



**Music Sequence of Learning**



Expressive Art and Design (Art and Design , DT , Music , Drama and Role Play)					
	Area of Learning		Skills and Knowledge we want the children to have at end of EYFS	ELG	FS vocabulary
FS	<p><b>Expressive Art and Design:</b></p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p><b>FS1</b>  <b>Painting, drawing, collage and sculpture:</b> Able to mix primary colours to an appropriate consistency, able to name colours, can hold a paintbrush in the palm of their hand.            Draw faces with features and draws enclosed spaces, giving meaning. Able to use glue sticks, spatulas and add other materials to develop models (eg tissue paper, glitter).  <b>Music</b> - Enjoys listening to and responds to music, talks about how music makes them feel. Explores instruments and is beginning to names them (drum, tambourine, maracas, triangle).  <b>Singing and dancing:</b> Copies basic actions and moves to music. Learns short routines, beginning to match pace. Sings in a small group and knows some words when singing.  <b>Small world:</b> Plays with familiar resources. Simple small world (farms, cars, trains, dolls). Starting to develop own storylines using own experiences, rhymes and stories.</p> <p><b>FS2</b>  <b>Autumn Term</b>  <b>Painting (incl printing)</b> : able to mix primary colours to make secondary colours            Use a thick paintbrush using tripod grip  <b>Drawing:</b> Draws people from their family and self portraits  <b>Collage:</b> joins items with glue and tape  <b>Sculpture (form):</b> Builds simple models incl walls, roof and towers            Manipulates clay or playdough (rolls, cuts, squashes, pinches, twists)  <b>Photography:</b> know how to use the ipad to take a photo and load onto an appropriate programme  <b>Focus Artists:</b> Yayoi Kusama (focus orange, pumpkins and dots), Yves Klein (focus on paint and blue) Matisse (The Snail - collage).            Books:Books about artists and colour mixing.  <b>Woodwork</b> Holding nails, Using hammer, taps  <b>Music:</b> Responds to music through movement and can identify if music is "happy, scary or sad". Uses claves to tap out pulse  <b>Singing:</b> Joins in songs as a group</p>	<ol style="list-style-type: none"> <li>To know how to mix colours</li> <li>To know some songs, rhymes and poems</li> <li>To be able to plan do and review their work</li> </ol>	<p><b>Expressive Arts and Design</b>  <b>ELG: Creating with Materials</b>            Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.  <b>ELG: Being Imaginative and Expressive</b>            Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>colour            shape(s)            line(s)            draw            paint            make            design            material            describing texture            and material            naming different            media            scrunch, twist,            fold, bend, roll,            smooth, bending,            rough, hard,            weave, flexible,            rigid            rolls, cuts,            squashes,            pinches, twist</p>



### Music Sequence of Learning



		<p><b>Dancing:</b> Moves in response to the music  <b>Role play:</b> Accesses small world, home corner etc and takes part in role play activities with peers or adult  <b>Spring Term</b>  <b>Painting:</b> Add white or black paint to alter tint or shade  Experiment with different brush sizes and tools to add detail  Print with different resources  <b>Drawing:</b> Draws people with detail (sausage limbs, body). Draws self-portrait with some appropriate features  <b>Collage:</b> joins items in a variety of way: masking tape, string, ribbon  <b>Sculpture (form):</b> Builds models that replicate real life. Use a variety of resources including natural.  <b>Photography:</b> Knows how to use ipad to capture a specific image or element of art (eg. line, colour, space etc.)  <b>Artists:</b> Barbara Hepworth and Anthony Gormley (Natural Sculpture), Matisse - The Sheaf  Ansel Adams and others (Outdoor photography)  <b>Woodwork:</b> Screwing and joining  <b>Music:</b> Names and knows how to play a variety of instruments.  <b>Singing:</b> sings in a group, matching pitch and following melody  <b>Dancing:</b> Responds to and interprets music through movement  <b>Role play:</b> Participates in play related to rhymes and stories and may extend and develop stories  <b>Summer Term</b>  <b>Painting:</b> colour match to a specific colour and shade  Create patterns or meaningful painting or when printing  <b>Drawing:</b> Draw self-portraits, landscapes and cityscapes.  <b>Collage:</b> knows how to secure boxes, decorate bottles etc. Knows how to improve models Use appropriate language: scrunch, twist, fold, bend, roll, smooth, bending, rough, hard, weave, flexible, rigid  <b>Sculpture (form):</b> Makes something with clear intentions  Makes something they give clear meaning to  <b>Photography:</b> use the ipad with a specific purpose in mind  Use photography as part of their artwork and explain their intention(s)  <b>Artists:</b> Banksy (portraits/graphics), Jackson Pollock (painting on a large scale) and Eric Carle (collage).  <b>Woodwork</b> Draw and plan what going to make  Measuring  <b>Music:</b> Beginning to write own compositions using symbols, patterns or pictures.  <b>Singing:</b> Sings by themselves, matching pitch and following melody  <b>Dancing:</b> replicates dances and creates own in response to music/stimulus  <b>Role play:</b> Use imagination to develop own storylines with peers.  Involves props and resources.</p>			
--	--	---	--	--	--



## Music Sequence of Learning



Domains			
Create, Compose and Perform	Explore and Appraise	Communicate (Tier 3 vocabulary)	
		Theme specific	Subject specific
<a href="#"><u>MUSIC Coverage of Domains: Progression of Knowledge and Skills</u></a>			

Year	Theme				
Year 1	<b>Autumn 1</b> <b>Classical</b> - Mars by Gustav Holst  Planning - <a href="https://teach.files.bbci.co.uk/tenpieces/Mars+EYFS+and+KS1.pdf">https://teach.files.bbci.co.uk/tenpieces/Mars+EYFS+and+KS1.pdf</a> Video - <a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd">https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd</a>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<b>Year 1</b> <u>Pitch and melody</u> High Low  <u>Rhythm, metre, duration and tempo</u> Pulse Beat Fast Slow Long Short
	<b>Autumn 2</b>  <b>Gunpowder plot - Fire! Fire!</b>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<u>Harmony and texture</u> Wavy Short Strong Bouncy  <u>Dynamics and articulation</u> Loud Soft
	<b>Spring 1</b>  <b>World</b> - The British Isles (sea shanties,	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their</li> </ul>		<u>Structure and</u>



**Music Sequence of Learning**



	national anthems, folk songs)	<ul style="list-style-type: none"> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<u>form</u> Mood Start End
	<b>Spring 2</b>  <b>Toys</b>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<u>Timbre, sounds and instruments</u> Drum Maraca Shaker Tambourine Voice  <u>Notation and other musical words (genre and historical periods)</u> Musician
	<b>Summer 1</b>  <b>Pop</b> - 50's Rock 'n' Roll	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		
	<b>Summer 2</b>  <b>Sailing the Seven Seas!</b>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		
Year 2	<b>Autumn 1</b>  <b>Classical</b> - The Lark Ascending by Vaughan Williams  Planning - <a href="http://downloads.bbc.co.uk/learning/tenpieces/EYSEN/Lark/Lark%20Ascending%20">http://downloads.bbc.co.uk/learning/tenpieces/EYSEN/Lark/Lark%20Ascending%20</a>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<b>Year 2</b> <u>Pitch and Melody</u> High Low Higher



**Music Sequence of Learning**



<p><a href="#">EYFS%20and%20KS1.pdf</a> Video <a href="https://www.bbc.co.uk/programmes/article/s/1qJzptdT7pvzCq59PGWXS1P/the-lark-ascending-by-ralph-vaughan-williams">https://www.bbc.co.uk/programmes/article/s/1qJzptdT7pvzCq59PGWXS1P/the-lark-ascending-by-ralph-vaughan-williams</a></p>				<p>Lower</p> <p><u>Rhythm, metre, duration and tempo</u> Pulse Beat Fast Slow Faster slower Long Short Longer shorter</p>
<p><b>Autumn 2</b> <b>Fire of London-Snap Crackle and Pop</b></p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		<p><u>Harmony and texture</u> Lots of sounds Instrument 1 sounds instrument</p> <p><u>Dynamics and articulation</u> Loud louder Soft Softer</p>
<p><b>Spring 1</b> <b>World</b> - Sierra Leone <a href="https://folkcloud.com/folk-music-by-country/sierra-leone">https://folkcloud.com/folk-music-by-country/sierra-leone</a></p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		<p><u>Structure and form</u> Repeating sounds or patterns</p> <p><u>Timbre, sounds and instruments</u> Percussion – wooden, metal Wind Strings Keyboard Guitar</p>
<p><b>Spring 2</b> <b>Hot and cold climates- How Hot is it here?</b></p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		



**Music Sequence of Learning**



	<b>Summer 1</b> <b>Pop</b> - 60's Pop	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>	<u>Notation and other musical words (genre and historical periods)</u> Composer Notes Conductor
	<b>Summer 2</b> <b>Amazing Amy Johnson (unit from Music Service/Priory)</b>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>	
Year 3	<b>Autumn 1</b> <b>Classical</b> - In the Hall of the Mountain King by Grieg  Planning and Video - <a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-edvard-grieg-in-the-hall-of-the-mountain-king-from-peer-gynt/z7nf3k7">https://www.bbc.co.uk/teach/ten-pieces/KS2-edvard-grieg-in-the-hall-of-the-mountain-king-from-peer-gynt/z7nf3k7</a>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>	<b>Year 3</b> <u>Pitch and melody</u> Pitch Pentatonic Scale Step Leap Repeated note High Low Rising Falling melody  <u>Rhythm, metre, duration and tempo</u> Pulse Rhythm Crotchet Quaver Minim Semibreve Crotchet rest Quaver rest Minim rest
	<b>Autumn 2</b> <b>Prehistoric Rocks!</b>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>	
	<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> </ul>	



**Music Sequence of Learning**



	<p><b>World</b> - India</p>	<ul style="list-style-type: none"> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		<p>Semibreve rest 2/4 ¾ 4/4 Fast Slow</p>
	<p><b>Spring 2</b></p> <p><b>mountains/earthquakes-Shake Rattle and Roll</b></p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		<p>Getting faster Getting slower Adagio Andante Allegro Accelerando Rallentando</p>
	<p><b>Summer 1</b></p> <p><b>Pop</b> - 70's Disco and Funk</p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		<p><u>Harmony and texture</u> Texture Thick Thin Unison Solo Duet drone</p>
	<p><b>Summer 2</b></p> <p><b>Romans</b></p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		<p><u>Dynamics and articulation</u> Piano Forte Crescendo Diminuendo Legato staccato</p> <p><u>Structure and form</u> Phrase Call and response Question phrase Answer phrase</p> <p><u>Timbre, sounds and instruments</u> Woodwind Strings</p>



**Music Sequence of Learning**



					<p>Brass Percussion Drum kit Glockenspiel Orchestra Opera Band</p> <p><u>Notation and other musical words (genre and historical periods)</u> Graphic score stave Table clef Lyrics Jazz Classical Pop Music from other cultures</p>
Year 4	<p><b>Autumn 1</b></p> <p><b>Classical</b> Rodeo – Hoe-Down by Aaron Copland</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/aaron-copland-rodeo-hoe-down/zvk9y9g">https://www.bbc.co.uk/teach/ten-pieces/aaron-copland-rodeo-hoe-down/zvk9y9g</a> Music Service - planning (Charanga song)</p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		<p><b>Year 4</b></p> <p><u>Pitch and melody</u> Scales- Major Minor Pentatonic Modes Tone</p> <p><u>Rhythm, metre, duration and tempo</u> Dotted minim Semiquaver Dotted crotchet Dotted minim rest Semiquaver rest Dotted crotchet rest 2/4 3/4 4/4</p>
	<p><b>Autumn 2</b></p> <p><b>Africa</b></p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		
	<p><b>Spring 1</b></p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> </ul>		





**Music Sequence of Learning**



	<p><b>World</b> Indonesia (Gamelan University Visit)</p>	<ul style="list-style-type: none"> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<p>Moderato Presto</p> <p><u>Harmony and texture</u> Clashing sounds Pleasant sounds</p>
	<p><b>Spring 2</b></p> <p><b>Rainforests</b></p>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<p>Melody and accompaniment</p> <p><u>Dynamics and articulation</u> Fortissimo Mezzo forte Mezzo piano Pianissimo Mezzo</p>
	<p><b>Summer 1</b></p> <p><b>Pop</b> - 80's synth/pop/rock</p>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<p><u>Structure and form</u> Ostinato Ternary form Repetition Riff round</p>
	<p><b>Summer 2</b></p> <p><b>The kings and queens of England</b></p>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<p><u>Timbre, sounds and instruments</u> Flute Clarinet Oboe Bassoon Saxophone Violin Viola Cello Bass Trumpet Trombone Tube French horn Cymbal Snare drum Bass drum Piano</p>



**Music Sequence of Learning**



					<p>keyboard</p> <p><u>Notation and other musical words (genre and historical periods)</u></p> <p>Tutti Octave Funk Blues Reggae folk</p>
Year 5	<p><b>Autumn 1</b></p> <p><b>Classical</b></p> <p>Night Ferry - Anna Clyne <a href="https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4">https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4</a></p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		<p><b>Year 5</b></p> <p><u>Pitch and melody</u> Sharp Flat Semitone</p> <p><u>Rhythm, metre, duration and tempo</u> Syncopation, Groove</p> <p><u>Harmony and texture</u> Harmony, Consonance, Dissonance</p> <p><u>Dynamics and articulation</u> Pizzicato Ritardando</p> <p><u>Structure and form</u> Rondo Form Concerto</p>
	<p><b>Autumn 2</b></p> <p><b>Triple trawler tragedy</b></p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		
	<p><b>Spring 1</b></p> <p><b>World - Japan</b></p>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		



**Music Sequence of Learning**



	<b>Spring 2</b>  <b>Volcanoes</b>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<u>Timbre, sounds and instruments</u>  Electronic/digital sounds Electric and acoustic instruments (guitar/bass/keys)
	<b>Summer 1</b>  <b>Pop</b> - 90's Indie and R 'n' B (Dance?)	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<u>Notation and other musical words (genre and historical periods)</u>  DJ Classical, Contemporary Music from other cultures
	<b>Summer 2</b>  <b>Rivers</b>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		
Year 6	<b>Autumn 1</b>  <b>Classical</b> Earth - Hans Zimmer  <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382">https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382</a>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>		<b>Year 6</b> <u>Pitch and melody</u> Chord, Triad, Chord Progression, Major, Minor  <u>Rhythm, metre, duration and tempo</u>
	<b>Autumn 2</b>  <b>The Blitz</b>	<ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> </ul>		Polyrhythms, 6/8 – rhythms and pieces



**Music Sequence of Learning**



		<ul style="list-style-type: none"> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		<p><u>Harmony and texture</u> Chord, Triad, Chord Progression, Major, Minor</p> <p><u>Dynamics and articulation</u> Cantabile, Poco, Accent</p> <p><u>Structure and form</u> Pop Song, Verse, Chorus, Bridge, Outro Hook</p> <p><u>Timbre, sounds and instruments</u> Midi Filters EQ Loops Synthesizer</p> <p><u>Notation and other musical words (genre and historical periods)</u> Key signature Producer Hip hop, rap Baroque</p>
<b>Spring 1</b>	<b>World</b> - South America	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		
<b>Spring 2</b>	<b>North and south America</b>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		
<b>Summer 1</b>	<b>Pop</b> - Since the year 2000	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		
<b>Summer 2</b>	<b>World trade/fairtrade</b>	<ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>		



**Music Sequence of Learning**

