

Торіс	Pulse and rhythm (All	Timbre and rhythmic	Classical music,	Musical Vocabulary	Pitch and tempo	Vocal and body
	about me)	patterns (Fairytales)	dynamics and tempo	(Theme – Under the	(Theme - Superheroes)	sounds (By the sea)
			(Animals)	Sea)		
Linked Books	Conce Upon a Rhythm			Commution Ocean Ocean Whe Ocean		SINCE ITE CONTRACTOR OF THE CO
Prior learning	To know that the beat is	To learn the musical	To know that the beat is	To know that the beat is	To know that the beat is	To use percussion and
	the steady pulse of a song.	vocabulary: pulse and	the steady pulse of a	the steady pulse of a	the steady pulse of a	my body expressively
	To know that tempo is the	tempo.	song.	song.	song.	in response to music.
	speed of the music.	To explain what dynamics	To know that tempo is	To know that tempo is	To know that tempo is	To sing a song in
	To understand that we can	and timbre are.	the speed of the music.	the speed of the music.	the speed of the music.	sections.
	match our body	To explain what pitch and	To understand that we	To understand what	To understand that we	To perform a song.
	movements to the speed	rhythm are.	can match our body	'high' and 'low' notes	can match our body	To use instruments to
	(tempo) or pulse (beat) of	To explain what texture	movements to the speed	are.	movements to the	create different
	music.	and structure are.	(tempo) or pulse (beat) of	To know that an	speed (tempo) or pulse	sounds.
	To know that signals can	To understand key	music.	orchestra is a big group	(beat) of music.	To create and choose
	tell us when to start or stop	musical vocabulary:	To know that signals can	of people playing a	To know that signals can	sounds.
	playing.	dynamics, pitch, pulse,	tell us when to start or	variety of instruments	tell us when to start or	
		rhythm, structure, tempo,	stop playing.	together.	stop playing.	
		texture, timbre		To understand that		
				performing means		
				playing a finished piece		



Primary School							
			Making it Count	of music for an			
				audience.			
Composer	Randy Newman: You've	Sergei Prokofiev: Peter	Vivaldi: Storm	John Williams: Main	John Williams: Main	Benjamin Britten:	
	Got a Friend in Me	and the Wolf	Beethoven: Moonlight	theme from Jaws	theme from Superman	Storm Interlude (from	
	Justin Timberlake: Can't		Sonata	The Ventures: Main	Neal Hefti: Main theme	the opera Peter	
	Stop the Feeling		Holst: Venus, 'The	theme from Hawaii Five	from Batman	Grimes)	
	Pharrell Williams: Happy		Planets'	0	Rossini: William Tell	Ronald Binge: Sailing	
	The Rembrandts: I'll be		Sergei Prokofiev: Dance	Camille Saint-Saëns:	Overture	Ву	
	There For You		of the Knights	Carnival of The	Berlioz: Symphonie		
	Bruno Mars: Count On Me		Rimsky Korsakov: Flight of	Animals: Aquarium	Fantastique 1st		
	Phillip Glasser, Dom		the bumblebee:	Nathan Evans:	Movement		
	DeLuise: A Duo		Camille Saint-Saëns:	Wellerman	Charles Fox, Norman		
			Carnival of The Animals -		Gimbel: Main theme		
			The Elephant		from Wonder Woman		
			Camille Saint-Saëns:		Paul Francis Webster:		
			Carnival of The Animals -		Main theme from		
			Aquarium		Spider-Man		
			Camille Saint-Saëns:		Young Peter: Main		
			Carnival of The Animals -		theme from The		
			Tortoises		Amazing Spider Man		
					Michael Giacchino:		
					Main theme from The		
					Incredibles		
Substantive	To know that rhythm	To use voices expressively	To use percussion and my	To learn the musical	To understand the	To understand that	
knowledge	means a pattern of long	to speak and chant.	body expressively in	vocabulary: pulse and	concept of pitch.	music can be used to	
	and short notes.	To select suitable	response to music.	tempo.	To create a pattern	represent an	
		instrumental sounds to	To sing a song in sections.	To explain what	using two pitches.	environment.	
	To know that pulse is the	represent a character.	To perform a song.	dynamics and timbre	To understand the	To understand how	
	regular beat that goes	To compose and play a	To use instruments to	are.	concept of tempo.	music can represent	
	through music.	rhythm.	create different sounds.	To explain what pitch	To create a superhero	changes in an	
	To understand that the	To recognise how timbre	To create and choose	and rhythm are.	theme tune.	environment.	
	pulse of music can get	is used to represent	sounds.	To explain what texture		To select instruments	



faster or slower. To know that a piece of music can have more than one section, e.g. a verse and a chorus.characters in a piece of music. To keep the pulse using untuned instruments.and structure are. To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, r tempo, texture, timbreTo perform confidently ap at of a group.to match seaside sounds. To recognise and use dynamics and tempo. To write music down ard perform from a graphic score.SkillsRecognising and understanding the difference between pulse and rhythm.Recognising basic tempo, dynamic and pitch charges.Recognising basic tempo, dynamic and pitch charges.Recognising basic tempo, dynamic and pitch charges.Listening to and repating short, simple rhythmic paterns.Understanding the different types of sounds are called timbres.Recognising basic tempo, dynamic and pitch charges.Recognising basic tempo, dynamic and pitch charges.Listening and responding to other performers by playing as part of a group.Recognising basic tempo, dynamic and 			1	Primary School Making it Count Discrete Ale Crosse		i	
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one section, e.g. a verse and a chorus.untuned instruments.dynamics, pitch, pulse, rtythm, structure, tempo, texture, timbredynamics and tempo. 						as part of a group.	
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			playing as part of a group.		as part of a group.		



Primary School							
	Combining instrumental	Selecting and creating	Selecti	Selecting and creating	Selecting and creating	Selecting and creating	
Composing	and vocal sounds within a	short sequences of sound	short sequences of sound	short sequences of	short sequences of	short sequences of	
	given structure.	with voices or	with voices or	sound with voices or	sound with voices or	sound with voices or	
		instruments to represent	instruments to represent	instruments to	instruments to	instruments to	
		a given idea or character.	a given idea or character.	represent a given idea	represent a given idea	represent a given idea	
		Combining instrumental	Combining instrumental	or character.	or character.	or character.	
		and vocal sounds within a	and vocal sounds within a	Combining	Creating simple	Combining	
		given structure.	given structure.	instrumental and vocal	melodies using a few	instrumental and vocal	
		Choosing dynamics,	Choosing dynamics,	sounds within a given	notes.	sounds within a given	
		tempo and timbre for a	tempo and timbre for a	structure.	Choosing dynamics,	structure.	
		piece of music.	piece of music.	Creating simple	tempo and timbre for a	Choosing dynamics,	
			Beginning to make	melodies using a few	piece of music.	tempo and timbre for	
			improvements to their	notes.		a piece of music.	
			work as suggested by the	Choosing dynamics,		Creating a simple	
			teacher.	tempo and timbre for a		graphic score to	
				piece of music.		represent a	
						composition.	
	Using their voices	Using their voices	Using their voices	Copying back short	Responding to simple	Using their voices	
	expressively to speak and	expressively to speak and	expressively to speak and	rhythmic and melodic	musical instructions	expressively to speak	
_	chant.	chant.	chant.	phrases on percussion	such as tempo and	and chant.	
Performing	Singing short songs from	Copying back short	Singing short songs from	instruments.	dynamic changes as	Responding to simple	
	memory, maintaining the	rhythmic and melodic	memory, maintaining the	Responding to simple	part of a class	musical instructions	
	overall shape of the	phrases on percussion	overall shape of the	musical instructions	performance.	such as tempo and	
	melody and keeping in	instruments.	melody and keeping in	such as tempo and		dynamic changes as	
	time.	Responding to simple	time.	dynamic changes as		part of a class	
	Maintaining the pulse	musical instructions such	Responding to simple	part of a class		performance.	
	(playing on the beat) using	as tempo and dynamic	musical instructions such	performance.		Performing from	
	hands, and tuned and	changes as part of a class	as tempo and dynamic			graphic notation.	
	untuned Instruments.	performance.	changes as part of a class				
	Copying back short		performance.				
	rhythmic and melodic						





			Primary School			
	phrases on percussion instruments.		Malang I Count Un skate vie unospe			
New Vocabulary	body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables	bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice	accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow	actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse	accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune	body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind