



Music Sequence of Learning
(Currently being further developed)



Expressive Art and Design (Art and Design , DT , Music , Drama and Role Play)					
	Area of Learning		Skills and Knowledge we want the children to have at end of EYFS	ELG	FS vocabulary
FS	<p>Expressive Art and Design:</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>FS1 Painting, drawing, collage and sculpture: Able to mix primary colours to an appropriate consistency, able to name colours, can hold a paintbrush in the palm of their hand. Draw faces with features and draws enclosed spaces, giving meaning. Able to use glue sticks, spatulas and add other materials to develop models (eg tissue paper, glitter). Music - Enjoys listening to and responds to music, talks about how music makes them feel. Explores instruments and is beginning to names them (drum, tambourine, maracas, triangle). Singing and dancing: Copies basic actions and moves to music. Learns short routines, beginning to match pace. Sings in a small group and knows some words when singing. Small world: Plays with familiar resources. Simple small world (farms, cars, trains, dolls). Starting to develop own storylines using own experiences, rhymes and stories.</p> <p>FS2 Autumn Term Painting (incl printing) : able to mix primary colours to make secondary colours Use a thick paintbrush using tripod grip Drawing: Draws people from their family and self portraits Collage: joins items with glue and tape Sculpture (form): Builds simple models incl walls, roof and towers Manipulates clay or playdough (rolls, cuts, squashes, pinches, twists) Photography: know how to use the ipad to take a photo and load onto an appropriate programme Focus Artists: Yayoi Kusama (focus orange, pumpkins and dots), Yves Klein (focus on paint and blue) Matisse (The Snail - collage). Books: Books about artists and colour mixing. Woodwork Holding nails, Using hammer, taps Music: Responds to music through movement and can identify if music is "happy, scary or sad". Uses claves to tap out pulse Singing: Joins in songs as a group</p>	<ol style="list-style-type: none"> To know how to mix colours To know some songs, rhymes and poems To be able to plan do and review their work 	<p>Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>colour shape(s) line(s) draw paint make design material describing texture and material naming different media scrunch, twist, fold, bend, roll, smooth, bending, rough, hard, weave, flexible, rigid rolls, cuts, squashes, pinches, twist</p>



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		<p>Dancing: Moves in response to the music Role play: Accesses small world, home corner etc and takes part in role play activities with peers or adult Spring Term Painting: Add white or black paint to alter tint or shade Experiment with different brush sizes and tools to add detail Print with different resources Drawing: Draws people with detail (sausage limbs, body). Draws self-portrait with some appropriate features Collage: joins items in a variety of way: masking tape, string, ribbon Sculpture (form): Builds models that replicate real life. Use a variety of resources including natural. Photography: Knows how to use ipad to capture a specific image or element of art (eg. line, colour, space etc.) Artists: Barbara Hepworth and Anthony Gormley (Natural Sculpture), Matisse - The Sheaf Ansel Adams and others (Outdoor photography) Woodwork: Screwing and joining Music: Names and knows how to play a variety of instruments. Singing: sings in a group, matching pitch and following melody Dancing: Responds to and interprets music through movement Role play: Participates in play related to rhymes and stories and may extend and develop stories Summer Term Painting: colour match to a specific colour and shade Create patterns or meaningful painting or when printing Drawing: Draw self-portraits, landscapes and cityscapes. Collage: knows how to secure boxes, decorate bottles etc. Knows how to improve models Use appropriate language: scrunch, twist, fold, bend, roll, smooth, bending, rough, hard, weave, flexible, rigid Sculpture (form): Makes something with clear intentions Makes something they give clear meaning to Photography: use the ipad with a specific purpose in mind Use photography as part of their artwork and explain their intention(s) Artists: Banksy (portraits/graphics), Jackson Pollock (painting on a large scale) and Eric Carle (collage). Woodwork Draw and plan what going to make Measuring Music: Beginning to write own compositions using symbols, patterns or pictures. Singing: Sings by themselves, matching pitch and following melody Dancing: replicates dances and creates own in response to music/stimulus Role play: Use imagination to develop own storylines with peers.</p>			
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	Involves props and resources.			
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Domains			
Create, Compose and Perform	Explore and Appraise	Communicate (Tier 3 vocabulary)	
		Theme specific	Subject specific
<u>MUSIC Coverage of Domains: Progression of Knowledge and Skills</u>			

Year	Theme				
Year 1	Autumn 1 Classical - Mars by Gustav Holst Planning - https://teach.files.bbci.co.uk/tenpieces/Mars+EYFS+and+KS1.pdf Video - https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		Year 1 <u>Pitch and melody</u> High Low <u>Rhythm, metre, duration and tempo</u> Pulse Beat Fast Slow Long Short
	Autumn 2 Elf and safety in the workshop!	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<u>Harmony and texture</u> Wavy Short Strong Bouncy <u>Dynamics and articulation</u> Loud
	Spring 1	<ul style="list-style-type: none"> Singing and Playing Improvising and composing 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) 		



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	<p>World - The British Isles (sea shanties, national anthems, folk songs)</p>	<ul style="list-style-type: none"> Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<p>Soft</p> <p><u>Structure and form</u> Mood Start End</p>
	<p>Spring 2</p> <p>Life On A Farm- Sounds, Sights and Smells!</p>	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<p><u>Timbre, sounds and instruments</u> Drum Maraca Shaker Tambourine Voice</p>
	<p>Summer 1</p> <p>Pop - 50's Rock 'n' Roll</p>	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<p><u>Notation and other musical words (genre and historical periods)</u> Musician</p>
	<p>Summer 2</p> <p>What a Wonderful World!</p>	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		
Year 2	<p>Autumn 1</p> <p>Classical - The Lark Ascending by Vaughan Williams</p>	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses 		<p>Year 2 <u>Pitch and Melody</u> High</p>



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	<p>Planning - http://downloads.bbc.co.uk/learning/tenpieces/EYSEN/Lark/Lark%20Ascending%20EYFS%20and%20KS1.pdf Video https://www.bbc.co.uk/programmes/articles/1qJzptdT7pvzCq59PGWXS1P/the-lark-ascending-by-ralph-vaughan-williams</p>	<p>Range of Notations</p>	<ul style="list-style-type: none"> • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p>Low Higher Lower</p> <p><u>Rhythm, metre, duration and tempo</u> Pulse Beat Fast Slow Faster slower Long Short Longer shorter</p>
	<p>Autumn 2 What makes a hero? Music Service Scheme of Work - Heroes</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p><u>Harmony and texture</u> Lots of sounds Instrument 1 sounds instrument</p>
	<p>Spring 1 <u>World</u> - Sierra Leone https://folkcloud.com/folk-music-by-country/sierra-leone</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p><u>Dynamics and articulation</u> Loud louder Soft Softer</p>
	<p>Spring 2 Amazing Amy Johnson</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p><u>Structure and form</u> Repeating sounds or patterns</p> <p><u>Timbre, sounds and instruments</u> Percussion – wooden, metal Wind Strings</p>



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	Summer 1 Pop - 60's Pop	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		Keyboard Guitar <u>Notation and other musical words (genre and historical periods)</u> Composer Notes Conductor
	Summer 2 From Hull to Freetown: exploring two cities	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		
Year 3	Autumn 1 Classical - In the Hall of the Mountain King by Grieg Planning and Video - https://www.bbc.co.uk/teach/ten-pieces/KS2-edvard-grieg-in-the-hall-of-the-mountain-king-from-peer-gynt/z7nf3k7	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		Year 3 <u>Pitch and melody</u> Pitch Pentatonic Scale Step Leap Repeated note High Low Rising Falling melody
	Autumn 2 Where on Earth are we?	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<u>Rhythm, metre, duration and tempo</u> Pulse Rhythm Crotchet Quaver Minim Semibreve Crotchet rest Quaver rest Minim rest
	Spring 1	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences 		



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	<p>World - India</p>	<ul style="list-style-type: none"> • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p>Semibreve rest 2/4 3/4 4/4 Fast Slow Getting faster Getting slower</p>
	<p>Spring 2 Marvellous Mountains!</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p>Adagio Andante Allegro Accelerando Rallentando</p>
	<p>Summer 1 Pop - 70's Disco and Funk</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p><u>Harmony and texture</u> Texture Thick Thin Unison Solo Duet drone</p>
	<p>Summer 2 What Happens Where the Land Meets the Sea?</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p><u>Dynamics and articulation</u> Piano Forte Crescendo Diminuendo Legato staccato</p> <p><u>Structure and form</u> Phrase Call and response Question phrase Answer phrase</p> <p><u>Timbre, sounds and instruments</u> Woodwind</p>



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					<p>Strings Brass Percussion Drum kit Glockenspiel Orchestra Opera Band</p> <p><u>Notation and other musical words (genre and historical periods)</u> Graphic score stave Table clef Lyrics Jazz Classical Pop Music from other cultures</p>
Year 4	<p>Autumn 1</p> <p>Classical Rodeo – Hoe-Down by Aaron Copland</p> <p>https://www.bbc.co.uk/teach/ten-pieces/aaron-copland-rodeo-hoe-down/zvk9y9g Music Service - planning (Charanga song)</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p>Year 4</p> <p><u>Pitch and melody</u> Scales- Major Minor Pentatonic Modes Tone</p> <p><u>Rhythm, metre, duration and tempo</u> Dotted minim Semiquaver Dotted crotchet Dotted minim rest Semiquaver rest Dotted crotchet rest 2/4 3/4</p>
	<p>Autumn 2</p> <p>Can we compare Sierra Leone and the UK?</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		



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<p>Spring 1</p> <p>World Indonesia (Gamelan University Visit)</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p>4/4 Moderato Presto</p> <p><u>Harmony and texture</u> Clashing sounds Pleasant sounds Melody and accompaniment</p>
<p>Spring 2</p> <p>What makes a settlement?</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p><u>Dynamics and articulation</u> Fortissimo Mezzo forte Mezzo piano Pianissimo Mezzo</p>
<p>Summer 1</p> <p>Pop - 80's synth/pop/rock</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p><u>Structure and form</u> Ostinato Ternary form Repetition Riff round</p> <p><u>Timbre, sounds and instruments</u></p>
<p>Summer 2</p> <p>What lives in a biome?</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p>Flute Clarinet Oboe Bassoon Saxophone Violin Viola Cello Bass Trumpet Trombone Tube French horn Cymbal Snare drum</p>



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					<p>Bass drum Piano keyboard</p> <p><u>Notation and other musical words (genre and historical periods)</u> Tutti Octave Funk Blues Reggae folk</p>
Year 5	<p>Autumn 1</p> <p>Classical</p> <p>Night Ferry - Anna Clyne https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p>Year 5</p> <p><u>Pitch and melody</u> Sharp Flat Semitone</p> <p><u>Rhythm, metre, duration and tempo</u> Syncopation, Groove</p> <p><u>Harmony and texture</u> Harmony, Consonance, Dissonance</p> <p><u>Dynamics and articulation</u></p>
	<p>Autumn 2</p> <p>What's the difference between EU and me?</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p><u>Pizzicato</u> Ritardando</p> <p><u>Structure and form</u> Rondo Form Concerto</p>
	<p>Spring 1</p> <p>World - Japan</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge 		



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			(X-curricular)		
	Spring 2 Hull means business.	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<u>Timbre, sounds and instruments</u> Electronic/digital sounds Electric and acoustic instruments (guitar/bass/keys)
	Summer 1 Pop - 90's Indie and R 'n' B (Dance?)	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<u>Notation and other musical words (genre and historical periods)</u> DJ Classical, Contemporary Music from other cultures
	Summer 2 You can't step in the same river twice.	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		
Year 6	Autumn 1 Classical Earth - Hans Zimmer https://www.bbc.co.uk/teach/ten-pieces/classical-music-hans-zimmer-earth/zh4k382	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		Year 6 <u>Pitch and melody</u> Chord, Triad, Chord Progression, Major, Minor <u>Rhythm, metre, duration and tempo</u> Polyrhythms,
	Autumn 2	<ul style="list-style-type: none"> • Singing and Playing 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related</i> 		



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	How magnificent were the Maya?	<ul style="list-style-type: none"> Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<p><i>dimensions</i>)</p> <ul style="list-style-type: none"> Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		6/8 – rhythms and pieces
Spring 1	World - South America	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<p><u>Harmony and texture</u> Chord, Triad, Chord Progression, Major, Minor</p> <p><u>Dynamics and articulation</u> Cantabile, Poco, Accent</p>
Spring 2	Wilberforce - the man who changed history.	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<p><u>Structure and form</u> Pop Song, Verse, Chorus, Bridge, Outro Hook</p>
Summer 1	Pop - Since the year 2000	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<p><u>Timbre, sounds and instruments</u> Midi Filters EQ Loops Synthesizer</p>
Summer 2	Waste Not, Want Not.	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 		<p><u>Notation and other musical words (genre and historical periods)</u></p> <p>Key signature Producer Hip hop,</p>



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			<ul style="list-style-type: none">'Wider' music knowledge (X-curricular)		rap Baroque
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