and developing a sense of steady beat through using voices and body percussion</li> <li>• Identifying and performing changes in tempo</li> <li>• Learning to play percussion with control</li> <li>• Keeping a steady beat and using dynamics to vary the musical effect</li> <li>• Identifying and keeping a steady beat using movement, body percussion and instruments</li> <li>• Recognising and responding to changes in tempo in music</li> </ul> <p style="text-align: center;">-</p>	<p><b><u>Unit: Animals Music Express Age 6 to 7</u></b></p> <p><b>Pitch: PE</b></p> <ul style="list-style-type: none"> <li>• Understanding pitch, and making high and low vocal sounds</li> <li>• Relating pitch to high and low body posture</li> <li>• Understanding pitch by singing a song with contrasting high and low melodies</li> <li>• Identifying and playing high and low pitches in music</li> <li>• Exploring and developing an understanding of pitch using the voice and body movements</li> <li>• Recognising and performing pitch changes and contrasts</li> </ul> <p><b><u>Unit: Weather Music Express Age 6 to 7</u></b></p> <p><b>Exploring sounds: Geography</b></p> <ul style="list-style-type: none"> <li>• Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments</li> <li>• Improvising descriptive music</li> <li>• Controlling duration and dynamics using voices, body percussion and instruments</li> <li>• Identifying a sequence of sounds (structure) in a piece of music</li> <li>• Responding to music through movement</li> </ul> <p style="text-align: center;">-</p>	<p><b><u>Unit: Machines Music Express Age 5 to 6</u></b></p> <p><b>Beat: PSHE</b></p> <ul style="list-style-type: none"> <li>• Playing and maintaining a steady beat</li> <li>• Sequencing sounds</li> <li>• Playing to a steady beat</li> <li>• Playing at different speeds (tempi)</li> <li>• Playing to a steady beat</li> <li>• Controlling changes in speed (tempi)</li> </ul> <p><b><u>Unit: Seasons Music Express Age 6 to 7</u></b></p> <p><b>Pitch: Science</b></p> <ul style="list-style-type: none"> <li>• Identifying changes in pitch and responding to them with movement</li> <li>• Contrasting changes in pitch with changes in dynamics (volume)</li> <li>• Relating pitch changes to graphic symbols and performing pitch changes vocally</li> <li>• Listening and responding to pitch changes with movement</li> <li>• Listening and responding to a falling pitch signal</li> <li>• Distinguishing between pitched and un-pitched percussion sounds</li> <li>• Listening in detail to a piece of orchestral music</li> </ul> <p style="text-align: center;">-</p>
	<p><b><u>Class 2 Core Skills</u></b></p> <ul style="list-style-type: none"> <li>- To follow a rhythm or beat on tuned and un-tuned percussion instruments.</li> <li>- Experiment with playing both tuned and un-tuned instruments to make simple compositions developing own musical notation.</li> <li>- Listen to and discuss a range of musical genres - likes, dislikes, tempo, volume, instruments used.</li> <li>- Use body parts and voices as percussion to show understanding of beat and rhythm.</li> <li>- To sing and chant songs and rhymes in groups and whole class.</li> </ul>		

Class 1	Autumn	Spring	Summer
<p style="text-align: center;"><b>Cycle A</b> <b>Odd academic years e.g.2018, 2020</b></p>	<p><b><u>Unit: Special People</u></b></p> <ul style="list-style-type: none"> <li>- Hello</li> <li>- Hands, feet and faces</li> <li>- My turn, your turn</li> <li>- Happy New Year</li> <li>- Spider tricks</li> <li>- Magic doves</li> </ul> <p><b><u>Unit: Growth and Change</u></b></p> <ul style="list-style-type: none"> <li>- Winter</li> <li>- Storm</li> <li>- Boo!</li> <li>- Caterpillar</li> <li>- Water, water everywhere</li> <li>- The special drum</li> </ul>	<p><b><u>Unit: Going Places</u></b></p> <ul style="list-style-type: none"> <li>- Noah</li> <li>- Jack in the box</li> <li>- The three bears</li> <li>- Popcorn</li> <li>- Rhyme time</li> <li>- Mousie Brown</li> </ul> <p><b><u>Unit: Stories and Sounds</u></b></p> <ul style="list-style-type: none"> <li>- Colourful creatures</li> <li>- Jamaquick jive</li> <li>- Sing me a story</li> <li>- Copycat sounds</li> <li>- Rock candy</li> <li>- Tell me a tale</li> </ul>	<p><b><u>Unit: Moving patterns</u></b></p> <ul style="list-style-type: none"> <li>- All aboard</li> <li>- Dumplings</li> <li>- Stamp and clap</li> <li>- Shape up!</li> <li>- Wheels</li> <li>- Farm time</li> </ul> <p><b><u>Unit: Our senses</u></b></p> <ul style="list-style-type: none"> <li>- Seaside</li> <li>- Clocks</li> <li>- Soundwall</li> <li>- Papery sounds</li> <li>- Cake makers</li> <li>- Teddy bear</li> </ul> <p><b><u>Class 1 Core Skills</u></b></p>
	<p><b><u>Class 1 Core Skills</u></b></p> <ul style="list-style-type: none"> <li>- To follow a rhythm or beat on tuned and un-tuned percussion instruments.</li> <li>- Experiment with playing both tuned and un-tuned instruments.</li> <li>- Use body parts and voices as percussion to show understanding of beat and rhythm.</li> <li>- To sing and chant songs and rhymes.</li> </ul> <p>To sing and chant songs and rhymes. Begin to build a repertoire of songs and dances.</p> <p>Explore the different sounds of instruments</p>		

Class 1	Autumn	Spring	Summer
<p style="text-align: center;"><b>Cycle B</b> <b>Odd academic years e.g.2019, 2021</b></p>	<p><b>Unit: Our school Music Express Age 5 to 6</b> <b>Exploring sounds: Geography</b></p> <ul style="list-style-type: none"> <li>• Exploring different sound sources and materials</li> <li>• Analysing the dynamics and duration of sounds around the school</li> <li>• Exploring these elements/ dimension on instruments</li> <li>• Creating two contrasting Textures</li> <li>• Singing a song</li> <li>• Interpreting sounds and exploring instruments</li> <li>• Creating a soundscape as part of a song performance</li> </ul> <p><b>Unit: Pattern Music Express Age 5 to 6</b> <b>Beat: Maths</b></p> <ul style="list-style-type: none"> <li>• Marking a steady beat with voices and body percussion</li> <li>• Counting a steady beat in patterns of 2, 3 and 4 beats (metre)</li> <li>• Performing a steady beat in patterns of 2, 3 and 4 beats (metre)</li> <li>• Exploring different ways to emphasise the first beat in a repeating pattern or metre</li> <li>• Identifying metre by recognising its pattern</li> <li>• Dividing the number 12 into 2s 3s and 4s</li> <li>• Exploring different ways to emphasise beats to form a group (metre)</li> <li>• Exploring sounds on instruments and finding different ways to vary their sound</li> </ul>	<p><b>Unit: Storytime Music Express Age 5 to 6</b> <b>Exploring Sounds: English</b></p> <ul style="list-style-type: none"> <li>• Discussing basic musical terms – fast, slow, loud, quiet</li> <li>• Understanding how music can tell a story</li> <li>• Performing with Concentration</li> <li>• Playing fast, slow, loud and quiet</li> <li>• Creating music that matches an event in a story</li> <li>• Rehearsing and performing with others</li> <li>• Learning new songs and Chants</li> </ul> <p><b>Unit: Our bodies Music Express Age 5 to 6</b> <b>Beat: Science</b></p> <ul style="list-style-type: none"> <li>• Performing a steady beat at two different speeds (tempi)</li> <li>• Responding to change of mood in a piece of music with a slow and fast steady beat</li> <li>• Identifying a repeated rhythm pattern</li> <li>• Combining a rhythm pattern and a steady beat</li> <li>• Performing together with concentration</li> <li>• Performing rhythm patterns on body percussion to a steady beat</li> <li>• Inventing and performing new rhythms to a steady beat</li> </ul>	<p><b>Unit: Travel Music Express Age 5 to 6</b> <b>Performance: PE</b></p> <ul style="list-style-type: none"> <li>• Combining voices, movement and instruments to perform a chant and a song</li> <li>• Keeping a steady beat on instruments</li> <li>• Creating word rhythms</li> <li>• Performing word rhythms with movement</li> <li>• Keeping a steady beat</li> <li>• Playing and combining simple word rhythms</li> <li>• Responding to music in Movement</li> </ul> <p><b>Unit: Water Music Express Age 5 to 6</b> <b>Pitch: Art</b></p> <ul style="list-style-type: none"> <li>• Creating a picture in Sound</li> <li>• Understanding musical structure by listening and responding</li> <li>• Performing a simple repeated pattern</li> </ul>
	<p><b>Class 1 Core Skills</b></p> <ul style="list-style-type: none"> <li>- To follow a rhythm or beat on tuned and un-tuned percussion instruments.</li> <li>- Experiment with playing both tuned and un-tuned instruments.</li> <li>- Use body parts and voices as percussion to show understanding of beat and rhythm.</li> </ul> <p>To sing and chant songs and rhymes. Begin to build a repertoire of songs and dances.</p> <p>Explore the different sounds of instruments.</p>		

