

**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><b>Expressive Art and Design:</b></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><b>FS1</b><br/> <b>Painting, drawing, collage and sculpture:</b> Able to mix primary colours to an appropriate consistency, able to name colours, can hold a paintbrush in the palm of their hand.<br/>           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).<br/> <b>Music</b> - 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).<br/> <b>Singing and dancing:</b> 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.<br/> <b>Small world:</b> Plays with familiar resources. Simple small world (farms, cars, trains, dolls). Starting to develop own storylines using own experiences, rhymes and stories.</p> <p><b>FS2</b><br/> <b>Autumn Term</b><br/> <b>Painting (incl printing) :</b> able to mix primary colours to make secondary colours<br/>           Use a thick paintbrush using tripod grip<br/> <b>Drawing:</b> Draws people from their family and self portraits<br/> <b>Collage:</b> joins items with glue and tape<br/> <b>Sculpture (form):</b> Builds simple models incl walls, roof and towers<br/>           Manipulates clay or playdough (rolls, cuts, squashes, pinches, twists)<br/> <b>Photography:</b> know how to use the ipad to take a photo and load onto an appropriate programme<br/> <b>Focus Artists:</b> Yayoi Kusama (focus orange, pumpkins and dots), Yves Klein (focus on paint and blue) Matisse (The Snail - collage).<br/>           Books:Books about artists and colour mixing.<br/> <b>Music:</b> Responds to music through movement and can identify if music is "happy, scary or sad". Uses claves to tap out pulse<br/> <b>Singing:</b> Joins in songs as a group<br/> <b>Dancing:</b> Moves in response to the music<br/> <b>Role play:</b> Accesses small world, home corner etc and takes part in role</p> | <ol style="list-style-type: none"> <li>To know how to mix colours</li> <li>To know some songs, rhymes and poems</li> <li>To be able to plan do and review their work</li> </ol> | <p><b>Expressive Arts and Design</b><br/> <b>ELG: Creating with Materials</b><br/>           Children at the expected level of development will: -<br/>           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.<br/> <b>ELG: Being Imaginative and Expressive</b><br/>           Children at the expected level of development will: -<br/>           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<br/>           shape(s)<br/>           line(s)<br/>           draw<br/>           paint<br/>           make<br/>           design<br/>           material<br/>           describing texture and material<br/>           naming different media<br/>           scrunch, twist,<br/>           fold, bend, roll,<br/>           smooth, bending,<br/>           rough, hard,<br/>           weave, flexible,<br/>           rigid<br/>           rolls, cuts,<br/>           squashes,<br/>           pinches, twist</p> |

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|  |  | <p>play activities with peers or adult</p> <p><b>Spring Term</b></p> <p><b>Painting:</b> Add white or black paint to alter tint or shade<br/>         Experiment with different brush sizes and tools to add detail<br/>         Print with different resources</p> <p><b>Drawing:</b> Draws people with detail (sausage limbs, body). Draws self-portrait with some appropriate features</p> <p><b>Collage:</b> joins items in a variety of way: masking tape, string, ribbon</p> <p><b>Sculpture (form):</b> Builds models that replicate real life. Use a variety of resources including natural.</p> <p><b>Photography:</b> Knows how to use ipad to capture a specific image or element of art (eg. line, colour, space etc.)</p> <p><b>Artists:</b> Barbara Hepworth and Anthony Gormley (Natural Sculpture), Matisse - The Sheaf<br/>         Ansel Adams and others (Outdoor photography)</p> <p><b>Music:</b> Names and knows how to play a variety of instruments.</p> <p><b>Singing:</b> sings in a group, matching pitch and following melody</p> <p><b>Dancing:</b> Responds to and interprets music through movement</p> <p><b>Role play:</b> Participates in play related to rhymes and stories and may extend and develop stories</p> <p><b>Summer Term</b></p> <p><b>Painting:</b> colour match to a specific colour and shade<br/>         Create patterns or meaningful painting or when printing</p> <p><b>Drawing:</b> Draw self-portraits, landscapes and cityscapes.</p> <p><b>Collage:</b> 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</p> <p><b>Sculpture (form):</b> Makes something with clear intentions<br/>         Makes something they give clear meaning to</p> <p><b>Photography:</b> use the ipad with a specific purpose in mind<br/>         Use photography as part of their artwork and explain their intention(s)</p> <p><b>Artists:</b> Banksy (portraits/graphics), Jackson Pollock (painting on a large scale) and Eric Carle (collage).</p> <p>Measuring</p> <p><b>Music:</b> Beginning to write own compositions using symbols, patterns or pictures.</p> <p><b>Singing:</b> Sings by themselves, matching pitch and following melody</p> <p><b>Dancing:</b> replicates dances and creates own in response to music/stimulus</p> <p><b>Role play:</b> Use imagination to develop own storylines with peers.<br/>         Involves props and resources.</p> |  |  |  |
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**Domains**

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|  |                      |                                    |                  |
|--|----------------------|------------------------------------|------------------|
| Create, Compose and Perform  | Explore and Appraise | Communicate<br>(Tier 3 vocabulary) |                  |
|  |                      | Theme specific                     | Subject specific |
| <a href="#">MUSIC Coverage of Domains: Progression of Knowledge and Skills</a> |                      |                                    |                  |

| Year   | Theme   |  |   |  |  |
|--------|---|--|---|--|--|
| Year 1 | <b>Autumn 1</b><br>Hull Fair                            | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  | <b>Year 1</b><br><u>Pitch and melody</u><br>High<br>Low<br><br><u>Rhythm, metre, duration and tempo</u><br>Pulse<br>Beat<br>Fast<br>Slow<br>Long<br>Short<br><br><u>Harmony and texture</u><br>Wavy<br>Short<br>Strong<br>Bouncy<br><br><u>Dynamics and articulation</u><br>Loud<br>Soft<br><br><u>Structure and form</u><br>Mood<br>Start<br>End<br><br><u>Timbre, sounds</u> |
|        | <b>Autumn 2</b><br>Classical - Mars by Gustav Holst     | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  |  |
|        | <b>Spring 1</b><br>Explore with Me Through Sky and Sea! | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  |  |
|        | <b>Spring 2</b><br>World - The British Isles (sea       | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> </ul>   | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their</li> </ul>  |  |  |

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|--------|---|--|---|---|---|--|
|        | shanties)   | <ul style="list-style-type: none"> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul>   | <ul style="list-style-type: none"> <li>uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>  |   | <u>and instruments</u><br>Drum<br>Maraca<br>Shaker<br>Tambourine<br>Voice<br><br><u>Notation and other musical words (genre and historical periods)</u><br>Musician |  |
|        | <b>Summer 1</b><br><br>Pop - 50's Rock 'n' Roll<br><a href="#">Y1 - Summer 1 - new format</a> | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> | Rhythm and blues, Rock 'n Roll, Music for dancing, Song, Band, Voice/Singer, Electric guitar, Double bass, Drums, piano, harmonica, saxophone |   |  |
|        | <b>Summer 2</b><br><br>What a Wonderful World!  | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |   |   |  |
| Year 2 | <b>Autumn 1</b><br><br>Classical - The Lark Ascending by Vaughan Williams                     | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |   | <b>Year 2</b><br><u>Pitch and Melody</u><br>High<br>Low<br>Higher<br>Lower<br><u>Rhythm, metre, duration and tempo</u><br>Pulse<br>Beat<br>Fast<br>Slow<br>Faster   | <u>Timbre, sounds and instruments</u><br>Percussion – wooden, metal<br>Wind<br>Strings<br>Keyboard<br>Guitar<br><br><u>Notation and other musical words (genre and historical periods)</u><br>Composer<br>Notes<br>Conductor |
|        | <b>Autumn 2</b><br><br>What makes a hero?   | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:</li> </ul>                                 | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> </ul>   |   |   |  |

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|-----------------|---|--|---|---|---|
|                 |   | Audio/Video, Range of Notations  | <ul style="list-style-type: none"> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>  |   | <p>slower<br/>Long<br/>Short<br/>Longer<br/>shorter</p> <p><u>Harmony and texture</u><br/>Lots of sounds<br/>Instrument 1<br/>sounds<br/>instrument</p> <p><u>Dynamics and articulation</u><br/>Loud<br/>louder<br/>Soft<br/>Softer</p> <p><u>Structure and form</u><br/>Repeating sounds or patterns</p> |
| <b>Spring 1</b> | World - Sierra Leone<br><a href="https://folkcloud.com/folk-music-by-country/sierra-leone">https://folkcloud.com/folk-music-by-country/sierra-leone</a> | <ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul> |   |   |
| <b>Spring 2</b> | Plants  | <ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul> |   |   |
| <b>Summer 1</b> | Pop - 60's Pop<br><a href="#">Y2 - Summer 1 - new format</a>  | <ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul> | Acoustic guitar<br>Drum kit<br>Vocals<br>Backing vocals<br>Strings<br>Brass<br>Saxophone<br>Verse<br>Chorus<br>Folk music style |   |
| <b>Summer 2</b> | Was The Great Fire of London truly great?   | <ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul> |   |   |

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|-----------|--|--|---|--|--|--|
| Year<br>3 | <b>Autumn 1</b><br><br>Classical - In the Hall of the Mountain King by Grieg                   | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  | <b>Year 3</b><br><u>Pitch and melody</u><br>Pitch<br>Pentatonic<br>Scale<br>Step<br>Leap<br>Repeated note<br>High<br>Low<br>Rising<br>Falling melody<br><br><u>Rhythm, metre, duration and tempo</u><br>Pulse<br>Rhythm<br>Crotchet<br>Quaver<br>Minim<br>Semibreve<br>Crotchet rest<br>Quaver rest<br>Minim rest<br>Semibreve rest<br>2/4<br>3/4<br>4/4<br>Fast<br>Slow<br>Getting faster<br>Getting slower<br>Adagio<br>Andante<br>Allegro<br>Accelerando<br>Rallentando<br><br><u>Harmony and texture</u><br>Texture<br>Thick<br>Thin<br>Unison<br>Solo | <u>Structure and form</u><br>Phrase<br>Call and response<br>Question phrase<br>Answer phrase<br><br><u>Timbre, sounds and instruments</u><br>Woodwind<br>Strings<br>Brass<br>Percussion<br>Drum kit<br>Glockenspiel<br>Orchestra<br>Opera<br>Band<br><br><u>Notation and other musical words (genre and historical periods)</u><br>Graphic score<br>stave<br>Table clef<br>Lyrics<br>Jazz<br>Classical<br>Pop<br>Music from other cultures |
|           | <b>Autumn 2</b><br><br>Where on Earth are we?  | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  |  |  |
|           | <b>Spring 1</b><br><br>World - India   | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  |  |  |
|           | <b>Spring 2</b><br><br>Marvellous Mountains!   | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  |  |  |
|           | <b>Summer 1</b><br><br>Pop - 70's Disco and Funk<br><a href="#">Y3 - Summer 1 - new format</a> | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of</li> </ul>           | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> </ul>   | Funk<br>Disco<br>Rhythm<br>Beat<br><br>Song Structure: |  |  |

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|        |  | Notations  | <ul style="list-style-type: none"> <li>'Wider' music knowledge (X-curricular)</li> </ul>  | Verse, Chorus<br>Riff<br>Hook<br><br>Instruments:<br>Electric guitar<br>Bass<br>Drum kit<br>Synthesiser<br>Vocals<br>Backing vocals<br>Saxophone<br>Trumpet<br>Trombone | Duet<br>drone<br><br><u>Dynamics and articulation</u><br>Piano<br>Forte<br>Crescendo<br>Diminuendo<br>Legato<br>staccato                                  |  |
|        | <b>Summer 2</b><br><br>What happens where the land meets the sea?  | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |   |   |  |
| Year 4 | <b>Autumn 1</b><br><br>Were the Romans really rotten?              | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |   | <b>Year 4</b><br><u>Pitch and melody</u><br>Scales-<br>Major<br>Minor<br>Pentatonic<br>Modes<br>Tone  | <u>Timbre, sounds and instruments</u><br>Flute<br>Clarinet<br>Oboe<br>Bassoon<br>Saxophone<br>Violin<br>Viola<br>Cello<br>Bass<br>Trumpet<br>Trombone<br>Tube<br>French horn<br>Cymbal<br>Snare drum<br>Bass drum<br>Piano<br>keyboard |
|        | <b>Autumn 2</b><br><br>Classical Rodeo – Hoe-Down by Aaron Copland | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |   | <u>Rhythm, metre, duration and tempo</u><br>Dotted minim<br>Semiquaver<br>Dotted crotchet<br>Dotted minim rest<br>Semiquaver rest<br>Dotted crotchet rest |  |
|        | <b>Spring 1</b>  | <ul style="list-style-type: none"> <li>Singing and Playing</li> </ul>  | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related</i>)</li> </ul>   |   | Dotted crotchet rest  | <u>Notation and</u>  |

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|--|--|---|--|---|---|--|
|  | World - Japan  | <ul style="list-style-type: none"> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul>   | <p><i>dimensions</i></p> <ul style="list-style-type: none"> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>                         |   | <p>2/4<br/>¾<br/>4/4<br/>Moderato<br/>Presto</p> <p><u>Harmony and texture</u><br/>Clashing sounds<br/>Pleasant sounds<br/>Melody and accompaniment</p> | <p><u>other musical words (genre and historical periods)</u><br/>Tutti<br/>Octave<br/>Funk<br/>Blues<br/>Reggae<br/>folk</p> |
| <p><b>Spring 2</b></p> <p>Electricity</p>  | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <p>Music Theory (<i>Inter-related dimensions</i>)</p> <ul style="list-style-type: none"> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  | <p><u>Dynamics and articulation</u><br/>Fortissimo<br/>Mezzo forte<br/>Mezzo piano<br/>Pianissimo<br/>Mezzo</p> |   |  |
| <p><b>Summer 1</b></p> <p>Pop - 80's synth/pop/rock<br/><a href="#">Y4 - Summer 1 - new format</a></p> | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <p>Music Theory (<i>Inter-related dimensions</i>)</p> <ul style="list-style-type: none"> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> | <p>Electric guitar<br/>Rhythm guitar<br/>Lead guitar</p> <p>Rhythm section in a band<br/>Guitars<br/>Bass<br/>Keyboards<br/>Drum kit<br/>Synthesised sounds<br/>Song structure:<br/>Intro<br/>Verse<br/>Chorus<br/>Instrumental<br/>Bridge<br/>Outro<br/>Riff<br/>Rock</p> | <p><u>Structure and form</u><br/>Ostinato<br/>Ternary form<br/>Repetition<br/>Riff<br/>round</p>                |   |  |
| <p><b>Summer 2</b></p> <p>What lives in a biome?</p>   | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:</li> </ul>                                     | <p>Music Theory (<i>Inter-related dimensions</i>)</p> <ul style="list-style-type: none"> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> </ul>   |  |   |   |  |



**Music Sequence of Learning**  
**(Currently being further developed)**

|        |   | Audio/Video, Range of Notations  | <ul style="list-style-type: none"> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul>  |                             |   |  |
|--------|---|--|---|-----------------------------|---|--|
| Year 5 | <b>Autumn 1</b><br><br>Were the Tudors terrible or terrific?        | <ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul> |                             | <b>Year 5</b><br><u>Pitch and melody</u><br>Sharp<br>Flat<br>Semitone<br><br><u>Rhythm, metre, duration and tempo</u><br>Syncopation, Groove<br><br><u>Harmony and texture</u><br>Harmony, Consonance, Dissonance<br><br><u>Dynamics and articulation</u><br>Pizzicato<br>Ritardando<br><br><u>Structure and form</u><br>Rondo Form<br>Concerto<br><br><u>Timbre, sounds and instruments</u><br><br>Electronic /digital sounds<br>Electric and acoustic instruments (guitar/bass/key s) |  |
|        | <b>Autumn 2</b><br><br>Classical - Night Ferry Anna Clyne           | <ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul> |                             |   |  |
|        | <b>Spring 1</b><br><br>World - Indonesia (Gamelan University Visit) | <ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul> |                             |   |  |
|        | <b>Spring 2</b><br><br>What Makes the Earth Angry?                  | <ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> <li>• Rehearsing and Performing</li> <li>• Listening and Understanding</li> <li>• Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> <li>• Artists &amp; their influences</li> <li>• Instruments, materials &amp; their uses</li> <li>• Music genres &amp; conventions</li> <li>• 'Wider' music knowledge (X-curricular)</li> </ul> |                             |   |  |
|        | <b>Summer 1</b>   | <ul style="list-style-type: none"> <li>• Singing and Playing</li> <li>• Improvising and composing</li> </ul>   | <ul style="list-style-type: none"> <li>• Music Theory (<i>Inter-related dimensions</i>)</li> </ul>  | Rap - old school<br>hip hop |   |  |

**Music Sequence of Learning**  
**(Currently being further developed)**

|        |  |  |   |  |   |  |
|--------|--|--|---|--|---|--|
|        | <p>Pop - 90's Indie and R 'n' B<br/><a href="#">Y5 - Summer 1 - new format</a></p> | <ul style="list-style-type: none"> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul>   | <ul style="list-style-type: none"> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul>   | <p>Sampled beats<br/>Electronic drum<br/>Sounds<br/>Midi<br/>Loops<br/>voice/rapper -<br/>telling a story<br/>acapella</p> | <p><u>Notation and other musical words (genre and historical periods)</u></p> <p>DJ<br/>Classical,<br/>Contemporary<br/>Music from other cultures</p> |  |
|        | <p><b>Summer 2</b><br/>David Attenborough - Blue Planet</p>                        | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  |   |  |
| Year 6 | <p><b>Autumn 1</b><br/>What on Earth is World Trade?</p>                           | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  | <p><b>Year 6</b><br/><u>Pitch and melody</u><br/>Chord,<br/>Triad,<br/>Chord Progression,<br/>Major,<br/>Minor</p>                                    |  |
|        | <p><b>Autumn 2</b><br/>Classical - Earth by Hans Zimmer</p>                        | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |  | <p><u>Rhythm, metre, duration and tempo</u><br/>Polyrhythms,<br/>6/8 – rhythms and pieces</p>   |  |
|        | <p><b>Spring 1</b><br/>World - South America</p>                                   | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas:<br/>Audio/Video, Range of</li> </ul>           | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> </ul>   |  | <p><u>Harmony and texture</u><br/>Chord,<br/>Triad,<br/>Chord Progression,<br/>Major,<br/>Minor</p>   |  |

**Music Sequence of Learning**  
**(Currently being further developed)**

|  |  |   |   |   |   |
|--|--|---|---|---|---|
|  |  | Notations   | <ul style="list-style-type: none"> <li>'Wider' music knowledge (X-curricular)</li> </ul>  |   | <u>Dynamics and articulation</u><br>Cantabile, Poco, Accent<br><br><u>Structure and form</u><br>Pop Song, Verse, Chorus, Bridge, Outro Hook<br><br><u>Timbre, sounds and instruments</u><br>Midi Filters EQ Loops Synthesizer |
| <b>Spring 2</b><br>An American Adventure   | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |   |   |   |
| <b>Summer 1</b><br>Waste Not, Want Not.  | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> |   |   |   |
| <b>Summer 2</b><br>Pop - Since the year 2000<br><a href="#">Y6 - Summer 1 - new format</a> | <ul style="list-style-type: none"> <li>Singing and Playing</li> <li>Improvising and composing</li> <li>Rehearsing and Performing</li> <li>Listening and Understanding</li> <li>Recording ideas: Audio/Video, Range of Notations</li> </ul> | <ul style="list-style-type: none"> <li>Music Theory (<i>Inter-related dimensions</i>)</li> <li>Artists &amp; their influences</li> <li>Instruments, materials &amp; their uses</li> <li>Music genres &amp; conventions</li> <li>'Wider' music knowledge (X-curricular)</li> </ul> | <u>Song structure</u><br>Verse Chorus Bridge Break<br><br><u>Instrumentation</u><br>Vocal Backing vocals Vocal harmony Chords Strings Brass and sax rhythm section<br><br><u>Large vocal range</u><br>Melisma Acapella Back beat<br><br><u>Genres</u><br>Power ballad | <u>Notation and other musical words (genre and historical periods)</u><br><br>Key signature Producer Hip hop, rap Baroque |   |

**Music Sequence of Learning**  
**(Currently being further developed)**

|  |  |  |  |     |  |  |
|--|--|--|--|-----|--|--|
|  |  |  |  | Pop |  |  |
|--|--|--|--|-----|--|--|