

Music scheme KS1 (Year 1 and Year 2).

	<u>Even Years</u>	
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Aut 1 – Hey You</u>	<u>Spr 1- Zoo time</u>	<u>Sum 1 – Your Imagination</u>
Objectives	Objectives	Objectives
<ul style="list-style-type: none"> • use their voices by speaking chants and rhymes • play untuned instruments • listen to a range of high-quality live and recorded music • experiment with, create, select and combine sounds 	<ul style="list-style-type: none"> • use their voices expressively by singing songs and speaking chants and rhymes • play untuned instruments musically • listen with concentration to a range of high-quality live and recorded music • experiment with, create, select and combine sounds 	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned 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 interrelated dimensions of music
Key vocabulary	Key vocabulary	Key vocabulary
Old-school Hip Hop, rap, rapping, male vocal, bass guitar, drums, decks, improvise, compose, bass guitar, drums, perform, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, lyrics, melody	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination
Milestones	Milestones	Milestones
<p>Singing</p> <ol style="list-style-type: none"> 1. Sing or clap increasing and decreasing tempo 2. Perform simple patterns and accompaniments keeping a steady pulse 3. Take part in singing, accurately following the melody. 4. Follow instructions on how and when to sing or play an instrument. 5. Make and control long and short sounds, using voice and instruments. 6. Imitate changes in pitch. 7. Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. 8. Create simple rhythmic patterns that lead to melodies in a group or solo situation. <p>Listening and Appreciating</p> <ol style="list-style-type: none"> 1. Make connections between notations and musical sounds 2. Use symbols to represent a composition and use them to help with a performance. 	<p>Playing an instrument</p> <ol style="list-style-type: none"> 1. Play simple rhythmic patterns on an instrument 2. Create simple melodies within the context of the song that is being learnt. 3. Create a sequence of long and short sounds. 4. Clap rhythms. 5. Create a mixture of different sounds (long and short, loud and quiet, high and low). 6. Choose sounds to create an effect. 7. Sequence sounds to create an overall effect. 8. Create short, musical patterns. 9. Create short, rhythmic phrases. 	<p>Creating own music</p> <ol style="list-style-type: none"> 1. Order sounds to create a beginning, middle and an end 2. Create music in response to different starting points 3. Identify the beat of a tune. 4. Recognise changes in timbre, dynamics and pitch.
Musicians/ composers	Musicians/ composers	Musicians/ composers
<i>Will Smith, Run DMC, MC Hammer, De La Soul.</i>	<i>Aswad, Marcia Griffiths, Jimmy Cliff, Donald Jay Fagen.</i>	<i>Alan Menken, Tim Rice, Paul Williams, Kenny Ascher, Leslie Bricusse, Anthony Newley.</i>

Music scheme KS1

	<u>Odd Years</u>	
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Aut 1 – Hands, Feet & Heart</u>	<u>Spr 1- In the Groove</u>	<u>Sum 1 – Friendship Song</u>
Objectives	Objectives	Objectives
<ul style="list-style-type: none"> • use their voices by speaking chants and rhymes • play untuned instruments • listen to a range of high-quality live and recorded music • experiment with, create, select and combine sounds 	<ul style="list-style-type: none"> • use their voices expressively by singing songs and speaking chants and rhymes • play untuned instruments musically • listen with concentration to a range of high-quality live and recorded music • experiment with, create, select and combine sounds 	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned 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 interrelated dimensions of music
Key vocabulary	Key vocabulary	Key vocabulary
Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, South African	Blues, baroque, Latin, Irish, Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Milestones	Milestones	Milestones
<p>Singing</p> <ol style="list-style-type: none"> 1. Sing or clap increasing and decreasing tempo 2. Perform simple patterns and accompaniments keeping a steady pulse 3. Take part in singing, accurately following the melody. 4. Follow instructions on how and when to sing or play an instrument. 5. Make and control long and short sounds, using voice and instruments. 6. Imitate changes in pitch. 7. Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. 8. Create simple rhythmic patterns that lead to melodies in a group or solo situation. <p>Listening and Appreciating</p> <ol style="list-style-type: none"> 1. Make connections between notations and musical sounds 2. Use symbols to represent a composition and use them to help with a performance. 	<p>Playing an instrument</p> <ol style="list-style-type: none"> 1. Play simple rhythmic patterns on an instrument 2. Create simple melodies within the context of the song that is being learnt. 3. Create a sequence of long and short sounds. 4. Clap rhythms. 5. Create a mixture of different sounds (long and short, loud and quiet, high and low). 6. Choose sounds to create an effect. 7. Sequence sounds to create an overall effect. 8. Create short, musical patterns. 9. Create short, rhythmic phrases. 	<p>Creating own music</p> <ol style="list-style-type: none"> 1. Order sounds to create a beginning, middle and an end 2. Create music in response to different starting points 3. Identify the beat of a tune. 4. Recognise changes in timbre, dynamics and pitch.
Musicians/ composers	Musicians/ composers	Musicians/ composers
<i>Miriam Makeba, Soweto Gospel Choir, Paul Simon.</i>	B.B. King, Handel, Ricky Martin, J.R. Rahman, Ronan Hardiman	<i>Bruno Mars, Gladys Knight, Stevie Wonder, Dionne Warwick, Elton John, Randy Newman,</i>

Music scheme LKS2 (Year 3 and Year 4)

		<u>Even Years</u>			
<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Aut 1 – Glockenspiels (exploring and developing playing skills)</u>		<u>Spr 1 – Three Little Birds (Reggae & animals)</u>		<u>Sum 1 – Blackbird (The Beatles, equality & equal rights)</u>	
Objectives (<i>Over time children will...</i>)					
<ul style="list-style-type: none"> • 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. 					
Key vocabulary		Key vocabulary		Key vocabulary	
Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody		Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae		Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo	
Milestones (<i>By the end of year 4</i>)					
<u>To perform</u>	<u>To compose</u>	<u>To Listen</u>	<u>To use and understand</u>	<u>To appreciate</u>	<u>History of music</u>
<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect or mood. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Listen carefully and recognise high and low phrases. • Explain why silence is often needed in music and the effect it has. 	<ul style="list-style-type: none"> • Use notation to record and interpret sequences of pitches • Improve work; explaining how it has been improved. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Identify and describe the different purposes of music • Use musical words to describe a piece of music and compositions • Use musical words to describe what they like and do not like about a piece of music • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Recognise the work of at least one famous composer • Begin to identify the style of work of different composers
Musicians/ composers		Musicians/ composers		Musicians/ composers	
<i>Evelyn Glennie</i>		<i>Bob Marley and the Wailers, Ziggy Marley, Toots and The Maytals, Pluto Shervington Amy Winehouse</i>		<i>The Beatles John Lennon, Paul McCartney, George Harrison and Ringo Starr.</i>	

Music scheme LKS2 (Year 3 and Year 4)

		<u>Odd Years</u>			
<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Aut 1 – Mamma Mia (ABBA & pop)</u>		<u>Spr 1 – Lean On Me (Gospel)</u>		<u>Sum 1 – Bringing Us Together (Disco)</u>	
Objectives (<i>Over time children will...</i>)					
<ul style="list-style-type: none"> • 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. 					
Key vocabulary		Key vocabulary		Key vocabulary	
Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison		Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo		Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody	
Milestones (<i>By the end of year 4</i>)					
<u>To perform</u>	<u>To compose</u>	<u>To listen</u>	<u>To use and understand</u>	<u>To appreciate</u>	<u>History of music</u>
<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect or mood. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Listen carefully and recognise high and low phrases. • Explain why silence is often needed in music and the effect it has. 	<ul style="list-style-type: none"> • Use notation to record and interpret sequences of pitches • Improve work; explaining how it has been improved. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Identify and describe the different purposes of music • Use musical words to describe a piece of music and compositions • Use musical words to describe what they like and do not like about a piece of music • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Recognise the work of at least one famous composer • Begin to identify the style of work of different composers
Musicians/ composers		Musicians/ composers		Musicians/ composers	
ABBA		Bill Withers, Walter Williams and Beyonce, Mary Mary Elvis Presley, Beethoven, The ACM Gospel Choir		Joanna Mangona and Pete Readman Nile Rodgers, Chaka Khan, Sister Sledge, Now by McFadden and Whitehead, Rose Royce	

Music scheme UKS2 (Year 5 and Year 6)

<u>Even Years</u>					
<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Aut 1 – Jazz 1 (<i>Bossa Nova and Swing</i>)		Spr 1 – Make you feel my love (<i>Pop Ballads</i>)		Sum 1 – Dancing in the street (<i>Motown</i>)	
Objectives (<i>Over time children will...</i>)					
<ul style="list-style-type: none"> • 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. 					
<u>Key vocabulary</u>		<u>Key vocabulary</u>		<u>Key vocabulary</u>	
<i>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, verse, chorus, Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, riff, hook, solo</i>		<i>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, melody, verse, chorus, solo, beat, lyrics, Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover</i>		<i>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, motown, verse, chorus, beat, lyrics, Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover</i>	
Milestones (<i>By the end of year 6</i>)					
<u>To perform</u>	<u>To compose</u>	<u>To Listen</u>	<u>To use and understand</u>	<u>To appreciate</u>	<u>History of music</u>
<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<ul style="list-style-type: none"> • Repeat a phrase from the music after listening intently. • Accurately recall a part of the music listened to. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • Dynamics rounds harmonies accompaniments pitch tempo timbre texture lyrics and melody sense of occasion expressive solo pitch • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • Compare and contrast the impact that different composers from different times have had on people of that time.
<u>Musicians/ composers</u>		<u>Musicians/ composers</u>		<u>Musicians/ composers</u>	
<i>Stan Getz, Ian Gray, Ben Webster, Woody Herman</i>		<i>Bob Dylan, Adele, Luther Vandross, Lionel Ritchie, Tony Bennett</i>		<i>Marvin Gaye, William "Mickey" Stevenson, Ivy Jo Hunter, Martha And The Vandellas, The Four Tops, Marvin Gaye, Tammi Terrell, Stevie Wonder</i>	

Music scheme UKS2 (Year 5 and Year 6)

		<u>Odd Years</u>			
<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Aut 1 – Happy (Pop/Neo Soul)</u>		<u>Spr 1 – Fresh Prince of Bel Air (Old-School Hip-Hop)</u>		<u>Sum 1 – reflect, rewind, replay (Year 6 – classical)</u>	
<u>Objectives</u> (Over time children will...)					
<ul style="list-style-type: none"> • 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. 					
<u>Key vocabulary</u>		<u>Key vocabulary</u>		<u>Key vocabulary</u>	
<i>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, verse, chorus, beat, lyrics, style indicators, melody, compose, improvise, cover, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo</i>		<i>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, rapping, verse, chorus, beat, lyrics, Old-school hip hop, rap, riff, synthesizer, deck, backing loops, scratching, unison, melody, compose, improvise, cover</i>		<i>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, verse, chorus</i>	
<u>Milestones</u> (By the end of year 6)					
<u>To perform</u>	<u>To compose</u>	<u>To listen</u>	<u>To use and understand</u>	<u>To appreciate</u>	<u>History of music</u>
<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<ul style="list-style-type: none"> • Repeat a phrase from the music after listening intently. • Accurately recall a part of the music listened to. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • Dynamics rounds • harmonies • accompaniments • pitch • tempo • timbre • texture • lyrics • and melody • sense of occasion • expressive solo • pitch • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • Compare and contrast the impact that different composers from different times have had on people of that time
<u>Musicians/ composers</u>		<u>Musicians/ composers</u>		<u>Musicians/ composers</u>	
<i>Pharrell Williams, The Carpenters, Bobby McFerrin, Katrina And The Waves, Frank Sinatra, Brendan Reilly</i>		<i>Will Smith, Quincy Jones, De La Soul, Fugees, The Sugarhill Gang, M C Hammer</i>		<i>L'autrier Pastoure Seoit, Jean-Baptiste Lully, Mozart, Franz Schubert, Paul Hindemith, Nitin Sawhney</i>	