

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
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	Year R - Music	Year R - Music	Year R - Music	Year R - Music	Year R - Music	Year R - Music
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	I've got a grumpy face Timbre, beat, pitch contour	Witch, witch Call-and-response, pitch (la-somi-do), timbre.	Shake my sillies out Timbre, pitch (higher/lower), tempo (faster/slower), beat.	Five fine bumblebees Timbre, tempo, structure (call-and-response), active listening.	It's oh so quiet Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.	Slap clap clap Music in 3-time, beat, composing and playing.
Knowledge	Listen attentively and respond to what they hear with relevant questions, comments, and actions. Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others. Negotiate space and obstacles safely, with consideration for themselves and others. Use a range of small tools (e.g. instrument beaters). Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems, and during role play.	Listen attentively and respond to what they hear with relevant questions, comments, and actions. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others. Negotiate space and obstacles safely, with consideration for themselves and others. Use a range of small tools (e.g. instrument beaters). Perform songs, rhymes, poems, and stories with others, and - when appropriate - try to move in time with music.	Listen attentively and respond to what they hear with relevant questions, comments, and actions. Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others. Use a range of small tools (instrument beaters). Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems, and during role play. Perform songs, rhymes, poems, and stories with others, and - when appropriate - try to move in time with music.	Listen attentively and respond to what they hear with relevant questions, comments, and actions. Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others. Negotiate space and obstacles safely, with consideration for themselves and others. Use a range of small tools (e.g. instrument beaters). Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems, and during role play. Perform songs, rhymes, poems, and stories with others, and - when appropriate - try to move in time with music.	Listen attentively and respond to what they hear with relevant questions, comments, and actions. Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others. Negotiate space and obstacles safely, with consideration for themselves and others. Use a range of small tools (e.g. instrument beaters). Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play. Perform songs, rhymes, poems, and stories with others, and - when appropriate - try to move in time with music.	Listen attentively and respond to what they hear with relevant questions, comments, and actions. Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others. Negotiate space and obstacles safely, with consideration for themselves and others. Perform songs, rhymes, poems, and stories with others, and - when appropriate - try to move in time with music.
Skills	Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments to create different feelings and moods. Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions.	Make up a simple accompaniment using percussion instruments. Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call-and-response song.	Create a sound story using instruments to represent different animal sounds/movements. Sing an action song with changes in speed. Play along with percussion instruments. Perform the story as a class. Listen to music and show the beat with actions.	Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. Listen to a piece of classical music and respond through dance.	Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Play different instruments with control. Explore dynamics with voices and instruments. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	• Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time • Find the beat and perform a clapping game with a partner.
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	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	Musical Conversations Question-and-answer, timbre, graphic score.	Christmas Songs	Colonel Hathi's march Timbre, tempo, dynamics, pitch, classical music.	As I Was Walking Down the Street Beat, march, jig	Menu Song Active listening (movement), beat, echo singing, showing pitch moving.	Dancing and Drawing to Nautilus Active listening (musical signals, internalising beat, draw to music, movement/actions) electronic music.
Knowledge	Listening Listen to recorded performances. Composing Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey). Combine to make a story using classroom instruments or sound-makers. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Musicianship Explore percussion sounds to explore storytelling. Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.		Listening Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances. Composing Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey). Combine to make a story using classroom instruments or sound-makers. Musicianship Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Respond to the pulse in recorded/live music through movement and dance	Singing Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs. Listening Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Musicianship Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Respond to the pulse in recorded/live music through movement and dance.	Singing Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs. Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy. Listening Listen to recorded performances. Composing Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. Combine to make a story using classroom instruments or sound-makers. Musicianship Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion, playing repeated patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance.	Listening Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances. Musicianship Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion, playing repeated patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat.
Skills	Improvise question-and-answer conversations using percussion instruments. Compose musical sound effects and short sequences of sounds in response to a stimulus. Recognise how graphic symbols can represent sound. Create, interpret, and perform simple graphic scores.		Compose music to march to using tuned and untuned percussion. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Compose new words for the greeting section of the song. Sing a song that includes a time change from march to a jig. Play untuned percussion instruments and use movement to show the beat changing. Perform a song and dance simultaneously. Listen to a jig and move in time to the music.	Listen and move in time to the song. Sing this cumulative song from memory, remembering the order of the verses. Play classroom instruments to accompany the song. Compose and devise a dramatic group performance using props and kitchen soundmakers.	Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music.
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Focus	Carnival of the animals Timbre, tempo, dynamics, pitch, classical music.	Charlie Chaplin To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).	Trains To create music inspired by train travel, volume/ dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto).	Grandma Rap Duration (crotchet, quavers, crotchet rest), unison, round	Composing Music Inspired by Birdsong Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.	Orawa Beat, rhythm, repetition, structure, 20th century classical music.
Knowledge	Listening Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances. Composing Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Musicianship Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately.	Listening Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances. Composing Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces. Musicianship Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).	Singing Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). Listening Listen to recorded performances. Composing Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Musicianship Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).	Singing Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Listening Listen to recorded performances. Composing Use music technology to capture, change, and combine sounds. Musicianship Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. Create and perform their own chanted rhythm patterns with stick notation. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).	Listening Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances. Composing Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Musicianship Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track. Sing short phrases independently within a singing game or short song.	Listening Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances. Composing Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Musicianship Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point.
Skills	Select instruments and compose music to reflect an animal's character. Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), the length of notes (duration - long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.	Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Compose a soundtrack to a clip of a silent film.	Listen to and analyse four pieces of music inspired by travel/vehicles. Learn a simple rhythm pattern and perform it with tempo and volume changes. Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. Begin to understand duration and rhythm notation. Follow signals from a conductor. Structure musical ideas into a whole-class composition.	Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Chant Grandma rap rhythmically, and perform to an accompaniment that children create. Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to hi lo chicka lo that shows the rhythm. Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).	Invent simple patterns using voices, body percussion, and then instruments. Follow signals given by a conductor/leader. Structure compositional ideas into a bigger piece. Improvise solos using instruments.	Improvise and compose, structuring short musical ideas to form a larger piece. Sing and play, performing composed pieces for an audience. Listen and appraise, with focus and attention to detail, recalling sounds and patterns.
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Focus	Nao chari'ya de/Mingulay boat song Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.	'March' from The nutcracker Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.	Sound Symmetry Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.	Chilled-out clap rap Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest.	Enchanted Forest Recorder	From a Railway Carriage Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.
Knowledge	Listening Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. b Listen to recorded performances.	Singing Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Listening Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.	Singing Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft. Listening Listen to recorded performances. Composing Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited noterange. Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.	Singing Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano (loud and soft). Perform actions confidently and in time to a range of action songs. Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Listening Listen to recorded performances. Composing Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi). Compose song accompaniments on untuned percussion using known rhythms and note values. Performing Develop facility in playing tuned percussion or a melodic instrument such as a violin or a recorder. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorder performances. Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited note range. Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources. Compose known rhythmic notation with letter names to create rising and falling phrases using just three notes (do-re-me). Develop facility in playing tuned percussion or a melodic instrument such as a violin or recorder. Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow. Extend to question-and-answer phrases. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Listening Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances. Composing Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited noterange. Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.
Skills	Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Use some music vocabulary to describe these things. Understand that a folk song is music that belongs to the people of a particular place.	Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry.	Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. Rap accurately and rhythmically with dynamic contrasts. Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. Play notes B A and G clearly. Start and stop playing at the same time. Perform the chant, keeping a steady beat. Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing the Enchanted forest song from memory, expressing the lyrics. Improvise on one or more notes using word rhythms. Create owl sounds using the head joint of the recorder. Play one of the recorder parts of Enchanted forest. Listen with concentration and use descriptive words to talk about pieces of music. Listen to, appreciate, and be inspired by different styles of music - folk, classical, and jazz - featuring the recorder.	Improvise and explore a variety of ways in which words can be used to create music. Create word rhythm patterns and longer sequences, and explore ways to communicate atmosphere and effect. Listen to pieces of music that have cleverly combined words and music, and compare how different composers have approached it.
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Focus	The Pink Panther theme Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.	Global pentatonics Pentatonic scale, different music traditions and cultures, graphic/dot notation.	Composing with colour Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.	The horse in motion To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.	Fanfare for the Common Man Fanfare, timbre, dynamics, texture, silence	Spain To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Knowledge	<p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p>	<p>Singing</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato)</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. h Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers, and rests.</p>	<p>Listening</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p>	<p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Composing</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p>	<p>Singing</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>Listening</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p>	<p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Composing</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato)</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Performing</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Read and perform pitch notation within a defined range (e.g. C-G/do-so).</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>
Skills	<p>Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</p> <p>Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.</p> <p>Talk about the effect of particular instrument sounds (timbre).</p>	<p>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p>Create accompaniment patterns to a pentatonic song.</p> <p>Use notation to represent musical ideas.</p> <p>Compose a pentatonic melody.</p>	<p>Create short sounds inspired by colours and shapes.</p> <p>Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p> <p>Structure their musical ideas into a composition.</p> <p>Create and read graphic scores.</p>	<p>Watch a film and analyse it in a musical context.</p> <p>Create ostinatos.</p> <p>Layer up different rhythms.</p> <p>Create and follow a score.</p>	<p>Improvise and compose, exploring how timbre, dynamics and texture can be used for impact in a fanfare.</p> <p>Compose a fanfare using a small set of notes, and short, repeated rhythms.</p> <p>Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p>	<p>Play repeating rhythmic patterns.</p> <p>Count musically.</p> <p>Invent a melody.</p> <p>Fit two patterns together.</p> <p>Structure musical ideas into their own compositions.</p>
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	Year 5 - Music	Year 5 - Music	Year 5 - Music	Year 5 - Music	Year 5 - Music	Year 5 - Music
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	<p>Why we sing</p> <p>Gospel music, instruments, structure, texture, vocal decoration.</p>	<p>Building a groove</p> <p>Beat, rhythm, basslines, riffs.</p>	<p>Madina Tun Nabi</p> <p>Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones</p>	<p>Kisne Banaaya</p> <p>A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement</p>	<p>Época</p> <p>Texture, articulation, rhythm, tango.</p>	<p>What Shall We Do With A Drunken Sailor</p> <p>Sea shanties, beat, rhythm, chords, bass, dot notation</p>
Knowledge	<p>Singing</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.</p>	<p>Singing</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p>	<p>Singing</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p>	<p>Singing</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing</p> <p>Understand how triads are formed and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs.</p>	<p>Singing</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.</p>	<p>Singing</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Listening</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.</p>
Skills	<p>Recognise individual instruments and voices by ear.</p> <p>Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</p> <p>Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)</p> <p>Develop and practise techniques for singing and performing in a Gospel style.</p>	<p>Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.</p> <p>Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> <p>Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p>	<p>Improvise freely over a drone.</p> <p>Sing a song in two parts with expressions and an understanding of its origins.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing.</p> <p>Listen and copy back simple rhythmic and melodic patterns.</p>	<p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p> <p>Sing and play the melody of Kisne banaaya.</p> <p>Sing in a 4-part accompanied with a pitched ostinato.</p>	<p>Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</p> <p>Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>Demonstrate an understanding of the history of Argentine tango.</p>	<p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Keep a beat playing a 'cup' game.</p> <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>
	HoH Music Curriculum Document	HoH Music Curriculum Document	HoH Music Curriculum Document	HoH Music Curriculum Document	HoH Music Curriculum Document	HoH Music Curriculum Document
	Year 6 - Music	Year 6 - Music	Year 6 - Music	Year 6 - Music	Year 6 - Music	Year 6 - Music
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Focus	<p>Composing for protest!</p> <p>To create music inspired by Ethel Smyth and a picture of the suffragettes. Composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p>	<p>Shadows</p> <p>Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p>	<p>Hey, Mr Miller</p> <p>Swing music, syncopation, swing rhythm, big band instruments, scat singin, social and historical context (WWII, segregation)</p>	<p>Twinkle variations</p> <p>To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.</p>	<p>Race!</p> <p>To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p>	<p>Exploring identity through song</p> <p>Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p>
Knowledge	<p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Enhance improvised/composed melodies with rhythmic or chordal accompaniment.</p> <p>Performing</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).</p>	<p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Performing</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline.</p>	<p>Singing</p> <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.</p> <p>Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group (i.e. no longer in discrete parts) to develop greater listening skills, balance between parts, and vocal independence.</p> <p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Performing</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline.</p>	<p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Performing</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf), and moderately quiet (mp).</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>Singing</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p> <p>Composing</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Enhance improvised/composed melodies with rhythmic or chordal accompaniment.</p> <p>Performing</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>Singing</p> <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.</p> <p>Listening</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p>
Skills	<p>Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p>	<p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble.</p> <p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>	<p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble.</p> <p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>	<p>Decipher a graphic score.</p> <p>Play Twinkle, twinkle, little star.</p> <p>Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline.</p>	<p>Create an accompaniment.</p> <p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony.</p> <p>Structure their ideas into a full soundtrack.</p>	<p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs.</p> <p>Identify different elements of a song's structure.</p> <p>Understand the concept of identity and how you can express that in songs.</p>