

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
	HoH Music Curriculum Document	HoH Music Curriculum Document	HoH Music Curriculum Document	HoH Music Curriculum Document	HoH Music Curriculum Document	HoH Music Curriculum Document
Focus	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
Knowledge	I've got a grumpy face Timbre, beat, pitch contour	Call-and-response, pitch (la-so-mi-do), timbre.	Witch, witch Timbre, pitch (higher/lower), tempo (faster/slower), beat.	Shake my sillies out Timbre, pitch (higher/lower), tempo (faster/slower), beat.	Five fine bumblebees Timbre, tempo, structure (call-and-response), active listening.	Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.
Skills	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, 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. 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Focus	Year 1 - Music	Year 1 - Music	Year 1 - Music	Year 1 - Music	Year 1 - Music	Year 1 - Music
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Knowledge	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.	Improve 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.	Improve 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.
Skills	• HoH Music Curriculum Document	• HoH Music Curriculum Document	• HoH Music Curriculum Document	• HoH Music Curriculum Document	• HoH Music Curriculum Document	• HoH Music Curriculum Document
Focus	Year 1 - Music	Year 1 - Music	Year 1 - Music	Year 1 - Music	Year 1 - Music	Year 1 - Music
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Knowledge	Musical Conversations Question-and-answer, timbre, graphic score.	Christmas Songs	Colonel Hath'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.
Skills	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, refine, 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 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 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. Sing songs with 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. 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 songs with 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. Respond to the pulse in recorded/live music through movement and dance.	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 Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Musicianship Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance.	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.
Focus	Year 2 - Music	Year 2 - Music	Year 2 - Music	Year 2 - Music	Year 2 - Music	Year 2 - Music
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Knowledge	Carnival of the animals Timbre, tempo, dynamics, pitch, classical music.	To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).	Charlie Chaplin Trains	Colonel Hath's march Timbre, tempo, dynamics, pitch, classical music.	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.
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.	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 and analyse four pieces of music inspired by travel/vehicles. Learn a simple rhythmic pattern and perform it with tempo and volume changes. Learn a range of musical terms: crescendo, diminuendo, accelerando, ritenuato. 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 'walk' 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 clo to 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.
Focus	Year 3 - Music	Year 3 - Music	Year 3 - Music	Year 3 - Music	Year 3 - Music	Year 3 - Music
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Knowledge	Noo chariya de/Minguley boat song 3/4, 4/4.	'March' from The nutcracker Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.	Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.	Sound Symmetry Chilled-out clap rap	Enchanted Forest Recorder	From a Railway Carriage Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.
Skills	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.	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). Read and respond to charted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests.	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 new technology to capture, change, and combine sounds. Musicianship Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Walk in time to the beat of a piece of music or song. Know the difference between left and right to the beat. Beats to group beat in time and three by tapping knees on the first (strongest) beat and clapping the remaining beats. Read and respond to charted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests. Create and perform their own charted 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).	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 new technology to capture, change, and combine sounds. Musicianship Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Walk in time to the beat of a piece of music or song. Know the difference between left and right to the beat. Beats to group beat in time and three by tapping knees on the first (strongest) beat and clapping the remaining beats. Read and respond to charted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests. Create and perform their own charted 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 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). 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.	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.
Focus	Year 4 - Music	Year 4 - Music	Year 4 - Music	Year 4 - Music	Year 4 - Music	Year 4 - Music
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Knowledge	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 Chilled-out clap rap	Enchanted Forest Recorder	From a Railway Carriage Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.	
Skills	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 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.	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. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. 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). 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). 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. 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. Develop facility in playing tuned percussion or a melodic instrument such as a violin or a 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 stepped melodic phrases with accuracy of 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. Apply word charts 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 Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi). 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.	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.
Focus	The Pink Panther theme Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.	Global pentatonics Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.	Composing with colour 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, ostinati, dynamics.	The horse in motion Fanfare for the Common Man Fanfare, timbre, dynamics, texture, silence	From a Railway Carriage Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.	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 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 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>Recording Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p>	<p>Singing 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 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 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>Recording 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 on self-standing compositions.</p> <p>Performing Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Introduce and understand the differences between minims, crotchets, paired quavers, and rests.</p>	<p>Listening Listen to recorded performances.</p> <p>Composing 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>Recording Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p>	<p>Listening 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 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>Recording 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 on self-standing compositions.</p> <p>Performing 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 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 Listen to recorded performances.</p> <p>Composing 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>Recording Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.</p> <p>Performing 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>Recording 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 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 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>Recording 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 on self-standing compositions.</p> <p>Performing Play and perform melodies following staff notation using a small range (e.g. Middle C-G-do-so).</p> <p>Recording 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>Performing Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Read and perform pitch notation within a defined range (e.g. C-G/do-so).</p> <p>Recording 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>Improvising Improvising and composing atmospheric music for a scene with a given set of instruments.</p> <p>Listening and Appraise Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.</p> <p>Recording Talk about the effect of particular instrument sounds (timbre).</p>	<p>Compare Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p>Create Create accompaniment patterns to a pentatonic song.</p> <p>Use notation Use notation to represent musical ideas.</p> <p>Compose Compose a pentatonic melody.</p>	<p>Create Create short sounds inspired by colours and shapes.</p> <p>Understand Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p> <p>Structure Structure their musical ideas into a composition.</p> <p>Create and Read Create and read graphic scores.</p>	<p>Watch Watch a film and analyse it in a musical context.</p> <p>Create Create ostinati.</p> <p>Layer Layer up different rhythms.</p> <p>Create and Follow Create and follow a score.</p>	<p>Improvise and Compose Improvise, exploring how timbre, dynamics and texture can be used for impact in a fanfare.</p> <p>Count Count musically.</p> <p>Invent Invent a melody.</p> <p>Fit Fit two patterns together.</p> <p>Structure Structure musical ideas into their own compositions.</p>		
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Focus	<p>Year 5 - Music Why we sing Gospel music, instruments, structure, texture, vocal decoration.</p>	<p>Year 5 - Music Module 1 Building a groove Beat, rhythm, basslines, riffs.</p>	<p>Year 5 - Music Module 2 Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones</p>	<p>Year 5 - Music Module 3 Modina Tun Nabi</p>	<p>Year 5 - Music Module 4 Kisne Banayaya</p>	<p>Year 5 - Music Module 5 Época</p>	<p>Year 5 - Music Module 6 What Shall We Do With A Drunken Sailor Sea shanties, beat, rhythm, chords, bass, dot notation</p>
Knowledge	<p>Singing 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.</p> <p>Listening Listen to recorded performances.</p> <p>Developing knowledge 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 Compose 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>Recording Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p>	<p>Singing 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 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 Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Recording Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing 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 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 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 Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing 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 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 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 Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing 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 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 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 Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing Understand how triads are formed and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs.</p>		
Skills	<p>Recognise Recognise individual instruments and voices by ear.</p> <p>Listen Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</p> <p>Talk 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 Develop and practise techniques for singing and performing in a Gospel style.</p>	<p>Show Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.</p> <p>Identify Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> <p>Compose and Perform Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p>	<p>Improvise Improvise freely over a drone.</p> <p>Sing Sing a song in tow parts with expressions and an understanding of its origins.</p> <p>Sing Sing a round and identify themselves with a beat.</p> <p>Play Play a drone and chords to accompany singing.</p> <p>Listen and Copy Listen and copy back simple rhythmic and melodic patterns.</p>	<p>Compose Compose a simple accompaniment using tuned instruments.</p> <p>Create and Perform Create and perform their own class arrangement.</p> <p>Sing Sing and play the melody of Kisne banayaya.</p> <p>Sing Sing in a 4-part accompanied with a pitched ostinato.</p>	<p>Engage Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</p> <p>Develop Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>Demonstrate Demonstrate an understanding of the history of Argentine tango.</p>	<p>Compose Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Sing Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Play Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing Sing in unison while playing an instrumental beat (untuned).</p> <p>Keep Keep a beat playing a 'cup' game.</p> <p>Talk Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>	
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Focus	<p>Year 6 - Music 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>Year 6 - Music Module 1 Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p>	<p>Year 6 - Music Module 2 Shadows</p>	<p>Year 6 - Music Module 3 Hey, Mr Miller</p>	<p>Year 6 - Music Module 4 Twinkle variations</p>	<p>Year 6 - Music Module 5 Race!</p>	<p>Year 6 - Music Module 6 Exploring identity through song</p>
Knowledge	<p>Listening 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 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. Note this melody.</p> <p>Enhance Enhance improvised/composed melodies with rhythmic or chordal accompaniment.</p> <p>Performing 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 Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.</p> <p>Further Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/do-do).</p>	<p>Listening 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 Compose a 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. Note this melody.</p> <p>Enhance Enhance improvised/composed melodies with rhythmic or chordal accompaniment.</p> <p>Performing 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>Singing Sing a broad range of songs, including those that involve syncopated rhythms, as part of a chart, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.</p> <p>Continue 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 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 Compose melodic lines made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Performing Play a melody following staff notation written on one staff and using notes within an octave range (do-do), make decisions about dynamic range, including very loud (ff), very quiet (pp), medium (mf), and moderately quiet (mp).</p> <p>Accompany 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 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>Performing 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>Singing Sing a broad range of songs, including those that involve syncopated rhythms, as part of a chart, with a sense of ensemble and performance. 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Note this melody.</p> <p>Performing Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/do-do).</p> <p>Read and Play 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 Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>Singing Sing a broad range of songs, including those that involve syncopated rhythms, as part of a chart, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.</p> <p>Continue 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 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 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. Note this melody.</p> <p>Performing Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/do-do).</p> <p>Read and Play 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 Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>Exploring Exploring identity through song</p>	
Skills	<p>Create Create their own song lyrics.</p> <p>Fit Fit their lyrics to a pulse, creating a chant.</p> <p>Write Write a melody and sing it.</p> <p>Structure Structure their ideas into a complete song.</p>	<p>Explore Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Identify Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p> <p>Use Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create Create a shadow movement piece in response to music.</p>	<p>Compose Compose a syncopated melody using the notes of the C major scale.</p> <p>Sing Sing a syncopated melody accurately and in tune.</p> <p>Sing Sing and play a class arrangement of the song with a good sense of ensemble.</p> <p>Listen Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>	<p>Decipher Decipher a graphic score.</p> <p>Play Play Twinkle, twinkle, little star.</p> <p>Create Create variations using a wide variety of composing techniques.</p> <p>Experiment Experiment on top of a repeating bassline.</p>	<p>Create Create an accompaniment.</p> <p>Create Create an extended melody with four distinct phrases.</p> <p>Experiment Experiment with harmony.</p> <p>Structure Structure their ideas into a full soundtrack.</p>	<p>Identify Identify ways songwriters convey meaning; through lyrics, the music, and the performance.</p> <p>Understand Understand different ways that rhymes work in songs.</p> <p>Identify Identify different elements of a song's structure.</p> <p>Understand Understand the concept of identity and how you can express that in songs.</p>	