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| --- | --- | --- | --- | --- | --- |
| **Year 1** |  |  |  |  |  |
| **Autumn1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Body Percussion**  Students will begin their primary music education by learning about pulse and developing their inner metronome, an essential musical skill that will apply to the rest of their musical progress throughout KS1 and KS2.  They will read picture notation in 4/4-time signatures and complete whole class body percussion performances.  **Learning Objectives:**   * Understand the meaning of pulse * Be able to perform body percussion pieces whilst keeping a steady pulse * Be able to read and respond to body percussion picture notation * Develop ensemble skills through whole class performances | **Rhythm**  Students will develop on their learning and internalisation of pulse and begin to learn about basic notation and rhythms through the use of Kodaly sounds.  They will learn how to read and vocalise basic note values and complete whole class performances using Kodaly sounds.  **Learning Objectives:**   * Understand the meaning of rhythm * Develop knowledge of Kodaly sounds * Be able to vocalise rhythms using Kodaly sounds * Develop ensemble skills through whole class performances | **Singing**  Students will learn about basic pitch notation through singing.  They will develop their listening skills through pitch games and exercises and grow their understanding of the meaning of pitch.  They will complete whole class performances of songs with a limited pitch range.  **Learning Objectives:**   * Understand the meaning of pitch * Develop ability to read basic pitch notation * Understand how to sing with effective technique * Develop ensemble skills through whole class performances | **Vocal Samba**  Students will further develop their internalisation of pulse and knowledge of rhythm through the use of chant.  They will learn to create polyrhythmic pieces of music using spoken word and create a vocal samba composition in a small group.  **Learning Objectives:**   * Develop internalisation of pulse * Create various rhythms through the use of chant * Develop ensemble skills through group work * Compose a short vocal samba piece in a group | **Choir 1**  Students will build on their prior learning of effective singing through whole class choir practice and performance. They will also further develop their knowledge, understanding and listening skills in relation to pitch.  Students will develop their ensemble skills through practising songs with multiple parts as a whole class choir.  **Learning Objectives:**   * Develop effective singing technique * Develop listening skills and ability to pitch notes * Develop ensemble skills through whole class performances | **Choir 2**  Students will continue their singing development through further whole class choir practice and prepare for an end of year performance.  **Learning Objectives:**   * Develop effective singing technique * Develop listening skills and ability to pitch notes * Develop ensemble skills through whole class performances * Complete a performance of songs with multiple parts as a whole class choir |
| **Year 2** |  |  |  |  |  |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Rhythm & Rests**  Students will recap their knowledge of basic notation and Kodaly sounds and learn about rests and their Kodaly sounds.  They will learn how to read and vocalise basic rest values and complete whole class performances using Kodaly sounds for both notes and rests.  **Learning Objectives:**   * Develop understanding of rhythm * Develop understanding of notation, including rest notation * Be able to vocalise rhythms that include rests using Kodaly sounds * Develop ensemble skills through whole class performances | **Unpitched Percussion**  Students will consolidate their knowledge of rhythm and rests through whole class unpitched percussion activities.  They will use their prior learning to read and respond to various rhythmic patterns that include rests and complete whole class practice and performance on unpitched percussion pieces.  **Learning Objectives:**   * Use Kodaly sounds to work out rhythms that combine notes and rests * Play unpitched percussion instruments with effective technique * Develop ensemble skills through whole class performances | **Melody**  Students will build on their prior learning of effective singing and pitch notation through the study of vocal melodies. They will learn various melodies and perform them as rounds as a whole class.  Students will then compose short melodies with simple lyrics in groups that will then be developed into original rounds and performed in their groups.  **Learning Objectives:**   * Understanding the meaning of melody * Develop knowledge of pitch notation * Develop ensemble skills through whole class performance * Compose short melodies with simple lyrics * Perform a round based on an original melody as part of a small group | **Form & Structure**  Students will be introduced to the concept of form and structure in music and listen to various pieces of music to support their understanding of binary and ternary forms.  They will then learn binary and ternary form pieces in whole class ensembles of voice and unpitched percussion respectively.  **Learning Objectives:**   * Understand the meaning of form and structure in music * Develop understanding of binary and ternary forms * Develop vocal skills * Develop unpitched percussion skills * Perform binary and ternary form pieces as part of a whole class ensemble * Develop ensemble skills through whole class performances | **Glockenspiel Ensemble 1**  Students will further develop their knowledge of pitch notation and will be introduced to pitched percussion through learning to play the glockenspiel.  They will learn basic melodies on the glockenspiel and complete whole class performances.  **Learning Objectives:**   * Play the glockenspiel with effective technique * Develop knowledge of pitch notation * Develop understanding of melody * Learn basic melodies on the glockenspiel * Develop ensemble skills through whole class performances | **Glockenspiel Ensemble 2**  Students will continue developing their glockenspiel skills in addition to their knowledge of pitch notation through more complex pieces of music.  They will learn to play a 4-part piece of music for whole class glockenspiel ensemble and complete a whole class performance.  **Learning Objectives:**   * Develop knowledge of pitch notation * Complete a whole class performance of a 4-part glockenspiel piece * Develop ensemble skills through whole class performance |
| **Year 3** |  |  |  |  |  |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Keyboard Skills 1**  Students will learn basic keyboard skills and develop an effective keyboard technique. They will further develop their knowledge of pitch notation through the learning of melodies on the keyboard.  Students will learn to play Ode to Joy on the keyboard and work towards solo performances.  **Learning Objectives:**   * Play the keyboard with effective technique * Develop knowledge of pitch notation and reading music written for the keyboard * Practise and perform Ode to Joy on the keyboard | **Keyboard Skills 2**  Students will further develop their keyboard skills through learning a more complex piece that requires the use of both hands.  They will work in pairs first, learning both the right and left hand parts individually before working on both hands together.  Students will complete a performance, either solo or with their partner.  **Learning Objectives:**   * Play the keyboard using both hands with effective technique * Develop knowledge of pitch notation and reading music written for the keyboard * Perform a piece on the keyboard using both hands | **Advert Music**  Students will learn about music in the media with a special focus on advert music. They will listen to various advert jingles and explore how to create an effective jingle.  Students will work in pairs to create a made-up product for which they will make a brief design. They will then work on the keyboard to compose a jingle for their product in preparation for a short presentation and performance.  **Learning Objectives:**   * Develop understanding of the function of music in the media * Understand the meaning of a jingle and what makes a jingle effective * Compose a jingle for a made-up product * Present a made-up product and perform its original jingle | **The Planets**  Students will develop their listening skills through exploring two contrasting movements of The Planets Suite. They will discuss mood in music and delve into how each piece of music reflects the relevant planet.  Students will then create their own planet in a small group and employ their knowledge of musical elements to compose and perform a short piece of music about their planet.  **Learning Objectives:**   * Develop listening skills through listening and discussion of The Planets Suite * Use knowledge of musical elements to think critically about music and create a composition about a made-up planet * Perform an original composition about a made-up planet as a group | **Musical Theatre 1**  Students will be introduced to musical theatre and complete listening tasks of contrasting musical theatre songs.  They will then begin working towards the performance of a short story that is accompanied by an ensemble of the students.  **Learning Objectives:**   * Develop knowledge of musical theatre through listening to contrasting musical theatre songs * Develop understanding of the function of music in musical theatre * Work as a whole class developing and practising the performance of a short story accompanied by music | **Musical Theatre 2**  Students will continue working towards their musical theatre performance.  The unit will culminate in a whole class performance of a short story accompanied by an ensemble of the students.  **Learning Objectives:**   * Work as a whole class practising the performance of a short story in preparation for an end of year performance * Perform a short story accompanied by music |
| **Year 5** |  |  |  |  |  |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **African Drumming**  Students will develop their knowledge of rhythm and learn to read and respond to more complex notation.  They will learn to use unpitched percussion instruments with effective technique and complete a whole class drum circle performance.  Students will learn about polyrhythms and work in groups to create polyrhythmic compositions on unpitched percussion instruments.  **Learning Objectives:**   * Play unpitched percussion instruments with effective technique * Develop knowledge of rhythm and notation * Develop ensemble skills through group work and whole class performance * Compose and perform a short polyrhythm piece in a group | **Music of India**  Students will learn about the music of India, from traditional folk music to Bollywood, completing listening tasks on various Indian musical forms.  They will learn about raga and improvisation and begin to improvise using a selection of different raga.  Students will complete performances in pairs on the keyboard, both improvising and accompanying their partner.  **Learning Objectives:**   * Develop knowledge and understanding of various forms of Indian music * Develop knowledge of raga and improvisation * Improvise using a raga whilst being accompanied by a partner * Accompany a partner whilst they improvise using a raga | **Graphic Scores**  Students will learn about the relationship between music and art and how they apply to one another.  They will complete extensive learning about musical elements and how they can be represented by artwork.  Students will learn about graphic scores and how music can be notated in this form. They will then create a graphic score for the London Sinfonietta Composition Challenges.  **Learning Objectives:**   * Develop understanding of the relationship between music and art * Develop understanding of musical elements * Create an original graphic score | **Ukulele**  Students will develop their knowledge of chords through learning the ukulele and how to read fingerboard notation.  They will complete a whole class performance of a simple song on the ukulele and will then work in small groups, developing their ensemble skills through practising and performing a selection of popular songs.  **Learning Objectives:**   * Play the ukulele with effective technique * Learn 4 chords on the ukulele * Play popular songs on the ukulele on your own, in small groups and as a whole class * Develop ensemble skills through group work and whole class performances work | **Music Technology 1**  Students will be introduced to the concept of music technology and creating music on a computer.  They will begin by experimenting with Incredibox to facilitate the understanding of loops before moving on to Logic Pro X.  Students will use premade loops on Logic to create a short piece of music.  **Learning Objectives:**   * Develop entry level skills on Logic Pro X * Understand the UI and basic features of Logic Pro X * Use premade loops in conjunction with one another to compose a short piece of music | **Music Technology 2**  Students will develop their music technology skills through learning basic sequencing skills and access different sounds and record using a midi keyboard.  They will then use these skills whilst working in pairs to create a short 4-part composition on Logic Pro X using software instruments recorded through a midi keyboard.  **Learning Objectives:**   * Develop basic sequencing skills on Logic Pro X * Use a midi keyboard to record on Logic Pro X * Compose a short 4-part composition on Logic Pro X |
| **Year 6** |  |  |  |  |  |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music Technology 3**  Students will move onto developing more complex music technology skills with the end goal of composing a short song on Logic Pro X.  They will explore the blueprint of a popular song and the various musical elements that come together in the process of its creation.  Students will then complete a song creation project to a template in preparation for composing a song in the following half term.  **Learning Objectives:**   * Develop more complex sequencing skills on Logic Pro X * Develop understanding of the various elements that come together to make a traditional pop song * Compose a short popular song to a template on Logic Pro X | **Music Technology 4**  Students will recap their music technology skills and their learning of the makeup of a popular song before beginning to compose their own song on Logic Pro X.  Students will work towards their songs being featured in a whole class showcase concert.  **Learning Objectives:**   * Further develop more complex sequencing skills on Logic Pro X * Compose an original song on Logic Pro X | **Band Skills 1**  Students will recap and develop their instrumental skills on keyboard, guitar/ukulele, bass guitar and drum kit.  They will then choose one instrument to focus on for the rest of the term.  Students will work in bands towards the performance of a pop song.  **Learning Objectives:**   * Develop instrumental skills on keyboard, guitar, ukulele or drum kit * Develop ensemble through band work * Begin preparing a pop song as part of a band for a performance in the following half term | **Band Skills 2**  Students will continue with their band practice. There will be opportunities each week for band performances and feedback.  The Band Skills Unit will end with a Battle of the Bands Competition.  **Learning Objectives:**   * Develop instrumental skills on keyboard, guitar, ukulele or drum kit * Develop ensemble through band work * Complete a performance of a popular song as part of a band | **End of Year Show 1**  Students will practise songs for the performance of an end of year show. | **End of Year Show 2**  Students will practise songs for the performance of an end of year show. |