

Tonic	On this island:	Orchestral instruments	Musical me	Dynamics timbro	Myths and legends	West African call &
Topic			iviusicai iiie	Dynamics, timbre,	iviytiis and legends	
	British songs and	(Theme: Traditional		tempo and motifs		response song
	sounds	Western stories)		(Theme: Space)		(Theme: Animals)
Linked Books	Chr. Leven	ORCHESTRA  November 18 mars  N	Music  Associated Received Rec	THIS MAGICAL, MUSICAL NIGHT.  THIS MAGICAL, MIGHT.  THIS MIGHT.  THIS MAGICAL, MIGHT.  T	For the Pove of Plusic  The Printer of the Month of the M	Starts OF AFRICA  AFRICA  Starts OF AFRICA  AFRICA  START OF AFRICA  AFRICA  AFRICA  START OF AFRICA  AFRICA
Prior	To create a simple	To create short	To listen to and	To sing and play an	To learn about the	To understand that music
learning	soundscape for	sequences of sound	analyse an orchestral	instrument at the same	music of the British	can be used to represent
	effect To listen for	To copy a short rhythm	version of a traditional	time To choose and	Isles To learn about the	an environment.
	and recognise	and recognise simple	story To listen to and	play appropriate	music of the British	To understand how music
	some basic	notation	analyse a film musical	dynamics and timbres	Isles and create music	can represent changes in
	elements of music	To learn a traditional	version of a traditional	for a piece of music To	of our own To learn	an environment.
	To compare two	song from Ghana	story To select	use musical notation to	about the music of the	To select instruments to
	pieces of music To	To create rhythms	appropriate sounds to	play melodies To use	British Isles and create	match seaside sounds.
	be able to create	based on 'call and	match events,	letter notation to write	music of our own To	
	short sequences of	response'	characters and	my own melody To use	compose a piece of	
	sound To be able		feelings in a story To		music as part of a group	

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	to create short	To add dynamics	write a play script	nbre and dynamics	To evaluate and	
	sequences of	(volume) to a structure	select appropriate	in musical composition	improve a group	
	sound and	of rhythms	musical sounds to		composition	
	perform with		accompany it To			
	accuracy		perform a story script			
			with accompanying			
			music			
Compos	Bertolini My	Eric Coates The Three	Unknown Once a Man	Unknown Relaxing	Carthy Waterson St	Unknown - Relaxing
er	Bonnie Lies Over	Bears - A Phantasy	Fell in a Well	Space Ambient Music	George - Traditional	Music with African drums
	the Ocean	Doug Harville A		Gustav Holst Mars, The	English folk song	Che Che Kule Traditional
	Arnold Bax	Humoresque Duet for		Bringer of War (The	Unknown When Good	Ghanian Children's song
	Tintagel	Oboe and Clarinet		Planets)	King Arthur	
	Vaughan Williams	J.S.Bach Sleeper's		John Williams Main	Arnold Bax Tintagel	
	The Lark	Awake (Wachet auf)		theme from Star Wars	Composer - Gluck.	
	Ascending	Rainer Boschog Sonata		Gustav Holst Venus,	Performer - Philippe	
	Eric Coates London	for Horn solo		The Bringer of Peace	Jaroussky Che farò	
	Suite	Charles Fernandez		(The Planets)	senza Euridice - from	
		Frolic for Tuba		Gustav Holst Uranus,	Gluck's Opera - Orfeo et	
		Zilzen Zidjian		The Magician (The	Euridice	
		Performance		Planets)	Offenbach Orpheus in	
		Robert Lopez Do You		Beethoven 5th	the Underworld (Orfeo	
		Want to Build a		Symphony in C Minor	all'inferno)	
		Snowman from Frozen		John Barry Main theme		
				from James Bond		
				Ray Parker Main theme		
				from GhostBusters		

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	Primary School  Making IC court						
Substant	To learn about the	To listen to and analyse	To sing and play ar.	create a simple	To create a rhythm	To create short	
ive	music of the	an orchestral version of	instrument at the	soundscape for effect	To show structure on a	sequences of sound	
knowled	British Isles	a traditional story	same time	To listen for and	graphic score	To copy a short rhythm	
ge	To learn about the	To listen to and analyse	To choose and play	recognise some basic	To write a graphic score	and recognise simple	
	music of the	a film musical version of	appropriate dynamics	elements of music	to show texture	notation	
	British Isles and	a traditional story	and timbres for a	To compare two pieces	To compose a piece of	To learn a traditional	
	create music of	To select appropriate	piece of music	of music	music with a given	song from Ghana	
	our own	sounds to match	To use musical	To be able to create	structure	To create rhythms based	
	To learn about the	events, characters and	notation to play	short sequences of	To perform a group	on 'call and response'	
	music of the	feelings in a story	melodies	sound	composition	To add dynamics	
	British Isles and	To write a play script	To use letter notation	To be able to create		(volume) to a structure of	
	create music of	and select appropriate	to write my own	short sequences of		rhythms	
	our own	musical sounds to	melody	sound and perform			
	To compose a	accompany it	To use timbre and	with accuracy			
	piece of music as	To perform a story	dynamics in musical				
	part of a group	script with	composition				
	To evaluate and	accompanying music					
	improve a group						
	composition						
Skills	Listening to and	Recognising timbre	Recognising timbre	Recognising timbre	Recognising timbre	Recognising timbre	
Listening	recognising	changes in music they	changes in music they	changes in music they	changes in music they	changes in music they	
	instrumentation.	listen to.	listen to.	listen to.	listen to.	listen to.	
	Beginning to use	Recognising structural	Recognising structural	Recognising structural	Recognising structural	Recognising structural	
	musical vocabulary	features in music they	features in music they	features in music they	features in music they	features in music they	
	to describe music.	listen to.	listen to.	listen to.	listen to.	listen to.	
		Listening to and	Beginning to use	Listening to and	Listening to and	Listening to and	
		recognising	musical vocabulary to	recognising	recognising	recognising	
		instrumentation.	describe music.	instrumentation.	instrumentation.	instrumentation.	
			Identifying melodies				
			that move in steps.				

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		Beginning to use	Listening to and	ginning to use	Beginning to use	Beginning to use musical
		1 -		"		1 -
		musical vocabulary to	repeating a short,	musical vocabulary to	musical vocabulary to	vocabulary to describe
		describe music.	simple melody by ear.	describe music.	describe music.	music.
		Suggesting	Suggesting	Suggesting	Suggesting	Listening to and
		improvements to their	improvements to their	improvements to their	improvements to their	repeating a short, simple
		own and others' work.	own and others' work.	own and others' work.	own and others' work.	melody by ear.
						Suggesting
						improvements to their
						own and others' work.
Composi	Selecting and	Selecting and creating	Selecting and creating	Selecting and creating	Selecting and creating	Selecting and creating
ng	creating longer	longer sequences of	longer sequences of	longer sequences of	longer sequences of	longer sequences of
	sequences of	appropriate sounds	appropriate sounds	appropriate sounds	appropriate sounds	appropriate sounds with
	appropriate	with voices or	with voices or	with voices or	with voices or	voices or instruments to
	sounds with voices	instruments to	instruments to	instruments to	instruments to	represent a given idea or
	or instruments to	represent a given idea	represent a given idea	represent a given idea	represent a given idea	character.
	represent a given	or character.	or character.	or character.	or character.	Choosing appropriate
	idea or character.	Choosing appropriate	Successfully	Successfully combining	Successfully combining	dynamics, tempo and
	Successfully	dynamics, tempo and	combining and	and layering several	and layering several	timbre for a piece of
	combining and	timbre for a piece of	layering several	instrumental and vocal	instrumental and vocal	music.
	layering several	music.	instrumental and	patterns within a given	patterns within a given	Using letter name and
	instrumental and	Beginning to suggest	vocal patterns within	structure	structure	graphic notation to
	vocal patterns	improvements to their	a given structure	Creating simple	Choosing appropriate	represent the details of
	within a given	own work	Creating simple	melodies from five or	dynamics, tempo and	their composition.
	structure		melodies from five or	more notes.	timbre for a piece of	Beginning to suggest
	Choosing		more notes.	Choosing appropriate	music.	improvements to their
	appropriate		Choosing appropriate	dynamics, tempo and	Using letter name and	own work
	dynamics, tempo		dynamics, tempo and	timbre for a piece of	graphic notation to	
	and timbre for a		timbre for a piece of	music.	represent the details of	
	piece of music.		music.		their composition.	
	piece of filusic.		iliusic.	Using letter name and	tileli colliposition.	
				graphic notation to		

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			Using letter name graphic notation to represent the details of their composition.  Beginning to suggest improvements to their own work	their composition. Beginning to suggest improvements to their own work		
Performi ng	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy Performing expressively using dynamics and timbre to alter sounds as appropriate.	Performing expressively using dynamics and timbre to alter sounds as appropriate.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Performing expressively using dynamics and timbre to alter sounds as appropriate.	Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.

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	Primary School					
			melodic patterns f	The state of the s		
			letter notation.			
Vocabula	accurately, body	actions, brass,	beat, composer,	Accuracy, arrange,	beat, bow, cello,	actions, backing track,
ry	percussion,	characters, clarinet,	composition,	atmosphere, brass,	chorus, compose,	beat, call and response,
	compose,	composition, cymbals,	dynamics, emotion,	compare, composer,	composition, dynamics,	composition, copy,
	composition,	dynamics, emotion,	imitate, in time, letter,	contrast, dynamics,	graphic score,	dynamics, instrument, in
	duration,	French horn,	melody, notation,	effect, emotion,	harpsichord,	time, performance,
	dynamics, folk	instrumental sounds,	notes, pattern,	improvise, inspiration,	instrumental, layers,	represent, rhythm,
	song, inspired,	musicians, oboe,	performance, pulse,	interpretation, mood,	melody, notation,	rhythmic notation,
	inspiration,	orchestra, orchestral,	represent, rhythm,	motif, notate,	performance, pluck,	Sequence, sound,
	inter-related	percussion, performing,	sound effects, timbre,	orchestra, percussion,	pitch, represent,	structure, tempo, timbre,
	dimensions of	sections, string, sound	tune, volume	rhythm, sequence,	rhythm, stave notation,	vary, volume
	music, layered	effect, tempo, timbre,		soundscape, strings,	structure, tempo,	
	effect, lyrics,	trombone, tuba, vocals,		symbols, timbre, visual	texture, thick, thin,	
	performing, pitch,	woodwind		interpretation,	timbre, verse, violin,	
	representing,			woodwind	viola	
	soundscape,					
	structure, tempo,					
	texture, timbre,					
	voice percussion					