

Navigators

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Cycle A	A World of Bright Ideas Doods/Clarinets	That's Life & Christmas traditional carols & play	You're Not Invited Doods/Clarinets	Come Fly with Me! America (National Anthem) Singing	Location, Location, Location Singing History of Music - famous composers	Full of Beans Doods/Clarinets
Year Cycle B	Mission Control Glockenspiels	Pharoah Queen & Christmas traditional carols & play	Wars of the World (War songs) Singing	I Have a Dream... Glockenspiels	In Your Element Singing History of Music - famous composers	Global Warning Glockenspiels

Additional music learning using Charanga instrument courses & Sing Up

Listening

Western Classical Tradition and Film

English Folk Song Suite by Vaughan Williams : 20th Century
 Symphonic Variations on an African Air by Coleridge-Taylor : 20th Century
 This Little Babe from Ceremony of Carols by Britten :20th Century
 1812 Overture by Tchaikovsky : Romantic
 Connect It by Anna Meredith : 21st Century

Popular Music

90s Singer/Songwriter: Play Dead by Björk
 80s Synth/Pop: Smalltown Boy by Bronski Beat
 90s RnB: Say My Name by Destiny's Child

Musical Traditions

Nigeria Drumming: Jin-Go-La-Ba (Drums of Passion) by Babatunde Olatunji
 South Africa Choral: Inkanyezi Nezazi by Ladysmith Black Mambazo



Middle East Folk: Sprinting Gazelle by Reem Kelani
 England Folk: Sea Shanties
 Poland Folk: Mazurkas Op. 24 by Chopin
 Argentina Tango: Libertango by Piazzolla

Modal Music Curriculum Year 5 Year 6

<u>Singing</u>	<u>Composing</u>	<u>Performing</u>
<ul style="list-style-type: none"> • 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. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. 	<p><u>Improvise</u></p> <ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • 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), moderately loud (mezzo forte), and moderately quiet (mezzo piano). <p><u>Compose</u></p> <ul style="list-style-type: none"> • 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. • Working in pairs, compose a short ternary piece. • 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. • Capture and record creative ideas. 	<p><u>Instrumental Performance</u></p> <ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <p><u>Reading notation</u></p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave. • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

<u>Singing</u>	<u>Composing</u>	<u>Performing</u>
<ul style="list-style-type: none"> • 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. • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group, in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. 	<p><u>Improvise</u> Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p><u>Compose</u></p> <ul style="list-style-type: none"> • 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. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. 	<p><u>Instrumental Performance</u></p> <ul style="list-style-type: none"> • Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range. • Accompany this same melody, and others, using block chords or a bass line. • 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. <p><u>Reading notation</u></p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave. • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations. <p><u>Transition Project</u> The end of Year 6 transition project provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class. More information can be found on page 98 of Model Music Curriculum.</p>

	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, <i>ostinato</i>	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Staff, lines and spaces, clef*, reading dot notation	✓ do–me Range of a 3rd	✓ do–so Range of a 5th	✓ do–do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓

Navigators

I HAVE A DREAM...	COME FLY WITH ME! AMERICA	A WORLD OF CRACKING IDEAS	MISSION CONTROL
<ul style="list-style-type: none"> Develop an understanding of the history of music To know what folk music is To know some English folk music To know about the origins of spiritual folk / slave songs To understand what a musical phrase is 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To know what a national anthem is and its purpose To know the meaning of 'crescendo' To know that music can affect mood and emotions To know which orchestral families some instruments belong to To be able to correctly play a range of percussion instruments 	<ul style="list-style-type: none"> Develop an understanding of the history of music To know about the history and evolution of the guitar To know how to recognise the instruments heard in a piece of music To know about the history and evolution of the flute To understand the importance and impact of timbre in music To know which instruments belong to the flute and guitar families 	<ul style="list-style-type: none"> Use and understand staff and other musical notations To understand what a cyclic pattern is To understand the difference between strong and weak beats in a piece of music To know what metre means To know how to notate a simple melody, using letter names or on a staff To know what a musical is and the features of this genre

National Curriculum Objectives = ■

Navigators

GLOBAL WARNING	WARS OF THE WORLD	YOU'RE NOT INVITED
<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory To know what a 'verse' is in a piece of music To know what an echo is To know what a call and response song is To know how to record a composition using digital technology 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To know that music is used for a variety of purposes To know how to use dynamics in singing To know the importance of listening to each other when singing and performing 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music To know that music is used for different purposes, including keeping spirits up in battle To understand how pitch and dynamics have an impact on the overall effect of a piece of music To know the impact that tempo and beat have on a piece of music To know about the origins of the Haka and its meaning

National Curriculum Objectives = ■

