



THS Knowledge, Skills and Understanding Curriculum for Music

Our school curriculum is bespoke and is designed to develop curious, kind and courageous pupils. In music lessons, children will be taught to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

In EYFS and Key Stage One children begin by developing an understanding of contrasting sounds and how to use their singing voices musically. As well as learning the recorder and string instruments (violin, viola, cello), they will develop an understanding of the inter-related dimensions of music.

In Key Stage Two children are taught to sing and play instruments musically with increasing confidence and control. They will have the opportunity to learn the ukulele, African drumming and how to play in a gamelan ensemble. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

This is a progressive curriculum which builds on children's knowledge, skills and understanding of music.

Knowledge: the absorption of information

Skills: application of knowledge

Understanding: the ability to take knowledge and skills and make real meaning from them. It is also the ability to transfer that understanding to other situations, still able to make meaning and sense of a situation, even if the facts or events have changed.

EYFS	<p>Sings songs, makes music and dances, and experiments with ways of changing them. (ELG) Maintains attention, concentrates and sits quietly during appropriate activity. Listens attentively in a range of situations. (ELG) Is confident to speak or sing in a familiar group, will talk about his/her ideas. (ELG) IPC Links</p>		
	Autumn	Spring	Summer
Year R Knowledge	<p><u>Musical vocabulary:</u> Speaking, chanting, singing voices, steady beat, fast and slow music.</p> <p>Autumn 1: Singing (Marvellous me!) - Learning to use our singing voices - Lots of simple action songs, naming body parts. - Number/ days of the week songs - Seasonal songs - Learning some of the school assembly songs in preparation for joining the rest of the school</p> <p>Autumn 2: Transport + Nativity Song - Transport-themed songs using actions - Learning to feel the beat using body percussion. - Learning about fast and slow in music and recognising different speeds. - Experimenting with different speeds on a variety of percussion instruments. - Preparation for their song in the Nativity production</p> <p><u>Songs:</u> <i>Cauliflowers Fluffy</i> <i>The THS Train</i> <u>Composers/ pieces:</u> <i>Heitor Villa-Lobos: The Little Train of the Caipira</i></p>	<p><u>Musical vocabulary:</u> Loud and quiet music</p> <p>Spring 1: Into the Woods - Singing songs based on Fairy tales and woodland animals. - Using the Goldilocks and the 3 Bears story to explore loud and quiet music, reflecting them with voices, physical movements and percussion instruments. - Continuing to learn the school's assembly songs.</p> <p>Spring 2: Wild Animals - Learning animal songs with actions and games - Learning the names for baby animals through song - Learning about plant growth and hibernation through songs related to Spring and Easter</p> <p><u>Songs:</u> <i>Do you know the story?</i> <i>3 Bears House</i> <i>Animals</i> <i>Baby Animals</i> <u>Composers/ pieces:</u> <i>Tchaikovsky: Sleeping Beauty</i></p>	<p><u>Musical vocabulary:</u> High and low music, senses and emotions.</p> <p>Summer 1: African Music - Lots of topic-based action songs, exploring high and low in music. - Listening to African music and learning about their instruments and playing some: Djembe drums, finger pianos, various African percussion instruments</p> <p>Summer 2: The Seaside - Exploring senses and emotions through songs and stories - Explore how music can be used to tell a story, creating class sound effects for a story using percussion. - Develop musical memory and controlled use of percussion.</p> <p><u>Songs:</u> <i>Che Che Kule / Hey Ungua</i> <i>The Prehistoric Animal Brigade (Dinosaurs)</i> <i>Come with me to the beach</i> <i>I do like to be beside the seaside</i> <u>Composers/ pieces:</u> <i>Traditional African Music</i></p>
YR Skills and Understanding	<p>Speak, chant and sing in a group. Recognise fast and slow music. Perform a song to an audience.</p>	<p>Hold a steady beat with support. Recognise loud and quiet music. Sing in assemblies.</p>	<p>Speak, chant and sing on their own. Recognise high and low music. Recognise and express senses and emotions</p>

KS1	National Curriculum: <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. - Listen with concentration and understanding to a range of high-quality live and recorded music. - Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		
	Autumn	Spring	Summer
Year 1 Knowledge	<p><u>Musical vocabulary:</u> Pitch, melody</p> <p>Autumn 1: Exploring Sounds + <i>Harvest Assembly</i></p> <ul style="list-style-type: none"> - Develop knowledge/use of percussion instruments. - Exploring pitch using singing games and controlled use of percussion. - Recognising high and low pitches - Learn Harvest songs <p>Autumn 2: <i>Nativity Production</i></p> <ul style="list-style-type: none"> - Learn Nativity and Christmas songs - Learning to follow the conductor - Developing the ability to sing in time and in tune - Developing the ability to sing with expression <p><u>Songs:</u> <i>Harvest songs (Our World)</i> <i>Nativity/ Christmas songs</i> <i>Assembly songs</i></p> <p><u>Composers/ pieces:</u> <i>Igor Stravinsky: The Firebird</i></p>	<p><u>Musical vocabulary:</u> Rising pitches, falling pitches, sitar, tabla</p> <p>Spring 1: Round the Seasons</p> <ul style="list-style-type: none"> - Develop confidence in singing - Singing seasonal songs with expression, paying attention to the pitch shape of the melody - Using sign language in a song - Accompanying a song with vocal and instruments - Recognising the difference between rising pitches, falling pitches and pitches that stay the same - Learning to recognise the sound of traditional Japanese instrument, the koto <p>Spring 2: <i>Vivaldi's Four Seasons</i> + <i>Music from India</i></p> <ul style="list-style-type: none"> - Discover how the environment has inspired composers throughout history. - Make up a dance to the Winter music. - Exploring different sounds to accompany a poem. - Group compositions, one for each season - <i>Learn about the classical Indian instruments: sitar, tabla</i> <p><u>Songs:</u> <i>Round the Seasons</i> <i>Months of the Year Calypso</i> <i>Sakura</i> <i>Almond Blossom</i> <i>Night of a Thousand Lights (India)</i></p>	<p><u>Musical vocabulary:</u> Pulse, rhythm, tempo, dynamics Notes: minims, crotchets, quavers</p> <p>Summer 1: Pulse and Rhythm</p> <ul style="list-style-type: none"> - Feeling the pulse in music - Learning about duration and names of different note values: minim, crotchet, quaver. - Feel the different notes in their bodies through body percussion and percussion instruments. - Learning to draw notes - Learn food rhythms to say, clap and play - Improvising + composing own food rhythms. <p>Summer 2: Musical Stories</p> <ul style="list-style-type: none"> - Develop awareness of pitch through singing and playing and explore descriptive sounds in music. - Storytelling through music: Jack and the Beanstalk/ Treasure Island/ Aesop's fable 'The Wind and the Sun' - Learning to read graphic scores. - Developing use of dynamics and tempo in class compositions. <p><u>Songs:</u> <i>Okki Tokki Unga</i> <i>The Clock Song</i></p> <p><u>Composers/ pieces:</u> <i>Aaron Copland: Rodeo – Hoe-down</i></p>

		Jai Ho (India) <u>Composers/ pieces:</u> Antonio Vivaldi: The Four Seasons <i>Ravi Shankar: Finale from Symphony (India)</i>	
Y1 Skills and Understanding	I can learn and perform chants, rhythms, raps and songs. I can learn to follow the conductor or band leader. I can understand that pitch describes how high or low sounds are.	I can find the pulse whilst listening to music and using movement. I can listen to music with sustained concentration. I can recognise different instruments. I can sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.	I can listen to, copy and repeat a simple rhythm or melody. I can begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. I can understand that dynamics describe how loud or quiet the music is. I can understand that tempo describes how fast or slow the music is. I can discuss feelings and emotions linked to different pieces of music. I can use the correct musical language to describe a piece of music.
	Autumn	Spring	Summer
Year 2 Knowledge	<u>Musical vocabulary:</u> Pitch, dynamics, tempo, pulse, rhythm, tuned and untuned percussion, semibreve, rests <u>Autumn 1: Exploring Rhythm and Pulse + Harvest Assembly</u> - Refresh memory of pitch, dynamics and tempo. - Deepen understanding of pulse and rhythm and the ability to differentiate between them. - Performing simple rhythms using movement, body percussion and percussion instruments. - Learn Harvest songs <u>Autumn 2: Exploring Rhythm with Pitch + Carol Assembly</u>	<u>Musical vocabulary:</u> Song structure, cumulative songs, rounds, partner songs Graphic notation, accompaniments, texture <u>Spring 1: Building Sounds (Buildings)</u> - Exploring pitch through voices, movement and instruments. - Understanding song structure and exploring different types of songs: cumulative songs, rounds, partner songs. - Sing in two-part harmony - Learning about different forms of notation - Using a graphic score and creating their own	<u>Musical vocabulary:</u> Timbre, structure, crotchet rests, staccato, legato. <u>Summer 1: Recorder + Carnival of the Animals (The Earth - Our Home)</u> Recorder: Learn the first two notes: B, A, - Pupils will develop note reading, music theory and ensemble skills. - Look at the structure of different recorder pieces. - Progress through <i>Ready, Steady Recorder book</i> Carnival of the Animals: - Develop understanding of different contrasts in music through the Carnival of the Animals. • Dynamics: loud/quiet - lion/ cuckoo



	<p>- Learn the difference between tuned and untuned percussion.</p> <p>- Develop awareness + control of pitch through singing and playing tuned percussion.</p> <p>- Learn and perform a simple melody on chime bars. Twinkle, twinkle, little star.</p> <p>- Use pitch to respond expressively to stories.</p> <p><u>Songs:</u> <i>Sing Me One</i> <i>Wake! Shake!</i> <i>Funny Clown</i> <i>A Million Dreams (The Greatest Showman)</i> <i>Witch, Witch fell in a Ditch</i></p> <p><u>Composers/ pieces:</u> <i>Tchaikovsky: The Nutcracker Suite</i> <i>Dvorak: Largo (New World Symphony)</i> <i>Anna Meredith: Connect It</i></p>	<p><u>Spring 2: Food and Drink (You are what you eat) + Spring Concert</u></p> <p>- Using songs and accompaniments to create different layers of sound, developing an understanding of texture</p> <p>- Combining sounds to create different musical textures with percussion instruments and technology: Chrome Music Lab</p> <p>- Develop confidence and accuracy of performance in preparation for their supportive role in Y3's Spring Concert.</p> <p><u>Songs:</u> <i>Hard Hat Zone</i> <i>Breakfast Calypso (3-part round)</i> <i>Go Bananas</i> <i>Shortnin' Bread</i> <i>London's Burning (Great Fire of London link)</i> <i>September 1666: Al Start</i> <i>Spring Concert songs</i></p> <p><u>Composers/ pieces:</u> <i>Nitin Sawney: Homelands</i> <i>Kerry Andrews: No Place Like</i></p>	<ul style="list-style-type: none"> • Tempo: fast/slow - wild asses/ tortoises • Pitch: high/low – the aviary/elephant • Staccato: short, detached, jumpy – kangaroo • Legato: smoothly - swan <p><u>Summer 2: Recorder + Carnival of the Animals</u></p> <p>Recorder: Learn the note: G</p> <p>- Continue developing note reading, music theory and ensemble skills.</p> <p>- Improvise on the recorder + play call and response games</p> <p>- Each class perform a recorder piece in assembly</p> <p>- Opportunity to continue learning the recorder in Y3 Recorder club.</p> <p>Carnival of the Animals: - Explore how pitch, dynamics, tempo, are used for different animals in Carnival of the Animals.</p> <p>- Compose and perform animal music in groups, using the inter-related dimensions of music they have learnt about during the year.</p> <p><u>Songs:</u> <i>Kookaburra Sits in the Old Gum Tree</i> <i>Hippopotamus Song</i></p> <p><u>Composers/ pieces:</u> <i>Saint-Saëns: The Carnival of the Animals</i></p>
Y2 Skills and Understanding	<p>I can find the pulse and internalise it in my head.</p> <p>I can confidently perform rhymes, raps and songs.</p> <p>I can use tuned and untuned classroom percussion to play accompaniments and tunes.</p> <p>I can practise, rehearse and perform music to an audience with confidence.</p>	<p>I can understand that the words in a song can affect its melody.</p> <p>I can sing a song in two parts.</p> <p>I can understand that structure describes how different sections of music are ordered.</p> <p>I can understand that texture describes the layers within the music.</p>	<p>I can play instruments using the correct techniques with respect.</p> <p>I can listen to and understand different pieces of high quality live and recorded music.</p> <p>I can describe a piece of music using musical language.</p>

		I can improvise a simple rhythm using different instruments including my voice.	<p>I can understand that timbre describes the character or quality of a sound.</p> <p>I can use tuned and untuned classroom percussion to compose and improvise.</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
KS2	<p>National Curriculum:</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music. 		
	Autumn	Spring	Summer
Year 3 Knowledge	<p><u>Musical vocabulary:</u> Conductor, composer, timbre, minim and semibreve rests, orchestral families and their instruments.</p> <p><u>Autumn 1: The Orchestra + RMT's Whole Class Strings + Harvest Assembly</u></p> <ul style="list-style-type: none"> - Learning about the orchestra and its four families: Strings, Woodwind, Brass and Percussion - Learning about the instruments in each family. - Listening to a wide selection of orchestral music, featuring individual instruments. - Demonstrations/videos from instrumental teachers. - Learn Harvest songs <p><i>Whole Class Strings led by the Richmond Music Trust</i></p> <ul style="list-style-type: none"> - Learning names of strings for violins, violas and cellos. 	<p><u>Musical vocabulary:</u> Pentatonic scale, ragas, improvising, composing, graphic scores</p> <p><u>Spring 1: Exploring Music from Around the World (Explorers and Adventurers)</u></p> <ul style="list-style-type: none"> - Listen to traditional music from China, played on a pipa - Understanding the pentatonic scale. - Improvise and compose, using the pentatonic scale. - Play tuned percussion reading graphic scores. - Listen to music from India and learn about the Indian instruments: sitar, tabla, bansuri, harmonium. - Learn about Indian melody: Raga and Rhythm: Tala - Listen to different folk/ world music from around the world: Ireland, Hungary and Africa. 	<p><u>Musical vocabulary:</u> Dynamics, texture, graphic scores, structure</p> <p><u>Summer 1: Amazing Egyptians</u></p> <ul style="list-style-type: none"> - Sing Egyptian themed songs - Exploring layers in a piece of music, creating different textures - Understanding the different effects created in music by varying timbre, texture and dynamics. - Reading graphic scores with percussion instruments - Create own graphic scores, composing and performing group pieces for percussion instruments <p><u>Summer 2: Amazing Egyptians + Class Ensemble</u></p> <ul style="list-style-type: none"> - Reading Egyptian-themed rhythms - Composing their own rhythms



	<ul style="list-style-type: none"> - Playing and resting positions. - How to pluck the strings. - Various open string pieces. <p><u>Autumn 2: The Orchestra + Whole Class Strings + Carol Assembly</u></p> <ul style="list-style-type: none"> - Peter and the Wolf: develop appreciation of different timbres and how important they are in musical story-telling. - Class/ group compositions based on Peter and the Wolf. <p><i>Whole Class Strings led by the Richmond Music Trust</i></p> <ul style="list-style-type: none"> - Learning how to use the bow with various open string pieces. - Developing ensemble skills. - Perform to an audience - Opportunity to continue learning string instruments next term in paired lessons <p><u>Songs:</u> <i>Harvest songs/ Carols</i> <i>Chocolate, Molinillo (Spanish song)</i> <i>Charlie and the Chocolate factory songs</i></p> <p><u>Composers/ pieces:</u> <i>Prokofiev: Peter and the Wolf</i> <i>Modest Mussorgsky: Night on a Bare Mountain</i> <i>Vaughan Williams: The Lark Ascending</i></p>	<p><u>Spring 2: Exploring Music from Around the World + Spring Concert</u></p> <ul style="list-style-type: none"> - Listen to music from Brazil - Appreciating a piece of classical music inspired by Brazilian folk music. - Compose train journey scores to perform - Appreciating steel band music from Trinidad and Tobago and singing a song in the same style <ul style="list-style-type: none"> - Develop confidence and accuracy of performance in preparation for their Spring Concert. <p><u>Songs:</u> <i>Gung Hay Fat Choy</i> <i>Dis Long Time Gal</i> <i>Patterns in the Night</i> <i>Spring concert songs</i></p> <p><u>Composers/ pieces:</u> <i>Traditional Chinese music</i> <i>Traditional Steel Band Music: Dis Long time Gal</i> <i>Ravi Shankar: Finale from Symphony</i> <i>Heitor Villa-Lobos: The Little Train of the Caipira</i></p>	<p>Class ensemble:</p> <ul style="list-style-type: none"> - Learning a piece for multiple parts - Rehearsals using percussion instruments, recorders and whatever instruments they are learning - Developing ensemble skills - Leading to various ensembles to join in Upper School <p><u>Songs:</u> <i>Amazing Egyptians</i> <i>Tutankamun</i> <i>Walk Like an Egyptian</i></p> <p><u>Composers/ pieces:</u> <i>Philip Glass: The Funeral of Amenhotep III</i> <i>Elvis Presley: Hound Dog</i></p>
Y3 Skills and Understanding	<p>I can listen with direction to a range of high-quality music.</p> <p>I can confidently recognise a range of musical instruments.</p> <p>I can find the pulse in songs/music with confidence.</p>	<p>I can understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>I can understand that composition is when a composer writes down and records a musical idea.</p> <p>I can sing songs with multiple parts with increasing confidence.</p>	<p>I can understand some formal, written notation which includes crotchets and rests.</p> <p>I can begin to listen to and recall sounds with increasing aural memory.</p> <p>I can play and perform in solo or ensemble contexts with confidence.</p>

	Autumn	Spring	Summer
Year 4 Knowledge	<p><u>Musical vocabulary:</u> Opera, libretto, graphic score, dynamics, improvise, compose</p> <p><u>Autumn 1: ENO Composing Project + Harvest Assembly</u></p> <ul style="list-style-type: none"> - Learn Harvest songs - Use film stimulus and resources created by the ENO (English National Opera) to embark on a composing project - Finishing off a piece of music already begun by them - Listen to and appraise the music provided - Writing their own libretto through collaborative word banks - Interpret and use graphic scores. - Use a range of instruments to create different sounds, portraying different feelings and meaning. - Improvise and compose 2-3 musical phrases based on the class libretto <p><u>Autumn 2: ENO Composing Project + Carol Concert</u></p> <ul style="list-style-type: none"> - Experiment with the dynamics of the piece - Rehearse and record the class composition - Self evaluate the process and performance - Listen to and appraise different operatic extracts - Develop confidence and accuracy of performance in preparation for their Carol Concert. <p><u>Songs:</u> <i>Harvest songs/ Carols</i></p> <p><u>Composers/ pieces:</u></p>	<p><u>Musical vocabulary:</u> Chords, notation, tablature (tab), major/ minor music</p> <p><u>Spring 1: Ukuleles</u></p> <p><i>Ukuleles:</i></p> <ul style="list-style-type: none"> - Learn about the origin of the uke - The body part names - How to hold it - Chords: learn C and F and alternate them - Sing the chorus of 3 Little Birds with these chords - Compose group songs or pieces of music with these chords <p><u>Spring 2: Ukuleles + Spring Concert</u></p> <p><i>Ukuleles:</i></p> <ul style="list-style-type: none"> - Continue learning with Ukulele Magic - Learn about the difference between major/ minor and tones/semitones. - Learn Am, C7 and G7 chords - Learn Active Planet topic linked songs and accompany them on the ukulele - Learn how to read tablature - Compose their own song, using a choice of chord structures from previously learned songs. - Learning can continue with Ukulele ensemble next term <p>Spring Concert:</p> <ul style="list-style-type: none"> - Develop confidence and accuracy of performance in preparation for their Spring Concert. <p><u>Songs:</u> <i>How Far I'll Go (Hawaii)</i> <i>Lava</i> <i>Spring concert songs</i></p>	<p><u>Musical vocabulary:</u> Ensemble skills, drone, ostinato, song introduction, medieval music and instruments</p> <p><u>Summer 1: Global Warming (Saving the Planet)</u></p> <ul style="list-style-type: none"> - Global warming songs - Develop class ensemble playing and singing in multiple parts with a song based on Global warming. - Learn how to accompany a song with drone and ostinato on a variety of tuned instruments <p><u>Summer 2: Medieval Music + Production Songs</u></p> <ul style="list-style-type: none"> - Explore the history of music and musical instruments from the Medieval period. - Learn about the evolution of instruments, compositions, musical styles and famous/iconic composers. - Compose medieval music in pairs, one person providing a drone accompaniment, the other creating the melody <p><i>Production songs</i></p> <ul style="list-style-type: none"> - Practise, rehearse and perform more challenging music to an audience with increasing accuracy and confidence. <p><u>Songs:</u> <i>Global warming song</i> <i>Polar Bear</i> <i>Production songs</i></p> <p><u>Composers/ pieces:</u> <i>Gregorian Plainchant</i> <i>Hildegard: O Eucharisti</i> <i>Medieval instrumental music</i></p>



	<p><i>Puccini: Nessun Dorma</i> <i>Mozart: Magic Flute extracts</i> <i>Bizet: Habanera and Toreador Song</i> <i>Rossini: William Tell Overture</i></p>	<p><u>Composers/ pieces:</u> <i>Vivaldi's Winter</i> <i>JS Bach: Toccata and Fugue</i></p>	
Y4 Skills and Understanding	<p>I can confidently recognise a range of musical instruments and the different sounds they make. I can sing as part of an ensemble with confidence and precision. I can use musical language to appraise a piece or style of music.</p>	<p>I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can listen to and recall sounds with increasing aural memory. I can play and perform in solo or ensemble contexts with increasing confidence.</p>	<p>I can copy increasingly challenging rhythms using body percussion and untuned instruments. I can understand some formal, written notation which includes minims and quavers.</p>
	Autumn	Spring	Summer
Year 5 Knowledge	<p><u>Musical vocabulary:</u> Notation, time signatures - 2, 3 and 4 time, bass and treble clefs, ostinato, structure.</p> <p><u>Autumn 1: Space + Harvest Assembly</u> - Learn Harvest songs - Listen to and appraise Holst's Planets - Compose own planet music for 'Earth' - Begin Grade 1 Music theory book.</p> <p><u>Autumn 2: Space + Carol Concert</u> - Listening to songs and music based on the Solar system and analysing the compositions using musical vocabulary. - Interpret images to create descriptive sound sequences. - Link in with reading text, Romeo and Juliet, by looking at music inspired by the story</p>	<p><u>Musical vocabulary:</u> Ancient Greek instruments: lyre, aulos, pandoura, structure: ternary form</p> <p><u>Spring 1: Ancient Greeks and Romans</u> - Exploring 3 part singing and composition through Greek mythology. - Learning to sing songs based on the stories of Orpheus, Echo and Theseus and accompanying them with melodic ostinati. - Learn a round in Latin - Composing musical phrases, taking inspiration from <i>Orff's 'O Fortuna' (Carmina Burana)</i> - Continue with Grade 1 Music theory book.</p> <p><u>Spring 2: Renaissance and Baroque Music + Spring concert</u> - Recap Medieval music - Explore the history of music and musical instruments from the Renaissance and Baroque periods.</p>	<p><u>Musical vocabulary:</u> Italian musical terms (performance directions), Gamelan instruments: gongs, gangsa, ceng-ceng, reyong, kempli, kendang</p> <p><u>Summer 1: Gamelan (Earth as an island)</u> - Learn the different names of gamelan instruments. - Experience a visiting Gamelan workshop. - Develop ensemble skills through playing different parts in the gamelan piece, Baris. - Compose own group pieces in the style of the Gamelan piece they have practised. - Continue with Grade 1 Music theory book.</p> <p><u>Summer 2: Classical and Romantic Music + Production Songs</u> - Listen and appraise music from the classical and Romantic periods - Learn about the evolution of instruments, compositions, musical styles and famous/iconic composers from these periods.</p>

	<p>- Develop confidence and accuracy of performance in preparation for their Carol Concert.</p> <p>- Continue with Grade 1 Music theory book.</p> <p><u>Songs:</u> <i>Harvest songs/ Carols</i> <i>Sun Blast</i> <i>Spaceship Jam</i></p> <p><u>Composers/ pieces:</u> <i>Holst: The Planets</i> <i>George Crumb: Music of the Starry Night</i> <i>Richard Strauss: Sunrise</i> <i>Hans Zimmer: Earth</i> <i>Prokofiev: Dance of the Knights (Romeo and Juliet, English text link)</i> <i>Bernstein: Mambo</i></p>	<p>- Learn about the evolution of instruments, compositions, musical styles and famous/iconic composers.</p> <p>- Learning to dance and play a renaissance dance in ternary form</p> <p>- Continue with Grade 1 Music theory book.</p> <p>- Develop confidence and accuracy of performance in preparation for their Spring Concert.</p> <p><u>Songs:</u> <i>Orpheus, Echo, Theseus songs</i> <i>Like a Roman</i> <i>Dona Nobis Pacem (3-part round)</i> <i>Spring Concert songs</i></p> <p><u>Composers/ pieces:</u> <i>Orff: O Fortuna (Carmina Burana)</i> <i>Monteverdi: L'Orpheo</i> <i>JS Bach: Toccata and Fugue</i> <i>Handel: Zadok the Priest/ Hallelujah Chorus</i></p>	<p>- Continue with Grade 1 Music theory book.</p> <p><u>Production songs:</u> - Practise, rehearse and perform more challenging music to an audience with increasing accuracy and confidence.</p> <p><u>Composers/ pieces:</u> <i>Traditional Gamelan piece: Baris</i> <i>Mozart: Horn Concerto</i> <i>Haydn: Trumpet Concert</i> <i>Beethoven: 5th Symphony</i> <i>Debussy: Clair de lune/ La Mer</i> <i>Tchaikovsky: 1812</i> <i>Modest Mussorgsky: Night on a Bare Mountain</i> <i>Rimsky-Korsakov: Flight of the Bumblebee</i></p>
Y5 Skills and Understanding	<p>I can use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets and their position on a staff. I can sing as part of an ensemble with increasing confidence and precision.</p>	<p>I can improvise with increasing confidence using own voice, rhythms and varied pitch. I can listen with attention to detail and recall sounds with increasing aural memory. I can develop an increasing understanding of the history and context of music.</p>	<p>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. I can understand how pulse and rhythm work together. I can compose complex rhythms from an increasing aural memory.</p>



	Autumn	Spring	Summer
Year 6 Knowledge	<p><u>Musical vocabulary:</u> Jazz, swing, big band instruments, 12 bar blues, riff, improvisation, upbeats.</p> <p>Autumn 1: World War 2 + Harvest Assembly - Listen to jazz and blues music from WW2 time. - Play Duke Ellington's C-Jam Blues together on tuned instruments. - Improvise for 8 counts while the rest of the class play the 12 bar blues chord progression.</p> <p>- Learn Harvest songs</p> <p>- Continue with Grade 1 Music theory book.</p> <p>Autumn 2: World War 2 + Carol Concert - Compose and perform a 12 Bar Blues with chords, riff and improvisations, using a combination of instruments they play and classroom instruments.</p> <p>- Transfer their compositional skills to garageband. - Work in pairs with an ipad and splitters/ headphones. - Compose and perform a 12 Bar Blues with chords, riff, improvisations and a rhythm pattern using the Garageband app.</p> <p>- Learn Christmas carols - Continue with Grade 1 Music theory book.</p> <p>Songs: <i>Harvest songs/ Carols</i> <i>Hey, Mr Miller</i> <i>Swing, swing, swing</i> <i>I Wanna Sing Scat</i></p>	<p><u>Musical vocabulary:</u> Djembe drumming: bass, tone, slap hits, improvising, call and response</p> <p>Spring 1: Out of Africa - Singing African call and response songs in 2 groups, whilst reading through a script version of a traditional African story of Anansi, the spider-man. - Combining rhythm cycles in a percussion piece for a drum warning within the story. - Devising rhythmic movements, inspired by African village life. - Learn about traditional African instruments: kora, balaphon, ngoni, different drums.</p> <p><i>West African Djembe Drumming:</i> - Learn how to sit with the djembe drum. - Learn 3 different ways to strike the drum. - Develop ability to copy increasingly challenging rhythms. - Learn call and response sequences.</p> <p>- Continue with Grade 1 Music theory book.</p> <p>Spring 2: Out of Africa + Spring Concert <i>West African Djembe Drumming:</i> - Learning about Senegalese culture - Understanding the role of a griot – master drummer - Learning drumming techniques: bass, slap, tone - Learn calls and responses - Recall sounds with increasing aural memory - Develop effective improvising within a pulse - Compose and record own rhythms - Learn the African gumboot dance</p>	<p><u>Musical vocabulary:</u> Ternary form, melodic phrases, Classical, Romantic, 20th and 21st Century periods in music history.</p> <p>Summer 1: Compose your own piece! - Finish Grade 1 Music theory book; recap topics and test knowledge. - Put this knowledge into practice by composing a melody. - Composing a melody in ternary form using formal notation.</p> <p>- Explore the history of music and musical instruments from the 20th and 21st Century periods. - Learn about the evolution of instruments, compositions, musical styles and famous/iconic composers.</p> <p>Summer 2: Production songs <i>Production:</i> All Y6 children are involved in rehearsing and performing a production with singing, narration, acting and movement. Including solo, duet, ensemble and chorus singing opportunities.</p> <p>Composers/ pieces: <i>Edward Elgar: Enigma Variations</i> <i>Benjamin Britten: Storm (Peter Grimes)</i> <i>The Beatles: With a Little Help from my Friends</i> <i>James Brown: I Feel Good</i> <i>Nina Simone: Feeling Good</i> <i>Anna Meredith: Connect It</i> <i>Mason Bates: Anthology of Fantastic Zoology</i></p>



	<u>Composers/ pieces:</u> <i>Vera Lynn: We'll meet again</i> <i>The Andrews Sisters: Boogie Woogie Bugle Boy</i> <i>Louis Prima/Benny Goodman: Sing sing sing</i> <i>Glenn Miller: In the Mood</i> <i>Duke Ellington: C Jam Blues</i> <i>George Formby: When I'm Cleaning Windows</i> <i>Gershwin: Rhapsody in Blue</i>		<div>- Develop confidence and accuracy of performance in preparation for their Spring Concert.</div> <div>- Continue with Grade 1 Music theory book.</div> <u>Songs:</u> <i>African Call and Response songs</i> <i>Spring Concert songs</i> <u>Composers/ pieces:</u> <i>Traditional African music</i> <i>Ladysmith Black Mambazo</i> <i>Florence Price: Symphony No.1</i> <i>Joseph Bologne: Symphony No.1</i>			
Y6 Skills and Understanding	I can appropriately discuss the dimensions of music and recognise them in music heard. I can improvise and compose music for a range of purposes using the inter-related dimensions of music. I can sing as part of an ensemble with full confidence and precision.		I can deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets. I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.		I can create a simple composition and record it using formal notation. I can develop a deeper understanding of the history and context of music. I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Extra-curricular Singing, Concerts, Workshops	Singing assemblies every week throughout the year (singing an eclectic range of songs in different styles) Harvest Assemblies	- YR/1 Nativity - Lower School Carol Assembly - Upper School Carol Concert at St Mary the Virgin - LSO KS2 Concert at the Barbican - After school Recital for children having individual music lessons	- Y4,5&6 Choir: Young Voices Concert at the O2	- Y2+3 Spring Concert - Upper School Themed Spring Concert - Y4,5&6 Choir: RMT Singing Festival at the Rose Theatre - After school Recital for children having individual music lessons - LSO KS2 Concert at the Barbican		- Y6 Production, supported by Y4&5 Choir (all children) - Upper School Summer Concert - After school Recital for children having individual music lessons



		- Y5+6 Choir: carols on Sheen High Street - Y6 attend Future Makers Schools Concert at the Royal Albert Hall				
Extra-curricular Clubs	Lower School and Upper School Choirs Middle School Recorder Club Upper School Ensembles for Strings, Woodwind and Ukulele					

Resources:

Music Schemes: Music Express and Ann Bryant
 SingUp
 Richmond Music Trust
 BBC Bitesize Music
 BBC Ten Pieces
 Out of the Ark
 Young Voices
 The Voices Foundation
 Voiceworks
 Inspire Works
 Chrome Music Lab
 The Orff Society
 The Benedetti Music Foundation
 Kodaly
 Dalcroze Eurythmics