

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	Drama Games, Singing Exercises and Introductory sessions. Pupils begin building a singing repertoire through games. (To include Creating an atmosphere - Ghost Stories)	Samba Exploring rhythm through participation and understanding of Samba. Playing as a group and in-time. The beginning of Staff notation - Rhythm.	Instruments of the Orchestra Exploring various instruments and how they are played and grouped together. Developing listening skills by exploring this through Peter and the Wolf, Disney's Silly Symphony and Tubby the Tuba	Adverts and Music Learning about how music helps to sell products and promote ideas. Looking at creating a simple melody then try to write on the staff. The beginning of Staff notation. -Pitch.	Sea Shanties To develop singing further, pupils explore how singing is used, where and why. A quick look through history of where and why people many sing with a focus on Sea shanties. Chance to perhaps explore The Tempest.	Too Too Moo Pupils explore World Music and how music can fit with stories. Focus on Gamelan and Too Too moo. A chance to summarise the year of rhythm, notation, singing and performance.
SONGS?	John Kanaka Four white horses 3 X songs for Christmas (Not necessarily Christmas songs)					
Vocab FOCUS	Crotchet, Quaver, Rest, Forte, Piano, Rhythm, Dynamics, Mezzo forte, mezzo piano, Fortissimo, Pianissimo, Pulse, Pitch					
Careers			Conductor	Music / Jingle creators Music Directors	Motivational Music/ Fishing Industry/ Fitness Industry	Travel Agent
Y6	Elements through Disney Pupils are given a general outlook of the Musical Elements, how we can remember them and where we would use them. Baseline singing assessment - Observation	Revision, Singing + Mood Pupils rehearse for Christmas activities with a focus on elements and previous year vocab.	Film Music Pupils explore various film genres and how the music impacts them. Pupils are given a choice of four themes to compose from. Notation is revisited as they write down their main melodies. Composition assessment exploring moods develop their notation skills. Singing Assessment	Serialism An opportunity to explore more unusual types of music. Pupils begin to look at genres in more detail. Pupils create their own Serialism piece and try to answer the question through debate 'What is Music?.'	Japanese + Gaming Music A look at a different Genre of music and how music impacts gaming. Modern music vs Traditional Japanese music. A look at a scientific study on the decline of music. Singing Assessment Theory Test	The Magic Flute An introduction to Opera but also to drama - preparing them for year 7. Pupils create a scene/ scenes from the Magic Flute (Usually through filming) and Explore classical music/ Mozart.
SONGS?	Scales and Arpeggios					Papageno Song

Vocab Focus	Year 5 +Genre, Texture, Tempo, Structure, Melody + Aria, Recitative, Dissonance. Consonance, Chromatic, Ostinato, Retrograde, Inverted, Prime Order, Mozart, Drone					
Careers		Music Therapy	Film Music Director		Audio Gaming Composer	
Y7	<p>Keyboards Skills</p> <p>How to read and play music. All year 5 and 6 exercises will help pupils with the Keyboard topic. Pupils are given a choice of two pieces of music that they do not necessarily know. They must read and work pit the notation. Baseline singing assessment - Observation</p>	<p>Keyboard Skills</p> <p>Pupils continue the keyboard with extra tasks and drills to help them play.</p>	<p>Keyboard Skills</p> <p>Pupils are given the option of which piece of music they would like to develop. It is important to note that they do not have to finish or complete it, but progress and practice each week Ed Sheeran/ Jurassic Park, Frozen/ SkyFall</p> <p>Final piece performance</p> <p>Singing Assessment</p>	<p>Superheros + Leitmotif</p> <p>Developing their composing skills, pupils create short leitmotifs to represent their own superhero/villain. A look at Ternary and Binary structure in more detail.</p>	<p>Minimalism to include Berio</p> <p>Exploring another musical genre through 20th Century music. Focus in listening</p> <p>Singing Assessment Theory Test</p>	<p>Class Band</p> <p>Exploring what is needed to create a successful band through performing in an end of year concert/ performance.</p>
SONGS?	C is to the left of the two black keys Video Killed the Radio Star		Mr Blue Sky	Honda Choir Project	Female Sequenza- Berio	
Vocab Focus	Year 5 + 6 + Legato, Staccato, SATB					
Careers		Performance as a career.	Musicians - How did they get there? (Ed Sheeran life etc)			Sound Engineer

<p>Y8</p>	<p>Parodies</p> <p>Exploring musical structure through parodies. Strophic Form and Verse/Chorus Form.</p> <p>A big emphasis on the musical elements to refocus their listening skills.</p> <p>Baseline singing assessment - Observation</p>	<p>Britpop</p> <p>What makes Britpop? Following on from Parodies and reading notes to play basic chords. A development from year 7.</p>	<p>Dance Music through History (Time Travel Booklet)</p> <p>Pupils describe and record their experiences in a journal as they briefly explore each period of music and dance history. It is important for them to clarify that it isn't all 'Classical' music (E.g. Washerwoman Branle, Pavanne, Farandole)</p> <p>Short look at musical structure development -Canon/ Ground Bass</p> <p>Singing Assessment</p>	<p>Dance Music + Short Topic - War of the Worlds</p> <p>Dance Music Continued.</p> <p>+ Look at War of the Worlds. How music is used to portray an alien invasion. A look at electronic instruments and techniques to create an atmosphere.</p>	<p>Four Chord Song</p> <p>Looking at chord progression. I V VI IV. Another opportunity to experience Class Band and explore pop music. Look at scales and how we create chords</p> <p>Singing Assessment</p> <p>Theory Test</p>	<p>Transition and Class Revision Booklet</p> <p>Pupils create a revision booklet on everything they have learned - now! An opportunity in a busy term to create a class booklet they can take away with them.</p>
<p>SONGS?</p>						
<p>Vocab Focus</p>	<p>Year 5 + 6 + 7 + Homophonic/ Monophonic/ Polyphonic</p>					
<p>Careers</p>	<p>Youtubers</p>		<p>E Hinchliffe- Dancing and Disabilities</p>			

End Points: Aims and Knowledge in Evidence (per year/per key stage):

Year 5

Pupils develop a strong understanding of rhythm and timing and begin to see notation in use regularly on the board through singing ('SingUp'). Pupils work in teams and are provided with a safe space with which to experience the Performing Arts; using games to sing enables pupils to take the emphasis off singing so it becomes more natural and comfortable. Basic Italian musical vocabulary is used so they become familiar with why and where it is used. Having an understanding of the instruments and what is available to them in the hope they perhaps look into this further. A general and wide look at various aspects of music, through listening, performing and creating their own.

Year 6

A look and exploration of various genres whilst still building on rhythm, notation and pitch learned from year 5. Pupils look at a wide range of composing techniques and are prepared for year 7 drama. They explore composing and atonal music through serialism and are introduced to other musical elements. Pupils need to be reminded of

Year 7

A Real focus on practice, resilience and developing performing and keyboard skills. Pupils are given time and practice to progress with the aim of being able to read music to a basic standard and with two hands on the keyboard. An understanding of Treble, Bass clef and a beginning of Time Signatures and Key signatures - ability dependent. They will have the opportunity to choose a modern and appropriate piece of music from a small choice and develop and practice this each week. Pupils are still given listening exercises. Their knowledge from year 5 and 6 in notation and genres is developed further and put into more practice.

Year 8

In preparation for their transition, pupils are once again reminded of previous knowledge and singing is continued. The structure of music is a particular aim for this year group with a varied range of musical genres. Pupils need to know the musical eras and are beginning to understand the differences throughout the timeline; how music has progressed and recognising the various characteristics. Pupils build on their notation knowledge to begin looking at chords and how they are created. Pupils should have knowledge of the popular chords used in pop music and how they are used.

Catch up – Pupils have missed a huge amount of practical due to COVID and with this in mind, it is important that the 21-22 year focuses on singing and practical aspects as much as possible. Singing should be at the very centre of most lessons and used to assist questioning.

Curriculum Intent statement:

Throughout all years, music is intended to help support retaining of knowledge, increase confidence building, develop performance ability and widen the pupil's culture and understanding through listening skills. Within the topics, singing will be the constant activity throughout KS2 and KS3; regular use of 'SingUp' is used to assist pupils in becoming familiar with notation naturally. Regular questioning and repetitive use of key words and techniques within singing and activities will aid pupils in submitting it to their long term memory and able them to apply knowledge throughout years 5 and above. Musical Notation is in most areas which will enable pupils to build on this regularly and see it in context. It is also important that time is given to pupils to practice, understand the importance of perseverance and reap the rewards of practice.

A wide range of genres and experiences is key to develop the musical mind. Listening, composing, performing and notation practice is used in all/ most topics as a basis to exploring several subject areas.

It is important that music is accessible to all, including performing opportunities, and ALL pupils are encouraged to take part in lunch-time activities, afterschool clubs or performances, where pupils may have prepared something in class. Pupils are provided with a wide variety of ways to take part, meaning that the performances are not just for the ones who want to perform on stage; pupils are provided with opportunities to direct and take part in stage crew related duties which will also help to inspire the pupils and embed careers paths into the curriculum.

