

Topic	Dynamics, pitch and tempo (Theme: Fingal's Cave by Mendelssohn)	Advanced rhythms	Songs of World War 2	Film music	Themes and variations (Theme: Pop Art)	Composing and performing a leavers' song
Linked Books	Cottle Riving Once Upon a Rhythm	Scottish Mythical Creatures And The State of	PALICAL SANGER STATE STATE STATE SANGER SANG	ROALD DAHL MATILDA Gertin Black PETER MICHAEL ENDE MICHAEL ENDE REVERENDING STORY	A STORY OF KEITH HARING PROPERTY OF KEITH HARING WASTERN BIG DEEMS Andy Warhol Wastern by Track lade Backs Types Backer by Tracks Italian Super Backer b	CREATE THE SOUND CONTINUES AND VIDE OF THE SOUND CONTINUES AND

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Prior learning	To understand the history of musical theatre To identify character songs and action songs To create a musical theatre scene To rehearse a musical theatre scene	To develop an understanding of the Kodaly music method To strengthen the feeling of pulse when working with rhythmic patterns To explore rhythmic patterns in order to	To apply work of a classical composer (Felix Mendelssohn) To improvise as a group, using dynamics and pitch To improvise as a group, using texture	To use musical vocabulary to identify features of different eras of music To improve accuracy in pitch and control, singing with expression and	To develop an understanding of the Kodaly music method To strengthen the feeling of pulse when working with rhythmic patterns To explore rhythmic	To appraise different musical features in a variety of film contexts To identify and understand some composing techniques in film music
	To perform a musical theatre scene	build the sense of pulse To use knowledge of rhythm to create own composition To use knowledge of rhythmic notation to notate own composition	To use knowledge of dynamics, texture and pitch to create a group composition To use teamwork to create a group composition featuring changes in texture, dynamics and pitch	dynamics To identify pitches within an octave when singing To use knowledge of pitch to develop confidence when singing in parts To be able to notate a melody using pitches up to an octave	patterns in order to build the sense of pulse To use knowledge of rhythm to create own composition To use knowledge of rhythmic notation to notate own composition	To use graphic scores to interpret different emotions in film music To create and notate musical ideas and relate them to film music To play a sequence of musical ideas to convey emotion
Artist/designer /composer	Steve Reich: Clapping Music (1972)	Felix Mendelssohn: Hebrides Overture (Fingal's Cave)	Composed and lyrics by Felix Powell, performed by Sarah Frecknall: Pack Up Your Troubles Composed by Hughie Charles, lyrics by Hughie Charles and Ross Parker, performed by Sarah Frecknall: We'll Meet	John Barry: Main theme from James Bond Elgar: Pomp and Circumstance Military March	Benjamin Britten: The Young Person's Guide to the Orchestra	Take That: Never Forget Randy Newman: You've Got a Friend In Me (from Toy Story) The Beatles: With A Little Help From My Friends Lukas Graham: Once I was In Year One



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			Control of Control			(adapted from
			Composed by Walter			Seven)
			Kent, and lyrics by			S Club 7: Reach
			Nat Burton,			Axis of Awesome:
			performed by Sarah			Clean
			Frecknall: The White			
			Cliffs of Dover			
			Julie Andrews:			
			"Do-Re-Mi" - The			
			Sound of Music			
Substantive	To develop an	To appraise the work	To use musical	To appraise different	To know that a	To know that a
knowledge	understanding of the	of a classical composer	vocabulary to	musical features in a	'theme' is a main	chord progression is
	Kodaly music method	(Felix Mendelssohn)	identify features of	variety of film	melody in a piece of	a sequence of
	To strengthen the	To improvise as a	different eras of	contexts	music.	chords that repeats
	feeling of pulse when	group, using dynamics	music	To identify and	To know that	throughout a song.
	working with rhythmic	and pitch	To improve accuracy	understand some	'variations' in music	To know that a
	patterns	To improvise as a	in pitch and control,	composing	are when a main	melody can be
	To explore rhythmic	group, using texture	singing with	techniques in film	melody is changed	adapted by
	patterns in order to	To use knowledge of	expression and	music	in some way	changing its
	build the sense of	dynamics, texture and	dynamics	To use graphic scores	throughout the	dynamics, pitch or
	pulse	pitch to create a group	To identify pitches	to interpret different	piece.	tempo.
	To use knowledge of	composition	within an octave	emotions in film	To know that 'The	To know that chord
	rhythm to create own	To use teamwork to	when singing	music	Young Person's	progressions are
	composition	create a group	To use knowledge of	To create and notate	Guide to the	represented in
	To use knowledge of	composition featuring	pitch to develop	musical ideas and	Orchestra' was	music by Roman
	rhythmic notation to	changes in texture,	confidence when	relate them to film	written in 1945 by	numerals.
	notate own	dynamics and pitch	singing in parts	music	Benjamin Britten.	
	composition		To be able to notate	To play a sequence	To understand that	
			a melody using	of musical ideas to	representing beats	
			pitches up to an	convey emotion	of silence or 'rests'	
			octave		in written music is	
					important as it	



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			Making it Count		helps us play	
					rhythms correctly.	
Skills	Recognising and	Discussing musical	Discussing musical	Recognising and	Discussing musical	Recognising and
	confidently discussing	eras in context,	eras in context,	confidently	eras in context,	confidently
	the stylistic features of	identifying how they	identifying how they	discussing the	identifying how	discussing the
	music and relating it to	have influenced each	have influenced each	stylistic features of	they have	stylistic features of
	other aspects of the	other, and discussing	other, and discussing	music and relating it	influenced each	music and relating it
Listening	Arts.	the impact of different	the impact of	to other aspects of	other, and	to other aspects of
	Identifying the way	composers on the	different composers	the Arts.	discussing the	the Arts.
	that features of a song	development of	on the development	Representing	impact of different	Identifying the way
	can complement one	musical styles.	of musical styles.	changes in pitch,	composers on the	that features of a
	another to create a	Representing changes	Recognising and	dynamics and	development of	song can
	coherent overall	in pitch, dynamics and	confidently	texture using graphic	musical styles.	complement one
	effect.	texture using graphic	discussing the	notation, justifying	Recognising and	another to create a
	Use musical	notation, justifying	stylistic features of	their choices with	confidently	coherent overall
	vocabulary correctly	their choices with	music and relating it	reference to musical	discussing the	effect.
	when describing and	reference to musical	to other aspects of	vocabulary.	stylistic features of	Use musical
	evaluating the features	vocabulary.	the Arts.	Identifying the way	music and relating it	vocabulary correctly
	of a piece of music.	Use musical	Representing	that features of a	to other aspects of	when describing
	Evaluating how the	vocabulary correctly	changes in pitch,	song can	the Arts.	and evaluating the
	venue, occasion and	when describing and	dynamics and	complement one	Representing	features of a piece
	purpose affects the	evaluating the features	texture using graphic	another to create a	changes in pitch,	of music.
	way a piece of music	of a piece of music.	notation, justifying	coherent overall	dynamics and	Evaluating how the
	sounds.	Confidently using	their choices with	effect.	texture using	venue, occasion and
	Confidently using	detailed musical	reference to musical	Use musical	graphic notation,	purpose affects the
	detailed musical	vocabulary (related to	vocabulary.	vocabulary correctly	justifying their	way a piece of
	vocabulary (related to	the inter-related	Identifying the way	when describing and	choices with	music sounds.
	the inter-related	dimensions of music)	that features of a	evaluating the	reference to musical	
	dimensions of music)	to discuss and	song can	features of a piece of	vocabulary.	
	to discuss and	evaluate their own	complement one	music.	Identifying the way	
	evaluate their own	and others work.	another to create a	Evaluating how the	that features of a	
	and others work.		coherent overall	venue, occasion and	song can	

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Recording own composition using a propriate forms of notation and/or technology and incorporating. Composing a multi-layered piece of appropriate forms of technology and incorporating. Composing a pitch and texture. pitch and texture. features. Recording own composing a multi-layered piece appropriate forms of notation and/or technology and incorporating. features. Composing a multi-layered piece of music from a given stimulus with technology and voices, bodies and voices, bodies and				Frillary School			
Composing Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology and incorporating. Reconding own composition using appropriating. Recording own technology and incorporating. Recording own technology and incorporating given technology and incorporating. Recording own termination and texture. Recording own termination and texture. Recording own termination and texture. Recording own termination transposition and given style, incorporating given features. Recording own termination transposition and given style, incorporating given features. Recording own termination transposition using appropriate forms of notation and/or technology and voices, bodies and vo				effect Evaluating how the venue, occasion and purpose affects the way a piece of music	way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own	another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related	
Composing Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology and incorporating. Improvising coherently and creatively within a given style, using rhythmic variation, transposition and creatively within a given style, incorporating given features. Composition using appropriate forms of notation and/or technology and incorporating. Improvising coherently and creatively within a given style, incorporating given features. Composition and creatively within a given style, incorporating given features. Composition using appropriate forms of notation and/or technology and incorporating. Improvising coherently and creatively within a given style, incorporating given features. Recording own composition and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology and incorporating.						dimensions of music) to discuss and evaluate their own and others'	
their own and others' using rhythmic Constructively Developing Composing an	Composing	and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique	and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies	using rhythmic variation, transposition and changes in dynamics,	coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology and incorporating.	Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.	coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.



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	work, using musical	variation,	Making it Count	critique their own	melodies using	original song,
	vocabulary.	transposition and		and others' work,	rhythmic variation,	incorporating lyric
		changes in dynamics,		using musical	transposition and	writing, melody
		pitch and texture.		vocabulary.	changes in	writing and the
		Recording own			dynamics, pitch and	composition of
		composition using			texture.	accompanying
		appropriate forms of			Constructively	features, within a
		notation and/or			critique their own	given structure.
		technology and			and others' work,	Recording own
		incorporating.			using musical	composition using
		Constructively critique			vocabulary.	appropriate forms
		their own and others'				of notation and/or
		work, using musical				technology and
		vocabulary.				incorporating.
						Constructively
						critique their own
						and others' work,
						using musical
						vocabulary.
Performing	Singing songs in two or	Working as a group to	Singing songs in two	Working as a group	Singing songs in two	Singing songs in two
	more secure parts	perform a piece of	or more secure parts	to perform a piece of	or more secure	or more secure
	from memory, with	music, adjusting the	from memory, with	music, adjusting the	parts from memory,	parts from memory,
	accuracy, fluency,	interrelated	accuracy, fluency,	interrelated	with accuracy,	with accuracy,
	control and	dimensions of music	control and	dimensions of music	fluency, control and	fluency, control and
	expression.	as required, keeping in	expression.	as required, keeping	expression.	expression.
	Working as a group to	time and	Working as a group	in time and	Working as a group	Working as a group
	perform a piece of	communicating with	to perform a piece of	communicating with	to perform a piece	to perform a piece
	music, adjusting the	the group.	music, adjusting the	the group.	of music, adjusting	of music, adjusting
	interrelated	Performing a solo or	interrelated	Performing with	the interrelated	the interrelated
	dimensions of music	taking a leadership	dimensions of music	accuracy and fluency	dimensions of music	dimensions of music
	as required, keeping in	role within a	as required, keeping	from graphic and	as required, keeping	as required, keeping
	time and	performance.	in time and	staff notation and	in time and	in time and

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	communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	Performing with accuracy and fluency from graphic and staff notation and from their own notation.	comm with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	from their own notation.	communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff
New Vocabulary	bar, beats, chant, crotchet, crotchet, crotchet rest,	classical, characterise, composition,	accuracy, backing	accelerando, Body	3/4 time, 4/4 time, accidentals, body	notation and from their own notation. allegro,
vocabulary	inter-related dimensions of music,	conductor, depict, dynamics, ensemble,	track, compare, contrast, complement,	percussion, brass, characteristics, chords, chromatics,	percussion, diaphragm, legato,	arrangement, backing track, chorus, chord
	Kodaly, minim, music critic, notate, pulse, quaver, rhythm,	graphic score, improvisation, notation, orchestra,	control, counter-melody, diaphragm,	clashing, composition, conversation,	motif, orchestra, percussion, phrases, pitch, pizzicato,	progression, compose, crescendo,
	rhythmic canon, rhythmic elements, rhythmic notation,	pitch, texture	dynamics, era, expression, features, graphic score,	convey, crescendo, descending, dynamics, emotion,	pulse, quaver, rhythm, rhythmic elements, section,	diminuendo, dynamics, evaluate, forte, largo, lyrics,
	rhythmic patterns, SH, syllable, Ta, TiTi,		harmony, harmonise, lyrics, melody,	evoke, features, imagery, improvise,	semi-quaver, staccato, tempo,	melody, mood, musical features,
	unison		melody line, morale, notate, octave, parts, performance	interpret, interval, major, melodic, melody, military,	theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations,	notation, piano, poetic structure, repetitive, rhyme,
			techniques, phrase, phrasing, pitch,	minor, modulate, musical, orchestral,	vocal line, woodwind	ritardando, tempo, sequence, stave
			purpose, score, Solfa, Solfa ladder, tempo	pitch, polished, sequence, solo, soundtrack, symbol,		notation, structure, upbeat, verse

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		Making it Count	timpani, tension,			
			texture, tremolo,			
			unison, urgency			