Year 3 - Mapping key

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Satements		
Singing	a	Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform *forte and piano*, loud and soft.
	b	Perform actions confidently and in time to a range of action songs.
	c	Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited note-range.
	b	Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.
Composing: Compose	c	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).
	d	Compose song accompaniments on untuned percussion using known rhythms and note values.
Performing	a	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
	b	Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.
	c	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
	d	Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; *allegro* and *adagio*, fast and slow. Extend to question-and-answer phrases.
Performing: Reading notation	e	Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
	f	Introduce and understand the differences between crotchets and paired quavers.
	g	Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Year 3 - Term 1

Title		*I've been to Harlem*	*Nao chariya de/Mingulay boat song*	Sound symmetry
Number of lessons		6	3	3
Musical focus		Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.	Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.	Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.
National Curriculum for Music				
Programme of study	1	✓		✓
	2	✓		✓
	3	✓	✓	✓
	4	✓		✓
	5	✓	✓	
	6		✓	
Model Music Curriculum				
Singing		a + b		a
Listening		b	a + b	
Composing: Improvise		a		a + b
Composing: Compose		d		
Performing		b + d		
Reading notation		e		

Year 3 - Term 2

Title		*Latin dance* (Classroom percussion)	'March' *from The nutcracker*	From a railway carriage
Number of lessons		6	3	3
Musical focus		Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.	Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.	Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.
National Curriculum for Music				
Programme of study	1	✓		✓
	2	✓		✓
	3	✓	✓	✓
	4	✓		✓
	5	✓	✓	✓
	6	✓	✓	
Model Music Curriculum				
Singing		a	c	
Listening		a + b	a + b	a + b
Composing: Improvise				a + b
Composing: Compose				
Performing		a		
Reading notation				

Year 3 - Term 3

Title		Just three notes	Samba with Sérgio	*Fly with the stars* (Classroom percussion)
Number of lessons		3	3	6
Musical focus		Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.	Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.	Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓		✓
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓	✓	
	6	✓	✓	
Model Music Curriculum				
Singing			b + c	a + b
Listening		a + b	a + b	
Composing: Improvise				
Composing: Compose		c		c
Performing		a + b + c		a
Reading notation		e + f + g		f + g

Year 3 - Instrumental units

Title		*Enchanted forest*	*Monsters, monsters!*	*Earthlight*
Number of lessons		12	12	12
Musical focus		Holding the recorder correctly (focus on left hand position), making a good sound, learning to control the breath, using the sound 'doo' to start each note. Learning to play the notes B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests, and paired quavers. Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders and how the recorder has been used within folk, classical and jazz musical styles.	Recorder technique (holding, blowing 'doo', sweet recorder tone), articulation (slurs, staccato, semiquavers), notes (B A G - high C - high D - low E), playing fluency, duration (crotchets, quavers, semiquavers, dotted minim), soundscapes, extended techniques, graphic notation, the recorder family and related listening.	Consolidate the notes B A G C D. Introduce low E, low D, F# and C#, learning the technique for lower notes (warm air and careful right-hand position). Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency. Develop control of articulation. Listen to a wide variety of music and create sound pictures based on images.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓	✓	✓
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓	✓	✓
	6	✓	✓	✓
Model Music Curriculum				
Singing		a	a + b	a
Listening		a + b	a + b	a + b
Composing: Improvise		a + b	b	a + b
Composing: Compose		c		
Performing		a + b + d	a + b + d	a + b + d
Reading notation		e + f + g	e + f + g	e + f

Year 3 - Instrumental units

Title		*Latin dance*	*Fly with the stars*	*Mangrove twilight*
Number of lessons		6 - 12	6 - 12	12
Musical focus		Holding, strumming and picking the ukulele, tapping percussively on the body of the ukulele, chords A minor and F major, composing for ukulele using different techniques, salsa and Cuban music.	Notes A, E and C, chords A minor and C major, up and down strum, picking notes, mi-re-do, improvise, question-and-answer, phrase, durations used for strumming: semi-breve, minim, crotchets and quavers.	Calypso, call-and-response, clave rhythm, syncopation, C major scale with solfa, melody, chords, developing tuned percussion techniques (hand-to-hand sticking), history of steel pans from Trinidad and Tobago, improvising and composing using call-and-response.
National Curriculum for Music				
Programme of study	**1**	✓	✓	✓
	2	✓	✓	✓
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓		✓
	6	✓		✓
Model Music Curriculum				
Singing		a	a + b	a + b + c
Listening		a + b		a + b
Composing: Improvise		b	a	a + b
Composing: Compose			c	
Performing		a + b	a + c	a + b + d
Reading notation			f + g	

Year 3 - Optional units

Title		*Chilled-out clap rap*		
Number of lessons		6		
Musical focus		Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest.		
National Curriculum for Music				
Programme of study	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5	✓		
	6			
Model Music Curriculum				
Singing		a + b + c		
Listening		b		
Composing: Improvise				
Composing: Compose		c + d		
Performing		a		
Reading notation		e + f + g		

Year 4 - Mapping key

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Statements		
Singing	a	Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder *(crescendo)* and quieter *(descrescendo)*.
	b	Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth *(legato)* and detached *(staccato)*.
	b	Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.
Composing: Compose	c	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
	d	Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
	e	Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
	f	Introduce major and minor chords.
	g	Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
	h	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Performing	a	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
	b	Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.
	c	Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.
	d	Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
Performing: Reading notation	e	Introduce and understand the differences between minims, crotchets, paired quavers, and rests.
	f	Read and perform pitch notation within a defined range (e.g. C–G/do–so).
	g	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Year 4 - Term 1

Title		*This little light of mine*	*The Pink Panther theme*	Composing with colour
Number of lessons		6	3	3
Musical focus		Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.	Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.	Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.
National Curriculum for Music				
Programme of study	1	✓		✓
	2	✓	✓	✓
	3	✓	✓	✓
	4			✓
	5	✓	✓	✓
	6	✓		
Model Music Curriculum				
Singing		a		
Listening		a + b	a + b	b
Composing: Improvise		a		
Composing: Compose			e + h	e + g + h
Instrumental performance				
Reading notation				

Year 4 - Term 2

Title		*The doot doot song* (Classroom percussion)	*Fanfare for the common man*	Spain
Number of lessons		6	3	3
Musical focus		Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.	Fanfare, timbre, dynamics, texture, silence.	To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓	✓	✓
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓	✓	✓
	6	✓		✓
Model Music Curriculum				
Singing		a + b	b	
Listening		a + b	b	a + b
Composing: Improvise			a + b	a
Composing: Compose			e + g	c + e
Instrumental performance		a + c		b + c + d
Reading notation				f + g

Year 4 - Term 3

Title		Global pentatonics	The horse in motion	*Favourite song* (Classroom percussion)
Number of lessons		3	3	6
Musical focus		Pentatonic scale, different music traditions and cultures, graphic/dot notation.	To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.	Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓	✓	
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓	✓	✓
	6	✓	✓	✓
Model Music Curriculum				
Singing		a + b		a + b
Listening		a + b	a	a + b
Composing: Improvise		a		
Composing: Compose		c + g + h	e + h	
Instrumental performance		d	c	a
Reading notation		e		

Year 4 - Instrumental units

Title		*The doot doot song*	*Favourite song*	*Ripples*
Number of lessons		6 - 12	6 - 12	12
Musical focus		Practise holding and strumming the ukulele, chords A minor, F and C major, notes A, E, F and C, strumming (down strum, up strum), beat, improvise, durations: semibreve, minim, crotchet and quavers, off beat, song structure (intro, verse, chorus, middle 8), call-and-response, acoustic pop.	Notes C, A, G and E, chords A minor, F major, C major and G major, durations used for strumming: crotchet, quaver, minim, semibreve, semiquaver, 3/4 and 4/4 time signature, folk and folk-rock styles.	Tuned percussion techniques: ascending and descending (with two beaters), stepping in thirds, playing two-note chords, making connections between music played and how it is written down, listening to music representative of water, creating sound pictures.
National Curriculum for Music				
Programme of study	**1**	✓	✓	✓
	2	✓	✓	✓
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓	✓	✓
	6	✓	✓	✓
Model Music Curriculum				
Singing		a	a	a
Listening		a + b	a + b	a + b
Composing: Improvise		a		b
Composing: Compose			f + g	e + g
Instrumental performance		a + c	a + b + c	a + b + c + d
Reading notation		e	e	e + f

Year 4 - Instrumental units

Title		*Enchanted forest*	*Monsters, monsters!*	*Earthlight*
Number of lessons		12	12	12
Musical focus		Holding the recorder correctly (focus on left hand position), making a good sound, learning to control the breath, using the sound 'doo' to start each note. Learning to play the notes B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests, and paired quavers. Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders and how the recorder has been used within folk, classical and jazz musical styles	Recorder technique (holding, blowing 'doo', sweet recorder tone), articulation (slurs, staccato, semiquavers), notes (B A G - high C - high D - low E), playing fluency, duration (crotchets, quavers, semiquavers, dotted minim), soundscapes, extended techniques, graphic notation, the recorder family and related listening	Consolidate the notes B A G C D. Introduce low E, low D, F# and C#, learning the technique for lower notes (warm air and careful right-hand position). Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency. Develop control of articulation. Listen to a wide variety of music and create sound pictures based on images.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓	✓	✓
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓	✓	✓
	6	✓	✓	✓
Model Music Curriculum				
Singing		a	a	a
Listening		a + b	a + b	a + b
Composing: Improvise		a + b	b	a + b
Composing: Compose		d + g	g + h	c + e + g + h
Instrumental performance		a + b + c + d	a + b + c + d	a + b + c + d
Reading notation		e + f	e + f	e + f

Year 4 - Optional units

Title		*My fantasy football team*		
Number of lessons		6		
Musical focus		Pentatonic scale, different music traditions and cultures, graphic/dot notation.		
National Curriculum for Music				
Programme of study	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5			
	6			
Model Music Curriculum				
Singing		a		
Listening				
Composing: Improvise				
Composing: Compose		c + d + h		
Instrumental performance				
Reading notation		e + g		

Year 5 - Mapping key

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Statements		
Singing	a	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style.
	b	Sing three-part rounds, partner songs, and songs with a verse and a chorus.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
	b	Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud *(fortissimo)*, very quiet *(pianissimo)*, moderatly loud *(mezzo forte)*, and moderatley quiet *(mezzo piano)*. Continue this process in composition tasks.
Composing: Compose	c	Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
	d	Working in pairs, compose a short ternary piece.
	e	Use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
	f	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Performing: Instrumental performance	a	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′ /do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.
	b	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.
	c	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
	d	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
Performing: Reading notation	e	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.
	f	Understand the differences between 2/4, 3/4, and 4/4 time signatures.
	g	Read and perform pitch notation within an octave (e.g. C–C′ /do–do).
	h	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Year 5 - Term 1

Title		*What shall we do with the drunken sailor?*	*Why we sing*	Introduction to songwriting
Number of lessons		6	3	3
Musical focus		Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.	Gospel music, instruments, structure, texture, vocal decoration.	Structure (verse/chorus), hook, lyric writing, melody.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓	✓	✓
	3	✓	✓	✓
	4	✓		
	5	✓	✓	✓
	6	✓	✓	
Model Music Curriculum				
Singing		a + b	a + b	
Listening		a	a + b	b
Composing: Improvise			b	b
Composing: Compose		f		c
Instrumental performance		b + c		
Reading notation		e		

Year 5 - Term 2

Title		*Madina tun nabi*	Building a groove	*Época*
Number of lessons		6	3	3
Musical focus		Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.	Beat, rhythm, basslines, riffs.	Texture, articulation, rhythm, tango.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓	✓	
	3	✓	✓	✓
	4		✓	
	5	✓	✓	✓
	6	✓	✓	✓
Model Music Curriculum				
Singing		a + b	a	a
Listening		a + b	a + b	a + b
Composing: Improvise		a	b	
Composing: Compose		f	f	
Performing		c		
Reading notation				

Year 5 - Term 3

Title		Balinese gamelan	Composing in ternary form	*Kisne banaaya*
Number of lessons		3	3	6
Musical focus		Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).	Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.	A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓	✓	✓
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓	✓	✓
	6	✓	✓	
Model Music Curriculum				
Singing		a		a + b
Listening		a + b	a + b	a + b
Composing: Improvise				
Composing: Compose			d + f	f
Performing		c	a	b
Reading notation		e		

Year 5 - Instrumental units

Title		*Rosewood gratitude*		
Number of lessons		12		
Musical focus		'Son' clave rhythm, tuned percussion techniques (stepping, bounce, R/L hand-to-hand sticking), creating an arrangement, balafon music from West Africa, griot tradition.		
National Curriculum for Music				
Programme of study	1	✓		
	2			
	3	✓		
	4	✓		
	5	✓		
	6	✓		
Model Music Curriculum				
Singing				
Listening		a + b		
Composing: Improvise				
Composing: Compose				
Performing		a + b + c + d		
Reading notation		e + g		

Year 5 - Optional units

Title		*Keep the home fires burning*	*Three little birds*	*Baloo baleerie*
Number of lessons		6	6	6
Musical focus		Music from WWI, fanfare, C major triad, rhythm, crotchet, quaver, dotted quaver/semiquaver, minim, semiquaver durations.	Reggae, riffs, offbeat, chords, major triads D, bassline, unison, harmony	Lullaby, 3/4, 4/4, pentatonic scale, question-and-answer, accompaniment.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓		✓
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓	✓	✓
	6	✓	✓	✓
Model Music Curriculum				
Singing		a + b	a + b	a + b
Listening		a + b	a + b	a + b
Composing: Improvise				
Composing: Compose		e		c + f
Performing		a + b	a + b + c + d	b + c
Reading notation		e + g	g	e + f

Year 6 - Mapping key

		National Curriculum KS2
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
		Model Music Curriculum Statement
Singing	a	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.
	b	Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Create music with multiple sections that include repetition and contrast.
	b	Use chord changes as part of an improvised sequence.
	c	Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
Composing: Compose	d	Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
	e	Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
	f	Enhance improvised/composed melodies with rhythmic or chordal accompaniment.
	g	Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
Performing: Instrumental performance	a	Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud *(ff),* very quiet *(pp),* moderatley loud *(mf),* and moderatley quiet *(mp).*
	b	Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
	c	Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.
Performing: Reading notation	d	Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.
	e	Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
	f	Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
	g	Read and play from notation a four-bar phrase, confidently identifying note names and durations.

Year 6 - Term 1

Title		*Hey, Mr Miller*	*Shadows*	Composing for protest!
Number of lessons		6	3	3
Musical focus		Timbre, beat, pitch contour, swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation), progression snapshot 1.	Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).	To create music inspired by Ethel Smyth and a picture of the suffragettes. Composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.
National Curriculum for Music				
Programme of study	1	✓		✓
	2	✓		✓
	3	✓	✓	✓
	4	✓		✓
	5	✓	✓	✓
	6	✓		✓
Model Music Curriculum				
Singing		a + b		
Listening		a + b	a + b	a + b
Composing: Improvise		c		
Composing: Compose				d + f
Performing		c		c
Reading notation				d + e

Year 6 - Term 2

Title		*Dona nobis pacem*	*You to me are everything*	Twinkle variations
Number of lessons		6	3	3
Musical focus		Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.	1970s soul music, comparing cover versions.	To use *Twinkle, twinkle little star* as a composing tool, theme and variations form, passacaglia, improvisation.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓		✓
	3	✓	✓	✓
	4	✓		✓
	5	✓	✓	✓
	6	✓	✓	✓
Model Music Curriculum				
Singing		a + b	a	
Listening		a + b	a + b	a + b
Composing: Improvise				a + c
Composing: Compose		d + f		e
Performing		c		a + b + c
Reading notation		d + f		e + f + g

Year 6 - Term 3

Title		Race!	Exploring identity through song	*Ame sau vala tara bal*
Number of lessons		3	3	6
Musical focus		To create music to accompany a short film about a race, composing an extended melody and accompaniment.	Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.	Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓		✓
	3	✓	✓	✓
	4	✓		✓
	5	✓	✓	✓
	6	✓	✓	✓
Model Music Curriculum				
Singing			a	a + b
Listening		a + b	a + b	a + b
Composing: Improvise				
Composing: Compose		d + f		
Performing				c
Reading notation		e + f + g		

Year 6 - Instrumental units

Title		*Calypso solèy levé*		
Number of lessons		12		
Musical focus		Calypso clave rhythm, hand drumming, hand-to-hand sticking, tuned playing within I-IV-I-V chord structure, ensemble performance, learning to play by ear.		
National Curriculum for Music				
Programme of study	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5	✓		
	6	✓		
Model Music Curriculum				
Singing		a		
Listening		a + b		
Composing: Improvise		c		
Composing: Compose		d		
Performing		a + c		
Reading notation		d + e		

Year 6 - Optional units

Title		*Touch the sky*	*Ain't gonna let nobody*	*Nobody knows* (The Lumineers)
Number of lessons		6	6	6
Musical focus		To recognise features of Scottish folk music, to move, sing, and play in 3/4 time, to improvise using a pentatonic scale, to sing in two parts with dynamic contrast and expression.	Civil rights movement in the USA, compare musical styles (gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chords C minor and G7.	Songwriting, melody, lyrics, chords, expression.
National Curriculum for Music				
Programme of study	1	✓	✓	✓
	2	✓	✓	✓
	3	✓	✓	✓
	4	✓	✓	✓
	5	✓	✓	✓
	6	✓	✓	
Model Music Curriculum				
Singing		a	a + b	a
Listening		b	a + b	b
Composing: Improvise		a + b + c		a + b + c
Composing: Compose		f		f
Performing		b + c	b + c	c
Reading notation				